THE GODFATHER **TERM ONE B3 8 WEEKS, B4 4 WEEKS FOR BASIC FOUR ANNUAL SCHEME OF LEARNING TERMLY SCHEME OF LEARNING** WHAT WEEK 1 - 12

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TERM ONE BASIC FOUR ANNUAL SCHEME OF LEARNING TERMLY SCHEME OF LEARNING WEEK 1 - 12

AMATHERACULATION

GENERAL INFORMATION

Name of school
District
Management Unit
Name of Class Teacher
Class Teachers Reg. No
Class
Boys
Average age of pupils

YEARLY SCHEME OF LEARNING

ENGLISH LANGUAGE

WEEK	TERM 1 (SUB	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
	STRANDS)		
1	Phonics	Phonics	Phonics
	Nouns	Nouns	Determiners
	Penmanship and	Penmanship and Handwriting	Writing as a Process
	Handwriting		
	Using Punctuation	Naming words/ Nouns	Naming words/ Nouns
	Building the Love	Building the Love and Culture of Reading	Building the Love and Culture
	and Culture of		of Reading
	Reading		
2	Songs	Songs	Poems
	Phonics	Word Families, Rhyming Endings and	Phonics
		Common Digraphs	
	Nouns	Nouns	Nouns
	Paragraph	Penmanship and Handwriting	Writing as a Process
	Development		
	Using Punctuation	Naming words/ Nouns	Naming words/ Nouns
	Building the Love	Building the Love and Culture of Reading	Building the Love and Culture
	and Culture of	р ^т	of Reading
	Reading		
3	Poems	Poems	Conversation
	Word Families	Blends and Consonant Clusters	Vocabulary
	Nouns	Determiners	Verbs
	Paragraph	Paragraph Development	Argumentative/Persuasive
	Development		Writing
	Naming words/	Using Action Words	Using Action Words
	Nouns		

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	Building the Love and Culture of Reading	Building the Love and Culture of Reading	Building the Love and Culture of Reading
4	Story Telling	Story Telling	Conversation
	Diphthongs	Vocabulary	Vocabulary
	Determiners	Determiners	Verbs
	Writing as a Process	Paragraph Development	Argumentative/Persuasive Writing
	Naming words/ Nouns	Using Action Words	Using Action Words
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	Building the Love and Culture of Reading
5	Dramatisation and Role Play	Dramatisation and Role Play	Listening Comprehension
	Blends and Consonant Clusters	Vocabulary	Comprehension
	Determiners	Verbs	Adverbs
	Writing as a Process	Writing as a Process	Argumentative/Persuasive Writing
	Naming words/ Nouns	Using Qualifying Words – Adjectives	Using Simple, Compound and Complex Sentences
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	Building the Love and Culture of Reading
6	Conversation	Conversation	Listening Comprehension
	Vocabulary	Vocabulary	Comprehension
	Determiners	Verbs	Conjunctions
	Writing as a Process	Writing as a Process	Argumentative/Persuasive Writing

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	Naming words/	Using Qualifying Words – Adjectives	Using Simple, Compound and
	Nouns		Complex Sentences
	Building the Love	Building the Love and Culture of Reading	Building the Love and Culture
	and Culture of		of Reading
	Reading		
7	Listening	Conversation	Presentation
	Comprehension		
	Vocabulary	Comprehension	Silent Reading
	Pronouns	Verbs	Conjunctions
	Narrative Writing	Writing as a Process	Expository/Informative Writing
	Using Action Words	Using Simple Prepositions	Using Simple, Compound and
			Complex Sentences
	Building the Love	Building the Love and Culture of Reading	Building the Love and Culture
	and Culture of		of Reading
	Reading		
8	Asking and	Listening Comprehension	Presentation
	Answering Questions		
	Vocabulary	Comprehension	Silent Reading
	Pronouns	Verbs	Modals
	Narrative Writing	Creative/Free Writing	Expository/Informative Writing
	Using Action Words	Using Simple Prepositions	Using Simple, Compound and
	dr.		Complex Sentences
	Building the Love	Building the Love and Culture of Reading	Building the Love and Culture
	and Culture of		of Reading
	Reading		
9	Giving and Following	Asking and Answering Questions	Presentation
	Commands		
	Comprehension	Comprehension	Fluency
	Adjectives	Adverbs	Modals
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	Creative/Free Writing	Creative/Free Writing	Letter Writing
	Using Qualifying Words – Adjectives	Conjunctions	Spelling
	Building the Love and Culture of	Building the Love and Culture of Reading	Building the Love and Culture of Reading
	Reading		
10	Presentation	Giving and Following Commands/ Instructions/Directions and Making and Responding to Requests	Presentation
	Comprehension	Silent Reading	Summarising
	Verbs	Adverbs	Prepositions
	Creative/Free Writing	Argumentative/Persuasive Writing	Letter Writing
	Using Qualifying Words – Adjectives	Conjunctions	Spelling
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	Building the Love and Culture of Reading
11	Presentation	Presentation	Presentation
	Comprehension	Fluency	Summarising
	Verbs	Idiomatic Expressions	Prepositions
	Descriptive Writing	Argumentative/Persuasive Writing	Letter Writing
	Using Adverbs	Conjunctions	Spelling
	Building the Love	Building the Love and Culture of Reading	Building the Love and Culture
	and Culture of		of Reading
	Reading		
12	Presentation	Presentation	Presentation
	Comprehension	Fluency	Summarising
	Verbs	Idiomatic Expressions	Prepositions
	Descriptive Writing	Argumentative/Persuasive Writing	Letter Writing

Using Adverbs	Conjunctions	Spelling
Building the Love	Building the Love and Culture of Reading	Building the Love and Culture
and Culture of		of Reading
Reading		

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SCIENCE

LIVING AND NON-LIVING	LIVING AND NON-LIVING THINGS	
		LIVING AND NON-LIVING THINGS
THINGS		
LIVING AND NON-LIVING	LIVING AND NON-LIVING THINGS	LIVING AND NON-LIVING THINGS
THINGS		
MATERIALS	EARTH SCIENCE	EARTH SCIENCE
EARTH SCIENCE	LIFE CYCLES OF ORGANISMS	ELECTRICITY AND ELECTRONICS
EARTH SCIENCE	SOURCES AND FORMS OF	PERSONAL HYGIENE AND
	ENERGY	SANITATION
LIFE CYCLES OF ORGANISMS	ELECTRICITY AND ELECTRONICS	DISEASES
THE HUMAN BODY SYSTEMS	ELECTRICITY AND ELECTRONICS	DISEASES
THE HUMAN BODY SYSTEMS	ELECTRICITY AND ELECTRONICS	CLIMATE CHANGE
	c^{2}	
THE SOLAR SYSTEM	FORCES AND MOVEMENT	CLIMATE CHANGE
THE SOLAR SYSTEM	FORCES AND MOVEMENT	CLIMATE CHANGE
ECOSYSTEM	PERSONAL HYGIENE AND	CLIMATE CHANGE
	SANITATION	
ECOSYSTEM	PERSONAL HYGIENE AND	CLIMATE CHANGE
	SANITATION	
	THINGS MATERIALS EARTH SCIENCE EARTH SCIENCE LIFE CYCLES OF ORGANISMS THE HUMAN BODY SYSTEMS THE HUMAN BODY SYSTEMS THE SOLAR SYSTEM THE SOLAR SYSTEM ECOSYSTEM	THINGSMATERIALSEARTH SCIENCEEARTH SCIENCELIFE CYCLES OF ORGANISMSEARTH SCIENCESOURCES AND FORMS OF ENERGYLIFE CYCLES OF ORGANISMSELECTRICITY AND ELECTRONICSTHE HUMAN BODY SYSTEMSELECTRICITY AND ELECTRONICSTHE HUMAN BODY SYSTEMSELECTRICITY AND ELECTRONICSTHE SOLAR SYSTEMFORCES AND MOVEMENTTHE SOLAR SYSTEMFORCES AND MOVEMENTECOSYSTEMPERSONAL HYGIENE AND SANITATIONECOSYSTEMPERSONAL HYGIENE AND

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OWOP

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	Nature of God	Myself	The Environment and the
			Weather
2	Nature of God	Myself	The Environment and the
			Weather
3	Myself	My Family and the Community	Being a Citizen
4	My Family and the Community	The Environment and the	Being a Citizen
		Weather	\sim
5	Home and School	Worship	Authority and Power
6	The Environment and the	Festivals	Responsible use of Resources
	Weather		
7	Plants and Animals	Basic Human Rights	Farming in Ghana
8	Map Making and Land Marks	Basic Human Rights	Our Neighbouring Countries
9	Population and Settlement	Being a Leader	Our Neighbouring Countries
10	Population and Settlement	Being a Leader	Our Neighbouring Countries
11	Population and Settlement	Being a Citizen	Our Neighbouring Countries
12	Population and Settlement	Being a Citizen	Our Neighbouring Countries

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COMPUTING

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	Generation of computers and	Generation of computers and	Generation of computers and
	parts of a computer and other	parts of a computer and other	parts of a computer and other
	gadgets	gadgets	gadgets
2	Generation of computers and parts of a computer and other gadgets	Generation of computers and parts of a computer and other gadgets	Introduction to MS-Windows Interface (Desktop Background and locations of the computer.)
3	Generation of computers and	Introduction to MS-Windows	Introduction to MS-Windows
	parts of a computer and other	Interface (Desktop Background	Interface (Desktop Background
	gadgets.	and locations of the computer.)	and locations of the computer.)
4	Introduction to MS-Windows	Introduction to MS-Windows	Data, sources and usage
	Interface (Desktop Background	Interface (Desktop Background	
	and locations of the	and locations of the computer.)	
	computer.)	cO^{2}	
5	Introduction to MS-Windows	Data, sources and usage	Data, sources and usage
	Interface (Desktop Background		
	and locations of the		
	computer.)		
6	Data, sources and usage	Data, sources and usage	Technology in the community
			(communication)
7	Data, sources and usage	Data, sources and usage	INTRODUCTION TO MS-
			POWERPOINT (TABS AND
			RIBBONS OF MS-POWERPOINT)
8	Data, sources and usage	Technology in the community (communication)	INTRODUCTION TO WORD PROCESSING (TABS AND RIBBONS OF WORD PROCESSING)
9	Data, sources and usage	Technology in the community	INTRODUCTION TO WORD
		(communication)	PROCESSING (TABS AND

			RIBBONS OF WORD
			PROCESSING)
10	Technology in the community	INTRODUCTION TO MS-	INTRODUCTION TO WORD
	(communication	POWERPOINT (TABS AND	PROCESSING (TABS AND
		RIBBONS OF MS-POWERPOINT)	RIBBONS OF WORD
			PROCESSING)
11	Technology in the community	INTRODUCTION TO MS-	INTRODUCTION TO WORD
	(communication	POWERPOINT (TABS AND	PROCESSING (TABS AND
		RIBBONS OF MS-POWERPOINT)	RIBBONS OF WORD
			PROCESSING)
12	Technology in the community	INTRODUCTION TO MS-	INTRODUCTION TO WORD
	(communication	POWERPOINT (TABS AND	PROCESSING (TABS AND
		RIBBONS OF MS-POWERPOINT)	RIBBONS OF WORD
			PROCESSING)

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MATHS

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	Counting, Representation	Number Operations	Unknowns, Expressions and Equations
	& Cardinality		
2	Counting, Representation		2D and 3D Shapes
	& Cardinality	Fractions	
3	Counting, Representation	Fractions	Position / Transformation
	& Cardinality		
4	Counting, Representation	Fractions	Measurement- (Perimeter and Area)
	& Cardinality		
5	Counting, Representation	Fractions	Measurement- (Perimeter and Area)
	& Cardinality		
6	Counting, Representation	Fractions	Measurement- (Perimeter and Area)
	& Cardinality	\sim	
7	Counting, Representation	Fractions	
	& Cardinality		Measurement -Time
8	Number Operations	Fractions	Data Collection, Organization,
	~		Presentation, Interpretation and Analysis
9	Number Operations	Patterns and	Data Collection, Organization,
		Relationships	Presentation, Interpretation and Analysis
10	Number Operations	Pattern and	Data Collection, Organization,
		Relationships	Presentation, Interpretation and Analysis
11	Number Operations	Pattern and	Data Collection, Organization,
		Relationships	Presentation, Interpretation and Analysis
12	Number Operations	Unknowns, Expressions	Data Data Collection, Organization,
		and Equations	Presentation, Interpretation and Analysis

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RME

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	God the Creator	Religious Worship, Prayer and	Roles and Relationships
		other Religious Practices	
2	God the Creator	Religious Worship, Prayer and	Roles and Relationships
		other Religious Practices	
3	God the Creator	Religious Worship, Prayer and	Roles and Relationships
		other Religious Practices	
4	God the Creator	Festivals in the Three Major	Roles and Relationships
		Religions	
5	God the Creator	Festivals in the Three Major	Authority and Obedience
		Religions	
6	The Environment	The Call of the Leaders of the	Authority and Obedience
		Three Major Religions	
7	The Environment	The Call of the Leaders of the	Roles, Relationships in the
		Three Major Religions	Family and Character Formation
8	Religious Worship, Prayer and	The Call of the Leaders of the	Roles, Relationships in the
	other Religious Practices	Three Major Religions	Family and Character Formation
9	Religious Worship, Prayer and	The Call of the Leaders of the	Roles, Relationships in the
	other Religious Practices	Three Major Religions	Family and Character Formation
10	Religious Worship, Prayer and	Roles and Relationships	Roles, Relationships in the
	other Religious Practices		Family and Character Formation
11	Religious Worship, Prayer and	Roles and Relationships	Roles, Relationships in the
	other Religious Practices		Family and Character Formation
12	Religious Worship, Prayer and	Roles and Relationships	Roles, Relationships in the
	other Religious Practices		Family and Character Formation

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HISTORY

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	Why and How We Study	Major Historical Locations	Establishing Colonial Rule in
	HISTORY		Ghana
2	Why and How We Study	Major Historical Locations	Establishing Colonial Rule in
	HISTORY		Ghana
3	Why and How We Study	Major Historical Locations	Establishing Colonial Rule in
	HISTORY		Ghana
4	Why and How We Study	SOME SELECTED INDIVIDUALS	The Republics
	HISTORY		
5	Why and How We Study	SOME SELECTED INDIVIDUALS	The Republics
	HISTORY		
6	The People Of Ghana	SOME SELECTED INDIVIDUALS	The Republics
7	The People Of Ghana	Missionary Activities	The Republics
8	The People Of Ghana	Missionary Activities	The Republics
9	The People Of Ghana	Missionary Activities	The Republics
10	The People Of Ghana	Establishing British Rule in	The Republics
		Ghana	
11	The People Of Ghana	Establishing British Rule in	The Republics
	Gr.	Ghana	
12	The People Of Ghana	Establishing British Rule in	The Republics
		Ghana	

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YEARLY SCHEME OF LEARNING

CREATIVE ARTS

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	Thinking and exploring	Thinking and Exploring Ideas	Thinking and Exploring Ideas
	(Visual Arts)	(Visual Arts)	(Visual Arts)
2	Thinking and exploring	Thinking and Exploring Ideas	Thinking and Exploring Ideas
	(Performing Arts)	(Performing Arts)	(Performing Arts)
3	Thinking and Exploring Ideas	Planning, Making and	Planning, Making and
	(Visual Arts)	Composing	Composing
		(Visual Arts)	(Visual Arts)
4	Planning, Making and	Planning, Making and	Planning, Making and
	Composing	Composing	Composing
	(Performing Arts)	(Performing Arts)	(Performing Arts)
5	Planning, Making and	Displaying and Sharing	Displaying and Sharing
	Composing	(Visual Arts)	(Visual Arts)
	(Visual Arts)		
6	Planning, Making and	Displaying and Sharing	Displaying and Sharing
	Composing	(Performing Arts)	(Performing Arts)
	(Performing Arts)		
7	Displaying and Sharing	Appreciating and Appraising	Appreciating and Appraising
	(Visual Arts)	(Visual Arts)	(Visual Arts)
8	Displaying and Sharing	Appreciating and Appraising	Appreciating and Appraising
	(Performing Arts)	(Performing Arts)	(Performing Arts)
9	Displaying and Sharing /	Thinking and Exploring Ideas	Thinking and Exploring Ideas
	Appreciating and Appraising	(Visual Arts and Performing Arts)	(Visual Arts and Performing
	(Visual Arts)		Arts)
10	Displaying and Sharing /	Planning, Making and	Planning, Making and
	Appreciating and	Composing	Composing
	Appraising	(Visual Arts and Performing Arts)	

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	(Visual Arts and Performing Arts)		(Visual Arts and Performing
			Arts)
11	Appreciating and	Displaying and Sharing	Displaying and Sharing
	Appraising	(Visual Arts and Performing Arts)	(Visual Arts and Performing
	(Visual Arts and Performing Arts)		Arts)
12	Appreciating and	Appreciating and Appraising	Appreciating and Appraising
	Appraising	(Performing Arts)	(Visual Arts and Performing
	(Visual Arts and Performing Arts)		Arts)
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GHANAIAN LANGUAGE

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	SONGS	Conversation	Giving and Following
			Commands/ Instructions
	Poems		
	Listening and Story Telling		
2	Dramatisation and Role Play	Talking about Oneself, Family,	Presentation
		People and Places/ Asking and	
		Answering Questions	
3	Phonics: Letter Sound Knowledge	Vocabulary / Comprehension	Fluency
4	Phonics: Letter Sound Knowledge	Silent Reading	Summarising
		K.	
	vocabulary (Sight and content	cO-	
	vocabulary)		
5	Penmanship/Handwriting	Penmanship/ Handwriting	Penmanship /Handwriting
6	Narrative Writing	Persuasive Writing	Literary Writing
7	Creative/ Free Writing	Argumentative Writing	Letter Writing
	Descriptive Writing		
8	Descriptive Writing	Informative/ Academic Writing	Integrating Grammar in
		& Literary Writing	Written Language (Use of
			simple and compound
			sentences)
	Persuasive Writing		
9	Integrating Grammar in Written	Integrating Grammar in Written	Integrating Grammar in
	Language (Capitalization	Language (Use of qualifying	Written Language (spelling)

	Integrating Grammar in Written	words) & (Use of post	
	Language (Punctuation)	positions)	
	В4		
10	Integrating Grammar in Written	Integrating Grammar in	Integrating Grammar in
	Language (Punctuation)	Written Language (Use of	Written Language
		postpositions)	(Conjunctions)
	Integrating Grammar in Written		
	Language (Use of action words)		
11	Building the Love and Culture of	Reading Texts, Poems,	Reading Texts, Poems,
	Reading in Learners	Narratives and Short Stories	Narratives and Short Stories
12	Read Aloud with Children	Reading Texts, Poems,	Reading Texts, Poems,
		Narratives and Short Stories	Narratives and Short Stories

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Termly Scheme of Learning (SOL) for B3 Term 3 MATHEMATICS

WEEKS	STRAND	SUB STRAND	CONTENT	INDICATORS	RESOURCES
			STANDARD		
1	Geometry and	2D & 3D Shapes	B3.3.1.1.	B3.3.1.1.1	Counters, bundle and
	Measurement		B3.3.1.1.	B3.3.1.1.2	loose straws, Paper strips, Cut out cards
2	Geometry and	2D & 3D Shapes	B3.3.1.1.	B3.3.1.1.3	
	Measurement		B3.3.1.1.	B3.3.1.1.4	
3	Geometry and	2D & 3D Shapes	B3.3.1.1.	B3.3.1.1.1	Counters, bundle and
	Measurement		B3.3.1.1.	B3.3.1.1.2	loose straws, Paper strips, Cut out cards
4	Geometry and	Position/	B3.3.2.1.	B3.3.2.1.1	Counters, bundle and
	Measurement	Transformation	B3.3.3.1.	B3.3.3.1.1	loose straws, Paper strips, Cut out cards
			5		
5	Geometry and	Position/	B3.3.3.1.	B3.3.3.1.2	Counters, bundle and
	Measurement	Transformation	B3.3.3.1.	B3.3.3.1.3	loose straws, Paper strips, Cut out cards
6	Geometry and	Measurement –	B3.3.3.2.	B3.3.3.2.1	Counters, bundle and
	Measurement	Length, Mass, Time	B3.3.3.2.	B3.3.3.2.2	loose straws, Paper strips, Cut out cards
7	Geometry and	Measurement –	B3.3.3.3.	B3.3.3.3.1	Counters, bundle and
	Measurement	Length, Mass, Time	B3.3.3.3.	B3.3.3.3.1	loose straws, Paper strips, Cut out cards
8	Geometry and	Measurement –	B3.3.3.3.	B3.3.3.3.2	Counters, bundle and
	Measurement	Length, Mass, Time	B3.3.3.3.	B3.3.3.3.3	loose straws, Paper strips, Cut out cards
1	NUMBER	Counting,	B4.1.1.1.	B4.1.1.1.1	Counters, bundle and
		Representation & Cardinality	B4.1.1.1	B4.1.1.1.2	loose straws, Paper strips, Cut out cards

2	NUMBER	Counting, Representation & Cardinality	B4.1.1.1. B4.1.1.1.	B4.1.1.1.3 B4.1.1.1.4	Counters, bundle and loose straws, Paper strips, Cut out cards
3	NUMBER	Counting, Representation & Cardinality	B4. 1.1.1. B4.1.1.1.	B4. 1.1.1.5 B4.1.1.1.6	Counters, bundle and loose straws, Paper strips, Cut out cards
4	NUMBER	Counting, Representation & Cardinality	B4.1.1.2. B4.1.1.3.	B4.1.1.2.2 B4.1.1.3.1	Counters, bundle and loose straws, Paper strips, Cut out cards

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Termly Scheme of Learning (SOL) for B3 Term 3 HISTORY OF GHANA

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	My Country Ghana	Some Selected Individuals	B3.2.5.1.	B3.2.5.1.1	A map of Ghana, Posters, documentary
2	My Country Ghana	Some Selected Individuals	B3.2.5.1.	B3.2.5.1.1	A map of Ghana, Posters, documentary
3	My Country Ghana	Some Selected Individuals	B3.2.5.1.	B3.2.5.1.1	A map of Ghana, Posters, documentary
4	My Country Ghana	Some Selected Individuals	B3.2.5.1.	B3.2.5.1.1	A map of Ghana, Posters, documentary
5	Europeans in Ghana	Arrival of Europeans	B3.3.1.1.	B3.3.1.1.1	A map of Ghana, Posters, documentary
6	Europeans in Ghana	Arrival of Europeans	B3.3.1.1.	B3.3.1.1.1	A map of Ghana, Posters, documentary
7	Europeans in Ghana	Arrival of Europeans	B3.3.1.1.	B3.3.1.1.1	A map of Ghana, Posters, documentary
8	Europeans in Ghana	Arrival of Europeans	B3.3.1.1.	B3.3.1.1.1	A map of Ghana, Posters, documentary

1	History as a	Why and How We	B4.1.1.1.	B4.1.1.1.1	A map of Ghana,
	Subject	Study HISTORY			Posters,
					documentary
2	History as a	Why and How We	B4.1.1.1.	B4.1.1.1.1	A map of Ghana,
	Subject	Study HISTORY			Posters, documentary
3	History as a	M/by and Llow M/a	D4 1 1 1	B4.1.1.1.1	,
5	History as a Subject	Why and How We Study HISTORY	B4.1.1.1.	B4.1.1.1.1	A map of Ghana, Posters,
					documentary
4	History as a	Why and How We	B4.1.1.2.	B4.1.1.2.1	A map of Ghana,
	Subject	Study HISTORY			Posters,
			C		documentary

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Termly Scheme of Learning (SOL) for B3 Term 3 SCIENCE

WEEKS	STRAND	SUB STRAND	CONTENT	INDICATORS	RESOURCES
			STANDARD		
1	FORCES AND	DELECTRICITY AND	B3.4.2.1.	B3.4.2.1.1	Plants and animals in the
	ENERGY	ELECTRONICS			environment, plastics, stones, pictures videos
2	FORCES AND ENERGY	FORCES AND MOVEMENT	B3.4.3.1.	B3.4.3.1.1	paper,
3	FORCES AND ENERGY	FORCES AND MOVEMENT	B3.4.3.2.	B3.4.3.2.1	Plants and animals in the environment, plastics,
4	HUMANS AND THE ENVIRONMENT	PERSONAL HYGIENE AND SANITATION	B3.5.1.1.	B3.5.1.1.1	stones, pictures videos paper
5	HUMANS AND THE ENVIRONMENT	PERSONAL HYGIENE AND SANITATION	B3.5.1.1.	B3.5.1.1.1	
6	HUMANS AND THE ENVIRONMENT	DISEASES	B3.5.2.1	B3.5.2.1.1	Plants and animals in the environment, plastics,
7	HUMANS AND THE ENVIRONMENT	DISEASES	B3.5.2.1.	B3.5.2.1.2	stones, pictures videos paper
8	HUMANS AND THE ENVIRONMENT	SCIENCE AND INDUSTRY	B3.5.3.2.	B3.5.3.2.1	
1	DIVERSITY OF MATTER	LIVING AND NON- LIVING THINGS	B4.1.1.1.	B4.1.1.1.1	
2	DIVERSITY OF MATTER	LIVING AND NON- LIVING THINGS	B4.1.1.1.	B4.1.1.1.2	
3	DIVERSITY OF MATTER	MATERIALS	B4.1.2.2.	B4.1.2.2.1	Plants and animals in the environment, plastics,
4	DIVERSITY OF MATTER	EARTH SCIENCE	B4.2.1.1.	B4.2.1.1.1	stones, pictures videos paper

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Termly Scheme of Learning (SOL) for B3 Term 3 ENGLISH LANGUAGE

WEEKS	STRAND	SUB STRAND	CONTENT	INDICATORS	RESOURCES
			STANDARD		
1	Reading	Comprehension	B3.2.7.2.	B3.2.7.2.1.	Word cards
	Writing	Guided Composition	B3.4.8.1	B3.4.8.1.1.	sentence
	Using Writing	Using Qualifying Words – Adverbs	B3.5.6.1	B3.5.6.1.2.	cards, class
	Conventions				library
	Extensive	Building The Love And Culture Of	B3.6.1.1.	B3.6.1.1.1	
	Reading	Reading			
2	Oral	Asking and Answering Questions	B3.1.8.1.	B3.1.8.1.1	Word cards
	Language				sentence
	Reading	Comprehension	B3.2.7.2	B3.2.7.2.1.	cards, class
	Writing	Writing as a Process	B3.4.9.1.	B3.4.9.1.1	library
	Using Writing	Using Qualifying Words – Adverbs	B3.5.6.1	B3.5.6.1.2.	
	Conventions				_
	Extensive	Building The Love And Culture Of	B3.6.1.1.	B3.6.1.1.1	
	Reading	Reading	\sum		
3	Oral	Asking and Answering Questions	B3.1.8.1	B3.1.8.1.2.	Word cards
	Language				sentence
	Reading	Comprehension	B3.2.7.2.	B3.2.7.2.2	cards, class library
	Writing	Writing as a Process	B3.4.9.2	B3.4.9.2.1.	
	Using Writing	Using Simple Prepositions	B3.5.7.1	B3.5.7.1.1.	
	Conventions				
	Extensive	Building The Love And Culture Of	B3.6.1.1.	B3.6.1.1.1	
	Reading	Reading			
4	Oral	Asking and Answering Questions	B3.1.8.1	B3.1.8.1.2.	Word cards
	Language				sentence
	Reading	Comprehension	B3.2.7.2	B3.2.7.2.2.	cards, class
	Writing	Writing as a Process	B3.4.9.3	B3.4.9.3.1.	library
	Using Writing	Using Simple Prepositions	B3.5.7.1	B3.5.7.1.1.	
	Conventions				
	Extensive	Building The Love And Culture Of	B3.6.1.1.	B3.6.1.1.1	
	Reading	Reading			
5	Oral	Giving and Responding to	B3.1.9.1	B3.1.9.1.1.	Word cards
	Language	Commands/Instructions/Directions			sentence
		and Making Requests			cards, class
	Reading	Comprehension	B3.2.7.2.	B3.2.7.2.3	library
	Writing	Writing as a Process	B3.4.9.3.	B3.4.9.3.2	
	Using Writing	Using Simple and Compound	B3.5.9.1.	B3.5.9.1.1	
	Conventions	Sentences			
	Extensive	Building The Love And Culture Of	B3.6.1.1.	B3.6.1.1.1	
	Reading	Reading			

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6	Oral	Giving and Responding to	B3.1.9.1	B3.1.9.1.1.	Word cards
	Language	Commands/Instructions/Directions			sentence
		and Making Requests			cards, class
	Reading	Comprehension	B3.2.7.2.	B3.2.7.2.3	library
	Writing	Writing as a Process	B3.4.9.3.	B3.4.9.3.3.	
	Using Writing	Using Simple and Compound	B3.5.9.1	B3.5.9.1.1	
	Conventions	Sentences			
	Extensive	Building The Love And Culture Of	B3.6.1.1	B3.6.1.1.1	
	Reading	Reading			
7	Oral	Giving and Responding to	B3.1.9.1	B3.1.9.1.2.	Word cards
	Language	Commands/Instructions/Directions			sentence
		and Making Requests			cards, class
	Reading	Comprehension	B3.2.7.2.	B3.2.7.2.4	library
	Writing	Narrative Writing	B3.4.10.1	B3.4.10.1.1.	
	Using Writing	Spelling	B3.5.10.1.	B3.5.10.1.1	
	Conventions				
	Extensive	Building The Love And Culture Of	B3.6.1.1.	B3.6.1.1.1	
	Reading	Reading			
8	Oral	Giving and Responding to	B3.1.9.1	B3.1.9.1.2.	Word cards
	Language	Commands/Instructions/Directions	\sim		sentence
		and Making Requests			cards, class
	Reading	Fluency	B3.2.9.1.	B3.2.9.1.1	library
	Writing	Narrative Writing	B3.4.10.1.	B3.4.10.1.2	
	Using Writing	Spelling	B3.5.10.1.	B3.5.10.1.1	
	Conventions				
	Extensive	Building The Love And Culture Of	B3.6.1.1.	B3.6.1.1.1	
	Reading	Reading			
1	Reading	Phonics	B4.2.2.1.	B4.2.2.1.1.	Word cards
	Grammar	Nouns	B4.3.1.1	B4.3.1.1.1.	sentence
	Usage At				cards, class
	Word				library
	Writing	Penmanship and Handwriting	B4.4.2.1	B4.4.2.1.1.	
	Using Writing	Using Punctuation	B4.5.2.1	B4.5.2.1.1.	
	Conventions	т Т			
	Extensive	Building the Love and Culture of	B4.6.1.1.	B4.6.1.1.1	
	Reading	Reading			
2	Oral	Songs	B4.1.1.1.	B4.1.1.1.1	Word cards
	Language				sentence
	Reading	Phonics	B4.2.2.1.	B4.2.2.1.2	cards, class
	Grammar	Nouns	B4.3.1.1.	B4.3.1.1.2	library
	Usage At				
	Word				
	Writing	Paragraph Development	B4. 4.6.1.	B4. 4.6.1.1.	1
	Using Writing	Using Punctuation	B4.5.2.1	B4.5.2.1.1.	1
	Conventions				

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3	Extensive	Building the Love and Culture of	B4.6.1.1.	B4.6.1.1.1	Word cards
	Reading	Reading			sentence
	Oral	Poems	B4.1.3.1.	B4.1.3.1.1.	cards, class
	Language				library
	Reading	Word Families	B4.2.3.1.	B4.2.3.1.1	
	Grammar	Nouns	B4.3.1.1.	B4.3.1.1.2	
	Usage At				
	Word				
	Writing	Paragraph Development	B4. 4.6.1	B4. 4.6.1.1.	
4	Using Writing	Naming words/ Nouns	B4.5.3.1	B4.5.3.1.1.	Word cards
	Conventions				sentence
	Extensive	Building the Love and Culture of	B4.6.1.1.	B4.6.1.1.1	cards, class
	Reading	Reading			library
	Oral	Story Telling	B4.1.4.1.	B4.1.4.1.1	
	Language		C	\bigcirc	
	Reading	Diphthongs	B4.2.4.1	B4.2.4.1.1.	
	Grammar	Determiners	B4. 3.2.1.	B4. 3.2.1.1	1
	Usage At				
	Word				

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WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	PHYSICAL FITNESS	AEROBIC CAPACITY, STRENGTH, ENDURANCE,FLEXIBILITY BODY COMPOSITION	B3.3.4.3.	B3.3.4.3.1	Balls, Videos and Picture,
2	PHYSICAL FITNESS	AEROBIC CAPACITY, STRENGTH, ENDURANCE,FLEXIBILITY BODY COMPOSITION	B3.3.5.3.	B3.3.5.3.1	Drums, Speakers
3	PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES	FITNESS PROGRAMME, HEALTHY DIET, SAFETY AND INJURIES, SUBSTANCES/DRUGS	B3.4.1.4.	B3.4.1.4.1	Balls, Videos and Picture,
4	PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES	FITNESS PROGRAMME, HEALTHY DIET, SAFETY AND INJURIES, SUBSTANCES/DRUGS	B3.4.1.4.	B3.4.1.4.2	Drums, Speakers
5	PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES	FITNESS PROGRAMME, HEALTHY DIET, SAFETY AND INJURIES, SUBSTANCES/DRUGS	B3.3.4.3.	B3.3.4.3.1	Balls, Videos and Picture,
6	PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES	FITNESS PROGRAMME, HEALTHY DIET, SAFETY AND INJURIES, SUBSTANCES/DRUGS	B3.3.5.3.	B3.3.5.3.1	Drums, Speakers
7	PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES	FITNESS PROGRAMME, HEALTHY DIET, SAFETY AND INJURIES, SUBSTANCES/DRUGS	B3.4.1.4.	B3.4.1.4.1	Balls, Videos and Picture,
8	Values and Psycho-social Concepts, Principles and Strategies	Social Interaction, Group Dynamics and Critical Thinking	B3.4.1.4.	B3.4.1.4.2	Drums, Speakers
1	MOTOR SKILL AND MOVEMENT PATTERNS	LOCOMOTOR SKILLS	B4.1.1.1.	B4.1.1.1.1	Balls, Videos and Picture, Drums, Speakers
2	MOTOR SKILL AND MOVEMENT PATTERNS	LOCOMOTOR SKILLS	B4.1.1.1.	B4.1.1.1.2	Balls, Videos and Picture, Drums, Speakers

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3	MOTOR SKILL AND	MANIPULATIVE SKILLS	B4.1.2.1.:	B4.1.2.1.1:	Videos and		
	MOVEMENT				Picture,		
	PATTERNS				Drums		
4	MOTOR SKILL AND	MANIPULATIVE SKILLS	B 4. 1.2.1.	B 4. 1.2.1.2	Videos and		
	MOVEMENT				Picture,		
	PATTERNS				Drums		

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Termly Scheme of Learning (SOL) for B3 Term 3 CREATIVE ARTS

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Visual arts	Thinking and exploring (Visual Arts)	B3 1.1.1.	B3 1.1.1.3	photos, videos, art paper, colours, and traditional art tools, materials and equipment available in the community
2	Performing arts	Thinking and exploring (Performing Arts)	B3 2.1.1.	B3 2.1.1.3	-do-
3	Visual arts	Planning, Making and Composing (Visual Arts)	B3 1.2.2.	B3 1.2.2.3	-do-
4	Performing arts	Planning, Making and Composing (Performing Arts)	B3.2.2.2.	B3.2.2.2.3	-do-
5	Visual arts	Planning, Making and Composing	B3 1.2.3.	B3 1.2.3.3	-do-
6	Performing arts	Planning, Making and Composing	B3 2.2.3.	B3 2.2.3.3	-do-
7	Visual arts	Displaying and Sharing	B3 1.3.4.	B3 1.3.4.3	-do-
8	Performing arts	Displaying and Sharing	B3 2.3.4.	B3 2.3.4.3	-do-
1	Visual arts	Thinking and exploring (Visual Arts)	B4 1.1.1.	B4 1.1.1.1	photos, videos, art paper, colours, and traditional art tools, materials and equipment available in the community
2	Performing arts	Thinking and exploring	B4 2.1.1.	B4 2.1.1.1	-do-
3	Visual arts	Thinking and Exploring Ideas	B4 1.2.2.	B4 1.2.2.1	-do-
4	Performing arts	Planning, Making and Composing	B4.2.2.2.	B4.2.2.2.1	-do-

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Termly Scheme of Learning (SOL) for B3 Term 3 RELIGIOUS AND MORAL EDUCATION

WEEKS	STRAND	SUB STRAND	CONTENT	INDICATORS	RESOURCES
			STANDARD		
1	Religious	The Youthful Life of the	B3.3.1.1.	B3.3.1.1.2	wall charts, wall
	Leaders	Leaders of the three			words, posters,
		Major Religions			video clip, etc
2	Religious	The Youthful Life of the	B3.3.1.1.	B3.3.1.1.2	wall charts, wall
	Leaders	Leaders of the three			words, posters,
		Major Religions			video clip, etc
3	The Family and	Roles and Relationships	B3.4.1.1.	B3.4.1.1.1	wall charts, wall
	the Community			\sim	words, posters,
				\sim	video clip, etc
4	The Family and	Roles and Relationships	B3.4.1.1.	B3.4.1.1.1	wall charts, wall
	the Community		C	$\langle \cdot \rangle$	words, posters,
			C	J.	video clip, etc
5	The Family and	Roles and Relationships	B3 4.1.1.	B3 4.1.1.2:	wall charts, wall
	the Community				words, posters,
					video clip, etc
6	The Family and	Roles and Relationships	B3 4.1.1.:	B3 4.1.1.2:	wall charts, wall
	the Community		2		words, posters,
					video clip, etc
7	The Family and	Roles and Relationships	B3. 4.1.1.:	B3. 4.1.1.3:	wall charts, wall
	the Community				words, posters,
					video clip, etc
8	The Family and	Roles and Relationships	B3. 4.1.1.:	B3. 4.1.1.3:	wall charts, wall
	the Community				words, posters,
					video clip, etc
1	God, His	God the Creator	B4.1.1.1.	B4.1.1.1.1:	wall charts, wall
	Creation and				words, posters,
	Attributes				video clip, etc
2	God, His	God the Creator	B4.1.1.1.:	B4.1.1.1.1:	wall charts, wall
	Creation and				words, posters,
	Attributes				video clip, etc
3	God, His	God the Creator	B4.1.1.2.:	B4.1.1.2.1:	wall charts, wall
	Creation and				words, posters,
	Attributes				video clip, etc
4	God, His	God the Creator	B4.1.1.2.:	B4.1.1.2.1:	wall charts, wall
	Creation and				words, posters,
	Attributes				video clip, etc

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WEEKS	STRAND	SUB STRAND		INDICATORS	RESOURCES
1		Deine e Citizen	STANDARD		Disturge Charte
T	OUR NATION	Being a Citizen	B3.4.1.1.	B3.4.1.1.1.	Pictures, Charts,
_	GHANA				Video Clip
2	OUR NATION	Power and	B3.4.2.1	B3.4.2.1.1.	Pictures, Charts,
	GHANA	Authority			Video Clip
3	OUR NATION	Power and	B3.4.2.2	B3.4.2.2. 1.	Pictures, Charts,
	GHANA	Authority			Video Clip
4	OUR NATION	Responsible use	B3.4.3.1.	B3.4.3.1.1.	Pictures, Charts,
	GHANA	of Resources			Video Clip
5	OUR NATION	Farming in	B3.4.4.1.	B3.4.4.1.1.	Pictures, Charts,
	GHANA	Ghana			Video Clip
6	MY GLOBAL	Our	B3.5.1.1.	B3.5.1.1.1	Pictures, Charts,
	COMMUNITY	Neighbouring		2	Video Clip
		Countries			
7	MY GLOBAL	Introduction to	B3.5.2.1	B3.5.2.1.1.	Pictures, Charts,
	COMMUNITY	Computing			Video Clip
8	MY GLOBAL	Sources of	B3.5.3.1	B3.5.3.1.1.	Pictures, Charts,
	COMMUNITY	Information	()		Video Clip
1	ALL ABOUT	Nature of God	B4.1.1.1.	B4.1.1.1.1	Pictures, Charts,
	US				Video Clip
2	ALL ABOUT	Nature of God 🧹	B4.1.1.1.	B4.1.1.1.1	Pictures, Charts,
	US				Video Clip
3	ALL ABOUT	Myself	B4.1.2.1	B4.1.2.1.1.	Pictures, Charts,
	US				Video Clip
4	ALL ABOUT	My Family and	B4.1.3.1	B4.1.3.1.1.	Pictures, Charts,
	US	the Community			Video Clip

Termly Scheme of Learning (SOL) for B3 Term 3 OUR WORLD AND OUR PEOPLE / COMPUTING

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Scheme of Learning GHANAIAN LANGUAGE for P3 Term 3

Week	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Oral Language	Asking and Answering Questions	B3.1.9.1. B3.1.9.1.	B3.1.9.1.2 B3.1.9.1.3	Drums, drum sticks, recorded audios, Manila
2.	Oral Language	Giving and Following Commands /Instructions	B3.1.10.1. B3.1.10.1. B3.1.10.1.	B3.1.10.1.1 B3.1.10.1.2 B3.1.10.1.3	cards, recorded audio visuals
3.	Oral Language	Presentation	B3.1.11.1. B3.1.11.1. B3.1.11.1.	B3.1.11.1.1 B3.1.11.1.2 B3.1.11.1.3	Pictures of animals, Manila cards, markers, recorded audiovisual
4.	Reading	Comprehension	B3.2.5.1. B3.2.6.1.	B3.2.5.1.2 B3.2.6.1.1	Manila cards, markers, recorded audio- visual
5.	Reading	Silent Reading	B3.2.6.1. B3.2.7.1.	B3.2.6.1.2 B3.2.7.1.1	Manila cards, markers, recorded audio- visual
6.	Reading	Fluency	B3.2.7.1. B3.2.8.1.	B3.2.7.1.2 B3.2.8.1.1	Manila Cards, Class reader
7.	Writing	Copying/ Writing Simple Sentences with Correct Spacing	B3.3.4.1.	B3.3.4.1.1	Manila Cards, Markers
8.	Writing	Copying/ Writing Simple Sentences with Correct Spacing	B3.3.4.1.	B3.3.4.1.2	Word cards, Manila card Markers Word cards Manila card Markers
1	Oral Language	SONGS Poems	B4.1.1.1. B4.1.2.1.	B4.1.1.1.1 B4.1.2.1.1	Word cards, Manila card Markers Word Cards, Manila card,
		Listening and Story Telling	B4.1.4.1.	B4.1.4.1.1	

2.	Oral Language	Dramatisation and Role Play	B4.1.5.1.	B4.1.5.1.1	Word cards, Manila card Markers Word
			B4.1.5.1.	B4.1.5.1.2	Cards, Manila card,
3.	Reading	Phonics: Letter Sound	B4.2.4.1.	B4.2.4.1.1	Reading materials
		Knowledge	B4.2.4.1.	B4.2.4.1.2	
			B4.2.4.1.	B4.2.4.1.3	
	Deading	Dhanian Lattar Cound			Marila Carda
4.	Reading	Phonics: Letter Sound Knowledge	B4.2.4.1.	B4.2.4.1.4	Manila Cards, Markers
		vocabulary (Sight and	B4.2.5.1.1.	B4.2.5.1.1.1	\sim
		content vocabulary)	B4.2.5.1.1.	B4.2.5.1.1.2	\bigcirc

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TERM THREE BASIC THREE WEEK 1

AWAFIFICATION

.....: LESSON PLAN

SUBJECT: ENGLISH LANGUAGE

CLASS: THREE

Week Ending:			Class size:			
Day :		Da	te :			
Period :			sson :			
Strand :	!	Sub-strand :				
A. Reading			prehension			
B. Writing			ed Composition			
C. Using Writing Con			C. Using Qualifying Words – Adverbs			
D. Extensive Reading		D. Building The Love And Culture Of Reading				
Indicator (code)	B3.2.7.2.1 B3.4.8	3.1.1 B3.5.6.	1.2 B3.6.1.1.1			
Content standard (code)	B3.2.7.2. B3.4.8	I.8.1. B3.5.6.1. B3.6.1.1.				
Performance Indicator	A. Learners ca	A. Learners can demonstrate understanding of the purpose and features o				
	poems or rhymes and fables					
	B. Learners can develop two coherent paragraphs on one idea or concep					
	using leading questions					
	C. Learners can use adverbs correctly to express time, frequency, etc					
			variety of age and level-appropriate books and			
	summarise					
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development a Leadership Critical Thinking and Problem Solving.						
Keywords						
T. L .R. (s)	Word cards, senter	nce cards, le	ter cards, handwriting on a manila card and a class			
	library.	, -	, ,			
Ref: English Lang	guage curriculum P	age				
	-					

DAY	Phase 1:	Phase 2: Main	Phase 3:
	Starter (preparing the brain for	(new learning including assessment)	Plenary / Reflections
T	learning)		
Tuesday	Engage learners to sing songs and recite familiar rhymes	 B.READING Introduce the lesson with before reading activities, singing, reciting, prediction, etc. Have learners read a text and identify its purpose and features. Guide them with questions to do this. Let learners transfer the same ideas to other types of texts. Use think-pair-share to have learners compare ideas Assessment: let learners identify purpose and features 	What have we learnt today? Ask learners to summarize the main points in the lesson
		of poems or rhymes and fables	
Wednesda y	Engage learners to sing songs and recite familiar rhymes	 C. WRITING Have learners brainstorm to choose a topic, e. g. My Home Write the topic on the board. Ask questions for learners to generate ideas on the topic Discuss the questions with learners for them to answer appropriately e.g. My home i. Where do you live? ii. How many of you live there? iii. What kind of buildings are there? Assessment: let learners write two coherent paragraphs on one topic using leading questions 	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	D.WRITING CONVENTIONS AND GRAMMAR USAGE Guide learners with examples and situations to use adverbs of time and frequency Assessment: let learners use adverbs correctly in sentences	What have we learnt today? Ask learners to summarize the main points in the lesson
Friday	Engage learners to sing songs	E.EXTENSIVE READING Using the Author's chair, introduce the reading/library time.	What have we learnt today?

and recite	 Have a variety of age/level-appropriate books for 	Ask learners to
familiar	learners to make a choice from.	summarize the main
rhymes	 Introduce narratives, expository, procedural texts to 	points in the lesson
	learners.	
	 Guide learners to select books for readings 	
	Assessment: let learners read a variety of age and	
	level-appropriate books and summarise them	

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SUBJECT: MATHEMATICS

CLASS: THREE

Week Endin	g:				Class size:	
Day :			Dat	e :		
Period :			Les	son :	\checkmark	
Strand : Geo	ometry and M	easurement	Sub-strar	n d : 2	D & 3D Shapes	
Indicator (co	ode)	B3.3.1.1.1	B3.3.1.1.2			
Content star	ndard (code)	B3.3.1.1.	B3.3.1.1.	\sim		
number of edges ar			per of edges and ding triangles, c per of sides pers can draw a	d vei Juad nd ic		regular polygons otagons according to the
		tivity and Inno ng and Probler		inica	tion and Collaboration Pe	ersonal Development and
Keywords		P.				
T. L .R. (s)		Counters				
Ref: Mathematics curriculum Page			Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Mai (new learnin	n g including ass	essn	ient)	Phase 3: Plenary / Reflections

Tuesday	Sing songs	Identify a variety of 3D shapes (cubes, spheres, cones,	Review the lesson with
	like:	cylinders, pyramids and prisms) by: - identifying and counting the faces, edges and vertices: - describing the	Learners
	I'm counting one, what	shape of the faces - constructing a skeleton of an object and describing the relationship between the skeleton and the object	
	is one	Assessment: have learners to practice with more examples	
Wednesda	Sing songs	Identify regular and irregular 2D shapes (triangles,	Review the lesson with
У	like:	rhombus, rectangles, squares, pentagons, hexagons, octagons) having different dimensions and orientations	Learners
	l'm counting	by the number and nature of sides	~
	one, what is one 1 - One is one	Assessment: have learners to practice with more examples	
Thursday	Sing songs like:	Sort 2D shapes into larger categories (e.g. rhombuses, rectangles and squares are all four-sided shapes.) according to a common, shared attribute and justify	Review the lesson with Learners
	l'm counting	sorting; Draw examples of shapes that belong to and those that do not belong to given category	
	one, what is one	Assessment: have learners to practice with more examples	
Friday	Sing songs like:	Measure the sides of a given polygon; Draw a polygon with given sides	Review the lesson with Learners
	I'm counting	Assessment: have learners to practice with more examples	
	one, what is one		

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SUBJECT: SCIENCE

CLASS: THREE

Week Ending:					Class size:	
Day :				Dat	e :	
Period :				Les	son :	
Strand : FOI	RCES AND ENE	ERGY	Sub-strand : ELECTRICITY AND ELECTRONICS			
Indicator (c	ode)	B3.4.2.1.1.				
Content sta	ndard (code)	B3.4.2.1.				
Performanc	e Indicator	Learners can iden	tify differe	nt so	ources of electrical energ	ŝV
		tivity and Innovatic ng and Problem Sol		nica	tion and Collaboration Po	ersonal Development and
Keywords						
T. L .R. (s)		Pictures				
Ref:	Science cur	riculum Page				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning incl	ncluding assessment)			Phase 3: Plenary / Reflections
Thursday	Engage learners to sing songs and recite familiar rhymes	where they get ele e.g. Aboadze Ther Hydroelectric plar • Learners listen t electricity was firs	ectricity fo mal Plant, nts. to a story o t produced a video or uced from	or the Ako on th d. Iool varie	ne history of how < at a poster on how ous sources. E.g.	What have we learnt today? Ask learners to summarize the important points of the lesson

 Learners demonstrate how to produce electricity from simple sources such as dry cells (batteries) to light a torch or a lamp. Ask learners to discuss the sources of the electricity they use at home. 	
Assessment: let learners identify different sources of electrical energy	

Vetted by :.... Signature: Date :

SUBJECT: HISTORY

CLASS: THREE

Week Ending:					Class size:	
Day :				Date :		
Period :				Les	son :	
Strand : My	Country Ghar	าล	Sub-stran	d : S	ome Selected Individual	S
					\sim	
Indicator (co	ode)	B3.2.5.1.1				
Content star	ndard (code)	B3.2.5.1.				
Performance	e Indicator	Learners can name	e Ghanaia	n en	trepreneurs	
Core Compe	tencies: Crea	tivity and Innovatio	n Commu	nica	tion and Collaboration Po	ersonal Development and
Leadership (Critical Thinkir	ng and Problem Solv	ving.		K.	
Keywords				\mathbf{F}		
Reynolds						
T. L .R. (s)		Pictures				
Ref:	History curr	iculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inclu	uding asse	essm	ient)	Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)					
Tuesday	Engage	Name Ghanaian er	•			What have we learnt
	learners to	•			ete-Ansa, Esther Ocloo	today?
	sing songs	(Nkulenu Industrie	es), B.A. M	ah (Pioneer Tobacco		
	and recite		•		t Distilleries), J. K. Siaw	Ask learners to
	familiar	(Tata Brewery), All	haji Adam	Idd	isu (Global Haulage).	summarize the main
	rhymes					points in the lesson
		Assessment: : Let l	earners n	ame	Ghanaian	
	Which	entrepreneurs of r	note			
	Ghanaian					

urs		
contribute		
d to		
national		
developme		
nt?		
Engage	Name Ghanaian entrepreneurs of note e.g. George	What have we learnt
learners to	Grant (Businessman), Winifred Tete-Ansa, Esther Ocloo	today?
sing songs	(Nkulenu Industries), B.A. Mensah (Pioneer Tobacco	
and recite	Ltd), Kwabena Pepra (Paramount Distilleries), J. K. Siaw	Ask learners to
familiar	(Tata Brewery), Alhaji Adam Iddrisu (Global Haulage).	summarize the main
rhymes		points in the lesson
	Assessment: : Let learners name Ghanaian	
Which	entrepreneurs of note	
Ghanaian		
entreprene		
urs		
contribute		
d to		
national		
developme		
nt?		
	entreprene urs contribute d to national developme nt? Engage learners to sing songs and recite familiar rhymes Which Ghanaian entreprene urs contribute d to national developme	entreprene urs contribute d to national developme nt?Name Ghanaian entrepreneurs of note e.g. George Grant (Businessman), Winifred Tete-Ansa, Esther Ocloo (Nkulenu Industries), B.A. Mensah (Pioneer Tobacco and recite familiar rhymesName Ghanaian entrepreneurs of note e.g. George Grant (Businessman), Winifred Tete-Ansa, Esther Ocloo (Nkulenu Industries), B.A. Mensah (Pioneer Tobacco Ltd), Kwabena Pepra (Paramount Distilleries), J. K. Siaw (Tata Brewery), Alhaji Adam Iddrisu (Global Haulage). Assessment: : Let learners name Ghanaian entrepreneurs of noteWhich Ghanaian entreprene urs contribute d to national developmeentreprene urs

Vetted by :....

Signature: Date :

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: THREE

Week Ending: Class size:					Class size:	
Day :				Date :		
Period :				Lesson :		
Strand : Religious Leaders Sub-stra				d : T	he Youthful Life of the L	eaders of the three Major
			Religions			
Indicator (co	ode)	B3.3.1.1.2				
Content sta	ndard (code)	B3.3.1.1.				
Performanc	e Indicator	Learners can id	entify and	exp	lain the moral lessons o	of the youthful life of the
		religious leaders.			\sim	
-		tivity and Innovations and Problem Sol		nica	tion and Collaboration P	ersonal Development and
Leadership			vilig.			
Keywords					\sim	
T. L .R. (s)		Pictures			K -	
Ref:	RME curricu	ılum Page		イ		
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning incl	uding ass	sessment)		Plenary / Reflections
	(preparing the brain					
	for					
	learning)	dr.				
Friday	Engage	Discuss with lear	ners the m	oral	lessons of the youthful	What have we learnt
	learners to	lives of the religio	us leaders	: pie	ty, honesty, sacrifice,	today?
	sing songs	patience, hard wo	ork, courag	e, pe	erseverance, etc.	
	and recite	Guide learners to	talk about	hov	<i>they can apply the</i>	Ask learners to
	familiar	moral lessons the	y learnt fro	om t	he lives of the religious	summarize the main
	rhymes	leaders in their daily lives				points in the lesson
					y and explain the moral	
		lessons of the you	ithful life c	of the	e religious leaders	

Vetted by :..... Date :

SUBJECT: CREATIVE ARTS

CLASS: THREE

Week Endin	g:			Class size:		
Day :	Day :			Date :		
Period :			Le	sson :		
Strand : VIS	UAL ARTS	Sub-s	strand :	Thinking and Exploring Id	eas	
Indicator (co	ode)	B3 1.1.1.3				
Content sta	ndard (code)	B3 1.1.1.				
Performanc	e Indicator	Learners can Study ar	nd talk a	about visual artworks pro	duced or found in other	
		African communities th	at reflee	ct the natural and manma	de environments in those	
		areas in Africa				
-		tivity and Innovation Cor ng and Problem Solving.	mmunic	ation and Collaboration Po	ersonal Development and	
Keywords						
T. L .R. (s)		Pictures				
Ref:	Creative Art	s curriculum				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including	assess	ment)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
\A /	learning)					
Wednesda	Engage	Learners are to:	of the cl	accroom tring and	What have we learnt	
У	learners to engage in short out-of-the-classroom trips and today?					
	sing songs			o observe and assess the	Ask learners to	
and recite		natural and manmade e	environr	nent in respect of the		
	familiar	elements and principles	s of desi	gn;	summarize the main	
	rhymes				points in the lesson	
		I talk about the natural				
		le.g. torests, deserts, m	iountain	s, housing, dams, plants,		

ΝΑΝΑ ΓΙΓΙ ΑርΟΟΑΠ		
	animals, rivers, recreational centres, roads, bridges, markets, shopping malls);	
	Istudy the nature and characteristics of the things observed in the natural and manmade environment (e.g. rugged, undulating, smooth, rough, clean, beautiful, huge, big, small);	
	I document and record the some of the scenes found in the natural and manmade environments through photography and videography for preservation, storage, reference, etc.;	
	 describe how the natural and manmade environments and human activities affect sustainable production of visual artworks; discuss the 4Rs of sustainability: reduce, recycle, redesign, and reuse waste. 	
	Assessment: let learners describe how the natural and	
	manmade environments and human activities affect sustainable production of visual artworks	

Vetted by :	Signature: .	 Date :

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SUBJECT: PHYSICAL EDUCATION

CLASS: THREE

Week Endin	g:				Class size:		
Day :			1	Dat	ate :		
Period :				Less	son :		
Strand : PHY	d: PHYSICAL FITNESS Sub-strand : BODY COMPOSITION						
Indicator (co	ode)	B3.3.4.3.1					
Content star	ndard (code)	B3.3.4.3.					
Performance	e Indicator	Learners can Per	form lateral	l sit	and reach		
Core Compe	tencies: Crea	tivity and Innovati	on Commun	nicat	ion and Collaboration P	ersonal Development and	
	Critical Thinkin	ng and Problem So	lving.			\checkmark	
Keywords							
T. L .R. (s)	1	cones					
Ref:	PE curriculu	im Page			5		
				-			
DAY	Phase 1:	Phase 2: Main	ludina ana	\mathbf{N}		Phase 3:	
	Starter	(new learning inc	cluding asse	ssm	ent)	Plenary / Reflections	
	(preparing the brain		\sim	ア			
	for		\sim				
	learning)						
Friday	Learners	Let learners sit fla	at on the gro	oun	d with legs opened in a	What have we learnt	
	jog round a	"V" and their tru	nk erect. Lea	arne	rs touch their right	today?	
	demarcate	toes with the two	o hands and	flex	the trunk to touch the		
	d area in	knee. Let them re	epeat to the	oth	er leg to test their level	Use answers to	
	files while	of flexibility. Mea	sure the dis	stan	ce between the	summarise the lesson.	
	singing and				who could not touch		
	clapping to	and record. Enco	and record. Encourage them to work towards the				
	warm-up	target.					
	the body						
	for						
	maximal						
	performan						
	ce and to						
	prevent						
	injuries						

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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: THREE

Week Ending: Class size:			Class size:			
Day :		Date :				
Period :				Les	son :	
Strand : OUI	R NATION GH	ANA	Sub-strar	nd : E	eing a Citizen	
						•
Indicator (co	ode)	B3.4.1.1. 1.				
Content star	ndard (code)	B3.4.1.1.				
Performance	e Indicator	Learners can ider	ntify good	man	ners in the community	
Core Compe	tencies: Crea	tivity and Innovatio	on Commu	inica	tion and Collaboration P	ersonal Development and
-		ng and Problem Sol			K.	
Koursendo				\mathcal{F}		
Keywords						
T. L .R. (s)		Pictures				
Ref:	Our World	Dur People curricu	ılum Page	9		
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning incl	uding ass	essn	ient)	Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)					
Tuesday	Engage	Learners work in groups to identify good manners in			What have we learnt	
	learners to	the Community e.g. Greeting, Courtesy, Commitment,			today?	
	sing songs	Love, Peace, Honesty, Tolerance, Respect for others,				
	and recite	High achievement, Patriotism, Hard work and observing			Ask learners to	
	familiar	good manners				summarize the main
	rhymes		-		rs and the importance	points in the lesson
		of upholding socie	etal values	e.g.	preserves the society,	
		promotes unity, g	ives us a s	ense	of identity, promotes	
		law and order, ma	akes peopl	e re	ponsible	

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		Note: Learners read Courtesy for Boys and Girls for	
		more examples of observing good manners.	
		Assessment:Let learners identify good manners in the	
		community	
Thursday	Engage	Learners talk about good manners and the importance	What have we learnt
1	learners to	of upholding societal values e.g. preserves the society,	today?
	sing songs	promotes unity, gives us a sense of identity, promotes	
	and recite	law and order, makes people responsible	Ask learners to
	familiar	Learners talk about things they can do to uphold values	summarize the main
	rhymes	in the community	points in the lesson
	ingines	-	points in the lesson
		Assessment: Let learners identify good manners in the	
		community	
/ 		Signature:	Date :
		FILLING	
	ľ		

SUBJECT: Ghanaian Language

CLASS: THREE

Week Ending:				Class size:		
Day :				Dat	e :	
Period :				Less	son :	
						\checkmark
Strand : Ora	l language		Sub-strand	d : A	sking and Answering Qu	estions
Indicator (co	ode)	B3.1.9.1.2 B3	3.1.9.1.3		3	
Content star	ndard (code)	B3.1.9.1. B3	3.1.9.1.		$\langle \rangle$	
 Performance Indicator The learner should recognise and tell when to use the question "how" and "why" The learner should answer and ask 'who", "what", "where", "w "how" and "why" questions. 			/hat", "where", "when",			
		ng and Problem So		nica	tion and Collaboration Pe	ersonal Development and
Keywords						
T. L .R. (s)		Manila cards, ma	rkers, record	ded	audios visual	
Ref:	Ghanaian La	anguage curriculu	m			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter (preparing the brain				Plenary / Reflections	
	for					
learning)Engage leaners to sing songs and recite familiar rhymes• Let learners say the lette • Write the question word 		tion words o to read the c	on f ques	lashcards. stion words.	What have we learnt today? Review the lesson with learners	

	• Use the flashcards to assist learners to recognise	
	when to use question words "how" and "why	
	Assessment: let learners use the question words to form questions	
Engage leaners to sing songs and recite familiar	 Let learners say the letters of the alphabet. Write the question words on flashcards. Lead learners to read the question words. Use the question words to form questions and lead 	What have we learnt today?
rhymes	 learners to read. Use the flashcards to assist learners to recognise when to use question words. 	Review the lesson with learners
	Assessment: let learners ask 'who", "what", "where", "when", "how" and "why" questions.	
Engage leaners to sing songs and recite	 Write questions using the question words 'what', 'when and 'how' and 'why' on the board. Lead learners to read the questions. Let learners read the questions in turns. 	What have we learnt today?
familiar rhymes	 Help learners to recognise when to use question word "why". Let learners form their own questions using the question word "why." 	Review the lesson with learners
	Assessment: let learners ask 'who", "what", "where", "when", "how" and "why" questions.	

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TERM THREE BASIC THREE WEEK 2



SUBJECT: ENGLISH LANGUAGE

CLASS: THREE

Week Ending:			Class size:
Day :		Dat	e :
Period :		Les	son :
			L SCHOOL
Strand :	Sub-	-strand :	
A. Oral Language	,	A. Asking	and Answering Questions
B. Reading	E	B. Compi	ehension
C. Writing		C. Writin	g as a Process
D. Using Writing Con	ventions I	D. Using	Qualifying Words – Adverbs
E. Extensive Reading		E. Buildir	ng The Love And Culture Of Reading
Indicator (code)	B3.1.8.1.1 B3.2.7.2.1	B3.4.9.2	I.1 B3.5.6.1.2 B3.6.1.1.1
Content standard (code)	B3.1.8.1. B3.2.7.2.	B3.4.9.1	. B3.5.6.1. B3.6.1.1.
Performance Indicator	A. Learners can a	sk and ans	swer questions for clarifications about given topics
N N	B. Learners can d poems or rhym		te understanding of the purpose and features of ples
	C. Learners can se	elect a top	ic on familiar themes (e.g. Myself), brainstorm and
	organise before	e writing	
	D. Learners can u	ise adverb	s correctly to express time, frequency, etc
	E. Learners can	read a v	variety of age and level-appropriate books and
	summarise the	m	
Core Competencies: Crea Leadership Critical Thinkin	•		tion and Collaboration Personal Development and
Keywords			
	l		

T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class				
		library.				
Ref:	English Lang	guage curriculum Page				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections			
Monday	Engage learners to sing songs and recite familiar rhymes	 A. ORAL LANGUAGE Let learners select topics of interest for discussion. Put learners in groups and have them ballot for topics. Let members of each group discuss topics respecting rules of conversation. Encourage learners to ask and answer questions for clarifications on issues raised in their discussion. Assessment: let learners answer questions for clarifications about given topics 	What have we learnt today? Ask learners to summarize the main points in the lesson			
Tuesday	Engage learners to sing songs and recite familiar rhymes	 B.READING Introduce the lesson with before reading activities, singing, reciting, prediction, etc. Have learners read a text and identify its purpose and features. Guide them with questions to do this. Let learners transfer the same ideas to other types of texts. Use think-pair-share to have learners compare ideas. Assessment: let learners identify the purpose and features of poems or rhymes and fables 	What have we learnt today? Ask learners to summarize the main points in the lesson			
Wednesda y	Engage learners to sing songs and recite familiar rhymes	 C. WRITING Take learners through the writing process: Pre-writing stage Consider composition writing as a process. That is, it should be done in stages. Take learners through stages such as preparation, writing, editing and publishing. Assist learners to prepare for writing by discussing the topic to write on, e.g. My School. In groups, let learners discuss their ideas. 	What have we learnt today? Ask learners to summarize the main points in the lesson			

		 Use learner strategies such as brainstorming to help 	
		learners generate ideas appropriate to the topic.	
		Assessment: let learners write on the topic, My School	
Thursday	Engage	D.WRITING CONVENTIONS AND GRAMMAR USAGE	What have we learnt
	learners to	Guide learners with examples and situations to use	today?
	sing songs	adverbs of time and frequency	
	and recite		Ask learners to
	familiar	Assessment: let learners use adverbs correctly in	summarize the main
	rhymes	sentences	points in the lesson
Friday	Engage	E.EXTENSIVE READING	What have we learnt
maay	learners to	Using the Author's chair, introduce the reading/library	today?
			touay:
	sing songs	time.	~
	and recite	Have a variety of age/level-appropriate books for	Ask learners to
	familiar	learners to make a choice from.	summarize the main
	rhymes	• Introduce narratives, expository, procedural texts to	points in the lesson
		learners.	
		 Guide learners to select books for readings 	
		Assessment: let learners read a variety of age and	
		level-appropriate books and summarise them	

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· · · · · ·	LESSON PLAN
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SUBJECT: MATHEMATICS

CLASS: THREE

Week Endin	g:			Class size:	
Day :			Da	te :	
Period :			Le	sson :	\checkmark
Strand : Geo	metry and M	easurement Sub	-strand :	2D & 3D Shapes	
Indicator (co			B3.3.1.1.		
	ndard (code)		B3.3.1.1		
Performance	e Indicator				mer to determine angles
			-	nd angles which are not ri	
				-	mbuses, parallelograms,
					of quadrilaterals and draw
					ny of these subcategories
		tivity and Innovation Co ng and Problem Solving.		ation and Collaboration Pe	ersonal Development and
Leadership		ig and Froblem Solving.			
Keywords					
T. L .R. (s)	1	Counters			
Ref:	Mathematio	cs curriculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including	g assessi	ment)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)				

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Monday	Sing songs	Identify polygons with square corners and those	Review the lesson with
	like:	without square corners in and around their	Learners
		environment using cut-out papers	
	ľm		
	counting	Assessment: have learners to practice with more examples	
Tuesday	Sing songs	Identify polygons with square corners and those	Review the lesson with
	like:	without square corners in and around their	Learners
		environment using cut-out papers	
	ľm		
	counting	Assessment: have learners to practice with more	
	one,	examples	
Wednesda	Sing songs	Give cut-out shapes of different types of quadrilaterals	Review the lesson with
у	like:	and have learners examine their features. Learners	Learners
-		discuss the characteristics and regroup them as	
	ľm	rhombuses, parallelograms, trapezoids, rectangles, and	
	counting	squares and draw these quadrilaterals	
	one,		
		Assessment: have learners to practice with more	
		examples	
Thursday	Sing songs	Give cut-out shapes of different types of quadrilaterals	Review the lesson with
	like:	and have learners examine their features. Learners	Learners
		discuss the characteristics and regroup them as	
	ľm	rhombuses, parallelograms, trapezoids, rectangles, and	
	counting	squares and draw these quadrilaterals	
	one, what		
	is one	Assessment: have learners to practice with more	
Friday	Sing songs	examples Give cut-out shapes of different types of quadrilaterals	Review the lesson with
induy	like:	and have learners examine their features. Learners	Learners
	IIKC.	discuss the characteristics and regroup them as	
	l'm		
		rhombuses, parallelograms, trapezoids, rectangles, and	
	counting	squares and draw these quadrilaterals	
	one, what		
	is	Assessment: have learners to practice with more	

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SUBJECT: SCIENCE

CLASS: THREE

Week Endin	ig:				Class size:	
Day :				Dat	2:	
Period :				Less	on :	
Strand : FOR	RCES AND ENE	ERGY	Sub-stran	d : F	ORCES AND MOVEMENT	\sim
Indicator (a	ada)	B3.4.3.1.1				
Indicator (co	-					
	ndard (code)		-:			
Performanc	e indicator	Learners can expla	ain force ar	na a	emonstrate how it cause	es movement
Core Compe	etencies: Crea	tivity and Innovatio	on Commur	nicat	ion and Collaboration Pe	ersonal Development and
Leadership	Critical Thinkii	ng and Problem Sol	ving.	\mathcal{L}		
Keywords			$\langle \cdot \rangle$)-		
/ >			N			
T. L .R. (s)	Т	Pictures				
Ref:	Science cur	riculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning incl	luding asse	essm	ent)	Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)					
Monday	Engage	-		forc	es and their effects	What have we learnt
	learners to	with learners fron				today?
	sing songs		-	•	stions: What is force?	
	and recite		ribed? Wh	at fo	orces do you observe in	Ask learners to
	familiar	everyday life?				summarize the
	rhymes					important points of the
		Assessment: let le	earners exp	olain	force	lesson

Thursday	Engage learners to	Learners engage in simple demonstrations on how forces cause movement.	What have we learnt today?
	sing songs and recite familiar rhymes	 (1) Rubbing pens in the hair and using it to pick pieces of paper. (2) Using a magnet to attract iron nails or pins. (3) Throwing stones into water in a bucket will cause the water to shake. (4) Push a toy car down on the floor. 	Ask learners to summarize the important points of the lesson
		Assessment: let learners explain how force causes movement	

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SUBJECT: HISTORY

CLASS: THREE

Week Ending	5:				Class size:	
Day :				Dat	e :	
Period :				Less	on :	
				2000		
Strand : My (	Country Ghar	na S	Sub-strand	<b>d :</b> S	ome Selected Individual	S
					<u> </u>	
Indicator (co		B3.2.5.1.1				
Content stan						
Performance	Indicator		cribe Gha	anai	an entrepreneurs who	have made significant
		contributions				
		tivity and Innovatior ng and Problem Solv		nicat	ion and Collaboration P	ersonal Development and
Leadership C			ing.	$\sim$	)`	
Keywords				7		
			$\sim$			
T. L .R. (s)		Pictures				
Ref:	History curr	iculum Page				
						1
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inclu	iding asse	essm	ent)	Plenary / Reflections
	(preparing the brain					
	for					
	learning)					
Tuesday	Engage	Show pictures of se	amo outst	and	ng entrepreneurs in	What have we learnt
Tuesuay	learners to	Ghana	Jine Outsta	anu	ng entrepreneurs in	today?
	sing songs	Gilana				
	and recite	Retell the life storie	es of any o	nf th	ese entrenreneurs	Ask learners to
	familiar	from a documenta				summarize the main
	rhymes		i y 5110 vv.			points in the lesson
		Assessment: : Let le	earners de	escri	be Ghanaian	
					ignificant contributions	

Thursday	Engage	Show pictures of some outstanding entrepreneurs in	What have we learnt
	learners to	Ghana	today?
	sing songs		
	and recite	Retell the life stories of any of these entrepreneurs	Ask learners to
	familiar	from a documentary show.	summarize the main
	rhymes		points in the lesson
		Assessment: : Let learners describe Ghanaian	
		entrepreneurs who have made significant contributions	

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Signature: ..... Date : .....

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: THREE

Week Endin	g:				Class size:	
Day :				Dat	e :	
Period :				Les	son :	
Strand : Reli	gious Leaders	5 <b>S</b>	ub-stran	<b>d :</b> T	he Youthful Life of the L	eaders of the three Major
		R	Religions			
Indicator (co	ode)	B3.3.1.1.2				
Content sta	ndard (code)	B3.3.1.1.				
Performanc	e Indicator	Learners can ider	ntify and	exp	lain the moral lessons of	of the youthful life of the
		religious leaders			$\sim$	
Core Compe	etencies: Crea	tivity and Innovation	Commu	nica	tion and Collaboration P	ersonal Development and
Leadership (	Critical Thinkin	ng and Problem Solvi	ng.			
Keywords						
-					$\sim$	
T. L .R. (s)		Pictures			(Y	
Ref:	RME curricu	ılum Page		1		
			( )			
DAY	Phase 1:	Phase 2: Main	$\sim$			Phase 3:
	Starter	(new learning inclue	ding asse	essm	ient)	Plenary / Reflections
	(preparing the brain					
	for	R Y .				
	learning)					
Friday	Engage	Let learners dramat	tise the n	nora	l lives of the religious	What have we learnt
	learners to	leaders				today?
	sing songs					
	and recite					Ask learners to
	familiar	Assessment: let lea	rners ide	ntify	and explain the moral	summarize the main
	rhymes	lessons of the youth			·	points in the lesson

Vetted by :....

Signature: ..... Date : .....

SUBJECT: CREATIVE ARTS

CLASS: THREE

Week Endi	ng:				Class size:	
Day :				Date	2:	
Period :				Less	on :	
r crioù .				LCJJ		
Strand : PE	RFORMING AR	TS	Sub-strand	<b>d :</b> ⊤	ninking and Exploring Id	eas
Indicator (c	-	B3 2.1.1.3				
Content sta	andard (code)	B3 2.1.1.				
Performan	ce Indicator	Learners can Stud	dy and talk	abo	ut performing artworks	produced or performed in
		other African com	nmunities tl	hat r	eflect the natural and n	nanmade environments in
		those areas in Afr				
				nicat	ion and Collaboration P	ersonal Development and
Leadership	Critical Thinkir	ng and Problem Sol	lving.	)-		
Keywords			N			
,,			Y T			
T. L .R. (s)		Pictures				
Ref:	Creative Art	s curriculum				
		$\langle \mathcal{A}_{j} \rangle$				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inc	luding asse	essm	ent)	Plenary / Reflections
	(preparing	2				
	the brain					
	for					
	learning)					
Monday	Engage	engage in short o			•	What have we learnt
	learners to				umentaries; 🛛 talk	today?
	sing songs				environments (e.g.	
	and recite				sing, dams, plants,	Ask learners to
	familiar				res, roads, bridges,	summarize the main
	rhymes				rve and assess the	points in the lesson
					ents in respect of the	
		elements and prin	nciples of de	esigi	n (e.g. forests, deserts,	

y learners to sing songs and recite familiar rhymes Assessment: let learners describe performing artworks produced or performed in other African communities that reflect the natural and manmade environments in those areas in Africa				
highlands, beaches, sanitation);Assessment: let learners describe performing artworks produced or performed in other African communities that reflect the natural and manmade environments in those areas in AfricaWednesda yEngage learners to sing songs and recite familiar rhymesLearners are to: identify the nature and characteristics of the things observed in the natural and manmade environments and recite familiar rhymesWhat have we learnt today?Assessment: let learners describe performing artworks produced or performed in other African communities that reflect the natural and manmade environments identify the nature and characteristics of the things onbserved in the natural and manmade environments and recite familiar rhymesAssessment: let learners describe performing artworks produced or performed in other African communities that reflect the natural and manmade environments in 			mountains, housing, dams, animals, birds, recreational	
Wednesda yEngage learners to identify the nature and characteristics of the things observed in the natural and manmade environments identify the nature and characteristics of the things observed in the natural and manmade environments (e.g. rugged, undulating, smooth, rough, clean, polluted, waving, crawling).What have we learnet today?Assessment: let learners describe performing artworks produced or performed in other African communities that reflect the natural and manmade environments and recite familiar rhymesWhat have we learnet today?Ask learners to summarize the main points in the lessonAsk learners to summarize the main points in the lessonAssessment: let learners describe performing artworks produced or performed in other African communities that reflect the natural and manmade environments in those areas in Africa			centres, roads, bridges, markets, shopping malls, drains,	
Wednesda yEngage Learners to identify the nature and characteristics of the things observed in the natural and manmade environments identify the nature and characteristics of the things and recite familiar rhymesWhat have we learnt today?Ask learners to identify the nature and characteristics of the things observed in the natural and manmade environments (e.g. rugged, undulating, smooth, rough, clean, polluted, waving, crawling).Ask learners to summarize the main points in the lessonAssessment: let learners describe performing artworks produced or performed in other African communities that reflect the natural and manmade environments in those areas in AfricaAssessment: let learners describe performing artworks produced or performed in other African communities that reflect the natural and manmade environments in those areas in Africa			highlands, beaches, sanitation);	
wednesdaEngageLearners are to:What have we learntylearners toidentify the nature and characteristics of the things sing songsobserved in the natural and manmade environments and reciteWhat have we learnt today?familiarpolluted, waving, crawling).Ask learners tosummarize the main points in the lessonrhymesAssessment: let learners describe performing artworks produced or performed in other African communities that reflect the natural and manmade environments in those areas in AfricaAsk learners to summarize the main points in the lesson				
WednesdaEngageLearners are to: identify the nature and characteristics of the things sing songsWhat have we learnt today?ylearners to identify the nature and characteristics of the things sing songsobserved in the natural and manmade environments and recite familiar rhymesWhat have we learnt today?familiar rhymespolluted, waving, crawling).Ask learners to summarize the main points in the lessonAssessment: let learners describe performing artworks produced or performed in other African communities that reflect the natural and manmade environments in those areas in Africa			Assessment: let learners describe performing artworks	
Image: series of the series			produced or performed in other African communities	
WednesdaEngageLearners are to:What have we learntylearners toidentify the nature and characteristics of the thingstoday?sing songsobserved in the natural and manmade environmentsAsk learners toand recite(e.g. rugged, undulating, smooth, rough, clean,Ask learners tofamiliarpolluted, waving, crawling).summarize the mainrhymesAssessment: let learners describe performing artworkspoints in the lessonAssessment: let learners describe performing artworksthat reflect the natural and manmade environments inthose areas in Africa			that reflect the natural and manmade environments in	
y learners to sing songs and recite familiar rhymes Assessment: let learners describe performing artworks produced or performed in other African communities that reflect the natural and manmade environments in those areas in Africa			those areas in Africa	
sing songs and recite familiar rhymes Assessment: let learners describe performing artworks produced or performed in other African communities that reflect the natural and manmade environments in those areas in Africa	Wednesda	Engage	Learners are to:	What have we learnt
and recite familiar rhymes(e.g. rugged, undulating, smooth, rough, clean, polluted, waving, crawling).Ask learners to summarize the main points in the lessonAssessment: let learners describe performing artworks produced or performed in other African communities that reflect the natural and manmade environments in those areas in AfricaAsk learners to summarize the main points in the lesson	у	learners to	identify the nature and characteristics of the things	today?
familiar rhymespolluted, waving, crawling).summarize the main points in the lessonAssessment: let learners describe performing artworks produced or performed in other African communities that reflect the natural and manmade environments in those areas in Africasummarize the main points in the lesson		sing songs	observed in the natural and manmade environments	
rhymes Assessment: let learners describe performing artworks produced or performed in other African communities that reflect the natural and manmade environments in those areas in Africa		and recite	(e.g. rugged, undulating, smooth, rough, clean,	Ask learners to
Assessment: let learners describe performing artworks produced or performed in other African communities that reflect the natural and manmade environments in those areas in Africa		familiar	polluted, waving, crawling).	summarize the main
produced or performed in other African communities that reflect the natural and manmade environments in those areas in Africa		rhymes		points in the lesson
that reflect the natural and manmade environments in those areas in Africa			Assessment: let learners describe performing artworks	
that reflect the natural and manmade environments in those areas in Africa			produced or performed in other African communities	
/etted by : Date :			that reflect the natural and manmade environments in	
	/etted by :		those areas in Africa	Date :
	/etted by :		those areas in Africa Signature:	Date :
	/etted by :		those areas in Africa Signature:	Date :
apple and the second seco	/etted by :		those areas in Africa Signature:	Date :
AP	/etted by :		those areas in Africa Signature:	Date :

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SUBJECT: PHYSICAL EDUCATION

CLASS: THREE

Week Ending:					Class size:			
Day :				Date :				
Period :				Lesson :				
Strand : PHYSICAL FITNESS Sub-stra				<b>d :</b> E	SODY COMPOSITION			
Indicator (co	ode)	B3.3.5.3.1						
Content sta	ndard (code)	B3.3.5.3.						
Performanc	e Indicator	Learners can Ider	ntify body co	omp	oosition using fat and fa	t-free body mass		
		tivity and Innovati ng and Problem So		nica	tion and Collaboration I	Personal Development and		
Keywords								
T. L .R. (s)		cones						
Ref:	PE curriculu	im Page			$\langle \rangle$			
DAY	Phase 1:	Phase 2: Main				Phase 3:		
	Starter	(new learning inc	cluding asse	essn	nent)	Plenary / Reflections		
	(preparing		(	ア				
	the brain		$\sim$					
	for							
E dala	learning)			1				
Friday	Learners				ly composition is the	What have we learnt		
	jog round a demarcate	relative percenta	ige of fat mu	usci	es and fat-free body	today?		
	d area in	$\mathcal{O}'$				Use answers to		
	files while					summarise the lesson.		
	singing and	2,				summanse the lesson.		
	clapping to							
	warm-up							
	the body							
	for							
	maximal							
	performan							
	ce and to							
	prevent							
	injuries							
Vetted by :			Sigr	natı	ıre:	Date :		

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: THREE

Week Ending:					Class size:		
Day :			Date :				
Period :			Lesson :				
Strand : OUR NATION GHANA Sub-stra			Sub-stran	nd : Power and Authority			
				-		~	
Indicator (co	ode)	B3.4.2.1.1.					
Content star	ndard (code)	B3.4.2.1.					
Performance	e Indicator	Learners can expl	ain how la	aw ai	nd order is maintained in	the community	
Core Compe	tencies: Crea	L tivity and Innovatio	on Commu	nica	tion and Collaboration P	ersonal Development and	
-		ng and Problem Sol					
			C		)		
Keywords				)-			
			$\sim$				
T. L .R. (s)		Pictures					
Ref:	Our World (	Our People curricu	ilum Page	5			
DAY	Phase 1:	Phase 2: Main			_	Phase 3:	
	Starter	(new learning incl	uding asse	essm	ient)	Plenary / Reflections	
	(preparing						
	the brain						
	for						
Turnalau	learning)					M/hat have use la such	
Tuesday	Engage	Learners discuss how law a			der is maintained in the	What have we learnt	
	learners to	,			today?		
	sing songs						
	and recite	U U			-	Ask learners to	
	familiar	law and order in the comm			e.g. the police, lawyers	summarize the main	
	rhymes					points in the lesson	
		Assessment:					
		Let learners explain how la			d order is maintained in		
		the community					

Thursday	Engage	Learners role play how law and order is maintained in	What have we learnt
	learners to	the community	today?
	sing songs		
	and recite	Assessment:	Ask learners to
	familiar	Let learners explain how law and order is maintained in	summarize the main
	rhymes	the community	points in the lesson

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Signature: ..... Date : .....

SUBJECT: GHANAIAN LANGUAGE

CLASS: THREE

Week Endin	g:				Class size:	
Day :	Day :			Date :		
Devied						
Period :				Lesson :		
Strand : Oral Language Sub-stra			Sub-strand	nd : Giving and Following Commands / Instructions		
Indicator (co	ode)	B3.1.10.1.1	B3.1.10.1	1.2	B3.1.10.1.3	
Content sta	ndard (code)	B3.1.10.1.	B3.1.10.2	1.	B3.1.10.1.	
Performanc	e Indicator	• Tł	he learner sl	hou	ld understand instruction	ns and carry them out.
				should understand directions and carry them out.		
				should give directions accurately		
-		tivity and Innovations of and Problem So		nicat	tion and Collaboration Pe	ersonal Development and
Keywords						
T. L .R. (s)						
Ref:	Ghanaian La	anguage curriculu	Im			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inc	luding asse	essm	ient)	Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)				lababat	
Engage Let learners say the letters leaners to Instruct some learners to					What have we learnt today?	
sing songs and recite familiar		<ul> <li>Instruct some learners to issue an instruction for rest to carry out the instruction</li> </ul>		e an instruction for the		
				stand instructions and		
		• Let learners discuss and understand instructions and carry them out.				Review the lesson with
rhymes						learners

		Assessment: let learners carry out instructions	
lear sing and	gage iners to g songs d recite	<ul> <li>Let learners say the letters of the alphabet.</li> <li>Direct some learners to a given place in the school.</li> <li>Let learners discuss directions, understand and follow directions</li> </ul>	What have we learnt today?
	niliar /mes	Assessment: let learners carry out directions	Review the lesson with learners
lear	gage iners to g songs d recite	<ul> <li>Direct some learners to a given place in the school.</li> <li>Help learners to give directions accurately to that place</li> </ul>	What have we learnt today?
	niliar /mes	Assessment: let learners give directions accurately	Review the lesson with learners

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# TERM THREE BASIC THREE WEEK 3



SUBJECT: ENGLISH LANGUAGE

CLASS: THREE

Week Ending:			Class size:				
Day :		Dat	Date :				
Period :		Les	son :				
				$\sim$			
				$\mathcal{Q}_{\mathcal{X}}$			
				/			
			$\sim$				
Strand :		Sub-strand :		<b>a</b>			
Oral Language			sking and Answering Questions				
Reading			omprehension /riting as a Process				
Writing	c		sing Simple Prepositions				
Using Writing Convention Extensive Reading	5		uilding The Love And Culture Of Reading				
		E. Buildin	ing the Love Ai	id culture of head	uing		
Indicator (code)	B3.1.8.1.2.	B3.2.7.2.2	B3.4.9.2.1	B3.5.7.1.1	B3.6.1.1.1		
Content standard (code)	B3.1.8.1.	B3.2.7.2.	B3.4.9.2.	B3.5.7.1.	B3.6.1.1.		
Performance Indicator	A. Learners	can use appro	priate pronun	ciation and intona	ation in asking and		
	answerin	g the inversion	sion questions				
	B. Learners	can respond to	nd to stories with own opinion and value judgment				
	C. Learners	can write ideas	deas on a topic in simple sentences				
	D. Learners	can identify pr	repositions in s	sentences to indic	cate directions and		
	means, e	.g. by bus					
	E. Learners can read a variety of age and level-appropriate books and				opriate books and		
	summarise them						
Core Competencies: Creativity and Innovation Communication				boration Personal	Development and		
Leadership Critical Thinkir	ng and Problem So	olving.					
Keywords							
· ·							

#### T. L .R. (s) Word cards, sentence cards, letter cards, handwriting on a manila card and a class library. Ref: English Language curriculum Page DAY Phase 1: Phase 2: Main Phase 3: Starter (new learning including assessment) Plenary / Reflections (preparing the brain for learning) Monday A. ORAL LANGUAGE What have we learnt Engage • Let learners, in pairs, ask and answer questions on today? learners to sing songs given issues. and recite Revise inversion questions with learners. e.g. He is Ask learners to familiar going.—Is he going? summarize the main rhymes • Guide learners to use appropriate pronunciation and points in the lesson intonation in asking and answering the inversion type of questions. Let learners write answers to inversion type of questions on their own Assessment: let learners use appropriate pronunciation and intonation to ask and answer the inversion questions Tuesday **B.READING** What have we learnt Engage learners to Have learners give their personal opinions and today? judgment to stories (events, setting, characters and sing songs and recite their actions) read or heard Ask learners to familiar summarize the main rhymes Assessment: let learners respond to stories with own points in the lesson opinion and value judgment Wednesda C. WRITING What have we learnt Engage • Have learners write their first draft in groups. today? learners to y sing songs • Let learners write their ideas as they appear, without and recite taking particular note of corrections or editing. Ask learners to familiar • Let learners add on new ideas that occur to them as summarize the main rhymes they write points in the lesson Assessment: let learners write ideas on a topic in simple

NANA FIIFI ACQUAH

sentences

Engage	D.WRITING CONVENTIONS AND GRAMMAR USAGE	What have we learnt
		today?
and recite familiar	direction – The monkey is climbing up the tree.	Ask learners to summarize the main
rhymes	<ul> <li>Guide learners to discover the meaning of the sentences.</li> </ul>	points in the lesson
	• Draw learners' attention to the words as prepositions.	
	<ul> <li>Have learners complete sentences with given</li> </ul>	
	prepositions that indicate means and direction. e.g.	
	Mr. Badu is travelling train.	
	Assossment: let learners identify propositions in	
	sentences to indicate directions and means	
Engage	E.EXTENSIVE READING	What have we learnt
learners to	Using the Author's chair, introduce the reading/library	today?
sing songs	time.	
and recite	<ul> <li>Have a variety of age/level-appropriate books for</li> </ul>	Ask learners to
familiar		summarize the main
		points in the lesson
ingines		points in the lesson
	Guide learners to select books for readings	
	Assessment: let learners read a variety of age and	
	level-appropriate books and summarise them	
	learners to sing songs and recite familiar rhymes Engage learners to sing songs	learners to sing songs and recite familiar• Provide sample sentences. e.g. means – We are going home by bus. direction – The monkey is climbing up the tree.familiar rhymes• Guide learners to discover the meaning of the sentences. • Draw learners' attention to the words as prepositions. • Have learners complete sentences with given prepositions that indicate means and direction. e.g. Mr. Badu is travelling train. . Assessment: let learners identify prepositions in sentences to indicate directions and meansEngage learners to sing songs and recite familiar rhymesE.EXTENSIVE READING learners to make a choice from. • Have a variety of age/level-appropriate books for learners. • Guide learners to select books for readings Assessment: let learners read a variety of age and

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· · · · · ·	LESSON PLAN
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SUBJECT: MATHEMATICS

CLASS: THREE

Week Ending:				Class size:	
Day :		Dat	:e :		
Period :			Les	son :	
Strand : Geo	ometry and M	easurement Sub-stra	nd : N	Measurement – Length, N	/lass, Time
Indicator (co	ode)	B3.3.2.1.1 B3.3.3.1	1		
Content star	ndard (code)	B3.3.2.1. B3.3.3.1			
on a number line			and	describe the relationship	es from any given location between the units metre
		tivity and Innovation Commung and Problem Solving.	unica		ersonal Development and
Keywords	vords				
T. L .R. (s)	T. L.R. (s) Counters				
Ref:	Mathematio	cs curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including ass	sessn	nent)	Phase 3: Plenary / Reflections

# NANA FIIFI ACQUAH

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Monday	Sing songs like:	Learners draw the number line, place rod A on different number points and count the number of unit intervals it covers in order to determine its length. Do same to rods	Review the lesson with Learners
	ľm	B, C and D.	
	counting		
	one, what		
	is one	-+	
	1 - One is	с ———	
	one alone,	Assessment: have learners to practice with more examples	
Tuesday	Sing songs		Review the lesson with
	like:	Learners draw the number line, place rod A on different number points and count the number of unit intervals it	Learners
		covers in order to determine its length. Do same to rods	
	ľm	B, C and D.	
	counting		
	one, what	P	
	is one		
	1 - One is	с	
	one alone,		
		Assessment: have learners to practice with more	
		examples	
Wednesda	Sing songs	Guide learners to study the calibration on the tape	Review the lesson with
у	like:	measure, metre rule and ruler	Learners
		E.g. 2. Identify objects that measure approximately 1	
	ľm	cm or 1m; Estimating the length of given objects using	
	counting	these base objects as a reference point or point of	
	one,	comparison	
		Assessment: have learners to practice with more examples	
Thursday	Sing songs	Identify the appropriate standard unit (cm or m) for	Review the lesson with
marsaay	like:	measuring the length of a given object	Learners
	like.	E.g. 4. Estimate, then measure, using a ruler and	Learners
	l'm	recording the length and width of 2 D shapes or the	
		length, width and height of given 3D objects	
	counting		
	one,	Assessment: have learners to practice with more	
		examples	
Friday	Sing songs	Draw a line segment of a given length with a ruler, grid	Review the lesson with
	like:	paper etc.	Learners
		E.g. 6. Demonstrate the relationship between 100 cm	
		2.6. of Demonstrate the relationship between 100 cm	

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	ľm		
	counting		
	one,	Assessment: have learners to practice with more	
	,	examples	

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MARHINACOUNTSCHOOL

SUBJECT: SCIENCE

CLASS: THREE

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al Development and
se 3:
nary / Reflections
at have we learnt
ay?
learners to
imarize the
ortant points of the
on
al see at at on

# NANA FIIFI ACQUAH

Thursday	y Engage	• Engage learners to mention how simple machines are	What have we learnt
	learners to	maintained and stored in their homes.	today?
	sing songs	Assist learners to undertake some basic maintenance     practices such as eiling, removing dirt and grossing	
	and recite	practices such as oiling, removing dirt and greasing, using them for the correct purpose, keeping them safe	Ask learners to
	familiar	from water, etc	summarize the
	rhymes		important points of the
			lesson
		Assessment: let learners explain how to maintain and	
		care for simple machines	

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SUBJECT: HISTORY

CLASS: THREE

Week Endin	g:				Class size:	
Day :			Dat	e:		
Period :				Less	son :	
Strand : My	Country Ghar	าล	Sub-strand	<b>d :</b> S	ome Selected Individual	S.
Indicator (co	ode)	B3.2.5.1.1			$Q_{\ell}$	
Content sta	ndard (code)	B3.2.5.1.				
Performanc	e Indicator	Learners can des	scribe Gha	anai	an entrepreneurs who	have made significant
		contributions				
				nicat	ion and Collaboration P	ersonal Development and
Leadership (	Critical Thinkir	ng and Problem Solv	/ing.	$\mathcal{N}$	)`	
Keywords			1			
-			$\sim$			
T. L .R. (s)		Pictures				
Ref:	History curr	iculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inclu	uding asse	essm	ent)	Plenary / Reflections
	(preparing					
	the brain	2				
	for					
Tuesday	learning)	Show pictures of s	ama autat	and	ing optropropours in	M/hat have we learnt
Tuesday	Engage learners to	Ghana	ome outsta	anu	ing entrepreneurs in	What have we learnt
	sing songs	Gildila				today?
	and recite	Retell the life stori	ies of any o	nf th	ese entrepreneurs	Ask learners to
	familiar	from a documenta	•		ese entrepreneurs	summarize the main
	rhymes					points in the lesson
		Assessment: : Let l	learners de	escri	be Ghanaian	
					ignificant contributions	

#### NANA FIIFI ACOUAH

How did they		
they		
contribute		
Engage	Show pictures of some outstanding entrepreneurs in	What have we learnt
learners to	Ghana	today?
	Retell the life stories of any of these entrepreneurs	Ask learners to
		summarize the main
		points in the lesson
ingines	Assessment: : Let learners describe Ghanaian	
How did		
-		
		I
	LOUNT -	
	ANALI	
	sing songs and recite familiar rhymes How did they contribute	sing songs and recite familiar rhymesRetell the life stories of any of these entrepreneurs from a documentary show.Assessment: : Let learners describe Ghanaian entrepreneurs who have made significant contributions they

•	LESSON PLAN
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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: THREE

Week Endin	g:			Class size:		
Day :			Da	Date :		
Period :			Les	son :		
Strand : The	Family and t	he Community	Sub-strand :	Roles and Relationships		
Indicator (co	ode)	B3.4.1.1.1:				
Content sta	ndard (code)	B3.4.1.1.				
Performanc	e Indicator	Learners can disc	uss God's pro	mises to humankind	$\checkmark$	
Core Compe	etencies: Crea	tivity and Innovatio	n Communica	tion and Collaboration Pe	ersonal Development and	
		ng and Problem Solv		C/		
Keywords				~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~		
T. L .R. (s)		Pictures		<u>N</u> ,		
Ref:	RME curricu					
Ner.			$\sim$			
DAY	Phase 1:	Phase 2: Main	N		Phase 3:	
	Starter	(new learning inclu	uding assessr	nent)	Plenary / Reflections	
	(preparing					
	the brain	$\langle \rangle$				
	for					
	learning)					
Friday	Engage			romises God made to	What have we learnt	
	learners to	humankind: the ca		· · ·	today?	
	sing songs			all of Moses (Musa), etc.		
	and recite			the calls of Abraham	Ask learners to	
	familiar	(Ibrahim) and Mos	• •		summarize the main	
	rhymes	<ul> <li>Let learners pres</li> </ul>	sent their wor	k to class for discussion.	points in the lesson	
		A		Cadla avantisas ta		
			arners explair	God's promises to		
		humankind				

Vetted by :..... Date : .....

SUBJECT: CREATIVE ARTS

CLASS: THREE

Week Ending:				Class size:		
Day :			C	Date :		
Deried						
Period :				esson :		
Strand : VIS	UAL ARTS	Su	ub-strand	: Planning, Making and Co	mposing	
					)	
Indicator (c	ode)	B3 1.2.2.3				
Content sta	indard (code)	B3 1.2.2.				
Performanc	ce Indicator	Learners can Plan	n for mal	king own artworks that	represent visual artworks	
		produced or found in	n other co	ommunities in Africa, by ex	perimenting with available	
		tools, materials and	methods	for creating visual artwork	s that reflect topical issues	
		in those areas of Afr	rica	$\mathcal{O}$		
Core Comp	etencies: Crea	tivity and Innovation	Commun	ication and Collaboration I	Personal Development and	
Leadership	Critical Thinki	ng and Problem Solvir	ng.			
Konworde			$\sim$			
Keywords						
T. L .R. (s)		Pictures				
Ref:	Creative Art	ts curriculum				
		$\sim$				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning includ	(new learning including assessment)		Plenary / Reflections	
	(preparing					
	the brain					
	for					
	learning)					
Monday	Engage	-		uch as clay, papier mâché	What have we learnt	
	learners to	•		orks by pinching, slabbing,	today?	
	sing songs		-	mbossing, engraving,		
	and recite	incising, scooping, lu	-		Ask learners to	
	familiar	-	-	ng, stitching and weaving	summarize the main	
	rhymes	skills using available	•		points in the lesson	
		environment such as cane, sisal, coir, jute, flax, etc.;				

NANA FIIFI ACQUAH

Engage	Assessment: let learners write a Plan for making own artworks Discuss the visual artworks that reflect topical issues in	What have we learnt
learners to sing songs	other cultures in Africa.	today?
and recite familiar rhymes	Assessment: let learners write a Plan for making own artworks	Ask learners to summarize the main points in the lesson
		Date :
	ANAFI	
	sing songs and recite familiar rhymes	Engage       Discuss the visual artworks that reflect topical issues in other cultures in Africa.         sing songs       and recite         familiar       Assessment: let learners write a Plan for making own artworks         rhymes       Signature:

SUBJECT: PHYSICAL EDUCATION

CLASS: THREE

Week Ending:				Class size:		
Day :				Date :		
Period :				Les	son :	
Strand : PH	IYSICAL FITNES	S CONCEPTS,	Sub-strand	<b>d :</b> F	ITNESS PROGRAMME	
PRINCIPLES	SAND STRATEG	GIES				
Indicator (	code)	B3.4.1.4.1:				
Content st	andard (code)	B3.4.1.4.			$\sim$	$\checkmark$
Performan	ce Indicator	Learners can Sus	tain continu	lous	movement for an increa	asing period of time while
		participating in m	noderate to	vigo	orous physical activities	
Core Comp	etencies: Crea	tivity and Innovati	on Commur	nica	tion and Collaboration P	ersonal Development and
Leadership	Critical Thinkin	ng and Problem So	olving.			
Konworde					$\rightarrow$	
Keywords						
T. L .R. (s)						
Ref:	PE curriculu	cones	-c	$\mathbf{F}$		
Nel.		iiii Fage	N			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inc	Plenary / Reflections			
	(preparing					
	the brain					
	for					
	learning)	$\sim$				
Friday	Learners	Explain to learne	Explain to learners during physical act		al activities that	What have we learnt
	jog round a	sustaining continuous movement for increasing periods		today?		
	demarcate	of time with varying intensity, needs improvement of			eds improvement of	
	d area in	muscular endura	nce through	n reg	ular workouts.	Use answers to
	files while					summarise the lesson.
	singing and					
	clapping to					
	warm-up					
	the body					
	for					
	maximal					
	performan					

NANA FIIFI ACO	NANA FIIFI ACQUAH							
	ce and to							
	prevent							
	injuries							

Vetted by :....

Signature: ..... Date : .....

MARTIN

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: THREE

Week Endin	g:			Class size:		
Day :			Da	te :		
Period :			Les	son :		
Strand : OU	R NATION GH	ANA Su	ub-strand :	Power and Authority		
					) ~	
Indicator (co	ode)	B3.4.2.2. 1				
Content sta	ndard (code)	B3.4.2.2.				
Performanc	e Indicator	Learners can show r	respect to n	ational symbols		
Core Compe	tencies: Crea	tivity and Innovation	Communica	tion and Collaboration P	ersonal Development and	
Leadership (	Critical Thinkir	ng and Problem Solvin	ıg.	K.		
Keywords						
Reywords						
T. L .R. (s)		Pictures	Y			
Ref:	Our World (	Dur People curriculur	m Page			
	1					
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning includ	ing assessr	nent)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
Tuesday	learning)			l sumbols (Cost of	M/hat have we leavet	
Tuesday	Engage	Learners talk about v	-		What have we learnt	
	learners to	-		Flag, adinkra) should	today?	
	sing songs			e of belonging among		
	and recite	individuals and to th	e nation		Ask learners to	
	familiar				summarize the main	
	rhymes	Assessment:			points in the lesson	
		Let learners show re	espect to na	tional symbols		

## NANA FIIFI ACQUAH

Thursday	Engage	Learners talk about the various ways of showing respect	What have we learnt
	learners to	national symbols e.g. singing the National Anthem,	today?
	sing songs	reciting the National Pledge	
	and recite		Ask learners to
	familiar	Assessment:	summarize the main
	rhymes	Let learners show respect to national symbols	points in the lesson

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SUBJECT: GHANAIAN LANGUAGE

CLASS: THREE

Week Ending:				Class size:		
Day :				Dat	e :	
Period :				Les	son :	
						$\sim$
Strand : Ora	l Language		Sub-strar	<b>nd :</b> F	resentation	
Indicator (co	ode)	B3.1.11.1.1.	B3.1.11	1.2	. 5	
Content star	ndard (code)	B3.1.11.1	B3.1.11.	1.	$\sim$	
Performance		<ul> <li>The learner should say the time by the hour and half hour</li> <li>The learner should say the time by the hour and minutes.</li> <li>The learner should say the days of the week and names associated with the days</li> </ul>				
		tivity and Innovation ng and Problem So		inica	tion and Collaboration Pe	ersonal Development and
Keywords						
T. L .R. (s)						
Ref:		R				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter (preparing the brain for learning)	(new learning including ass			ient)	Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes		e of a clock nour and m	ninut	learners. e hands to learners. our and minutes hands	What have we learnt today? Review the lesson with learners

• Help learners to tell time by the hour and half hour.	
the preditier of the time by the nour and had nour	
E.g. The time is 9 o'clock. The time is 9:30	
Assessment: let learners say the time by the hour and	
minutes.	
Show a clock to learners and discuss its function with	What have we learnt
	today?
Revise the functions of the field and finitates funds	
with learners.	
• Help learners to tell time by the hour and minute.	Review the lesson with
E.g. The time is 9:30. The time is 9:15.	learners
Assessment: let learners say the time by the hour and	
minutes.	
• Lead learners to explore a rhyme with gestures.	What have we learnt
• Write the names of days of the week on flashcards.	today?
- Lead learners to read the names of the days of the	
e week.	
• Use the flashcards to help learners to recognise	Review the lesson with
names associated with the days of the week. E.g.	learners
Assessment: let learners say the days of the week and	
names associated with the days	
AL ,	
	Assessment: let learners say the time by the hour and minutes.  • Show a clock to learners and discuss its function with them.  • Revise the functions of the hour and minutes hands with learners. • Help learners to tell time by the hour and minute. E.g. The time is 9:30. The time is 9:15.  Assessment: let learners say the time by the hour and minutes.  • Lead learners to explore a rhyme with gestures. • Write the names of days of the week on flashcards. • Lead learners to read the names of the days of the week. • Use the flashcards to help learners to recognise names associated with the days of the week. E.g. Monday, Tuesday, etc.  Assessment: let learners say the days of the week and

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# TERM THREE BASIC THREE WEEK 4



SUBJECT: ENGLISH LANGUAGE

CLASS: THREE

#### NANA FIIFI ACQUAH T. L .R. (s) Word cards, sentence cards, letter cards, handwriting on a manila card and a class library. Ref: English Language curriculum Page DAY Phase 1: Phase 2: Main Phase 3: Starter (new learning including assessment) Plenary / Reflections (preparing the brain for learning) Monday A. ORAL LANGUAGE What have we learnt Engage Let learners, in pairs, ask and answer questions on today? learners to sing songs given issues. and recite Revise inversion questions with learners. e.g. He is Ask learners to familiar going.—Is he going? summarize the main rhymes • Guide learners to use appropriate pronunciation and points in the lesson intonation in asking and answering the inversion type of questions. Let learners write answers to inversion type of questions on their own Assessment: let learners use appropriate pronunciation and intonation to ask and answer the inversion questions Tuesday **B.READING** What have we learnt Engage learners to Have learners give their personal opinions and today? sing songs judgment to stories (events, setting, characters and and recite their actions) read or heard Ask learners to familiar summarize the main rhymes Assessment: let learners respond to stories with own points in the lesson opinion and value judgment C. WRITING Wednesda Engage What have we learnt • In groups, have learners revise their writing paying today? learners to y sing songs attention to little details. and recite • Have learners use these questions as a revision Ask learners to familiar guide: summarize the main rhymes i. Is my topic interesting? points in the lesson ii. Does the beginning catch the reader's attention? iii. Are the ideas easy to understand? iv. Are all the sentences saying something about the topic?

NANA FIIFI AC		• Encourage learners to make as many changes as	
		necessary to improve their work	
		Assessment: let learners review and revise the draft, adding to or taking out ideas	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>D.WRITING CONVENTIONS AND GRAMMAR USAGE</li> <li>Provide sample sentences. e.g. means – We are going home by bus. direction – The monkey is climbing up the tree.</li> <li>Guide learners to discover the meaning of the sentences.</li> <li>Draw learners' attention to the words as prepositions.</li> <li>Have learners complete sentences with given prepositions that indicate means and direction. e.g. Mr. Badu is travelling train.</li> <li>Assessment: let learners identify prepositions in sentences to indicate directions and means</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson
Friday	Engage learners to sing songs	E.EXTENSIVE READING Using the Author's chair, introduce the reading/library time.	What have we learnt today?
	and recite familiar rhymes	<ul> <li>Have a variety of age/level-appropriate books for learners to make a choice from.</li> <li>Introduce narratives, expository, procedural texts to learners.</li> <li>Guide learners to select books for readings Assessment: let learners read a variety of age and level-appropriate books and summarise them</li> </ul>	Ask learners to summarize the main points in the lesson

Vetted by :..... Date : .....

· · · · · ·	LESSON PLAN
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SUBJECT: MATHEMATICS

CLASS: THREE

Week Endin	g:			Class size:		
Day :				ate :		
Period :				Lesson :		
Strand : Geometry and Measurement Sub-stran			Sub-strand :	Measurement – Length, N	lass, Time	
Indicator (co	ode)	B3.3.3.1.2 B3.	3.3.1.3			
Content star	ndard (code)	B3.3.3.1. B3.	3.3.1.			
Learners can est			an estimate napes using r n Communic	justify referents for metre e lengths, heights and p referents and verify by me ration and Collaboration Pe	erimeter of regular and easuring, using a ruler or	
Leadership (	Critical Thinkin	ng and Problem Solv	/ing.			
Keywords						
T. L .R. (s)		Counters				
Ref:	Mathematio	ics curriculum Page				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inclu	uding assess	ment)	Phase 3: Plenary / Reflections	

Monday	Sing songs	. Make or show a list of items in the learners	Review the lesson with
	like:	environment and have learners select and justify the choice of referents for measuring the length of the item	Learners
	ľm	mentioned	
	counting one, what is one	Assessment: have learners to practice with more examples	
Tuesday	Sing songs like:	Measure and record the perimeter of a given regular or irregular shape and explain the strategy used	Review the lesson with Learners
	I'm counting one, what is one	Assessment: have learners to practice with more examples	
Wednesda	Sing songs	Construct shapes for a given perimeter (cm or m);	Review the lesson with
у	like:	Construct more than one shape for the same given	Learners
	l'm	perimeter to demonstrate that many shapes are possible for a given perimeter	
	counting one, what is one	Assessment: have learners to practice with more examples	
Thursday	Sing songs like:	Estimate the perimeter of a given shape (cm, m) using personal reference points for length, then measure to assess the accuracy of the estimation	Review the lesson with Learners
	l'm	According to have learners to practice with more	
	counting one, what	Assessment: have learners to practice with more examples	
	is one		
Friday	Sing songs	Estimate the perimeter of a given shape (cm, m) using	Review the lesson with
	like:	personal reference points for length, then measure to	Learners
		assess the accuracy of the estimation	
	l'm		
	counting	Assessment: have learners to practice with more examples	
	one, what		
	is one		

Vetted by :..... Date : .....

SUBJECT: SCIENCE

CLASS: THREE

Week Ending:				Class size:		
Day :				Date	2:	
Period :	Period :			Less	on :	
Strand : HUMANS AND THE Sub-stra					ERSONAL HYGIENE AND	SANITATION
ENVIRONME	-				$\sim$	~
					$O_{\ell}$	
Indicator (co	ode)	B3.5.1.1.1				
Content sta	ndard (code)	B3.5.1.1.			. ~	
Performanc	e Indicator	Learners can desc	ribe ways c	of ke	eping the environment	clean
Coro Compo	toncioc. Cros	tivity and Innovatio		aicat	ion and Collaboration D	arconal Dovelopment and
	<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					ersonal Development and
				)-		
Keywords			2			
T. L .R. (s)	1	Pictures				
Ref:	Science cur	riculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter (preparing	(new learning incl	uding asse	essm	ent)	Plenary / Reflections
	the brain	<u>)</u>				
	for					
	learning)					
Monday	Engage	Provide samples	s of commo	on cl	eaning equipment such	What have we learnt
	learners to	as brooms, mops,	as brooms, mops, dusters and detergen			today?
	sing songs	Begin by asking learners this question: What do yo			uestion: What do you	
	and recite	do to keep the ho	me and sch	nool	clean?	Ask learners to
	familiar		-	•	to come out with the	summarize the
	rhymes	different ways of	keeping the	e ho	me and school clean.	important points of the
		-		as to	class and compose a	lesson
		song on cleanlines	SS			

#### NANA FIIFI ACQUAH

		Assessment: let learners describe ways of keeping the environment clean	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>Learners brainstorm in groups to come out with the different ways of keeping the home and school clean.</li> <li>Learners present their ideas to class and compose a song on cleanliness.</li> <li>Present learners' ideas on the writing board and reshape learners' ideas by providing more details on different ways of keeping the environment. E.g. sweeping, weeding, scrubbing, etc.</li> <li>Assessment: let learners describe ways of keeping the environment clean</li> </ul>	What have we learnt today? Ask learners to summarize the important points of the lesson

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Date : .....

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SUBJECT: HISTORY

CLASS: THREE

Week Ending:			Class size:				
Day :				Date :			
Period :				Lesson :			
Period :	renou.			Less	ion :		
Strand : My Country Ghana Sub-stra				<b>1d :</b> S	ome Selected Individual	S	
					$\sim$	•	
Indicator (co	ode)	B3.2.5.1.1	I				
Content sta	ndard (code)	B3.2.5.1.					
Performanc	e Indicator	Learners can de	escribe Gh	nanai	an entrepreneurs who	have made significant	
		contributions					
				inicat	ion and Collaboration P	ersonal Development and	
Leadership (	Critical Thinkir	ng and Problem Sol	lving.	$\sim$	)`		
Keywords							
T. L .R. (s)		Pictures					
Ref:	History curr	iculum Page					
						1	
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning inc	luding ass	essm	ent)	Plenary / Reflections	
	(preparing the brain	$\mathcal{N}$					
	for						
	learning)						
Tuesday	Engage	. Identifv the entr	repreneurs	who	work inspires you	What have we learnt	
/	learners to	most and give rea	•				
	sing songs		,			,	
	and recite	Assessment: : Let learners describe Ghanaian				Ask learners to	
	familiar	entrepreneurs wh	ho have ma	ade s	ignificant contributions	summarize the main	
	rhymes					points in the lesson	
	Which						
	entreprene						

NANA FIIFI ACQUAH

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	urs inspires		
	you most		
	and why?		
Thursday	Engage	Identify the entrepreneurs who work inspires you most	What have we learnt
	learners to	and give reasons for your choice	today?
	sing songs		
	and recite	Assessment: : Let learners describe Ghanaian	Ask learners to
	familiar	entrepreneurs who have made significant contributions	summarize the main
	rhymes		points in the lesson
	Which		
	entreprene		
	urs inspires		
	you most		
	and why?		

Vetted by :..... Date : ...... Date : .....

•	LESSON PLAN
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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: THREE

Week Ending	5:			Class size:	
Day :			Da	te :	
Period :			Les	son :	
Strand : The	Family and th	ne Community Sub-stra	nd :	Roles and Relationships	
Indicator (co	de)	B3.4.1.1.1:			
Content star	-	B3.4.1.1.			
Performance		Learners can discuss God	s pro	mises to humankind	
Core Compe	tencies: Crea	tivity and Innovation Comm	unica	tion and Collaboration P	Personal Development and
Leadership C	ritical Thinkir	ng and Problem Solving.			
Keywords				N	
T. L .R. (s)		Pictures			
Ref:	RME curricu	ilum Page	2	),	
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including as	sessr	nent)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)				
Friday	Engage	Let learner's role play the	call of	Moses (Musa).	What have we learnt
learners to					today?
	sing songs				
	and recite Assessment: let learners ex			God's promises to	Ask learners to
	familiar	humankind			summarize the main
	rhymes				points in the lesson

Vetted by :..... Date : .....

SUBJECT: CREATIVE ARTS

CLASS: THREE

Week Endin	g:				Class size:		
Day :				Dat	e :		
Period :				Les	son :		
				200			
Strand : PER	FORMING AR	TS	Sub-stran	<b>d :</b> F	lanning, Making and Cor	nposing	
					$\sim$		
Indicator (co		B3.2.2.3					
Content sta	ndard (code)	B3.2.2.2.					
Performanc	e Indicator			-		sent performing artworks	
		-				perimenting with available	
instruments, resources and techniques for producing artworks that reflec					tworks that reflect topical		
		issues in those are	eas in Africa	а			
-		=		nica	tion and Collaboration Po	ersonal Development and	
Leadership (	Critical Thinkin	ng and Problem Sol	ving.				
Keywords							
-,							
T. L .R. (s)		Pictures					
Ref:	Creative Art	ts curriculum					
		$\mathcal{A}_{l}$					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning incl	luding asse	essm	ient)	Plenary / Reflections	
	(preparing						
	the brain						
	for						
	learning)						
Monday	Engage	-			quipment, sounds,	What have we learnt	
	learners to	-	•		s that are good for	today?	
	sing songs	composing and pe	erforming r	musi	c, dance, drama, etc		
	and recite					Ask learners to	
	familiar		earners writ	te a	Plan for making own	summarize the main	
	rhymes	artworks				points in the lesson	

## NANA FIIFI ACQUAH

Wednesda	Engage	experiment with the available instruments, equipment,	What have we learnt
У	learners to	sounds, movement etc. to perform some of the	today?
	sing songs	compositions from other parts of Africa that reflect	
	and recite	topical issues such as unemployment, safe road	Ask learners to
	familiar	practices, energy efficiency and conservation, plastic	summarize the main
	rhymes	waste.	points in the lesson
		Assessment: let learners write a Plan for making own	
		artworks	

Vetted by :.... Signature: ..... Date : .....

SUBJECT: PHYSICAL EDUCATION

CLASS: THREE

Week Endi	Week Ending:			Class size:			
Day :				Date :			
Period :				Lesson :			
Strand : PH	YSICAL FITNES	S CONCEPTS,	Sub-strand	and : FITNESS PROGRAMME			
PRINCIPLES	PRINCIPLES AND STRATEGIES						
Indicator (o	code)	B3.4.1.4.2					
Content sta	andard (code)	B3.4.1.4.			$\cap$		
Performan	ce Indicator	Learners can deso	cribe the rol	e of	moderate to vigorous p	hysical activity in achieving	
		or maintaining go	ood health				
				nica	tion and Collaboration P	ersonal Development and	
Leadership	Critical Thinkin	ng and Problem So	olving.				
Keywords							
Reywords							
T. L .R. (s)		cones			)		
Ref:	PE curriculu						
			N				
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning inc	cluding asse	essm	ient)	Plenary / Reflections	
	(preparing						
	the brain						
	for	$\mathcal{O}'$					
	learning)						
Friday	Learners				to vigorous physical	What have we learnt	
	jog round a			•	ity (ability of the body	today?	
	demarcate	system to proces			aintenance and		
	d area in	improvement of	good health	)		Use answers to	
	files while					summarise the lesson.	
	singing and						
	clapping to						
	warm-up						
	the body						
	for						
	maximal						
	performan						

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	ce and to	
	prevent	
	injuries	

Vetted by :....

Signature: ..... Date : .....

MARTIN

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: THREE

Week Ending:					Class size:			
Day :				Dat	te :			
Period :			Lesson :		son :			
Strand : OU	R NATION GH	ANA	Sub-strand : Responsible use of Resources			urces		
Indicator (code)		B3.4.3.1. 1						
Content standard (code)		B3.4.3.1.						
Performance Indicator		Learners can explain ways of conserving energy						
Core Comp	etencies: Crea	tivity and Innovation	on Commu	nica	tion and Collaboration F	Personal Development and		
Leadership Critical Thinking and Problem Solving.								
Keywords								
T. L .R. (s)		Pictures						
Ref:	Our World (	Dur People curriculum Page						
DAY	Phase 1:	Phase 2: Main				Phase 3:		
	Starter	(new learning including asses			ient)	Plenary / Reflections		
	(preparing							
	the brain							
	for							
	learning)							
Tuesday	Engage	Learners talk about the import energy in the home. Learners identify positive attit conservation e.g. switch off lig energy saving bulbs, put all ga home.			rtance of conserving	What have we learnt		
	learners to					today?		
	sing songs							
	and recite				es towards energy	Ask learners to		
	familiar				when not in use, use	summarize the main		
	rhymes				ets off when leaving	points in the lesson		

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Assessment: Let learners explain ways of conserving						
		energy				
Thursday	Engage	Learners role play how energy can be conserved in the	What have we learnt			
	learners to	community.	today?			
	sing songs					
	and recite	Learners reflect on what they can do to serve as	Ask learners to			
	familiar	ambassadors for energy efficiency and energy	summarize the main			
	rhymes	conservation in their homes and communities	points in the lesson			
		Assessment:				
		Let learners explain ways of conserving energy	×			
/etted by :		Signature:	Date :			
		JAN .				
		R				

SUBJECT: GHANAIAN LANGUAGE

CLASS: THREE

Week Ending:				Class size:				
Day :			1	Date :				
Period :			Lesson :					
Strand : Reading			Sub-strand : Comprehension					
Indicator (code) B3.2.5.1.2 B			33.2.6.1.1					
Content star	ndard (code)	B3.2.5.1. B3	.2.6.1.		$\overline{\mathbf{A}}$			
Performance Indicator  • The learner should play a var					variety of words and se	ntence games.		
	The learner should answer questions based on passage read to them							
				nicat	ion and Collaboration P	ersonal Development and		
Leadership C		ng and Problem So	living.					
Keywords								
		Manila carde markers, recorded audios visual						
		Manila cards, markers, recorded audios visual						
Nel.		Language curriculum						
DAY	Phase 1:	Phase 2: Main				Phase 3:		
	Starter	(new learning inc	cluding asses	ssm	ent)	Plenary / Reflections		
(preparing								
	the brain							
for learning)								
	Engage	• Let learners say	, the letters (	oftl	ne alphabet as a group	What have we learnt		
	leaners to and then individu			01 11		today?		
	sing songs	With correct pronunciation and tone read texts				,		
and recite		aloud.						
	familiar rhymes					Review the lesson with		
		• Ask questions based on the text read for learners to learn				learners		
		answer.						

	Assessment: let learners play a variety of words and sentence games.	
Engage leaners to sing songs and recite familiar rhymes	<ul> <li>Let learners say the letters of the alphabet as a group and then individually.</li> <li>Give textbooks to learners.</li> <li>Lead learners to read the text on a given page as a group and individually.</li> <li>Ask questions based on the text they have read for them to answer.</li> </ul>	What have we learnt today? Review the lesson with learners
	Assessment: let learners answer questions based on passage read to them	~
Engage leaners to sing songs and recite	<ul> <li>Let learners say the letters of the alphabet as a group and then individually.</li> <li>Give textbooks to learners.</li> <li>Lead learners to read the text on a given page as a</li> </ul>	What have we learnt today?
familiar rhymes	<ul> <li>e Lead learners to read the text of a given page as a group and individually.</li> <li>Ask questions based on the text they have read for them to answer.</li> </ul>	Review the lesson with learners
	Assessment: let learners answer questions based on passage read to them	

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# TERM THREE BASIC THREE WEEK 5



SUBJECT: ENGLISH LANGUAGE

CLASS: THREE

Week Ending:			Class size	:	
Day :	Day :				
Period :		Les	son :	0	
			c \	CX.	
Strand :		Sub-strand :	V.		
A. Oral Language		A. Giving	ving and Responding to Commands / Instructions /		
B. Reading			Directions and Making Requests		
C. Writing			Comprehension		
D. Using Writing Con	ventions		Writing as a Process Jsing Simple and Compound Sentences		
E. Extensive Reading		-	-	-	
		E. Buildi	ng the Lov	e And Culture	Or Reading
Indicator (code)	B3.1.9.1.1 B3.2	2.7.2.3 B3	.4.9.3.2	B3.5.9.1.1	B3.6.1.1.1
Content standard (code)	B3.1.9.1. B3.2	2.7.2. ВЗ	.4.9.3.	B3.5.9.1.	B3.6.1.1.
Performance Indicator	A. Learners c	can give and re	espond to a	commands, ins	structions and directions
	B. Learners c	can use visuali	sation stra	tegy (form me	ntal images when reading
	text) to en	nhance unders [.]	tanding of	level-appropri	ate texts
	C. Learners c	can proofread	draft to co	rrect punctuat	ion and spelling errors
	D. Learners c	an identify an	d use coord	dinating conjur	nctions to join similar ideas
	or contras	sting ideas in se	entences		
	E. Learners	can read a	variety of	age and leve	el-appropriate books and
	summaris	e them		-	
Core Competencies: Crea Leadership Critical Thinki			ition and C	ollaboration P	ersonal Development and
Keywords					

## T. L.R. (s) Word cards, sentence cards, letter cards, handwriting on a manila card and a class library. Ref: English Language curriculum Page DAY Phase 1: Phase 2: Main Phase 3: Starter (new learning including assessment) Plenary / Reflections (preparing the brain for learning) What have we learnt Monday A. ORAL LANGUAGE Engage A. Instructions Model giving instructions and ask today? learners to learners to follow them: sing songs and recite • First, draw a square in the middle of your paper. Ask learners to familiar Next, draw a rectangle inside the square. summarize the main rhymes • Then, draw an oval inside the rectangle. points in the lesson Response: Pair up learners to practise giving and following instructions, e.g. giving and following instructions to clean the classroom. B. Directions Model giving directions and ask learners to follow them: Show directions flash cards (go straight, turn left/right) and ensure learners understand the words. Place objects at different locations of the classroom. Assessment: let learners give and respond to commands, instructions and directions Tuesday **B.READING** What have we learnt Engage learners to • Have learners play simple mental or guessing games today? sing songs like Bingo and matching games. and recite

NANA FIIFI ACQUAH

NANA FIIFI ACO	familiar			tal images as they	-	Ask learners to
	rhymes	text, to help th Assessment: le make meaning	summarize the main points in the lesson			
Wednesda y	Engage learners to sing songs and recite familiar rhymes	C. WRITING • Have learner writing for error punctuation, c • Have learne Capitalisation U – language P – Punctuatio S – Spelling	What have we learnt today? Ask learners to summarize the main points in the lesson			
		• Let learners partners' writi Have learners again to ch Assessment: le punctuation a				
Thursday	Engage learners to sing songs and recite familiar rhymes	D.WRITIN Demonstrate joining simple e.g. simple sentences	What have we learnt today? Ask learners to summarize the main points in the lesson			
	ľ	The boy woke up. The boy prayed.	And	sentence The boy woke up and prayed.		
		the sentence. <ul> <li>Put learners</li> </ul>	in groups to form	ordinating conju n simple sentenc sentences with a	es.	

		Assessment: let learners can identify and use coordinating conjunctions to join similar ideas or contrasting ideas in sentences	
Friday	Engage	E.EXTENSIVE READING	What have we learnt
	learners to	Using the Author's chair, introduce the reading/library	today?
	sing songs	time.	
	and recite	<ul> <li>Have a variety of age/level-appropriate books for</li> </ul>	Ask learners to
	familiar	learners to make a choice from.	summarize the main
	rhymes	<ul> <li>Introduce narratives, expository, procedural texts to</li> </ul>	points in the lesson
		learners.	
		<ul> <li>Guide learners to select books for readings</li> </ul>	
		Assessment: let learners read a variety of age and	
		level-appropriate books and summarise them	

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· · · · · ·	LESSON PLAN
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SUBJECT: MATHEMATICS

CLASS: THREE

Week Ending:				Class size:		
Day :			Dat	:e :		
Period :			Les	Lesson :		
Strand : Geo	metry and M	easurement Sub-	-strand : I	Measurement – Length, N	/lass, Time	
Indicator (co	de)	B3.3.3.2.1 B3.3.3.2.2	-			
Content star	ndard (code)	B3.3.3.2. B3.3.3.2.				
Core Compe	Performance Indicator       • Learners can model and describe the relationship between the Kilogram and gram as well as litres and millilitres         • Learners can estimate masses and volumes using referents and ve measuring, using a pan balance and weights, calibrated measuring can be be be been been been been been bee				g referents and verify by prated measuring cans.	
Keywords						
T. L .R. (s)		Counters				
Ref:	Mathematio	ics curriculum Page				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: MainPhase 3:(new learning including assessment)Plenary / Reflecti			Phase 3: Plenary / Reflections	

Monday	Sing songs	Identify objects that weigh approximately 1 g or 1	Review the lesson with
	like:	kilogram (or that hold 1 ml or 1 l). Estimating the mass,	Learners
		or capacity of given objects using these objects as a	
	ľm	reference point or point of comparison	
	counting one, what is one	Assessment: have learners to practice with more examples	
Tuesday	Sing songs		Review the lesson with
· · · · · <b>/</b>	like:	Identify the appropriate standard unit (g or Kg; ml or	Learners
		l;) for measuring the mass or capacity of a given object	
	ľm	E.g. 3. Estimate, then measure, using a scale (or	
	counting	graduated cylinder) and recording the mass (capacity)	$\sim$
	one, what	of common, everyday objects to the nearest g or kg (or	
	is one	ml or I).	
	1 - One is	Assessment: have learners to practice with more	
	one alone,.	examples	
Wednesda	Sing songs	Explain the relationship between 1000 g and 1 kg using	Review the lesson with
	like:	a model or balance or between 1000 ml and 1 l using a	Learners
У	ince.	graduated cylinder	Learners
	ľm		
	counting	Assessment: have learners to practice with more	
	one, what	examples	
	is one		
Thursday	Sing songs	Bring to class a collection of different types of objects	Review the lesson with
mursuay	like:	and have learners estimate their weights or volumes	Learners
	like.	using direct or indirect comparisons and then later	Learners
	l'm	verify the estimate by using standard measuring tools	
	counting		
	one, what	Assessment: have learners to practice with more	
	is one	examples	
Friday	Sing songs	Bring to class a collection of different types of objects	Review the lesson with
inuay	like:	and have learners estimate their weights or volumes	Learners
	inc.	using direct or indirect comparisons and then later	
	l'm	verify the estimate by using standard measuring tools	
	counting	verify the estimate by using standard measuring tools	
	one, what	Assessment: have learners to practice with more	
	is one	examples	

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SUBJECT: SCIENCE

CLASS: THREE

Week Ending:			Class size:				
Day :				Dat	e :		
Period :				Les	son :		
	MANS AND TH	ΙE	Sub-stran	<b>d</b> : P	ERSONAL HYGIENE AND	SANITATION	
ENVIRONME	ENT						
Indicator (co	ode)	B3.5.1.1.1					
Content sta	ndard (code)						
Performanc	e Indicator	Learners can deso	cribe ways o	of ke	eeping the environment	clean	
Core Compe	etencies: Crea	tivity and Innovation	on Commur	nica	tion and Collaboration Po	ersonal Development and	
Leadership (	Critical Thinkir	ng and Problem Sol	lving.	ト			
Keywords							
ice y words							
T. L .R. (s)		Pictures					
Ref:	Science curr	riculum Page					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning inc	luding asse	essm	ient)	Plenary / Reflections	
	(preparing	L.					
	the brain						
	for						
	learning)						
Monday	Engage				ways of keeping the	What have we learnt	
	learners to	environment clean			today?		
	sing songs						
	and recite				ictures showing ways	Ask learners to	
	familiar	of keeping the en	ivironment	clea	n	summarize the	
	rhymes					important points of the	
						lesson	

Thursday	Engage	Engage learners in an activity to clean selected parts of	What have we learnt
	learners to	the school environment.	today?
	sing songs	NB: Learners must use nose masks when sweeping or	
	and recite	dusting.	Ask learners to
	familiar		summarize the
	rhymes	Assessment: let learners describe ways of keeping the	important points of the
		environment clean	lesson

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MMAHIHACULAHSCHOOL

SUBJECT: HISTORY

CLASS: THREE

Week Ending:					Class size:		
Day :				Date :			
Period :				Lesson	1:		
Strand : European	ns in Ghana		Sub-s	trand : A	Arrival of Europeans		
Indicator (code)			B3.3.1.1.1				
Content standard			B3.3.1.1.				
Performance Ind	icator				be how the Europeans settled on the Gold		
			-		ing alliances with the local chiefs		
Leadership Critica		•		nication a	and Collaboration Personal Development and		
		na robiem	Solving.	$\mathcal{O}$			
Keywords							
T. L .R. (s)			Pictures				
Ref:		History cu	rriculum Page				
DAY	Phase 1:	1	Phase 2: Main		Phase 3:		
	Starter	$\mathcal{A}$	(new learning including		ng Plenary / Reflections		
	(preparing		assessment)				
	for learnin	g)					
Tuesday	Engage lea	arners to	Dramatise the meeting		ng What have we learnt today?		
sing songs and recite			between the Portuguese		ese		
familiar rhymes			and Kwamina Ansah. Ask learners to summarize				
					points in the lesson		
Which Europeans							
were the first to		Assessment: : Let learners		rners			
	come to th	ne Gold	describe how				
	Coast?		Europeans se	ttled on	the		
			Gold Coast,				

Thursday	Engage learners to	Dramatise the meeting	What have we learnt today?
	sing songs and recite	between the Portuguese	
	familiar rhymes	and Kwamina Ansah.	Ask learners to summarize the main
			points in the lesson
	Which Europeans	Assessment: : Let learners	
	were the first to	describe how the	
	come to the Gold	Europeans settled on the	
	Coast?	Gold Coast,	

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	LESSON PLAN
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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: THREE

Week Endir	Week Ending:			Class size:			
Day :				Date :			
Period :				Lesson :			
Strand : The	e Family and t	he Community	Sub-stran	<b>d :</b> F	oles and Relationships		
Indicator (code) B3 4.1.1.2							
Content sta	indard (code)	B3 4.1.1.					
Performanc	e Indicator	Learners can ide	ntify the bei	nefit	s of responding to God	s call.	
-		itivity and Innovati ng and Problem Sc		nica	tion and Collaboration F	ersonal Development and	
Keywords							
T. L .R. (s)		Pictures					
Ref:	RME curricu	ulum Page			$\mathcal{N}$		
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning ind	cluding asse	essm	ient)	Plenary / Reflections	
	(preparing		(	ア			
	the brain		$\sim$				
	for						
	learning)						
Friday	Engage		arners the v	vays	we respond to God's	What have we learnt	
	learners to	call:				today?	
	sing songs	- Prayer,					
	and recite	- service to huma	,			Ask learners to	
	familiar	- caring for the e				summarize the main	
	rhymes	- helping the nee	• • • • •			points in the lesson	
		• In groups, let le		ntior	the benefits of		
		responding to Go					
		- blessings from	God,				
		- drawing closer	to God,				
		- long life, - pros	perity,				
		- eternal life, etc					
		Assessment: let l	earners ide	ntify	the benefits of		
		responding to Go	od's call.				
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SUBJECT: CREATIVE ARTS

CLASS: THREE

Week Ending:				Class size:		
Day :			D	Date :		
Period :			Le	Lesson :		
Strand : VIS	UAL ARTS	Sub-s	strand	Planning, Making and Co	mposing	
Indicator (co	aba)	B3 1.2.3.3			·	
	ndard (code)	B3 1.2.3.				
Performanc			n funct	ional visual artworks usin	g available materials, tools	
				iews that reflect topical is	• ·	
Core Compe	tencies: Crea	tivity and Innovation Con	nmunio	ation and Collaboration P	Personal Development and	
Leadership (	Critical Thinkin	ng and Problem Solving.	$\sim$	27		
Keywords			$\rightarrow$			
T. L .R. (s)		Pictures				
Ref:	Creative Art	s curriculum				
	   .				1.	
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including	assess	ment)	Plenary / Reflections	
	(preparing the brain					
	for					
	learning)					
Monday	Engage	Learners are to: 🛛 select	t ideas	from topical issues in	What have we learnt	
	learners to	Africa and come out wit	th own	design concepts to	today?	
	sing songs	educate or sensitise he	public	on the importance or		
	and recite	dangers of the issues			Ask learners to	
	familiar				summarize the main	
	rhymes	Assessment: let learners	s produ	ice own artworks by	points in the lesson	
		drawing, doodling, spray	ying, bl	owing, colouring,		
		printing, lettering, patte	ernmak	ing, modelling, casting,		
		carving, construction an	nd asse	mbling		

Wednesda	Engage	Learners are to:	What have we learnt
у	learners to	Iselect ideas from topical issues in Africa and come	today?
	sing songs	out with own design concepts to educate or sensitise he	
	and recite	public on the importance or dangers of the issues	Ask learners to
	familiar		summarize the main
	rhymes	Assessment: let learners produce own artworks by drawing, doodling, spraying, blowing, colouring, printing, lettering, patternmaking, modelling, casting,	points in the lesson
		carving, construction and assembling	

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SUBJECT: PHYSICAL EDUCATION

CLASS: THREE

Week Ending:				Class size:			
Day :				Dat	Date :		
Period :				Lesson :			
Strand : PHY	SICAL FITNES	S CONCEPTS,	Sub-strand	<b>d :</b> ⊦	IEALTHY DIET		
PRINCIPLES	AND STRATEG	GIES					
Indicator (co	ode)	B3.4.2.4.1:					
Content sta	ndard (code)	B3.4.2.4.			$\cap$	$\checkmark$	
Performanc	e Indicator	Learners can exp	lain the ene	ergy	requirements of the boo	dy during physical activity	
		and inactivity					
				nicat	tion and Collaboration Pe	ersonal Development and	
Leadership (	Critical Thinkin	ng and Problem So	lving.				
Keywords					$\mathcal{A}$		
Reywords							
T. L .R. (s)		cones		$\overline{}$	)`		
Ref:	PE curriculu	ım Page		$\mathcal{F}$			
		-	$\sim$				
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning inc	luding asse	essm	ent)	Plenary / Reflections	
	(preparing						
	the brain						
	for	$\mathcal{A}$					
	learning)						
Friday	Learners	•		•	ses more energy during	What have we learnt	
	jog round a		-		tivity. Learners discuss	today?	
	demarcate		energy-giving	g to	od before engaging in		
	d area in	physical activity				Use answers to	
	files while					summarise the lesson.	
	singing and						
	clapping to						
	warm-up						
	the body						
	for maximal						
	performan						

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	ce and to	
	prevent	
	injuries	

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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: THREE

Week Ending:				Class size:		
Day :				Dat	e :	
Period :				les	son :	
				LCJ		
Strand : OU	R NATION GH	ANA	Sub-stran	<b>d :</b> F	arming in Ghana	
Indicator (co	-	B3.4.4.1. 1.				
	ndard (code)					
Performanc	e Indicator	Learners can iden	itify Ghana	aian	agricultural products	
Core Compe	tencies: Crea	L tivity and Innovatio	on Commu	nica	tion and Collaboration P	ersonal Development and
		ng and Problem Solv				· ·
		Ι	C	$\overline{}$	)	
Keywords				<u>بر</u>		
T. L .R. (s)		Pictures	$\sim$			
Ref:	Our World (	Pur People curriculum Page				
Ner.		Surreopie Currea				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning incl	uding asse	essm	ient)	Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)					
Tuesday	Engage	Learners watch vie	deos and p	oictu	res of Ghanaian	What have we learnt
	learners to	agricultural produ	cts	today?		
	sing songs	Learners talk abou	ut agricultu	ural I	products in Ghana and	
	and recite	the need to eat ou	ur local foo	ods e	.g. Ghana chocolate,	Ask learners to
	familiar	yam, cocoyam, po	oultry, rice			summarize the main
	rhymes					points in the lesson
		Assessment:				
		Let learners ident	ify Ghanai	an a	gricultural products	

Thursday	Engage	Learners talk about reasons why they should appreciate	What have we learnt
	learners to	and use Ghanaian agricultural products, e.g. to create	today?
	sing songs	employment, revenue for government	
	and recite		Ask learners to
	familiar	Assessment:	summarize the main
	rhymes	Let learners identify Ghanaian agricultural products	points in the lesson

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SUBJECT: GHANAIAN LANGUAGE

CLASS: THREE

Week Ending:					Class size:	
Day :			[	Date	2:	
Period :				Less	on :	
Strand : Rea	ding		Sub-strand	<b>1 :</b> S	lent Reading	
Indicator (co	ode)	B3.2.6.1.2	B3.2.7.1.1		. 5	
Content star	ndard (code)	B3.2.6.1.	B3.2.7.1.		$\sim$	
Performance		The learner	er should rea	ad l	er questions based on p onger sentences.	assage read by learners ersonal Development and
		ng and Problem Sol		licat		
Keywords						
T. L .R. (s)		Manila cards, ma	rkers, record	ded	audios visual	
Ref:	Ghanaian La	anguage curriculu	m			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter (preparing the brain for learning)	(new learning inc	w learning including assessment) Plenary / Reflecti			
	Engage	<ul> <li>Let learners say</li> </ul>	the letters of	of t	ne alphabet as a group	What have we learnt
	leaners to	and then individu				today?
	sing songs and recite	<ul> <li>Give textbooks</li> </ul>				
	familiar			ext	on a given page as a	Deview the large 11
	rhymes	group and individ	-			Review the lesson with
			ased on the	tex	t they have read for	learners
		them to answer				

	Assessment: let learners should answer questions based on passage read by learners	
Engage leaners to sing songs and recite familiar rhymes		What have we learnt today? Review the lesson with learners
	Assessment: let learners read longer sentences	
Engage leaners to sing songs and recite familiar rhymes	<ul> <li>Write long sentences on a card.</li> <li>Show the card with the sentences to learners.</li> <li>Read aloud the long sentences.</li> <li>Let learners read longer sentences as a group and the</li> </ul>	What have we learnt today? Review the lesson with learners
	individually Assessment: let learners read longer sentences	
1 1	Assessment, let learners read longer sentences	

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# TERM THREE BASIC THREE WEEK 6

AMAFIIFIACOUAHSCHOOL

SUBJECT: ENGLISH LANGUAGE

CLASS: THREE

Week Ending:			Class s	ize:	
Day :		Da	te :		
Period :					
Period :		Les	son :	40	$\mathcal{S}_{\mathcal{A}}$
			$\sim$	5	
Strand :	Sub-st	rand :	$\bigtriangledown$	-	
A. Oral Language	Α.	Giving	; and Res	sponding to C	Commands /Instructions/
B. Reading	C	Direct	ions and	l Making Req	uests
C. Writing	В.	Comp	rehensic	on	
D. Using Writing Con	ventions C.	Writir	ig as a Pr	rocess	
E. Extensive Reading	; D.	Using	Simple a	and Compour	nd Sentences
	Ε.	Buildi	ng The L	ove And Cult	ure Of Reading
Indicator (code)	B3.1.9.1.1 B3.2.7.2.3	B3.4	1.9.3.3	B3.5.9.1.1	B3.6.1.1.1
Content standard (code)	B3.1.9.1. B3.2.7.2.	B3.4	1.9.3.	B3.5.9.1.	B3.6.1.1.
Performance Indicator	A. Learners can give	e and re	espond t	o commands	, instructions and directions
	B. Learners can use	visuali	sation st	rategy (form	mental images when reading
	text) to enhance	unders	tanding o	of level-appro	opriate texts
	C. Learners can read	l aloud	own wri	iting to a grou	up or whole class
	D. Learners can id	entify	and use	e coordinatin	g conjunctions to join simila
	ideas or contrasti	ng idea	is in sent	tences	
	E. Learners can re	ead a	variety o	of age and	level-appropriate books and
	summarise them				
•	•	munica	ition and	l Collaboratio	on Personal Development and
Leadership Critical Thinkii	ng and Problem Solving.				
Keywords					

T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.						
Ref:	English Lang	guage curriculum Page						
DAY	Phase 1: Starter (preparing the brain for	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections					
Monday	learning) Engage learners to sing songs and recite familiar rhymes	<ul> <li>A. ORAL LANGUAGE</li> <li>Model giving directions and ask learners to follow them: <ul> <li>Show directions flash cards (go straight, turn left/right) and ensure learners understand the words.</li> <li>Place objects at different locations of the classroom.</li> <li>Ask questions such as "Where is the book, pen, bag etc.?" Then show the direction flash cards to help learners locate the items. Invite pairs of learners to practise giving and following directions. They can locate objects and places in the school.</li> </ul> </li> <li>Assessment: let learners give and respond to commands, instructions and directions</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson					
Tuesday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>B.READING</li> <li>Have learners play simple mental or guessing games like Bingo and matching games.</li> <li>Guide learners to form mental images as they read a text, to help them make meaning from the text.</li> <li>Assessment: let learners use visualisation strategy to make meaning from the text</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson					
Wednesda y	Engage learners to sing songs and recite familiar rhymes	<ul> <li>C. WRITING</li> <li>Have learners publish their work by showing it to others in small groups or in pairs or posting it on the class or school notice board for others to view</li> <li>Assessment: let learners read aloud own writing to a group or whole class</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson					

Thursday	Engage			AND GRAMMAR		What have we learnt			
	learners to	Demonstrate I	nce by	today?					
	sing songs		sentences with a	and.					
	and recite familiar	e.g				Ask learners to			
	rhymes		Continuention			summarize the main points in the lesson			
	mymes	simple sentences	Conjunction	compound sentence		points in the lesson			
		The boy woke up.	And	The boy woke up and prayed.					
		The boy prayed.				~			
		Have learner							
		the sentence.							
		• Put learners							
		<ul> <li>Have groups</li> </ul>							
		but.		$\mathcal{N}$					
		Accossmont	et learners can i	dontify and use					
				oin similar ideas or					
		_	eas in sentences						
		5							
Friday	Engage	E.EXTENSIVE	READING			What have we learnt			
	learners to	Using the Auth	today?						
	sing songs	time.							
	and recite	• Have a varie	Ask learners to						
	familiar	learners to ma	ike a choice from	I.		summarize the main			
	rhymes	Introduce na	arratives, exposit	ory, procedural te	exts to	points in the lesson			
		learners.							
		• Guide learn	Guide learners to select books for readings						
		Assessment: le	et learners read	a variety of age an	d				
		level-appropri	ate books and su	mmarise them					

Vetted by :..... Date : .....

	.: LESSON PLAN
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SUBJECT: MATHEMATICS

CLASS: THREE

Week Ending:					Class size:		
Day :				Dat	e :		
Period :				Lesson :			
Strand : Geometry and Measurement Sub-stra			b-strand	1 : N	1easurement – Length, N	Mass, Time	
Indicator (code) B3.3.3.1							
Content star	B3.3.3.3.						
Performance IndicatorLearners can use arbitrary			itrary uni	units to measure time taken to complete simple events			
-		tivity and Innovation C ng and Problem Solving		icat	ion and Collaboration Pe	ersonal Development and	
Keywords		Ar.					
T. L.R. (s) Counters							
Ref: Mathematics curriculum Page							
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment		ent)	Phase 3: Plenary / Reflections		
Monday	Sing songs like:	<ol> <li>Identify personal r</li> <li>minutes is about the about the time it take</li> </ol>	he time		r minutes or hours (i.e., akes toor 3 hours is	Review the lesson with Learners	

NANA FIIFI ACC	l'm	E.g. 2. Identify a	ctivities that	t can or cann	ot he	
	counting	accomplished in				
	_	years	1111101003, 110	urs, uuys, me		
	one, what	years				
	is one	Assessment: hav	e learners to	o practice wit	h more	
		examples				
Tuesday	Sing songs	Ask learners to t	ime, using w	atches or clo	ck and tell	Review the lesson with
,	like:	how much time	_			Learners
		to iv. walk round	•			
	ľm	nearest house to		-		
		toilet; etc.				
	counting	,				
	one, what	Assessment: hav	e learners to	practice wit	h more	
	is	examples				
Wednesda	Sing songs	Ask learners to t	Review the lesson with			
у	like:	how much time	(in minute a	nd seconds) i	t would take	Learners
	ľm	to iv. walk round				
	counting	nearest house to				
	one, what	toilet; etc.		$\sim$	)	
	is			10.		
	15	Assessment: hav	e learners to	o practice wit	h more	
		examples			<u>.                                </u>	
Thursday	Sing songs	Give learners the				Review the lesson with
	like:	to determine the	Learners			
		Complete the ta	ble			
	ľm	Sporting	Start	Finish	How	
	counting	event			long?	
	one, what	·			<u> </u>	
	is one	Ampe	10.30	10.45 a.m.		
	1 - One is		a.m.			
	one alone,	Netball	9.00 a.m.	10.00 a.m.		
		INELDAII	7.00 a.m.	10.00 a.m.		
	alone it					
	shall be.	Basket ball	2.00 p.m.	3.50 p.m.		
			•	•		
					ļ	
		Football	3.30 p.m.	5.00 p.m.		
		Assessment: hav	a laarnars te	o practico wit	h more	

Friday	Sing songs	Give learners th	e start and e	nd times of e	vents and ask	Review the lesson with
	like:	to determine th	Learners			
		Complete the ta	able			
	l'm	Sporting	Start	Finish	How	
	counting	event			long?	
	one, what is one	Ampe	10.30	10.45		
	1 - One is		a.m.	a.m.		
	one alone,	Netball	9.00 a.m.	10.00		
	alone it			a.m.		
	shall be.	Basket ball	2.00 p.m.	3.50 p.m.		
	2 - Two	Football	3.30 p.m.	5.00 p.m.		
	pair, two pair		·		0	
		Assessment: ha	ve learners to	practice wit	h more	
		examples		C	$\sim$	

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SUBJECT: SCIENCE

CLASS: THREE

Week Ending:				Class size:		
Day :			1	Dat	e :	
Period :	Period :			Less	son :	
Strand : HUMANS AND THE Sub-strai				<b>d :</b> C	ISEASES	
ENVIRONMENT					$O_{\chi}$	~
Indicator (co	ode)	B3.5.2.1.1				
Content standard (code) B3.5.2.1.					. 5	
Performance Indicator Learners can know how cor				mor	n skin diseases can be pro	evented
Core Competencies: Creativity and Innovation Communication and Collaboration Personal					ersonal Development and	
Leadership (	Critical Thinkin	ng and Problem Solv	ving.	$\mathbf{F}$	)	
Keywords			N			
T. L .R. (s) Pictures						
Ref:	Science cur	riculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inclu	uding asse	ent)	Plenary / Reflections	
	(preparing the brain					
	for					
	learning)					
Monday	Engage	Ask learners to par	ntomime o	e or act out how they bath		What have we learnt
	learners to	and talk about how	w regular b	r bathing can prevent skin		today?
	sing songs	diseases.				
	and recite	Learners watch	pictures an	nd v	ideos on common skin	Ask learners to
	familiar	diseases and their	preventior	n.		summarize the
	rhymes	Learners engage	d to discus	is ar	id name some common	important points of the
		skin diseases i.e. ra	ashes, ecze	ema	, ringworm.	lesson

• Learners share their personal experiences or stories on getting skin infections. Assessment: let learners explain the causes of common skin diseases       What have we learnt today?         Thursday       Engage learners to sing songs and recite familiar rhymes       • Discuss how common skin diseases can be prevented and let learners present their answers. • Re-shape learners' ideas, stressing that it is good to seek medical attention to stop the spread of skin diseases.       What have we learnt today?         Ask learners to summarize the important points of the lesson       Signature:       Date :	NANA FIIFI AC	LQUAH		
Image: Assessment: let learners explain the causes of common skin diseases       Assessment: let learners explain the causes of common skin diseases         Thursday       Engage learners to sing songs and recite familiar rhymes <ul> <li>Re-shape learners' ideas, stressing that it is good to seek medical attention to stop the spread of skin diseases.</li> <li>Assessment: let learners explain how common skin diseases can be prevented</li> <li>Assessment: let learners explain how common skin diseases can be prevented</li> <li>Engage: Description of the spread of skin diseases can be prevented</li> <li>Assessment: let learners explain how common skin diseases can be prevented</li> <li>Engage: Description of the spread of skin diseases can be prevented</li> <li>Description of the spread of skin diseases can be prevented</li> <li>Engage: Description of the spread of skin diseases can be prevented</li> <li>Engage: Description of the spread of skin diseases can be prevented</li> <li>Description of the spread of skin diseases can be prevented</li> <li>Engage: Description of the spread of skin diseases can be prevented</li> <li>Engage: Description of the spread of skin diseases can be prevented</li> <li>Engage: Description of the spread of skin diseases can be prevented</li> <li>Engage: Description of the spread of skin diseases can be prevented</li> <li>Engage: Description of the spread of skin diseases</li> <li>Engage: Description of the spread of the spread of th</li></ul>			• Learners share their personal experiences or stories	
Image: Assessment: let learners explain the causes of common skin diseases       Assessment: let learners explain the causes of common skin diseases         Thursday       Engage learners to sing songs and recite familiar rhymes <ul> <li>Re-shape learners' ideas, stressing that it is good to seek medical attention to stop the spread of skin diseases.</li> <li>Assessment: let learners explain how common skin diseases can be prevented</li> <li>Assessment: let learners explain how common skin diseases can be prevented</li> <li>Engage: Description of the spread of skin diseases can be prevented</li> <li>Assessment: let learners explain how common skin diseases can be prevented</li> <li>Engage: Description of the spread of skin diseases can be prevented</li> <li>Description of the spread of skin diseases can be prevented</li> <li>Engage: Description of the spread of skin diseases can be prevented</li> <li>Engage: Description of the spread of skin diseases can be prevented</li> <li>Description of the spread of skin diseases can be prevented</li> <li>Engage: Description of the spread of skin diseases can be prevented</li> <li>Engage: Description of the spread of skin diseases can be prevented</li> <li>Engage: Description of the spread of skin diseases can be prevented</li> <li>Engage: Description of the spread of skin diseases can be prevented</li> <li>Engage: Description of the spread of skin diseases</li> <li>Engage: Description of the spread of the spread of th</li></ul>			on getting skin infections.	
Image       skin diseases         Thursday       Engage         learners to       and let learners present their answers.         sing songs       • Re-shape learners' ideas, stressing that it is good to         and recite       familiar         rhymes       Assessment: let learners explain how common skin         diseases can be prevented       important points of the         etted by :       Signature:			Assessment: let learners explain the causes of common	
Thursday       Engage learners to sing songs and recite familiar rhymes       • Discuss how common skin diseases can be prevented and let learners present their answers. • Re-shape learners' ideas, stressing that it is good to seek medical attention to stop the spread of skin diseases.       What have we learnt today?         Ask learners to summarize the important points of the lesson       Ask learners to summarize the important points of the lesson         etted by :       Signature:       Date :				
learners to sing songs and recite familiar rhymes       and let learners present their answers. • Re-shape learners' ideas, stressing that it is good to seek medical attention to stop the spread of skin diseases.       today?         Ask learners to summarize the important points of the lesson       Ask learners to summarize the important points of the lesson         etted by :       Signature:       Date :	Thursday	Engage	• Discuss how common skin diseases can be prevented	What have we learnt
sing songs and recite familiar rhymes       • Re-shape learners' ideas, stressing that it is good to seek medical attention to stop the spread of skin diseases.       Ask learners to summarize the important points of the lesson         etted by :       Signature:       Date :	,			todav?
and recite familiar rhymes       seek medical attention to stop the spread of skin diseases.       Ask learners to summarize the important points of the lesson         etted by :       Signature:       Date :				
etted by : Date :				Ask learners to
rhymes       Assessment: let learners explain how common skin diseases can be prevented       important points of the lesson         etted by :       Signature:       Date :				
etted by : Date :				
etted by : Date :		mymes	Assessment: let learners explain how common skin	
HIT ACOUNTS SCH			diseases can be prevented	lesson
HIT ACOUNTS SCH				$\checkmark$
WANAFIELACOUAHSCH	/etted by :		Signature:	Date :
MANA			FILLE VOI	
Mr.			AP	

SUBJECT: HISTORY

CLASS: THREE

Week Ending:						Class siz	e:
Day :					Date :		
Period :					Lesson :		
Strand : Europea	ans in Ghar	าล		Sub-stra	<b>nd :</b> Arriva	l of Euro	peans
Indicator (code)			B3.3.1.1.	1		(	
Content standard (code) B3.3.1.1.				<u> </u>			
				can descr	ibe how t	he Furop	eans settled on the Gold Coast,
				forming a		· · ·	
Core Competencies: Creativity and In			novation (	Communic	ation and	Collabora	ation Personal Development and
Leadership Critic	cal Thinking	g and Prob	lem Solvin	g.	27		
Konwordo			1	$\sim$			
Keywords							
T. L .R. (s)			Pictures				
Ref:		History c	curriculum Page				
DAY	Phase 1:		Phase 2:	Main			Phase 3:
	Starter		(new learning including assessment)		ssment)	Plenary / Reflections	
	(preparir	ng the	•	U	U		
	brain	2					
	for learn	ing)					
Tuesday Engage learners			Dramatise the meeting between the			What have we learnt today?	
	to sing songs and		Portuguese and Kwamina Ansah.		sah.		
	recite familiar						Ask learners to summarize the
	rhymes					.,	main points in the lesson
			Assessment: : Let learners describe				
	When die	d they		describe h		•	
	come?			n the Gold		ropeans	
			settled on the Gold Coast,				

Thursday	Engage learners	Dramatise the meeting between the	What have we learnt today?
	to sing songs and	Portuguese and Kwamina Ansah.	
	recite familiar		Ask learners to summarize the
	rhymes	Assessment: : Let learners describe	main points in the lesson
		how the Europeans settled on the	
	When did they	Gold Coast,	
	come?		

Vetted by :....

	.:	LESSON PLAN
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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: THREE

Week Ending:				Class size:				
Day :				Date :				
Period :				Lesson :				
Strand : The Family and the Community			Sub-strand : Roles and Relationships					
Indicator (co	ode)	B3 4.1.1.2						
Content standard (code)		B3 4.1.1.						
Performance Indicator		Learners can identify the benefits of responding to God's call.						
Core Compe	tencies: Crea	tivity and Innovation Cor	nmunic	ation and Collaboration P	ersonal Development and			
Leadership (	Critical Thinkin	ng and Problem Solving.						
Kounuondo								
Keywords								
T. L .R. (s)		Pictures						
Ref:	RME curriculum Page							
DAY	Phase 1:	Phase 2: Main		Phase 3:				
	Starter	(new learning including	assess	ment)	Plenary / Reflections			
	(preparing							
	the brain							
	for							
	learning)		<u> </u>					
FridayEngageGuide learners to discuss tlearners toGod's call.		ss the b	enefits of responding to	What have we learnt				
				today?				
	sing songs	<ul> <li>Let learners in their gr</li> </ul>	•					
		and recite responding to God's call ar		esent their works for	Ask learners to			
	familiar	class discussion.			summarize the main			
	rhymes				points in the lesson			
	Assessment: let learner			fy the benefits of				
		responding to God's cal	Ι.					

Vetted by :..... Date : .....

SUBJECT: CREATIVE ARTS

CLASS: THREE

Week Ending:				Class size:				
Day :				Date :				
Period :				Lesson :				
Strand : Per	forming arts	S	Sub-strand : Planning, Making and Composing					
lu disatau (a								
Indicator (co	-	B3 2.2.3.3						
	ndard (code)	B3 2.2.3.						
Performanc	e indicator	Learners can create own music, dance and drama performances using available instruments, resources and methods to express own views that reflect topical						
		issues in other Afric				views that reflect topical		
Coro Comp	tonciac. Cros				<u> </u>	arcanal Dovelopment and		
-		ng and Problem Solvi		ncat		ersonal Development and		
Leadership			<u>.</u>	ア				
Keywords								
T. L .R. (s)		Pictures						
Ref:	s curriculum							
		$\langle \mathcal{A}_{\ell} \rangle$						
DAY	Phase 1:	Phase 2: Main				Phase 3:		
	Starter	(new learning inclu	iding asse	essm	ent)	Plenary / Reflections		
	(preparing							
	the brain							
	for							
Manday	learning)							
MondayEngageuse available instruments, elements, resourlearners totechniques for public education and enterta				•	What have we learnt			
		using available instruments, resources				today?		
	and recite create own music, dance an familiar concept of performances in a			• •				
	inyines	issues such as plastic waste, drownin road practices, use of ICT devices, etc			<b>.</b>			

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		Assessment: let learners create own music, dance and drama performances					
Wednesda	Engage	use available instruments, elements, resources and	What have we learnt				
У	learners to	today?					
	sing songs	using available instruments, resources and techniques, create own music, dance and drama based on the					
	and recite	Ask learners to					
	familiar	concept of performances in Africa that reflect Topical issues such as plastic waste, drowning, flooding, safe	summarize the main				
	rhymes	points in the lesson					
		Assessment: let learners create own music, dance and					
		drama performances					
H ACODY							
APA							

SUBJECT: PHYSICAL EDUCATION

CLASS: THREE

Week Ending:						Class size	ze:	
Day :					Date :			
Period :					Lesson :			
Strand : PHYSICAL FITNESS CONCEPTS, PRINCIPLES			AND	Sub-strand : SAFETY AND INJURIES				
STRATEGIES								
			1					
Indicator (code)				B3.4.3.4.1:				
Content standard (code)			B3.4.3.4.					
Performance Indica	tor		Learners can Identify flexibility exercises that are not safe					
			for the joints and should be avoided					
-	•		municati	on and C	ollaborati	ion Pers	onal Development and	
Leadership Critical T	hinking and Pro	blem Solving.						
Keywords								
neywords								
T. L .R. (s)			cones					
Ref:		PE curriculum	n Page					
DAY	Phase 1:		Phase 2: Main				Phase 3:	
	Starter	(new learning including				Plenary / Reflections		
	(preparing the	assessment)						
	for learning)							
Friday	Learners jog round a			Learners perform physical			What have we learnt	
	demarcated a	activities to identify unsafe joint today?						
	while singing a	flexibility exercises as squatting,						
	warm-up the b		0,			Use answers to		
maximal pe		rmance and to		the internet to search for			summarise the	
prevent injuries			current ones before teaching lesson.					

Vetted by :..... Date : .....

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: THREE

Week Endin	g:				Class size:		
Day :			Date :				
Period :			Lesson :				
Strand : MY	GLOBAL COM	IMUNITY	Sub-stran	nd : (	Our Neighbouring Countr	ies	
					$\sim$		
Indicator (co	ode)	B3.5.1.1.1					
Content star	ndard (code)	B3.5.1.1.					
Performance Indicator Learners ca			an describe the location of Ghana and her neighbouring countries				
Core Compe	tencies: Crea	tivity and Innovatio	n Commu	nica	tion and Collaboration P	ersonal Development and	
		ng and Problem Solv			K.	·	
Kaunanda				$\mathcal{F}$			
Keywords							
T. L .R. (s)		Pictures	$\overline{\mathcal{N}}$				
Ref:	Our World (	r World Our People curriculum Pa					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning including assessment) Plenary / Reflec				Plenary / Reflections	
	(preparing						
	the brain						
	for						
	learning)						
Tuesday	Engage	Learners watch Ghana's neighbouring countries on a				What have we learnt	
	learners to	map or the globe.				today?	
	sing songs						
	and recite			-	bouring countries e.g.	Ask learners to	
	familiar	Togo stretches from				summarize the main	
	rhymes	•			etches from the North	points in the lesson	
		to the South on the	e western	ı par	t, Burkina Faso joins the		
		northern part of G	hana				

		Assessment:	
		Let learners describe the location of Ghana and her	
		neighbouring countries	
Thursday	Engage	Learners describe Ghana's neighbouring countries e.g.	What have we learnt
	learners to	Togo stretches from the North to the South on the	today?
	sing songs	eastern part, La Cote d'Ivoire stretches from the North	
	and recite	to the South on the western part, Burkina Faso joins the	Ask learners to
	familiar	northern part of Ghana.	summarize the main
	rhymes	Note: Ghana shares boundaries with the three	points in the lesson
		countries. In the south is the Atlantic Ocean.	
		Assessment:	
		Let learners describe the location of Ghana and her	V
		neighbouring countries	

Vetted by :....

Signature: ..... Date : .....

SUBJECT: GHANAIAN LANGUAGE

CLASS: THREE

Week Endin	g:				Class size:	
Day :				Dat	e :	
Period :				Les	son :	~
Strand : Rea	ding		Sub-stran	<b>d :</b> F	luency	
Indicator (co	ode)	B3.2.7.1.2 B3	3.2.8.1.1		. 5	
Content star	ndard (code)	B3.2.7.1. B3	3.2.8.1.			
			er should re		short passages/text. short passages of about s	six to ten sentences aloud
-		tivity and Innovation ng and Problem So		nica	tion and Collaboration Pe	ersonal Development and
Keywords						
T. L.R. (s) Manila cards, marker		rkers, recor	rded	audios visual		
Ref:	Ghanaian La	anguage curriculu	m			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including ass			ient)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	<ul> <li>Let learners say and then individu</li> <li>Write a short p</li> <li>Show the card</li> <li>Read aloud the</li> </ul>	ially. bassage on a to learners.	a cai	he alphabet as a group [.] d.	What have we learnt today? Review the lesson with learners

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<ul> <li>Let learners read the short passage as a group and the individually.</li> <li>Ask learners questions based on the short passage read for them to answer</li> </ul>	
<ul> <li>Ask learners questions based on the short passage</li> </ul>	
read for them to answer	
Assessment: let learners read short passages/text.	
Engage • Let learners say the letters of the alphabet as a group What have we le	arnt
leaners to and then individually. today?	
sing songs • Write a short passage of about six to ten sentences.	
• Read aloud the short passage of about six to ten	
familiar sentences using correct tone for learners to listen. Review the lesso	n with
• Lead learners to read the passage.	
Let learners read aloud the passage as a group and	
then individually.	
<ul> <li>Ask questions based on the passage read for learners</li> </ul>	
to answer	
Assessment: let learners read short passages of about	
six to ten sentences aloud using correct tone	
Engage• Let learners say the letters of the alphabet as a groupWhat have we le	arnt
leaners to and then individually. today?	
sing songs and recite • 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.	n with
• 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	
Assessment: let learners read short passages of about	
six to ten sentences aloud using correct tone	

Vetted by :....

Signature: ..... Date : .....

# TERM THREE BASIC THREE WEEK 7

AWAFIFICATION

SUBJECT: ENGLISH LANGUAGE

CLASS: THREE

Week Ending:			Class s	ze:	
Day :		[	Date :		
Period :			esson :		
Period :			esson :	. 400	
				5	
Strand :		Sub-strand	$\overline{\langle \cdot \rangle}$		
A. Oral Language		A. Givi	ng and Res	ponding to Co	mmands/ Instructions/
B. Reading		Dire	ctions and	Making Reque	ests
C. Writing		B. Con	nprehensic	n	
D. Using Writing Conventions C. Na			rative Writ	ing	
E. Extensive Reading		D. Spe	lling		
		E. Buil	ding The L	ove And Cultur	e Of Reading
Indicator (code)	B3.1.9.1.2 B3.2	.7.2.4 B3	.4.10.1.1.	B3.5.10.1.1	B3.6.1.1.1
Content standard (code)	B3.1.9.1. B3.2	.7.2. B3	.4.10.1	B3.5.10.1.	B3.6.1.1.
Performance Indicator	A. Learners c	an make an	d respond	to polite reque	ests
	B. Learners c	an read leve	l-appropri	ate texts indep	endently
	C. Learners c	an add mor	e details o	f a story struct	ure to narrative stories, for
	example se	etting, chara	icters, prol	plem and resol	ution of the problem
D. Learners can spe			onically irr	egular words c	orrectly
E. Learners can rea			a variety	of age and le	vel-appropriate books and
	summarise	e them			
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Develop					Personal Development and
Leadership Critical Thinkir	ng and Problem Sol	ving.			
Keywords					
T. L .R. (s)	Word cards, sente	ence cards, l	etter cards	, handwriting o	on a manila card and a class
	library.			-	

Ref:	English Lang	guage curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>A. ORAL LANGUAGE</li> <li>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.)</li> <li>Invite pairs of learners to the front of the class to make and respond to polite requests. Let learner A pick a picture and Learner B make the request. Then, Learner A responds to the request made.</li> <li>Assessment: let learners make and respond to polite requests</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson
Tuesday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>B.READING</li> <li>Provide learners with level-appropriate texts and encourage them to read independently.</li> <li>Let learners may be provided with pre-reading questions to enable them focus. I</li> <li>Assessment: let learners read level-appropriate texts independently</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson
Wednesda y	Engage learners to sing songs and recite familiar rhymes	<ul> <li>C. WRITING</li> <li>Read a short narrative story to learners; concentrate on the setting and the characters.</li> <li>Let learners narrate their experiences.</li> <li>Assist learners to pick a topic. e. g. The Traffic Light.</li> <li>Let learners write on the topic, narrating their experience. E.g. On my way to school, I crossed the road. I looked left, right and left again. There was no vehicle coming. Then I walked quickly across the road.</li> <li>Assessment: let learners add more details of a story structure to narrative stories</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson

Thursday	Engage	D.WRITING CONVENTIONS AND GRAMMAR USAGE	What have we learnt
	learners to	<ul> <li>Have learners play the Pick and Spell game to spell</li> </ul>	today?
	sing songs	phonically irregular words. e. g. enough, answer,	
	and recite	because, bought.	Ask learners to
	familiar	<ul> <li>Dictate the words for learners to spell.</li> </ul>	summarize the main
	rhymes	<ul> <li>Have learners use these words in oral and written sentences.</li> </ul>	points in the lesson
		• 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, enough etc.	
		ii. I drink water.	
		iii. Youris wrong.	
		iv. I miss the class I was late.	$\checkmark$
		v. My father chocolate.	
		Assessment: let learners spell phonically irregular	
		words	
Friday	Engage	E.EXTENSIVE READING	What have we learnt
	learners to	Using the Author's chair, introduce the reading/library	today?
	sing songs	time.	
	and recite	<ul> <li>Have a variety of age/level-appropriate books for</li> </ul>	Ask learners to
	familiar	learners to make a choice from.	summarize the main
	rhymes	<ul> <li>Introduce narratives, expository, procedural texts to</li> </ul>	points in the lesson
		learners.	
		<ul> <li>Guide learners to select books for readings</li> </ul>	
		Assessment: let learners read a variety of age and	
		level-appropriate books and summarise them	

Vetted by : Date : Date :
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	: LESSON PLAN
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SUBJECT: MATHEMATICS

CLASS: THREE

Week Ending:					Class size:	
Day :			Dat	e :		
Period :				Less	son :	$\checkmark$
					$\mathcal{O}$	
Strand : Geometry and Measurement Sub-stra			Sub-stran	nd : Measurement – Length, Mass, Time		
Indicator (code) B3.3.3.3.2			$\mathcal{F}$			
Content standard (code) B3.3.3.3.			N			
						of events and count days,
		weeks, months a	-			
				nicat	tion and Collaboration P	ersonal Development and
Leadership		ng and Problem So	iving.			
Keywords		N				
T. L .R. (s) Counters						
Ref:	Mathematio	cs curriculum Pag	e			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning including asse			ent)	Plenary / Reflections
	(preparing					
	the brain					
	for					
Monday	learning) Sing songs	. Ask learners to s	say the rhur	no "	Thirty-days has	Review the lesson with
worddy	like:	September"	say the myr	ne	1111119-0035 1105	Learners
						Learners
		1				

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	I'm counting one, what is one	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. Assessment: have learners to practice with more examples	
Tuesday	Sing songs like: I'm	Use the calendar to do the following: - Identify or read the day of the week and the mo the year for a given calendar date. - Identify the day (or month) that comes before o	
	counting one, what is one	<ul> <li>a given day (or month)</li> <li>Name, order and count the days in a week and t months in a year,</li> <li>Identify certain events and when they occur wit</li> </ul>	hin the
	1 - One is one alone, alone it shall be. 2 - Two	year (Christmas, Easter, local festivals, leap years, world cup etc.) Assessment: have learners to practice with more examples	, FIFA
Wednesda y	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	Use the calendar to do the following: - Identify or read the day of the week and the mo the year for a given calendar date. - Identify the day (or month) that comes before o a given day (or month) - Name, order and count the days in a week and t months in a year, - Identify certain events and when they occur wit year (Christmas, Easter, local festivals, leap years, world cup etc.) Assessment: have learners to practice with more examples	r after he hin the , FIFA
Thursday	Sing songs like: I'm counting one, what	Use the calendar to do the following: - Identify or read the day of the week and the mo the year for a given calendar date. - Identify the day (or month) that comes before o a given day (or month) - Name, order and count the days in a week and t months in a year,	r after

		Assessment: have learners to practice with more examples	
Friday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	Use the calendar to do the following: - Identify or read the day of the week and the month of the year for a given calendar date. - Identify the day (or month) that comes before or after a given day (or month) - Name, order and count the days in a week and the months in a year, - Identify certain events and when they occur within the year (Christmas, Easter, local festivals, leap years, FIFA world cup etc.) Assessment: have learners to practice with more examples	Review the lesson with Learners

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SUBJECT: SCIENCE

CLASS: THREE

Week Ending:					Class size:	
Day :			I	Dat	e :	
Period :				Less	on :	
Strand : HUI	MANS AND TH	IE	Sub-stranc	<b>d :</b> D	ISEASES	
ENVIRONME	ENT				00,	*
Indicator (co	ode)	B3.5.2.1.2				
Content sta	ndard (code)	B3.5.2.1.			. 5	
Performanc	e Indicator	Learners can expl	ain the tern	n ai	-borne diseases and giv	e examples
Core Compe	etencies: Crea	tivity and Innovation	on Commun	nicat	ion and Collaboration P	ersonal Development and
Leadership (	Critical Thinkii	ng and Problem Sol	ving.	)-	)	
Keywords			N			
T. L .R. (s)	1	Pictures				
Ref:	Science cur	riculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
5711	Starter	(new learning incl	luding asse	ssm	ent)	Plenary / Reflections
	(preparing		0		,	
	the brain					
	for					
	learning)					
Monday	Engage	-		•	nyme or poem on air-	What have we learnt
	learners to	borne diseases, e.	-		-	today?
	sing songs					
	and recite		s. e.g. cold,	cou	gh, measles, chicken	Ask learners to
	familiar	pox and rashes.	_			summarize the
	rhymes			o bri	ng out the meaning of	important points of the
		the term 'air-born	ne disease'			lesson

		Summarise learners' ideas and reinforce the concept	
		of air-borne diseases.	
		<ul> <li>Learners in a class discussion, find out the effect of</li> </ul>	
		unclean/contaminated air.	
		Assessment: let learners explain the term air-borne	
		diseases and give examples	
Thursday	Engage	Learners investigate the effects of smoking cigarette on	What have we learnt
	learners to	the health of a person and communicate their findings	today?
	sing songs		
	and recite	Assessment: let learners explain the term air-borne	Ask learners to
	familiar	diseases and give examples.	summarize the
	rhymes		important points of the
			lesson

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Signature: ..... Date : .....

SUBJECT: HISTORY

CLASS: THREE

Week Endin	g:				Class size:	
Day :				Dat	2:	
Period :				Less	son :	
Strand : Eur	opeans in Gha	ana	Sub-strand	<b>d</b> : A	rrival of Europeans	
						~
Indicator (co	ode)	B3.3.1.1.1			- 0,	
Content sta	ndard (code)	B3.3.1.1.				
Performanc	e Indicator	Learners can des	cribe how	the	Europeans settled on t	he Gold Coast, including
		forming alliances	with the loo	cal c	hiefs	
-				nicat	ion and Collaboration P	ersonal Development and
Leadership (	Critical Thinkir	ng and Problem Sol	lving.	$\mathcal{N}$	)`	
Keywords			$\sim$			
			$\sim$			
T. L .R. (s)		Pictures				
Ref:	History curr	iculum Page				
						1
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning incl	luding asse	essm	ent)	Plenary / Reflections
	(preparing the brain					
	for					
	learning)					
Tuesday	Engage	Investigate how t	he Europea	ins s	ettled on the Gold	What have we learnt
	learners to					today?
	sing songs	and marrying the local people				
	and recite	Assessment: : Let	learners de	escri	be how the Europeans	Ask learners to
	familiar	settled on the Go	ld Coast,			summarize the main
	rhymes					points in the lesson

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	Where did						
	they first						
	settled?						
Thursday	Engage	Investigate how the Europeans settled on the Gold	What have we learnt				
	learners to	Coast including forming alliances with the local chiefs	today?				
	sing songs	and marrying the local people					
	and recite		Ask learners to				
	familiar		summarize the main				
	rhymes	Assessment: : Let learners describe how the Europeans	points in the lesson				
	ingines	settled on the Gold Coast,					
	Where did						
	they first						
	settled?						
		K ACD,					
AP							
APAR							

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: THREE

Week Endin	g:			Class size:			
Day :			C	Date :			
Period :			L	esson :			
Strand : The	Family and tl	ne Community S	ub-strand	: Roles and Relationsh	ips		
Indicator (co	ode)	B3. 4.1.1.3:					
Content sta	ndard (code)	B3. 4.1.1.					
Performanc	e Indicator	Learners can ident	ify moral l	essons learnt from res	ponding to God's call		
		tivity and Innovation ng and Problem Solvir		cation and Collaborati	on Personal Development and		
Keywords							
T. L .R. (s)		Pictures		$\langle \rangle$ ,			
Ref:	RME curricu	Ilum Page	lum Page				
DAY	Phase 1:	Phase 2: Main	N		Phase 3:		
	Starter	(new learning includ	ding asses	sment)	Plenary / Reflections		
	(preparing the brain						
	for	K.					
	learning)						
Friday	Engage	Let learners discuss	moral less	ons derived from	What have we learnt		
	learners to	responding to God's	s call.		today?		
	sing songs	<ul> <li>Lead learners to m</li> </ul>	nention th	e moral lessons they			
	and recite	learnt from respond	Ask learners to				
	familiar	respect, sacrifice, co	ommitmer	t, reverence for God,	summarize the main		
	rhymes	humility, etc.	points in the lesson				
		Assessment: let lear from responding to		ify moral lessons learr	nt		

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SUBJECT: CREATIVE ARTS

CLASS: THREE

Week End	ing:			Class size:		
Day :			Da	te :		
Period :			Les	son :		
Strand : VISUAL ARTS Sub-stra			and ·	Displaying and Sharing		
Strand . Vi						
Indicator (	code)	B3 1.3.4.3				
Content st	andard (code)	B3 1.3.4.				
Performan	ce Indicator	Learners can plan for a dis	play o	f own artworks to share	creative experiences based	
		on ideas that reflect topica	al issu	es in other African comr	nunities	
Core Comp	oetencies: Crea	tivity and Innovation Comm	unica	tion and Collaboration F	Personal Development and	
Leadership	Critical Thinkin	ng and Problem Solving.				
Keywords						
T. L .R. (s)		Pictures				
Ref:	Creative Art	s curriculum				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including as	sessr	nent)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
	learning)					
Monday	Engage	I talk about how to displa	-		What have we learnt	
	learners to	hanging and spreading to	reflec	t other African	today?	
	sing songs	communities;				
	and recite familiar	Image: Plan the arrangement of own artworks to share,       Ask learners to         Ask learners to       Ask learners to				
		educate and inform the public on the topical issues of summarize the main				
	rhymes	other parts of Africa.			points in the lesson	
		Assessment: let learners w	rite a	plan for a display of		
		own artworks		. ,		

Wednesda	Engage	Learners are to:	What have we learnt
У	learners to	plan the arrangement of own artworks to share,	today?
	sing songs	educate and inform the public on the topical issues of	
	and recite	other parts of Africa	Ask learners to
	familiar		summarize the main
	rhymes	Assessment: let learners	points in the lesson
		write a plan for a display of own artworks	

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ANATHINACOUNTSCHOOL

SUBJECT: PHYSICAL EDUCATION

CLASS: THREE

Week Endir	ng:				Class size:	
Day :				Date :		
Period :				Lesson :		
Strand : PH	YSICAL FITNES	S CONCEPTS,	Sub-stran	<b>d :</b> S	AFETY AND INJURIES	
PRINCIPLES	AND STRATEG	GIES				
Indicator (code) B3.4.3.4.2						
Content sta	ndard (code)	B3.4.3.4.				
Performanc	e Indicator	Learners can Clas	sify PE equ	ipm	ent into safe and unsafe.	
		tivity and Innovati ng and Problem So		nica	tion and Collaboration Pe	ersonal Development and
Keywords						
T. L .R. (s)		cones			. 5	
Ref:	PE curriculu	m Page			R -	
DAY	Phase 1: Starter	Phase 2: Main (new learning inc	luding asse	essm	nent)	Phase 3: Plenary / Reflections
	(preparing the brain for		R			
	learning)					
Friday	Learners jog round a demarcate d area in	Learners sort the appearance, Safe	Put PE equipment like discus, javelin, etc. on a table. Learners sort them into safe and unsafe by their appearance, Safe: not damaged, not rusted, not broken, not harmful to the user, etc. Unsafe: Damaged, broken,			
	files while singing and clapping to warm-up the body for maximal performan ce and to prevent injuries	rusted, harmful to the user,		summarise the lesson.		

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: THREE

Week Endin	ig:				Class size:	
Day :				Dat	e :	
Period :	Period :				son :	
Strand : My	Global Comm	nunity	Sub-stran	<b>d :</b> I	ntroduction to Computin	Ig
					$\sim$	
Indicator (co	ode)	B3.5.2.1.1.				
Content sta	ndard (code)	B3.5.2.1.				
Performanc	e Indicator	Learners can iden	tify the pa	rts c	f the computer and how	they work
Core Compe	etencies: Crea	tivity and Innovatio	on Commu	nica	tion and Collaboration Po	ersonal Development and
		ng and Problem Sol		$\langle$		
Keywords			1	)-	~	
			N			
T. L .R. (s)		Pictures				
Ref:	Our World (	Our People curricu	ılum Page	ē		
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning incl	uding asse	essn	nent)	Plenary / Reflections
	(preparing					
	the brain					
	for	- -				
	learning)					
Tuesday	Engage	Learners identify	parts of the	e co	mputer and how they	What have we learnt
	learners to	work (i.e. hard disk, power supply) or pictures of the today?				
	sing songs	computer parts to class, ask learners to pick one item in				
	and recite	turns and differen	itiate selec	cted	items.	Ask learners to
	familiar					summarize the main
	rhymes	Assessment:				points in the lesson
		Let learners ident	tify the par	rts o	f the computer and	
		how they work				

Thursday	Engage	Learners identify the bottom row, Caps Lock and Tab	What have we learnt
	learners to	keys on the real keyboard or by the use of pictures.	today?
	sing songs		
	and recite	Assessment:	Ask learners to
	familiar	Let learners identify the parts of the computer and	summarize the main
	rhymes	how they work	points in the lesson

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MMAHIHAOUAHSCHOOL

SUBJECT: GHANAIAN LANGUAGE

CLASS: THREE

Week Ending:					Class size:	
Day :				Dat	e :	
Period :				Les	son :	
						$\checkmark$
Strand : Wri	ting		Sub-stranc	<b>d :</b> C	opying / Writing Simple	Sentences with Correct
	0		Spacing			
Indicator (co	ode)	B3.3.4.1.1			$\overline{\boldsymbol{\lambda}}$	
Content star	ndard (code)	B3.3.4.1.				
Performance	e Indicator	The learner shou	Id write cor	rec	sentences with correct	spacing from substitution
		table	ole Contraction of the second s			
-		tivity and Innovations and Problem So		nicat	tion and Collaboration P	ersonal Development and
Keywords						
T. L .R. (s)		Manila cards, ma	rkers, recor	ded	audios visual	
Ref:	Ghanaian La	anguage curriculu	m			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inc	luding asse	ssm	ent)	Plenary / Reflections
	(preparing the brain					
	for					
	learning)					
	Engage	• Let learners exp	olore a rhym	ne tl	ney know.	What have we learnt
	leaners to	• Make a substitu	ution table c	on tl	ne board.	today?
	sing songs	• Lead learners t	o say aloud	the	words in the	
	and recite	substitution table	е.			
	familiar rhymes	• Let learners say	y aloud the	wor	ds in the substitution	Review the lesson with
	ingines	table individually				learners

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	• Demonstrate how sentences are formed from a substitution table.	
	Help learners to write correct sentences with correct	
	spacing from the substitution table	
	Assessment: let learners write correct sentences with correct spacing from substitution table	
Engage leaners sing so and rec familian rhymes	<ul> <li>Make a substitution table on the board.</li> <li>Lead learners to say aloud the words in the substitution table.</li> <li>Let learners say aloud the words in the substitution table individually.</li> </ul>	What have we learnt today? Review the lesson with learners
	<ul> <li>Demonstrate how sentences are formed from a substitution table.</li> <li>Help learners to write correct sentences with correct spacing from the substitution table</li> <li>Assessment: let learners write correct sentences with correct spacing from substitution table</li> </ul>	
Engage leaners sing so	• Make a substitution table on the board.	What have we learnt today?
and rec familian rhymes	<ul> <li>substitution table.</li> <li>Let learners say aloud the words in the substitution table individually.</li> <li>Demonstrate how sentences are formed from a substitution table.</li> <li>Help learners to write correct sentences with correct</li> </ul>	Review the lesson with learners
	spacing from the substitution table Assessment: let learners write correct sentences with correct spacing from substitution table	

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# TERM THREE BASIC THREE WEEK 8



SUBJECT: ENGLISH LANGUAGE

CLASS: THREE

Week Ending:		Class size:		
Day :		Date :		
Period :		Lesson :		
Strand :	Sub-stra	nd :		
A. Oral Language	A. G	iving and Responding to Commands/ Instructions ,	/	
B. Reading	D	irections and Making Requests		
C. Writing	B. F	uency		
D. Using Writing Con	ventions C. N	Jarrative Writing		
E. Extensive Reading	, D. S	pelling		
	<b>E.</b> B	uilding The Love And Culture Of Reading		
Indicator (code)	B3.1.9.1.2 B3.2.9.1.1. B	3.4.10.1.2 B3.5.10.1.1 B3.6.1.1.1		
Content standard (code)	B3.1.9.1. B3.2.9.1 B3	3.4.10.1. B3.5.10.1. B3.6.1.1.		
Performance Indicator	A. Learners can make	and respond to polite requests		
	B. Learners can read le	ong texts with good pace, accuracy and expression	I	
	C. Learners can engag	e and orient the reader by establishing a context	: and	
	introducing a narrat	ive		
		honically irregular words correctly		
		I a variety of age and level-appropriate books	and	
	summarise them			
-	-	inication and Collaboration Personal Development	t and	
Leadership Critical Thinkin	ng and Problem Solving.			
Keywords				
T. L .R. (s)	Word cards, sentence cards	, letter cards, handwriting on a manila card and a	class	
	library.			

Ref:	English Lang	guage curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>A. ORAL LANGUAGE</li> <li>Have learners draw pictures of requests for their partners to guess the requests</li> <li>Let learners practise making and accepting or declining requests using expressions such as "Yes, Of course, No problem, I'm sorry, I can't," etc.</li> <li>Assessment: let learners make and respond to polite requests</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson
Tuesday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>B.READING</li> <li>Engage learners in pre-reading and demonstrate/model reading aloud with fluency, accuracy and expression.</li> <li>Have learners practise in pairs and groups.</li> <li>Assessment: let learners read long texts with good pace, accuracy and expression</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson
Wednesda y	Engage learners to sing songs and recite familiar rhymes	<ul> <li>C. WRITING</li> <li>Narrate a story stressing the setting and the characters for learners to listen.</li> <li>Let learners re-tell the story. They may do so in a chain,</li> <li>Assessment: let learners create and write their own stories.</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>D.WRITING CONVENTIONS AND GRAMMAR USAGE</li> <li>Have learners play the Pick and Spell game to spell phonically irregular words. e. g. enough, answer, because, bought.</li> <li>Dictate the words for learners to spell.</li> <li>Have learners use these words in oral and written sentences.</li> <li>Provide sentences with blank spaces for learners to fill in the blanks using the words they have learnt to spell.</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson

		e.g. bought, answer, because, enough etc. ii. I drink water. iii. Your is wrong. iv. I miss the class I was late. v. My father chocolate. Assessment: let learners spell phonically irregular words	
Friday	Engage	E.EXTENSIVE READING	What have we learnt
	learners to	Using the Author's chair, introduce the reading/library	today?
	sing songs	time.	
	and recite	<ul> <li>Have a variety of age/level-appropriate books for</li> </ul>	Ask learners to
	familiar	learners to make a choice from.	summarize the main
	rhymes	<ul> <li>Introduce narratives, expository, procedural texts to</li> </ul>	points in the lesson
		learners.	
		<ul> <li>Guide learners to select books for readings</li> </ul>	
		Assessment: let learners read a variety of age and	
		level-appropriate books and summarise them	

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	: LESSON PLAN
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SUBJECT: MATHEMATICS

CLASS: THREE

Week Ending:					Class size:	
Day :				Dat	e :	
Period :				Less	son :	$\sim$
					$\sim$	*
					$\langle \rangle$	
Strand : Geometry and Measurement Sub-stra			Sub-stran	<b>d :</b> N	Aeasurement – Length, N	Mass, Time
				$\sim$		
Indicator (co	-	B3.3.3.3.3		$\mathbf{F}$		
	ndard (code)		N			
Performanc	e Indicator					, minutes to an hour and
		days to a month i	· ·		-	
-				nica	tion and Collaboration Pe	ersonal Development and
Leadership		ng and Problem So	ivilig.			
Keywords		N				
T. L .R. (s)		Counters				
Ref:	Mathematio	cs curriculum Page	е			
DAY	Phase 1:	Phase 2: Main				Phase 3:
Starter		(new learning including asse		essm	ent)	Plenary / Reflections
	(preparing					
	the brain					
	for					
Manday	learning)	Doualan undarata	anding of th		lationalia hatuvaan	Deview the lessen with
Monday	Sing songs like:	-	-		lationship between nd months. Ask learners	Review the lesson with
	like:	to say the rhyme	•	•		Learners
		, , -	_		. ,	

NANA FIIFI ACC	-		
	I'm counting one, what is one 1 - One is one alone,	60 seconds one minute; 60 minutes one hour; 24 hours one day; 7 days one week 52 weeks one year; 12 months one year	
	alone it shall be.	Assessment: have learners to practice with more examples	
Tuesday	Sing songs like: I'm counting	Develop understanding of the relationship between seconds, minutes, hours, days and months. Ask learners to say the rhyme on units of time (in the box) 60 seconds one minute; 60 minutes one hour;	Review the lesson with Learners
	one, what is	24 hours one day; 7 days one week 52 weeks one year; 12 months one year Assessment: have learners to practice with more examples	
Wednesda	Sing songs	Solving problems requiring an understanding of number	Review the lesson with
У	like: I'm counting one, what is one	of seconds in a minute, the number of minutes in an hour and the number of days in a mont Assessment: have learners to practice with more examples	Learners
Thursday	Sing songs like: I'm counting one, what is one	Solving problems requiring an understanding of number of seconds in a minute, the number of minutes in an hour and the number of days in a mont Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like:	Solving problems requiring an understanding of number of seconds in a minute, the number of minutes in an hour and the number of days in a mont	Review the lesson with Learners

l'm counting one, what is one	Assessment: have learners to practice with more examples	
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SUBJECT: **CLASS: THREE** Week Ending: Class size: Day: Date : Period : Lesson : Strand : HUMANS AND THE Sub-strand : SCIENCE AND INDUSTRY **ENVIRONMENT** Indicator (code) B3.5.3.2.1 Content standard (code) B3.5.3.2. **Performance Indicator** Learners can describe the ways foods get spoiled Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. **Keywords** T. L.R. (s) Pictures Ref: Science curriculum Page DAY Phase 1: Phase 2: Main Phase 3: Starter Plenary / Reflections (new learning including assessment) (preparing the brain for learning) Monday Engage • Learners watch pictures and videos on ways by which What have we learnt today? learners to food get spoilt. sing songs Demonstrate an activity to show how food gets spoilt. and recite E.g. bread, kenkey fish etc. Ask learners to familiar Learners in groups to discuss ways by which food gets summarize the rhymes important points of the spoilt. • Engage learners to present their ideas in groups to lesson the whole class.

<u>NANA FIIFI AC</u>		<ul> <li>Tabulate group responses and reshape learners' ideas.</li> <li>Assessment: let learners describe the ways foods get</li> </ul>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>spoiled</li> <li>Ask learners to brainstorm on what will happen if they eat spoilt food.</li> <li>Learners dramatise or tell a story about a child who ate spoilt food.</li> <li>NB: This indicator should not cover micro-organisms.</li> <li>Assessment: let learners describe the ways foods get spoiled</li> </ul>	What have we learnt today? Ask learners to summarize the important points of the lesson
/etted by :		Signature:	Date :
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SUBJECT: HISTORY

CLASS: THREE

Week Endin	g:				Class size:	
Day :				Date	2:	
Period :				Less		
Periou :				Less		
Strand : Euro	opeans in Gha	ana	Sub-strand	<b>d</b> : A	rrival of Europeans	V
					$\sim$	
Indicator (co	ode)	B3.3.1.1.1				
Content star	ndard (code)	B3.3.1.1.				
Performance	e Indicator	Learners can des	cribe how	the	Europeans settled on t	the Gold Coast, including
		forming alliances	with the loo	cal c	hiefs	
				nicat	ion and Collaboration P	ersonal Development and
Leadership (	Critical Thinkir	ng and Problem Sol	lving.	$\mathcal{N}$	)`	
Keywords			$\sim$			
			8			
T. L .R. (s)		Pictures				
Ref:	History curr	iculum Page				
						1
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning incl	luding asse	essm	ent)	Plenary / Reflections
	(preparing the brain					
	for					
	learning)					
Tuesday	Engage	Investigate how t	he Furopea	ns s	ettled on the Gold	What have we learnt
rucsuuy	learners to	U	•		with the local chiefs	today?
	sing songs	and marrying the	-			
	and recite	, , , ,	I I			Ask learners to
	familiar	Assessment: : Let	learners de	escri	be how the Europeans	summarize the main
	rhymes	settled on the Go			•	points in the lesson

NANA FIIFI AC	QUAH		r
	Where did		
	they first		
	settled?		
Thursday	Engage	Investigate how the Europeans settled on the Gold	What have we learnt
	learners to	Coast including forming alliances with the local chiefs	today?
	sing songs	and marrying the local people	
	and recite		Ask learners to
	familiar		summarize the main
	rhymes	Assessment: : Let learners describe how the Europeans	points in the lesson
	ingines	settled on the Gold Coast,	
	Where did		
	they first		
	settled?		
		ROD,	
	K	A P P P P P P P P P P P P P P P P P P P	

	.:	LESSON PLAN
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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: THREE

Week Ending:				Class size:					
Day :				Date :					
Period :				Lesson :					
Strand : The Family and the Community Sub-stra			Sub-strand	nd : Roles and Relationships					
Indicator (code) B3. 4.1.1.3:									
Content sta	ndard (code)	B3. 4.1.1.							
Performand	e Indicator	Learners can identify moral lessons learnt from responding to God's call							
Core Comp	etencies: Crea	tivity and Innovatio	on Commun	ication and Collaboration	Personal Development and				
Leadership Critical Thinking and Problem Solving.									
Keywords									
T. L .R. (s)				$\langle \rangle$					
Ref:	RME curricu	ılum Page							
DAY	Phase 1:	Phase 2: Main	N		Phase 3:				
	Starter	(new learning incl	uding asse	Plenary / Reflections					
	(preparing the brain								
	for								
	learning)								
Friday	Engage	Using the sacred s	criptures, l	et learners dramatise	What have we learnt				
	learners to	moral activities su	ich as humi	lity, obedience, reverence	e, today?				
	sing songs	commitment, resp							
	and recite	Ask learners t							
	familiar				summarize the main				
	rhymes	Assessment: let le from responding t	points in the lesson						

Vetted by :..... Date : .....

SUBJECT: CREATIVE ARTS

CLASS: THREE

Week Ending:				Class size:		
Day :			Da	Date :		
Deried						
Period :			Le	Lesson :		
Strand : Performing arts Sub-stra			ub-strand :	nd : Displaying and Sharing		
Indicator (code) B3 2.3.4.3						
	ndard (code)	B3 2.3.4.				
Performanc	e Indicator		• •	own music, dance and dra		
		experiences based on ideas that reflect topical issues in other African communities				
Core Compe	etencies: Crea	tivity and Innovation (	Communic	ation and Collaboration P	ersonal Development and	
Leadership	Critical Thinkin	ng and Problem Solvin	ıg.	<u>)</u>		
Keywords			$\mathbf{G}$			
ney words						
T. L .R. (s)		Pictures				
Ref:	Creative Art	s curriculum				
					T	
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning includ	Plenary / Reflections			
	(preparing the brain					
	for					
	learning)					
Monday	Engage	watch a short video	that reflect	s the topical issues in	What have we learnt	
	learners to	the local community	,		today?	
	sing songs					
	and recite	Assessment: let learn	ners write	a plan a display of own	Ask learners to	
	familiar	music, dance and dra	ama		summarize the main	
	rhymes				points in the lesson	

Engage	Learners are to:	What have we learnt
learners to	plan a display of own music, dance and drama to	today?
sing songs	educate and inform the public on the topical	
and recite	issues in other parts of Africa.	Ask learners to
familiar		summarize the main
rhymes	Assessment: let learners write a plan a display of own music, dance and drama	points in the lesson
	learners to sing songs and recite familiar	learners toplan a display of own music, dance and drama tosing songseducate and inform thepublic on the topicaland reciteissues in other parts of Africa.familiarrhymesAssessment: let learners write a plan a display of own

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	LESSON PLAN
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SUBJECT: PHYSICAL EDUCATION

CLASS: THREE

Week Endi	ng:				Class size:		
Day :				Date :			
Period :	Period :				Lesson :		
Strand : PHYSICAL FITNESS CONCEPTS, Sub-stra				<b>d :</b> S	UBSTANCES/DRUGS		
PRINCIPLES	S AND STRATEG	GIES					
Indicator (	code)	B3.4.4.4 1:					
Content sta	andard (code)	B3.4.4.4					
Performan	ce Indicator	Learners can reca	all why adol	esce	ents use drugs for physic	al activities.	
		tivity and Innovati ng and Problem So		nica	tion and Collaboration P	ersonal Development and	
Keywords			8		CHO I		
T. L .R. (s)		Cones					
Ref:	PE curriculu	im Page			H		
Friday	Phase 1: Starter (preparing the brain for learning) Learners jog round a demarcate d area in files while singing and clapping to warm-up the body for	Phase 2: Main (new learning including assessment) Brainstorm with learners that adolescents use drugs to reduce pain, to cure diseases, to gain confidence, imitate others, etc		Phase 3: Plenary / Reflections What have we learnt today? Use answers to summarise the lesson.			
	maximal performan ce and to prevent injuries						

Vetted by :..... Date : .....

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: THREE

Week Endin	g:				Class size:	
Day :	Day :			Dat	e :	
Period :				Les	son :	
Strand : My	Global Comm	unity	Sub-strar	nd : I	ntroduction to Computir	g
					$\sim$	
Indicator (co	ode)	B3.5.2.1.1.				
Content sta	ndard (code)	B3.5.2.1.				
Performanc	e Indicator	Learners can iden	tify the pa	rts c	f the computer and how	they work
Core Compe	tencies: Crea	l tivity and Innovatio	on Commu	inica	tion and Collaboration P	ersonal Development and
		ng and Problem Sol				
		1	C	$\overline{\ }$	)`	
Keywords			C	س		
			N			
T. L .R. (s)		Pictures				
Ref:	Our World (	Our People curricu	ılum Page	9		
	   .					
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including assessment)				Plenary / Reflections
	(preparing the brain	$\triangleright$				
	for					
Tuesday	learning)			f	u lattau wanda anal	M/hat have we leavet
Tuesday	Engage				r-letter words and	What have we learnt today?
	learners to	simple sentences				loudy!
	sing songs				board. Learners explore	A als la a un ava ta
	and recite		•	TDV	D/CD-ROM as well as	Ask learners to
	familiar	connecting of a pe	en unve.			summarize the main
	rhymes	A				points in the lesson
		Assessment:		<b>.</b>	<b>6</b>	
			tity the pa	rts o	f the computer and	
		how they work				

Thursday	Engage	Through demonstration guide leaners to play computer	What have we learnt
	learners to	games to re-enforce keyboard and mouse skills.	today?
	sing songs		
	and recite	Assessment:	Ask learners to
	familiar	Let learners identify the parts of the computer and	summarize the main
	rhymes	how they work	points in the lesson

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SUBJECT: GHANAIAN LANGUAGE

CLASS: THREE

Week Endin	g:				Class size:	
Day :			1	Dat	e :	
Period :			1	Les	son :	~
Strand : Writing Sub-stra Spacing				<b>:</b> C	copying / Writing Simple	Sentences with Correct
Indicator (co	ode)	B3.3.4.1.2			. 5	
Content star	ndard (code)	B3.3.4.1.				
Performance	e Indicator		er should us s with correc		oper case or lower-case bacing	letters correctly in
		tivity and Innovation ng and Problem Sol		nica	tion and Collaboration Pe	ersonal Development and
Keywords						
T. L .R. (s)		Manila cards, ma	rkers, record	ded	audios visual	
Ref:	Ghanaian La	anguage curriculu	m			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding asses	ssm	ient)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	<ul> <li>letters of the alph</li> <li>Create upper ar</li> <li>Play the game v</li> </ul>	nabet as a gr nd lower-cas with learners r lead the ot	rou se le s. :her		What have we learnt today? Review the lesson with learners

	<ul> <li>Write sentences on the board using upper and lower-</li> </ul>	
	case letters.	
	<ul> <li>Help learners to use upper case or lower-case letters</li> </ul>	
	correctly in writing sentences with correct spacing.	
	Assessment: let learners use upper case or lower-case	
	letters correctly in sentences with correct spacing	
Engage	<ul> <li>Let learners explore a rhyme they know or say the</li> </ul>	What have we learnt
leaners to	letters of the alphabet as a group.	today?
sing songs	<ul> <li>Create upper and lower-case letters game.</li> </ul>	
and recite	<ul> <li>Play the game with learners.</li> </ul>	
familiar rhymes	<ul> <li>Let one learner lead the other learners to play the</li> </ul>	Review the lesson with
iliyilles	game (supervision is necessary).	learners
	• Write sentences on the board using upper and lower-	
	case letters.	
	<ul> <li>Help learners to use upper case or lower-case letters</li> </ul>	
	correctly in writing sentences with correct spacing.	
	Assessment: let learners use upper case or lower-case	
	letters correctly in sentences with correct spacing	
Engage	<ul> <li>Let learners explore a rhyme they know or say the</li> </ul>	What have we learnt
leaners to	letters of the alphabet as a group.	today?
sing songs	<ul> <li>Create upper and lower-case letters game.</li> </ul>	
and recite	<ul> <li>Play the game with learners.</li> </ul>	
familiar rhymes	<ul> <li>Let one learner lead the other learners to play the</li> </ul>	Review the lesson with
Thymes	game (supervision is necessary).	learners
	• Write sentences on the board using upper and lower-	
	case letters.	
	<ul> <li>Help learners to use upper case or lower-case letters</li> </ul>	
	correctly in writing sentences with correct spacing.	
	Assessment: let learners use upper case or lower-case	
	letters correctly in sentences with correct spacing	

Vetted by :..... Date : .....

# TERM ONE BASIC FOUR WEEK 1

ANAFIELACOUAHSCHOOL

SUBJECT: ENGLISH LANGUAGE

CLASS: FOUR

Week Ending:			Class siz	e:		
Day :			Date :			
Devied :						
Period :			Lesson :	C		
Strand :		Sub-stran	d: C	$\mathcal{O}$		
A. Reading		A. Ph		)		
B. Grammar Usage A	t Word	B. No	ouns			
C. Writing		C. Pe	nmanship an	d Handwritin	g	
D. Using Writing Con	ventions	D. Usi	Jsing Punctuation			
E. Extensive Reading		E. Bu	ilding the Lov	e and Cultur	e of Readin <b>g</b>	
Indicator (code)		4.3.1.1.1.	B4.4.2.1.1		B4.6.1.1.1	
Content standard (code)		4.3.11.	B4.4.2.1.	B4.5.2.1.	B4.6.1.1.	
Performance Indicator				-	-	etter patterns
			-		tial short vow	els"– a, e, i, o,
		-	, silent letter	-	noonlo onimo	
	objects	can identify	and use nou	ns to identify	people, anima	is, events and
	-	can write cle	early using jo	ined letters c	of consistent si	ze
	D. Learners o	can use the	comma:			
	<ul> <li>before and afte</li> </ul>	er "Yes" and	"No" in sent	ences		
	<ul> <li>after addressing</li> </ul>	g a person,	e.g. Kofi <i>,</i> can	you help me	?	
	E. Learners o	can read a v	ariety of age-	and level ap	propriate book	s and present
	•	• •	nmary of eacl			
			nication and	Collaboration	Personal Deve	elopment and
Leadership Critical Thinkir	ng and Problem Sol	iving.				
Keywords						
<b>Core Competencies:</b> Crea Leadership Critical Thinkir <b>Keywords</b>	<ul> <li>before and afte</li> <li>after addressing</li> <li>E. Learners of a-two-par</li> <li>tivity and Innovation</li> </ul>	r "Yes" and g a person, can read a v agraph sum on Commur	"No" in sent e.g. Kofi, can ariety of age- nmary of eacl	you help me and level ap n book read	propriate book	

T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class						
		library.						
Ref:	English Lang	English Language curriculum Page						
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections					
Monday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>B.READING</li> <li>Introduce the sounds with alphabet songs or rhymes.</li> <li>Guide learners to identify and produce the sounds of given letter patterns.</li> <li>e. g. Teacher: Make the sound as I point to each letter. (Learners begin with the initial/final consonants, initial short vowels, final y as vowel and silent letters).</li> <li>In pairs/ groups, learners identify given letter patterns.</li> <li>Have learners apply their knowledge of consonant digraphs</li> <li>Assessment: let learners match sounds to their corresponding letter/letter patterns</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson					
Tuesday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>B.READING</li> <li>Introduce the sounds with alphabet songs or rhymes.</li> <li>Guide learners to identify and produce the sounds of given letter patterns.</li> <li>e. g. Teacher: Make the sound as I point to each letter. (Learners begin with the initial/final consonants, initial short vowels, final y as vowel and silent letters).</li> <li>In pairs/ groups, learners identify given letter patterns.</li> <li>Have learners apply their knowledge of consonant digraphs</li> <li>Assessment: let learners match sounds to their corresponding letter/letter patterns</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson					
Wednesday	Engage learners to sing songs and recite	<ul> <li>C.GRAMMAR</li> <li>Have learners read simple sentences having names of people, animals, events and objects from the board.</li> </ul>	What have we learnt today?					

NANA FIIFI AC	familiar	• But loornors in groups to identify the names of	Ask learners to
	rhymes	<ul> <li>Put learners in groups to identify the names of people, animals, events and objects as nouns.</li> <li>Have learners form sentences with names of people, animals, events and objects and underline these nouns in the sentences.</li> <li>Have them note that common nouns start with small letters.</li> <li>Have learners identify common nouns from paragraphs/passages</li> <li>Assessment: let learners use nouns to identify people, animals, events and objects</li> </ul>	summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	D.WRITING • Stage 1 : Write letters with a flick e.g. a, t, m, n, w, d • Stage 2: Join pairs of letters. e.g. at, am, et, de • Stage 3: Join the letters of a word. e.g. and , kettle, can, catch <i>kettle, can, catch, and</i> • Stage 4: Copy sentences and passages Procedure: • Demonstrate the exercise • Give practice • Give exercise • Provide feedback Assessment: let learners write clearly using joined	What have we learnt today? Ask learners to summarize the main points in the lesson
Friday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>letters of consistent size</li> <li>E.WRITING CONVENTION AND GRAMMAR USAGE</li> <li>Provide learners with sample texts for them to identify the target punctuation marks. e.g.</li> <li>Yes, please.</li> <li>No, thank you.</li> <li>Kofi, can you help me?</li> <li>Give them practice in using the punctuation marks.</li> <li>They copy and punctuate unpunctuated sentences and short paragraphs.</li> <li>Assessment: let learners use the comma: before and after "Yes" and "No" in sentences</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson
Friday	Guide learners to choose and read books during the	E.EXTENSIVE READING     Guide learners to choose and read     independently books of their choice during     the library period.	Have learners to tell what they read to the whole class

library	<ul> <li>Learners think-pair-share their stories with</li> </ul>	
period	peers.	
	<ul> <li>Ask each learner to write a-two-paragraph</li> </ul>	
	summary of the book read.	
	<ul> <li>Invite individuals to present their work to</li> </ul>	
	the class for feedback.	
	Assessment: let learners read a variety of age- and	
	level appropriate books and present a-two-paragraph	
	summary of each book read	

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	LESSON PLAN
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SUBJECT: MATHEMATICS

CLASS: FOUR

Week Ending	;:			Class size:	
Day :			C	Date :	
Period :			L	esson :	
				5	
Strand : NUM	1BER		Sub-strand :	Counting, Representation &	Cardinality
Indicator (co	de)	B4.1.1.1.1	B4.1.1.1	.2	
Content stan	dard (code)	B4.1.1.1.	B4.1.1.1	-	
Performance	Indicator				e for multi-digit using graph
				terials up to 100,000.	
				vrite numbers in figures and i	•
		vity and Innovation C and Problem Solving		n and Collaboration Persona	l Development and
Leadership Ci			5.		
Keywords		Ar			
T. L .R. (s)		Counters	counters		
Ref:	Mathematic	s curriculum Page			
		-			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inclu	iding assessm	nent)	Plenary / Reflections
	(preparing				
	the brain for				
	learning)				
Monday	Sing songs				Review the lesson with
monuay	like:	Ask learners to mo	del number q	uantities up to 100,000	Learners
				e materials. For instance,	
	l'm			100 unit; a rod = 1000; a flat	
	counting	= 10,000 and a bloc the appropriate ma		learners model 32,300 with	

NANA FIIFI ACC	-		
	one, what		
	is one	Ask learners to model the number 12,500 shading graph	
		sheet square as shown below, where 2cm×2cm square	
		represents 10 units.	
		1,250	
		HILL BAR E	
		3,230	
			$\checkmark$
		Assessment: have learners to practice with more examples	
Tuesday	Cing congo	Assessment: have learners to practice with more examples	Deview the lesses with
Tuesday	Sing songs	Ack learners to model number quantities up to 100,000	Review the lesson with
	like:	Ask learners to model number quantities up to 100,000	Learners
		using graph sheets or multi-base materials. For instance,	
	ľm	with multi-base block , a cube = 100 unit; a rod = 1000; a flat	
	counting	= 10,000 and a block = 100,000; learners model 32,300 with	
	-	the appropriate materials	
	one, what		
	is one	Ask learners to model the number 12,500 shading graph	
	1 - One is	sheet square as shown below, where 2cm×2cm square	
	one alone,	represents 10 units.	
	alone it		
		1,250	
	shall be.		
		HILL BARE E	
		3,230	
		ATTACK AND	
		Bo difficult	
		Assessment: have learners to practice with more examples	
		Assessment, have learners to practice with more examples	

Wednesday	Sing songs like:	Give learners teacher-made token currency notes [¢1, ¢10 & ¢100 notes] on different coloured-paper and ask them to model or pick given amounts up to ¢10,000; e.g. ¢2,480	Review the lesson with Learners
	I'm counting one, what is one 1 - One is one alone, alone it shall be.	¢10 ¢10 ¢100	
		Assessment: have learners to practice with more examples	
Thursday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	Play the place value number wheel game: Use the hundred thousand number wheel to generate 6-digit numbers and represent the number generated on a place value frame. Throw a number of pebbles (or stones) onto the number wheel, identify the number of pebbles landing in each place value ring, and state the number generated in the wheel (i.e. 2 landed in the ten-thousand' ring making the number twenty-thousand or 20,000). The representations to use also include verbal, and numerals. Learners must match number word cards to the figures	Review the lesson with Learners

		THE CONTRACT OF THE PARTY OF TH		T				)	
		Pl	ace va			er wh	eel		
			Plac	e value	e chart				~
		Hundred- thousands	Ten- thousands	Thousand	Hundreds	Tens	Ones		
		Ask learners to write given numbers on the expanded form of the number:							
		14031=10	$\langle \rangle \rangle$			actice w	ith more	evamples	
Friday	Sing songs like: I'm counting one, what is one	Assessment: have learners to practice with more examples Display a number chart or number line with multiples of 500 between 10000 and 50000 and lead learners to identify numbers in different positions around a given number Assessment: have learners to practice with more examples						Review the lesson with Learners	

Vetted by :..... Date : .....

SUBJECT: SCIENCE

CLASS: FOUR

Week Ending: Class size:						
Day :				Dat	e :	
Period :				Les	son :	
Strand : DIV	ERSITY OF MA	ATTER	Sub-stran	<b>d :</b> L	IVING AND NON-LIVING	THINGS
					$\sim$	
Indicator (co	ode)	B4.1.1.1.1				
Content sta	ndard (code)	B4.1.1.1.				
Performanc	e Indicator	Learners can class	ify animals	s int	o insects, birds, mammal	ls and reptiles
Core Compe	tencies: Crea	tivity and Innovatio	on Commu	nica	tion and Collaboration P	ersonal Development and
Leadership (	Critical Thinkin	ng and Problem Solv	ving.		K.	
Keywords				$\mathbf{F}$		
,			N.			
T. L .R. (s)		Pictures				
Ref:	Science curi	riculum Page				
		$\langle \rangle$				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inclu	uding asse	essm	ient)	Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)				· · ·	
Monday	Engage	Learners embark o				What have we learnt
	learners to				als in their community	today?
	sing songs	or show videos an	d pictures	of d	ifferent kinds of	Ask learners to
	and recite	animals.				summarize the
	familiar				nt animals based on	important points of the
	rhymes	•	-	-	t, shape, size, where	lesson
		they live, how the	-		-	
		Provide flashcare		y dif	ferent animals to	
		learners in groups	•			

NANA FIIFI ACO		• Assist learners to sort the pictures into insects, birds,	
		mammals and reptiles and produce animal classification cards or tables.	
		<ul> <li>Learners display and do presentations on their group work.</li> </ul>	
		• Learners to give reasons for their classifications.	
		<ul> <li>Ask learners to identify things which are common to all the different kinds of animals.</li> </ul>	
		<ul> <li>Assist learners to mould different kinds of animals</li> </ul>	
		using suitable materials (such as blu tack, clay,	
		<ul><li>cardboard, etc.).</li><li>Learners draw different kinds of animals (insects,</li></ul>	
		birds, mammals and reptiles).	
Thursday	Engage	Learners embark on a walk to observe and record	What have we learnt
	learners to	names of different kinds of animals in their community	today?
	sing songs	or show videos and pictures of different kinds of	Ask learners to
	and recite	animals.	summarize the
	familiar	<ul> <li>Learners talk about the different animals based on</li> </ul>	important points of the
	rhymes	their limbs, body covering, height, shape, size, where	lesson
		they live, how they move, what they eat, etc.	
		<ul> <li>Provide flashcards of many different animals to</li> </ul>	
		learners in groups.	
		<ul> <li>Assist learners to sort the pictures into insects, birds,</li> </ul>	
		mammals and reptiles and produce animal classification cards or tables.	
		• Learners display and do presentations on their group	
		work.	
		<ul> <li>Learners to give reasons for their classifications.</li> </ul>	
		<ul> <li>Ask learners to identify things which are common to</li> </ul>	
		all the different kinds of animals.	
		<ul> <li>Assist learners to mould different kinds of animals</li> </ul>	
		using suitable materials (such as blu tack, clay,	
		cardboard, etc.).	
		<ul> <li>Learners draw different kinds of animals (insects,</li> </ul>	
		birds, mammals and reptiles).	

Vetted by :..... Date : .....

SUBJECT: COMPUTING

CLASS: FOUR

Week Endin	g:				Class size:	
Day :	Day :			Date :		
Period :	Period :				son :	
Strand : Intr	oduction to c	omputing	Sub-stran	<b>d :</b> (	ENERATION OF COMPU	TERS AND PARTS OF A
			COMPUTE	ER A	ND OTHER GADGETS	•
Indicator (co	ode)	B4.1.1.1.1.			$\mathcal{O}_{\mathcal{L}}$	
Content star	ndard (code)	B4.1.1.1.				
Performance	e Indicator	Learners can ide	entify parts	s of	a computer and techn	ology tools (the mouse,
		keyboard, monito	or, system u	unit	and its components (me	mory, hard disk drive, CD-
		ROM etc.), speake	ers, and pe	riph	erals.	
Leadership (		ng and Problem Sol		hica		ersonal Development and
Keywords		$\sim$				
T. L .R. (s)		Laptop				
Ref:	Computing	curriculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inc	luding asse	essm	ent)	Plenary / Reflections
	(preparing	7				
	the brain					
	for					
	learning)					
	Engage	Bring items such a	-	•	•	What have we learnt
	learners to				CD-ROM etc. or pictures	today?
Wednesday	sing songs				ne learners to label	
	and recite	selected items or	computer	part	s in their note books.	Ask learners to
	familiar				_	summarize the main
	rhymes			entif	y parts of a computer	points in the lesson
		and technology to				
Vetted by :			Sig	natu	re:	Date :

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: FOUR

Week Endin	Week Ending: Class size:					
Day :				Date :		
Period :				Les	son :	
Strand : ALL			ub stron		lature of God	
Strand : ALL	ABOUT 03	3	uu-stran			$\sim$
Indicator (co	ode)	B4.1.1.1.1				
Content star	ndard (code)	B4.1.1.1.				
Performance	e Indicator	Learners can expla	in how s	oecia	ll each individual is	
Core Compe	tencies: Crea	tivity and Innovation	Commu	nica	tion and Collaboration Po	ersonal Development and
-		ng and Problem Solvi			K.	
Keywords			$\sim$	<i>J</i>		
T. L .R. (s)		Pictures	$\overline{\mathcal{N}}$			
Ref:	Our World (	Dur People curriculu	um Page	ē		
			_			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inclue	ding asso	essn	ient)	Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)					
Tuesday	Engage				each person is created	What have we learnt
	learners to				e another: some are	today?
	sing songs	short, tall, dull, inte	elligent, f	air ir	complexion, black in	
	and recite	complexion, etc.				Ask learners to
	familiar	Learners demonstra	ate the u	niqu	eness of each	summarize the main
	rhymes	individual e.g.				points in the lesson
		My name is Esi, I an	n black a	nd b	eautiful, there is no one	
		like me, I'm special	for who	l am	, how I look and where	
		l live. I am a Ghanai	ian. I am	prou	ıd to be a Ghanaian.	

NANA FIIFI ACC	JUAH		
		Use pictures/video clips to demonstrate the effects of	
		destroying our bodies.	
		Assessment: Let learners explain how special each	
		individual is	
Thursday	Engage	Put learners into groups according to: height, colour,	What have we learnt
, , ,	learners to	mass, intelligence, etc.	today?
			today!
	sing songs	Learners write how different they are from one	
	and recite	another.	Ask learners to
	familiar		summarize the main
	rhymes	Assessment: Let learners write how different they are	points in the lesson
	ingines		
		from one another.	
			<b>-</b> .
etted by :		Signature:	Date :
'etted by :		Signature:	Date :

SUBJECT: PHYSICAL EDUCATION

CLASS: FOUR

Week Ending:				Class size:		
Day :			[	Date :		
Period :				Lesson :		
Strand : MC	OTOR SKILL AN	D MOVEMENT	Sub-strand	: LOCOMOTOR, MANIPU	LATIVE AND RHYTHMIC	
PATTERNS			SKILLS	,		
Indicator (c	ode)	B4.1.1.1.1				
Content sta	indard (code)	B4.1.1.1.				
Performanc	ce Indicator			e difference between slo	w and fast, heavy and light,	
		hard and soft wh	-			
-		-		ication and Collaboration	Personal Development and	
Leadership		ng and Problem So	iving.	Xr.		
Keywords				-		
T. L .R. (s)		cones				
Ref:	PE curriculu	m Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning inc	luding asses	sment)	Plenary / Reflections	
	(preparing the brain					
	for					
	learning)					
Friday	Learners	Learners demons	trate slow a	nd fast movements.	What have we learnt	
	jog round a			ed area using varied	today?	
	demarcate	locomotor skills (	walk, jog and	d run). Learners walk or		
	d area in	run for peers to c	determine slo	ow or fast movement	Use answers to	
	files while				summarise the lesson.	
	singing and					
	clapping to					
	warm-up					
	the body					

for		
maximal		
performan		
ce and to		
prevent		
injuries		

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Signature: ..... Date : .....

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FOUR

Week Ending:				Class size:		
Day :				Date :		
Period :				Les	son :	
Strand · Goo	His Creation	and Attributes	ub-stran	d · (	God the Creator	
				<b>u</b> . (		
Indicator (co	ode)	B4.1.1.1.1:			$\sim$	$\checkmark$
Content sta	ndard (code)	B4.1.1.1.			$\sim$	
Performanc	e Indicator	Learners can explai	n the na	ture	of God as the Creator	
Coro Compo	toncios: Croa	tivity and Innovation	Commu	nica	tion and Collaboration P	ersonal Development and
		ng and Problem Solvir		inica		ersonal Development and
			0			
Keywords						
T. L .R. (s)	1	Pictures				
Ref:	RME curricu	ılum Page	$\sim$			
DAV	Phase 1:	Phase 2: Main	<u> </u>			Phase 3:
DAY	Starter	(new learning includ	ting acc	000	vont)	Plenary / Reflections
	(preparing	(new learning includ	ung ass	85511	ient)	Fieldly / Reflections
	the brain					
	for	1				
	learning)					
Friday	Engage	<ul> <li>Lead learners to d</li> </ul>	iscuss th	ne na	ture of God as the	What have we learnt
	learners to	Creator: originator o	of all thi	ngs,	He created all things	today?
	sing songs	such as human bein	gs, trees	s, an	mals, water bodies, etc.	
	and recite	<ul> <li>Take learners on n</li> </ul>				Ask learners to
	familiar			Goo	l: human beings, trees,	summarize the main
	rhymes	animals, water bodi	es, etc.			points in the lesson
		Assessment: let lear	mers exp	olain	the nature of God as	
		the Creator				

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SUBJECT: HISTORY

CLASS: FOUR

Week Endi	ng:			Class size:	
Day :			[	Date :	
Period :	Period :			esson :	
Strand : His	story as a Subje	ect	Sub-strand	: Why and How We Stu	dy HISTORY
				$\sim$	J
Indicator (	code)	B4.1.1.1.1			
Content sta	andard (code)	B4.1.1.1.			
Performan	ce Indicator	Learners can expla	ain the impo	ortance of studying the h	istory of Ghana
Core Comp	etencies: Crea	l tivity and Innovatic	on Commun	ication and Collaboration	n Personal Development and
Leadership	Critical Thinkin	ng and Problem Sol	ving.	SK.	
Keywords					
Reywords			0		
T. L .R. (s)		Pictures	$\langle \gamma \rangle$		
Ref:	History curr	iculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning incl	uding asses	ssment)	Plenary / Reflections
	(preparing the brain				
	for				
	_				
Tuesday	learning)	Engago loarnors t	o discuss by	ow history defines our	What have we learnt
Tuesday	Engage learners to	identity as Ghanai		ow history defines our	
			10115.		today?
	sing songs	Assessment: let le	earners expl	ain how history defines	A alc la avea avea ta
	and recite familiar	our identity as Gh	-		Ask learners to
		,			summarize the main
	rhymes				points in the lesson
	How does				
	history				

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	promote our identity as Ghanaians ?		
Thursday	Engage learners to sing songs and recite familiar rhymes How does	Engage learners to discuss how history defines our identity as Ghanaians. Assessment: let learners explain how history defines our identity as Ghanaians.	What have we learnt today? Ask learners to summarize the main points in the lesson
	history promote our identity as Ghanaians ?	, AH SCHOC	

Vetted by :....

Signature: ..... Date : .....

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SUBJECT: CREATIVE ARTS

CLASS: FOUR

Week Endir	lg:			Class size:		
Day :				Date	e :	
Period :	Poriod :				son :	
renou .						
Strand : Vis	ual Arts		Sub-strand	<b>d :</b> ⊺	hinking and Exploring Id	eas
					$\sim$	
Indicator (c	ode)	B4 1.1.1.1				
Content sta	ndard (code)	B4 1.1.1.				
Performanc	e Indicator	Learners can stud	y and talk	abo	ut visual artworks crea	ted by selected Ghanaian
		visual artists that r	reflect the	hist	ory and culture of the pe	eople of Ghana
-				nicat	ion and Collaboration P	ersonal Development and
Leadership	Critical Thinki	ng and Problem Solv	ving.	$\mathcal{N}$	)`	
Keywords			$\sim$			
,			R			
T. L .R. (s)		Pictures				
Ref:	Creative Art	s curriculum				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inclu	uding asse	essm	ent)	Plenary / Reflections
	(preparing					
	the brain	<u>,</u>				
	for					
Manday	learning)	Loorporc are to:				M/hat have we learnt
Monday	Engage	Learners are to:	lartworks	10 0	wood convings	What have we learnt
	learners to I Study the visual artwork sing songs printed fabrics, wall painti				0,	today?
	sing songs and recite	•	•	•	by some Ghanaian	Ask learners to
	familiar				ei, Theodosia Okoh,	summarize the main
	rhymes				fei-Nyako, Kwame	points in the lesson
	i i i yi ii e s	Amoah, Betty Aco	•			
		, anoth, berry Act	Yuun, Kun	71111		

NANA FIIFI ACO	JUAH		•
		a) gathering information from library books; surfing the internet; visiting art studios, galleries, museums or exhibitions;	
		b) watching videos, films or observing photographs	
		of artworks of some Ghanaian visual artists;	
		c) examining some artworks of the artists to find out	
		how those artworks reflect the history and culture	
		of the people of Ghana. For example, relate the	
		colours and star in the Ghana Flag to the history of Ghana;	
		d) identifying and discussing symbols found in the	
		artworks being studied that reflect the history and	
		culture of the people of Ghana;	~
		e) writing brief notes about one visual artist using	
		the following guidelines:	
		- Name	
		- Training	
		- Type of artworks	
		- Title of some works.	
		Assessment: let learners describe visual artworks	
		created by selected Ghanaian visual artists that reflect	
		the history and culture of the people of Ghana	
Wednesday	Engage	Learners are to:	What have we learnt
	learners to	Istudy the visual artworks (e.g. wood carvings,	today?
	sing songs	printed fabrics, wall paintings, cartoons, posters,	
	and recite	photographs, clay pots) created by some Ghanaian	Ask learners to
	familiar	visual artists (such as Amon Kotei, Theodosia Okoh,	summarize the main
	rhymes	Ablade Glover, Oku Ampofo, Offei-Nyako, Kwame	points in the lesson
		Amoah, Betty Acquah, Kofi Antubam) by:	
		a) gathering information from library books; surfing	
		the internet; visiting art studios, galleries, museums	
		or exhibitions;	
		b) watching videos, films or observing photographs	
		of artworks of some Ghanaian visual artists;	
		<ul> <li>c) examining some artworks of the artists to find out how those artworks reflect the history and culture</li> </ul>	
		of the people of Ghana. For example, relate the	
		colours and star in the Ghana Flag to the history of	
		Ghana;	

NANA FIIFI AC	QUAH
	d) identifying and discussing symbols found in the
	artworks being studied that reflect the history and
	culture of the people of Ghana;
	e) writing brief notes about one visual artist using
	the following guidelines:
	- Name
	- Training
	- Type of artworks
	- Title of some works.
	Assessment: let learners describe visual artworks
	created by selected Ghanaian visual artists that reflect
	the history and culture of the people of Ghana
Vetted by :	Signature: Date :
	WANAFIELACULA

SUBJECT: GHANAIAN LANGUAGE

CLASS: FOUR

Week Ending:				Class size:			
Day :				Date :			
Period :				Les	son :		
Strand :			Sub-stran	d :			
Oral Langua	ge		Songs				
			Poems				
			Listening	and	story telling		
Indicator (co	ode)	B4.1.1.1.1 E	34.1.2.1.1.		B4.1.4.1.1		
Content star	ndard (code)	B4.1.1.1. B	34.1.2.1.	B4.1.4.1.			
Performance	e Indicator			g and discuss songs connected to traditional			
			ns and their importance.				
				should explore the poems of about five lines correctly and e moral lessons in the poem.			
					•	anas and rapagnisa its	
					olktale of about three sc iscuss the features of the	-	
Core Compe	tencies: Crea					ersonal Development and	
		ng and Problem So					
		N'					
Keywords	~						
/ >							
T. L .R. (s)	[						
Ref: Ghanaian Language curriculum							
DAY	Phase 1:	se 1: Phase 2: Main				Phase 3:	
	Starter	(new learning inc	cluding asse	essn	nent)	Plenary / Reflections	
	(preparing						
	the brain						
	for						
	learning)						

NANA FIIFI ACC	JUAN		
	Engage leaners to sing songs and recite familiar rhymes	<ul> <li>Let learners sing a familiar traditional song.</li> <li>Show learners a video of a traditional song being performed.</li> <li>Discuss the lyrics of the song with learners.</li> <li>Let learners sing songs connected to the traditional occupation in their locality (Pick one occupation at a time).</li> <li>After watching a video on a performed traditional occupation, allow Learners shoulds to discuss some importance of traditional occupation songs.</li> </ul>	What have we learnt today? Review the lesson with learners
		Work songs: – reduce fatigue, boredom provides enjoyment allows systematic work, inspires fellow workers to work harder etc. Assessment: let learners mention songs connected to traditional occupations and their importance.	
	Engage leaners to sing songs and recite familiar rhymes	• Let learners sing a popular traditional song.	What have we learnt today?
		<ul> <li>Write the words on the board.</li> <li>Lead learners to say the words aloud.</li> <li>Let learners say the words and use them to form their own sentences.</li> <li>Let learners explore the poem correctly.</li> <li>Put learners in groups.</li> <li>Let them discuss the moral lessons in the poems in groups and tell the class.</li> </ul> Assessment: let learners identify the moral lessons in the poem.	Review the lesson with learners
	Engage leaners to sing songs and recite familiar rhymes	<ul> <li>Let learners sing a popular song.</li> <li>Play a video of someone telling a folktale.</li> <li>Encourage learners to take note of whatever they see and hear.</li> <li>Teach learners what a folktale is.</li> </ul>	What have we learnt today?

• Call learners individually to retell what they saw and	Review the lesson with
	learners
<ul> <li>Put learners into groups and ask them to compose a</li> </ul>	
folktale on any topic of their choice.	
<ul> <li>Let learners present their folktales to the class.</li> </ul>	
<ul> <li>After watching the video on someone telling a</li> </ul>	
folktale, lead learners to discuss what they saw and	
heard.	
Tell learners a folktale.	
<ul> <li>Discuss the beginning and end of the folktale with</li> </ul>	
learners. E.g. Beginning or opening, middle or body and	
end or conclusion.	
• Let learners discuss the features of the folktale. E.g.	~
People, animals, spirits, tress, river, mountains, etc.	
It has a moral lesson and is very interesting.	
It is usually a comedy or tragedy.	
Assessment: let learners retell a folktale	
	<ul> <li>Let learners present their folktales to the class.</li> <li>After watching the video on someone telling a folktale, lead learners to discuss what they saw and heard.</li> <li>Tell learners a folktale.</li> <li>Discuss the beginning and end of the folktale with learners. E.g. Beginning or opening, middle or body and end or conclusion.</li> <li>Let learners discuss the features of the folktale. E.g. People, animals, spirits, tress, river, mountains, etc. It has a moral lesson and is very interesting. It is usually a comedy or tragedy.</li> </ul>

Vetted by :..... Date : ..... Date : .....

# TERM ONE BASIC FOUR WEEK 2

ANAFIELACOUAHSCHOOL

SUBJECT: ENGLISH LANGUAGE

CLASS: FOUR

Week Ending:			Class size:		
Day :		Dat	e :		
Period :		Les	son :		>
				$\mathcal{O}^{*}$	
				$\mathcal{O}$	
			,5		
Change die	c		$\mathcal{A}$		
Strand :	Sui	b-strand :	Dooms		
A. Oral Language B. Reading		B. Phonic	ongs, Poems		
C. Grammar Usage At	Word	C. Nouns	-		
D. Writing			aragraph Development		
E. Using Writing Conv	ventions	-	Jsing Punctuation		
F. Extensive Reading		F. Buildir	uilding the Love and Culture of Reading		
Indicator (code)	(B4.1.1.1.1 B4.1.3.1	1) B4.2.2.	1.2 B4.3.1.1.2	B4. 4.6.1.1	B4.5.2.1.1. B4.6.1.1.1
Content standard (code)	(B4.1.1.1. B4.1.3.1	) B4.2.2.	L. B4.3.1.1.	B4. 4.6.1.	B4.5.2.1. B4.6.1.1.
Performance Indicator					them with appropriate
			-	ms with stre	ss, rhythm and actions
	and interpret			with taught (	consonant digraphs (sh-
		_	when reading	-	
	• • • • •		-		to cities and countries
	and)	,	1 1		
	choose app	ropriate ways a	and modes of	f writing for a variety of	
	diences, and	d contexts, and	organise fac	cts, ideas and/or points	
	ay appropri	ate to the mod	e of delivery	, using appropriate text	
	features				
	G. Learners can u				
	– before and after "Ye	es" and "No	o" in sentences		

Leadership Critical Think Keywords T. L .R. (s)		<ul> <li>- after addressing a person, e.g. Kofi, can you help me?</li> <li>E. Learners can read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read</li> <li>ativity and Innovation Communication and Collaboration Personal Development and ing and Problem Solving.</li> <li>Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.</li> </ul>		
DAY	Phase 1: Starter (preparing the brain	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections	
Monday	for learning) Engage learners to sing songs and recite familiar rhymes	<ul> <li>A.ORAL LANGUAGE <ul> <li>Identify a variety of familiar songs from learners' background.</li> <li>Lead learners to sing the songs with appropriate stress, rhythm and intonation.</li> </ul> </li> <li>Perform a short poem as learners listen and observe.</li> <li>Teach the key words in the poem in context.</li> <li>Have them read it in small groups, pairs and individually.</li> <li>Emphasise correct stress and rhythm.</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson	
Tuesday	Engage learners to sing songs and recite familiar rhymes	Assessment: let learners recite poems with stress, rhythm and actions and interpret them in own their words B.READING Read single-syllable-words with taught consonant digraphs (sh-ship, ch-rich, ck-lock) and when reading continuous texts. Assessment: let learners read single-syllable-words with taught consonant digraphs	What have we learnt today? Ask learners to summarize the main points in the lesson	

Wednesday	Engage	C.GRAMMAR	What have we learnt
weanesday	learners to	a. Proper Nouns	today?
	sing songs	Have learners read simple sentences having names of	today:
	and recite	cities and countries from the board.	Ask learners to
	familiar	<ul> <li>Put learners into groups to identify the names of cities</li> </ul>	summarize the main
			points in the lesson
	rhymes	<ul><li>and countries on a globe or map.</li><li>Learners form sentences with names of other cities</li></ul>	points in the lesson
		and countries.	
		Have learners identify proper nouns from	
		paragraphs/passages.	
		Assessment: let learners identify and use: proper	
		nouns	
Thursday	Engage	D.WRITING	What have we learnt
-	learners to	<ul> <li>Select sample essay types/texts showing a variety of</li> </ul>	today?
	sing songs	modes of writing from learners' readers and/teacher's	
	and recite	resource.	Ask learners to
	familiar	e.g.	summarize the main
	rhymes	i. Expository Writing – how something works.	points in the lesson
		ii. Narrative – how something happened.	•
		iii. Description – how something/someone appears.	
		iv. Argument – how an opinion can be stated and	
		supported	
		• Put learners into groups of five. For each mode of	
		writing, give a sample text to each group to study and,	
		through appropriate questions, guide them to identify	
		the following:	
		i. the main idea(s);	
		ii. the mode of writing;	
		iii. the purpose;	
		iv. the audience.	
		For each mode of writing, select a paragraph, jumble	
		the sentences and have learners rearrange them into a	
		coherent piece. (Rearrangement of jumbled sentences).	
		use other controlled composition strategies such as	
		matching, completion and blank filling	
		Assessment: let learners select a paragraph, jumble the	
		sentences and have learners rearrange them into a	
		coherent piece	

Friday	Engage	E.WRITING CONVENTION AND GRAMMAR USAGE	What have we learnt
	learners to	<ul> <li>Provide learners with sample texts for them to</li> </ul>	today?
	sing songs	identify the target punctuation marks. e.g.	
	and recite	Yes, please.	Ask learners to
	familiar	No, thank you.	summarize the main
	rhymes	Kofi, can you help me?	points in the lesson
		<ul> <li>Give them practice in using the punctuation marks.</li> </ul>	
		They may copy and punctuate unpunctuated sentences	
		and short paragraphs.	
		Have them write sentences to demonstrate	
		understanding of the use of the comma before and	
		after "Yes" and "No" in sentences; - after addressing a	
		person	
		Assessment: let learners use the comma: before and	
		after "Yes" and "No" in sentences	
Friday	Guide	E.EXTENSIVE READING	Have learners to tell
	learners to		what they read to the
	choose and	Guide learners to choose and read	whole class
	read books	independently books of their choice during the	
	during the	library period.	
	library	<ul> <li>Learners think-pair-share their stories with</li> </ul>	
	period	peers.	
		<ul> <li>Ask each learner to write a-two-paragraph</li> </ul>	
		summary of the book read.	
		<ul> <li>Invite individuals to present their work to the</li> </ul>	
		class for feedback.	
		Assessment: let learners read a variety of age- and	
		level appropriate books and present a-two-paragraph	
		summary of each book read	

Vetted by :..... Date : .....

	LESSON PLAN
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SUBJECT: MATHEMATICS

CLASS: FOUR

Week Ending:				Class size:		
Day :			D	ate :		
Period :			Le	esson :		
<b>.</b>					<b>• • • •</b>	
Strand : NUM	1BER	5	Sub-strand :	Counting, Representation &	Cardinality	
Indicator (co	de)	B4.1.1.1.3 B4.1.1	.1.4	W.		
Content stan	dard (code)	B4.1.1.1. B4.1.1.1	1.	0		
Performance	Indicator	Learners car	n identify nur	numbers in different positions around a given number in a		
		number chai	rt			
				re and order whole numbers up to 10,000 and represent		
				mbols "<", "=", ">"		
-		vity and Innovation Co and Problem Solving.	mmunicatior	and Collaboration Persona	l Development and	
Leader ship Ci		and Froblem Solving.				
Keywords		$\mathcal{O}_{\mathcal{I}}$				
T. L .R. (s)	2	Counters				
Ref:	Mathematics	curriculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
2711	Starter	(new learning includ	ing assessm	ent)	Plenary / Reflections	
(preparing			0	/		
	the brain					
	for					
	learning)					
Monday	Sing songs	1 Display a number	chart in mul	tiples of 500 between	Review the lesson with	
	like:	• •		ners identify numbers in	Learners	
				n number. Put learners in		
				per grid and have them		

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	I'm counting	identify n number.	umbers in	different	positions	around a	chosen	
	one, what	10,000	10,500	11,000	11,500	12,000	12,500	
	is one	20,000	20,500	21,000	21,500	22,000	22,500	
		30,000	30,500	31,000	31,500	32,000	32,500	
		40,000	40,500	41,000	41,500	42,000	42,500	
		50,000	50,500	51,000	51,500	52,000	52,500	
		60,000	60,500	61,000	61,500	62,000	62,500	
Tuesday	Sing songs like:	1 Display	a numbe	r chart in	multiples	of 500 be		Review the lesson with Learners
	I'm counting one, what is one	pairs and identify number.	oositions a give each umbers in	around a g group a n different	given num umber gri positions	ber. Put l d and hav around a	earners in re them chosen	
	1 - One is	10,000	10,500	11,000	,			
	one alone,	20,000	20,500	21,000	21,500	-		
	alone it	30,000	30,500	31,000	31,500			
	shall be.	40,000	40,500	41,000	41,500			
		50,000	50,500	51,000				
		60,000	60,500	61,000	61,500	62,000	62,500	
							examples	
Wednesday	Sing songs like:	or less tha	n a given	five-digit	or six-digi	t number.	0,000 more E.g. 2400 is : "equal to"	Review the lesson with Learners
	I'm counting one, what is one	"greater than" "less than" and later use symbols such as "<", "=", ">" to compare numbers up to 100,000 taking into consideration the place value of each digit in the given number. E.g. 1200=1200; 27345>26355,						
		Assessme	nt: have le	earners to	practice	with more	examples	
Thursday	Sing songs		-				a given set	Review the lesson with
	like:	of numbe writing. E.		-		; order vei	rbally and in	Learners
	ľm							
	counting							
		Assessme	nt: have le	earners to	practice	with more	examples	

	one, what		
	is one		
Friday	Sing songs like: I'm counting one, what is one	Give two numbers between 10,000 and 100,000 to each group and encourage learners to say as many things as possible about the two numbers. For instance, 21345 and 21534; 21345 is less than (smaller than) than 21534 or 21534 is bigger than (greater than) 21345, or 21345 is almost 200 less than 21534 etc.	Review the lesson with Learners
		Assessment: have learners to practice with more examples	

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SUBJECT: SCIENCE

CLASS: FOUR

Week Ending:					Class size:	
Day :				Date	:	
Period :				Less	on :	
Strand : DIVERSITY OF MATTER Sub-stra				<b>d :</b> Ll'	VING AND NON-LIVING	THINGS
					$\sim$	*
Indicator (co	ode)	B4.1.1.1.2				
Content sta	ndard (code)	B4.1.1.1.				
Performanc	e Indicator	Learners can Kr	now life p	proc	esses of animals (m	ovement, nutrition and
		reproduction)			$\sim$	
-		•		nicat	ion and Collaboration P	ersonal Development and
Leadership (	Critical Thinkin	ng and Problem Solv	ving.	$\bigcirc$		
Keywords				>		
			$\sim$			
T. L .R. (s)		Pictures				
Ref:	Science cur	riculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
DAY	Starter		uding acco		ant)	Phase 3: Plenary / Reflections
	(preparing	(new learning incl	uuing asse	222110	ent)	Fieldly / Reflections
	the brain					
	for					
	learning)					
Monday	Engage	Learners observe	e videos an	nd pi	ctures depicting	What have we learnt
	learners to	movement, nutrit	ion and rep	orodu	uction in animals.	today?
	sing songs	• Learners describe how various animals (insects, birds,				
	and recite	reptiles and mam	mals) move	e, fee	ed and reproduce.	Ask learners to
	familiar					summarize the
	rhymes				how various animals	important points of the
			otiles and m	namr	nals) move, feed and	lesson
		reproduce.				

Thursday	Engage	<ul> <li>Learners role-play or pantomime movement and</li> </ul>	What have we learnt
	learners to	nutrition of animals.	today?
	sing songs	<ul> <li>In groups, learners discuss the importance of</li> </ul>	Ask learners to
	and recite	movement, nutrition and reproduction to animals.	summarize the
	familiar		important points of the
	rhymes	Assessment: let learners write the importance of	lesson
		movement, nutrition and reproduction to animals.	

Vetted by :....

Signature: ..... Date : .....

SUBJECT: COMPUTING

CLASS: FOUR

Week Ending	g:			Class size:		
Day :			D	ate :		
Period :	Period :			esson :		
Strand : INTRODUCTION TO COMPUTING Sub-stra			strand	: GENERATION OF COMPU		
				AND OTHER GADGETS	TERS AND PARTS OF A	
Indicator (code) B4.1.1.1.2.						
	ndard (code)	B4.1.1.1.			×	
Performance	. ,	Learners can describe t	he type	es of input devices of a com	puter and their uses. E.g.	
		joystick, light pen, mou	se, poi	nting stick etc		
Core Compe	tencies: Crea	tivity and Innovation Co	mmuni	cation and Collaboration Pe	ersonal Development and	
Leadership C	Critical Thinkin	ng and Problem Solving.		N		
Keywords						
			$\sim$			
T. L .R. (s)		Laptop				
Ref:	Computing	curriculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including	asses	sment)	Plenary / Reflections	
	(preparing the brain					
	for					
	learning)					
	Engage	Guide learners to explo	re the	types of input devices and	What have we learnt	
	learners to	their uses.			today?	
Wednesday	sing songs					
	and recite	Assessment: Let learne			Ask learners to	
	familiar	devices of a computer a	and the	eir uses	summarize the main	
	rhymes				points in the lesson	

Vetted by :..... Date : .....

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: FOUR

Week Endin	g:				Class size:	
Day :			C	Dat	2:	
Period :				000	on :	
renou .						
Strand : ALL	ABOUT US	S	Sub-strand	I:N	ature of God	$\checkmark$
					$\sim$	
Indicator (co	ode)	B4.1.1.1.1				
Content sta	ndard (code)	B4.1.1.1.				
Performance	e Indicator	Learners can expla	in how spe	ecia	l each individual is	
Core Compe	tencies: Crea	tivity and Innovation	n Communi	icat	ion and Collaboration P	ersonal Development and
Leadership (	Critical Thinkir	ng and Problem Solvi	ing.	$\mathbb{N}$	K.	
			-		)	
Keywords			~C~	Γ		
T. L .R. (s)		Pictures	Y-			
Ref:	Our World (	Dur People curriculu	um Page			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inclu	ding asses	ssm	ent)	Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)					
Tuesday	Engage	• •			hey can use their God-	What have we learnt
	learners to	given unique qualities: Serve God and human being			<b>-</b> ·	today?
	sing songs	• •	protect and preserve the environment, live togethe			
	and recite	harmony, contribut	te to devel	opi	nent	Ask learners to
	familiar					summarize the main
	rhymes				on how they can use	points in the lesson
		their God-given uni	ique qualit	ies		

Thursday	Engage	Learners talk about their aspiration and how they want	What have we learnt
	learners to	to achieve that.	today?
	sing songs		
	and recite	Assessment: Let learners mention their aspirations and	Ask learners to
	familiar	how they want to achieve that.	summarize the main
	rhymes		points in the lesson

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SUBJECT: PHYSICAL EDUCATION

CLASS: FOUR

Week Ending:			Class size:				
Day :			C	Date :			
Period :	Period :			esson :			
Strand : MOTOR SKILL AND MOVEMENT Sub-st				: LOCOMOTOR SKILLS			
PATTERNS							
Indicator (c	ode)	B4.1.1.1.2		$\sim$	*		
Content sta	ndard (code)	B4.1.1.1.					
Performanc	e Indicator	Learners can Enter,	jump, a	ind leave a long swinging	g rope turned by others		
		repeatedly.					
				cation and Collaboration Pe	ersonal Development and		
Leadership	Critical Thinkin	ng and Problem Solving	g.				
Keywords				$\mathcal{S}'$			
neynordo							
T. L .R. (s)		cones					
Ref:	PE curriculu	m Page					
DAY	Phase 1:	Phase 2: Main			Phase 3:		
	Starter	(new learning includir	ng asses	sment)	Plenary / Reflections		
	(preparing the brain						
	for						
	learning)						
Friday	Learners	Learners skip a numb	er of tim	es at their own nace	What have we learnt		
Thaty	jog round a	•		et. Skip continuously over			
	demarcate	a rope a number of ti					
	d area in			Use answers to			
	files while				summarise the lesson.		
	singing and						
	clapping to						
	warm-up						
	the body						
	for						

maximal	
performan	
ce and to	
prevent	
injuries	

Vetted by :....

Signature: ..... Date : .....

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FOUR

Week Ending: Class size:					Class size:	
Day :				Date :		
Period :					son :	
renou .						
Strand : Goo	d, His Creatior	and Attributes	Sub-stran	<b>d :</b> 0	od the Creator	
Indicator (co	-	B4.1.1.1.1:				$\checkmark$
	ndard (code)				$\sim$	
Performanc	e Indicator	Learners can expla	in the na	ture	of God as the Creator	
Core Compe	tencies: Crea	tivity and Innovatior	n Commu	nica	tion and Collaboration P	ersonal Development and
Leadership (	Critical Thinkir	ng and Problem Solv	ing.			
		Г		(		
Keywords					K	
T. L .R. (s)		Pictures				
Ref:	RME curricu	lum Page	27			
		J	$\mathbf{k}$			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inclu	iding asse	essm	ent)	Plenary / Reflections
	(preparing					
	the brain	dr.				
	for					
Friday	learning)					M/h at have use leavet
Friday	Engage			ـ الم		What have we learnt
	learners to	• Take learners on				today?
	sing songs and recite	document things created by God: human beings, trees,			Ask learners to	
	familiar	<ul><li>animals, water bodies, etc.</li><li>In groups, learners put their findings together and</li></ul>			dings togother and	summarize the main
	rhymes	present them to th	•			points in the lesson
	ingines			uis		
		Assessment: let lea	arners me	ntio	n things created by God	

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SUBJECT: HISTORY

CLASS: FOUR

Week Ending:				Class size:		
Day :				Date :		
Period :	Period :			Les	son :	
Strand : Hist	ory as a Subje	ect	Sub-stran	d : \	Vhy and How We Study H	HISTORY
					$\sim$	
Indicator (co	ode)	B4.1.1.1.1				
Content star	ndard (code)	B4.1.1.1.				
Performance	e Indicator	Learners can expla	in the imp	porta	ance of studying the histo	ory of Ghana
Core Compe	tencies: Crea	tivity and Innovatio	n Commu	nica	tion and Collaboration Pe	ersonal Development and
Leadership (	Critical Thinkir	ng and Problem Solv	ving.	$\langle \rangle$	Y .	
Keywords				)-		
-			N			
T. L .R. (s)		Pictures				
Ref:	History curr	iculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inclu	uding asse	essm	ient)	Plenary / Reflections
	(preparing					
	the brain	J.Y.				
	for	2				
	learning)					
Tuesday	Engage			-	eaches us customs,	What have we learnt
	learners to		all of whic	ch er	nsure the survival of our	today?
	sing songs	nation.				
	and recite	Assessment: let les	arnors mo	ntio	n show how history	Ask learners to
	familiar				•	summarize the main
	rhymes teaches us customs, values, traditions points in th					points in the lesson
	How does					
	history					

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	promote		
	the		
	survival of		
	the ethnic		
	groups?		
	How does		
	history		
	promote		
	national		
	integration		
	?		
Thursday	Engage	Role-play to show how history teaches us customs,	What have we learnt
	learners to	values, traditions, all of which ensure the survival of our	today?
	sing songs	nation.	
	and recite		Ask learners to
	familiar	Assessment: let learners mention show how history	summarize the main
	rhymes	teaches us customs, values, traditions	points in the lesson
	How does		
	history		
	promote		
	the		
	survival of		
	the ethnic		
	groups?		
	How does		
	history	Ar .	
	promote		
	national		
	integration		
	?		
	1		

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SUBJECT: CREATIVE ARTS

CLASS: FOUR

Week Ending:					Class size:	
Day :				Dat	e :	
Destad						
Period :	Period :			Les	son :	
Strand : Thir	nking and Exp	loring Ideas	Sub-stran	<b>d</b> : P	erforming Arts	
	0 1	C				•
Indicator (co	ode)	B4 1.2.2.3			$\mathcal{O}_{\mathcal{L}}$	
Content star	ndard (code)	B4 1.2.2.				
Performanc	e Indicator	Learners can study	/ the perfo	ormir	ng artworks created by so	ome Ghanaian performing
		artists that reflect	the history	y an	d the culture of the peop	ole in Ghana
				nica	tion and Collaboration Po	ersonal Development and
Leadership (	Critical Thinkin	ng and Problem Solv	ving.		)`	
Keywords			$\left( \right)$			
T. L .R. (s)	1	Pictures				
Ref:	Creative Art	s curriculum				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inclu	uding asse	essm	ent)	Plenary / Reflections
	(preparing		0		,	
	the brain					
	for					
	learning)					
Monday	Engage	Learners are to:				What have we learnt
	learners to	Study the perfor	ming artw	orks	(music, dance,	today?
	sing songs	drama/play, poetr	y) compos	sed o	or performed by some	
	and recite	Ghanaian perform	ing artists	suc	n as Ephraim Amu,	Ask learners to
	familiar	Grace Omaboe, th	e National	l Dai	nce Ensemble, Agya Koo	summarize the main
	rhymes	Nimoh, Atukwei O	kai by:			points in the lesson
		a) gathering inform	mation fror	m lik	orary studies,	
		newspapers, surfir	ng the inte	ernet	, visiting performing art	
		studios/location or	f performi	ng a	rts groups, cultural	

		contract watching chart wide of films live (recorded	
		centres, watching short videos/films, live/recorded	
		performances, etc. of some Ghanaian performing	
		artists;	
		b) examining some performing artworks and sharing	
		ideas about the compositions and performances	
		studied on how those artworks reflect the history and	
		culture of the people of Ghana;	
		c) identifying and discussing the themes/topics of the	
		compositions and performances that reflect the history	
		and culture of the people of Ghana;	
		Assessment: let learners describe performing artworks	
		created by some Ghanaian performing artists that	
		reflect the history and the culture of the people in	
		Ghana	
Wednesday	Engage	Learners are to:	What have we learnt
	learners to	writing notes about one performing artist using the	today?
	sing songs	following guidelines:	,
	and recite	- Name	Ask learners to
	familiar	- Training	summarize the main
	rhymes	- Type of compositions and performances	points in the lesson
	ingines	- Title of some works	
		Assessment: let learners describe performing artworks	
		created by some Ghanaian performing artists that	
		reflect the history and the culture of the people in	
		Ghana	

Vetted by :..... Date : .....

SUBJECT: GHANAIAN LANGUAGE

CLASS: FOUR

Week Endin	g:				Class size:	
Day :				Dat	e :	
Period :				Les	son :	
						$\sim$
Strand : Ora	l Language		Sub-stran	<b>d :</b> [	Dramatisation and Role P	lay
		1				
Indicator (co	-		.1.5.1.2		5	
	ndard (code)	B4.1.5.1. B4	.1.5.1.			
Performance	e Indicator					about five characters and
		-			e characters and setting the drama of about five	•
Core Compe	tencies: Crea			_		ersonal Development and
-		ng and Problem So		mea		
Keywords						
T. L .R. (s)	I	Manila cards, ma		rded	audios visual	
Ref:	Ghanaian La	anguage curriculu	IM			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inc	cluding asse	essm	ient)	Plenary / Reflections
	(preparing the brain					
	for					
learning)						
	Engage	• Let learners sin	g any tradit	tiona	al work song they know.	What have we learnt
leaners to • Invite a guest teacher to			eacher to te	ell a	short story made up of	today?
	sing songs	five characters.				
	and recite	• Discuss what a	story line is	s wit	h learners.	
	familiar	• Lead learners the	hrough disc	ussi	on to find out the story	
	rhymes	line of the story t	hey have h	earc	l.	
1						

		<ul> <li>Let learners listen to the story again from the guest teacher.</li> <li>Discuss what a setting and a character is with</li> </ul>	Review the lesson with learners
		<ul><li>earners.</li><li>Allow learners to recognise the characters and setting of the story.</li></ul>	
		Assessment: let learners describe the characters and setting of the story.	
le s a fi	ingage eaners to ing songs and recite amiliar hymes	<ul> <li>Discuss the story that the guest teacher told the class again with learners.</li> <li>Assign roles to them and direct learners to perform the drama.</li> <li>Discuss the performance with learners.</li> <li>The strengths and weaknesses must be emphasized in</li> </ul>	What have we learnt today?
		order to improve on subsequent performances. Assessment: let learners perform a drama of about five characters	Review the lesson with learners
le s a fi	Engage eaners to ing songs and recite amiliar hymes	<ul> <li>Discuss the story that the guest teacher told the class again with learners.</li> <li>Assign roles to them and direct learners to perform the drama.</li> <li>Discuss the performance with learners.</li> <li>The strengths and weaknesses must be emphasized in</li> </ul>	What have we learnt today?
	N,	order to improve on subsequent performances. Assessment: let learners perform a drama of about five characters	Review the lesson with learners

Vetted by :..... Date : .....

# TERM ONE BASIC FOUR WEEK 3



SUBJECT: ENGLISH LANGUAGE

CLASS: FOUR

Week Ending:			Class si	ze:		
Day :			Date :			
Period :			Lesson :		/	
				$(\mathbf{x})$		
				5		
Strand :		Sub-stran	d · /	-		
A. Oral Language			ory Telling			
B. Reading			ord Families			
C. Grammar Usage A	t Word	C. No	louns			
D. Writing		D. Pa	ragraph Dev	velopment		
E. Using Writing Conv	ventions	· ·	laming words/ Nouns			
F. Extensive Reading				ove and Culture of		
Indicator (code)	1	34.2.3.1.1	B4.3.1.1.2		B4.5.3.1.1	B4.6.1.1.1
Content standard (code)		34.2.3.1.	4.3.1.1.	B4. 4.6.1.	B4.5.3.1.	B4.6.1.1.
Performance Indicator			-	ntially, including k	-	orde
	e. g. at, pat, mat,		imon mymi	ng/ending words	to decode w	urus.
			and use: p	roper nouns – refe	er to cities a	nd countries
		nmon nouns	•			
				ways and modes	of writing fo	r a variety of
	purposes	, audiences,	, and contex	ts, and organise f	acts, ideas ai	nd/or points
	of view in	a way appr	opriate to th	ne mode of deliver	ry, using appi	ropriate text
	features					
			-	nouns in senter	ices to iden	tify people,
		events and o	-			
				e- and level appro	priate books	and present
	a-two-pa	agraph sum	intervor ea	ch book read		

Leaversnip		ng and Problem	i Joiving.		
Keywords					
T. L .R. (s)		Word cards, s library.	entence cards, letter c	ards, handwriting o	on a manila card and a cla
Ref:	English Lang	guage curriculu			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Mair (new learning	Phase 3: Plenary / Reflections		
Monday	Engage learners to sing songs and recite familiar rhymes	and the Hen". Learners retel Have learners beginning par Through ques	itable story to the class I the story in detail. identify the parts of the t, middle part and end tioning, have learners cory i.e. <u>beginning</u> , <u>mic</u> elow:	Monday	
		What was the event?	Where in the story did this event happen? Beginning Middle Ending	What are the key details of this event?	
		of the story. Have learners	nto groups to discuss t retell the story seque let learners retell stori	ntially.	2

	20/11		
Tuesday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>B.READING</li> <li>Revise the lesson on prefixes. Let learners know that just as we have family names (surnames), there are words that have the same ending that belong to the family of rhyming words.</li> <li>Through brainstorming have learners come up with words that belong to a particular rhyming family. Have children identify these rhyming words as they read.</li> <li>Have learners hunt for these words and build a portfolio on them.</li> <li>Guide learners to build on words.</li> <li>e.gat = cat - bat - hat -all = call - fall - wall - it = sit - pit - hit -ot = tot - pot - cot</li> <li>Assessment: let learners use common rhyming/ending words to decode words</li> </ul>	Tuesday
Wednesday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>C.GRAMMAR</li> <li>b. Common Nouns</li> <li>Introduce common nouns in context.</li> <li>Have learners read simple sentences containing common nouns on the board.</li> <li>Put learners into groups to identify the common nouns.</li> <li>Have learners form sentences using the common nouns identified.</li> <li>Have learners identify common nouns from paragraphs/passa</li> <li>Assessment: let learners identify and use: proper nouns – refer to cities and countries</li> </ul>	Wednesday
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>D.WRITING</li> <li>Select sample essay types/texts showing a variety of modes of writing from learners' readers and/teacher's resource.</li> <li>e.g.</li> <li>i. Expository Writing – how something works.</li> <li>ii. Narrative – how something happened.</li> <li>iii. Description – how something/someone appears.</li> <li>iv. Argument – how an opinion can be stated and supported</li> <li>Put learners into groups of five. For each mode of writing, give a sample text to each group to study and,</li> </ul>	Thursday

NANA FIIFI ACC			
		<ul> <li>through appropriate questions, guide them to identify the following: <ul> <li>i. the main idea(s);</li> <li>ii. the mode of writing;</li> <li>iii. the purpose;</li> <li>iv. the audience.</li> </ul> </li> <li>For each mode of writing, select a paragraph, jumble the sentences and have learners rearrange them into a coherent piece. (Rearrangement of jumbled sentences). use other controlled composition strategies such as matching, completion and blank filling</li> </ul> Assessment: let learners select a paragraph, jumble the sentences and have learners rearrange them into a coherent piece.	
Friday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>E.WRITING CONVENTION AND GRAMMAR USAGE</li> <li>Have learners read simple sentences with names of people, animals, events and objects on the board.</li> <li>Put learners in groups to identify the names of people, animals, events and objects as nouns.</li> <li>Have learners form sentences with names of people, animals, events and objects and underline these names/nouns in the sentences.</li> <li>Have them note that common nouns start with small letters.</li> </ul> Assessment: let learners identify and use nouns in sentences to identify people, animals, events and objects and use nouns in sentences to identify people, animals, events and objects and use nouns in sentences to identify people, animals, events and objects	Friday
Friday	Guide learners to choose and read books during the library period	<ul> <li>E.EXTENSIVE READING</li> <li>Guide learners to choose and read independently boo of their choice during the library period.</li> <li>Learners think-pair-share their stories with peers.</li> <li>Ask each learner to write a-two-paragraph summary of the book read.</li> <li>Invite individuals to present their work to the class for feedback.</li> </ul>	f
Vatted by :		Assessment: let learners read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read 	Date :

Vetted by :..... Date : ..... Date :

SUBJECT: MATHEMATICS

CLASS: FOUR

Week Endin	g:			Class size:		
Day :			Da	ite :		
Period :				Lesson :		
Strand : NUN	MBER	S	Sub-strand :	Counting, Representation	& Cardinality	
Indicator (co	ode)	B4. 1.1.1.5 B4.1.1	.1.6			
Content star	ndard (code)	B4. 1.1.1. B4.1.1.	.1.			
Performance		nearest, tho • Learners car from 10000	usands, hun n skip count	dreds and tens	in 50s and 100s up to and	
		ng and Problem Solvi				
			0			
Keywords						
T. L .R. (s)		Counters				
Ref:	Mathematio	cs curriculum Page				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inclue	ding assessi	ment)	Phase 3: Plenary / Reflections	

	-		
Monday	Sing songs like: I'm counting one, what is one	Put learners into convenient groups. A learner mentions a number and another makes skip count in 50s or 100s to include the fifth count. For instance. Learner 1: Shout out "240" Learner 2: 290, 340, 390, 440, 490, etc. Learner 3; Shout out "1285" skip counting down in 100s Learner 4; 1185, 1085, 985, 885, 785etc. Assessment: have learners to practice with more	Review the lesson with Learners
		examples	
Tuesday	Sing songs like:	Skip count forwards and backwards by 50s and between 1000 and 10000 that are multiples of 50s and 100s but make an error or leave out a number.	Review the lesson with Learners
	ľm	Challenge learners to identify or correct error	
	counting		
	one, what	Assessment: have learners to practice with more	
	is one	examples	
Wednesday	Sing songs	Display Roman numeral charts (1-30) arranged in	Review the lesson with
	like:	sequential order and lead learners to identify the	Learners
		numerals. Learners identify the main characters of the	
	ľm	roman numerals used to build the table up to 30 i.e. I,	
	counting	II, III, IV, V, X,	
	one, what	Call out a numeral and have learners point at it from	
	is one	the chart	
	1 - One is		
	one alone,	Assessment: have learners to practice with more	
	alone it	examples	
	shall be.		
Thursday	Sing songs		Review the lesson with
	like:	Have learners match the Roman numerals to the Hindu- Arabic numerals for instance I = 1; V= 5: X= 10, XV= 15.	Learners
	I'm counting one, what	Mention some numerals randomly and have learners point at it on the chart	
	is one	Assessment: have learners to practice with more	
	1 - One is	examples	
	-		
	one alone.		
	one alone, alone it		
	-		

Friday	Sing songs like: I'm counting	Have learners match the Roman numerals to the Hindu- Arabic numerals for instance I = 1; V= 5: X= 10, XV= 15. Mention some numerals randomly and have learners point at it on the chart	Review the lesson with Learners
	one, what is one	Assessment: have learners to practice with more	
	1 - One is	examples	
	one alone,		
	alone it		
	shall be.		
/etted by :.		Signature:	Date :
		EIIFI ACOUNTS CHO	
		AMATHIN	

SUBJECT: SCIENCE

CLASS: FOUR

Week Endin	g:				Class size:	
Day :				Date :		
Period :	Period :				son :	
Cture ed + DIV			Cub stress	<u>م ، ام</u>		
Strand : DIV	ERSITY OF MA	ATTER	Sub-strand	<b>a :</b> N		
Indicator (co	ode)	B4.1.2.2.1				
Content star	ndard (code)	B4.1.2.2.				
Performanc	e Indicator	Learners can ide	ntify a liqu	uid-l	iquid mixture and desc	cribe how to separate its
		components			$\sim$	
_		-		nica	ion and Collaboration P	ersonal Development and
Leadership (	Critical Thinkir	ng and Problem Sol	ving.		)`	
Keywords						
T. L .R. (s)		Pictures				
Ref:	Science curi	riculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning incl	luding asse	essm	ent)	Plenary / Reflections
	(preparing					
	the brain	2				
	for					
	learning) -				<u> </u>	
Monday	Engage	Display different t	<i>,</i> , ,			What have we learnt
	learners to	_	er, kerosen	пе <i>,</i> с	ooking oil, milk, soft	today?
	sing songs	drinks, etc.				
	and recite	• Task learners to	-		•	Ask learners to
	familiar	• In groups, learn	•		,	summarize the
	rhymes	different kinds an				important points of the
			egar and wa	ater	palm oil and water,	lesson
		etc.				

		Assessment: let learners describe the different types of liquid-liquid mixtures.	
Thursday	Engage learners to sing songs and recite	• Engage learners in discussion to describe the different types of liquid-liquid mixtures. [Those which are able to mix uniformly (miscible liquids) and those which are not able to mix uniformly (immiscible)].	What have we learnt today?
	familiar rhymes	Project: Separation of a mixture of immiscible liquids.	
		Learners investigate to separate a mixture of immiscible liquids such as cooking oil and water	~
		NB: This activity can be undertaken with the aid of a separating funnel or an improvised version of it. Do not bring liquids that are flammable or poisonous to class	
		for this lesson Assessment: let learners identify a liquid-liquid mixture	
		and describe how to separate its components	
		FILLING	

SUBJECT: COMPUTING

CLASS: FOUR

Week Ending: Class size:			Class size:			
Day :				Dat	e :	
Period :				Les	son :	
Strand : Intro	oduction to c	omputing	Sub-stran	<b>d :</b> 0	ENERATION OF COMPU	TERS AND PARTS OF A
			COMPUTE	ER A	ND OTHER GADGETS	
Indicator (co	ode)	B4.1.1.1.2.				
Content star	ndard (code)	B4.1.1.1.				
Performance	e Indicator	Learners can desc	cribe the ty	pes	of input devices of a com	nputer and their uses. E.g.
		joystick, light pen	i, mouse, po	ointi	ng stick etc	
				nica	tion and Collaboration Pe	ersonal Development and
Leadership C	ritical Ininkir	ng and Problem Sol	lving.		)`	
Keywords			$\sim$	<u>۲</u>		
		6	$\sim$			
T. L .R. (s)		Laptop				
Ref:	Computing	curriculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inc	luding asse	essm	ent)	Plenary / Reflections
	(preparing					,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
	the brain	1				
	for	2				
	learning)					
	Engage	Guide learners to	explore th	e ty	pes of input devices and	What have we learnt
	learners to their uses.					today?
Wednesday	sing songs					
	and recite				e the types of input	Ask learners to
	familiar	devices of a comp	outer and th	heir	uses	summarize the main
	rhymes					points in the lesson

Vetted by :..... Date : .....

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: FOUR

Week Endir	ng:				Class size:	
Day :				Date :		
Period :	Period :			Les	son :	
Church and a All			Cult street		Augult	
Strand : ALL	ABOUT US		Sub-stran	1 <b>a</b> : r		$\sim$
Indicator (c	ode)	B4.1.2.1.1.				
Content sta	ndard (code)	B4.1.2.1.				
Performanc	e Indicator	Learners can id	entify one	e's s	trengths and weakness	es and how to promote
		interpersonal rela	ations		$\sim$	
-				inica	tion and Collaboration P	ersonal Development and
Leadership	Critical Thinkii	ng and Problem Sol	lving.	$\overline{\ }$	)`	
Keywords						
T. L .R. (s)		Pictures				
Ref:	Our World (	Our People curricu	ulum Page	e		
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning incl	luding ass	essn	ient)	Plenary / Reflections
	(preparing					
	the brain	21				
	for					
	learning)					
Tuesday	Engage				s and weaknesses, e.g.	What have we learnt
	learners to	of strengths: frier				today?
	sing songs e.g. of weaknesses: selfishn			ess,	shyness, timidity, lack	
	and recite	of confidence.				Ask learners to
	familiar					summarize the main
	rhymes	Learners talk abo	•			points in the lesson
		-	-	-	greetings, respect,	
		tolerance, caring,	showing a	ppre	eciation, etc.	

Assessment: Let learners mention ways of initiating good interpersonal relationships       What have we learnt today?         Ihursday       Engage learners to overcoming their weaknesses e.g. education, constant, practice, training, counseling.       What have we learnt today?         and recite familiar rhymes       Learners use their assertive skills to express their feelings about what disturbs/hurts the e.g. being polite to people, being respectful, being firm       Assessment: Let learners mention ways of improving their abilities and overcoming their weaknesses         etted by :       Signature:       Date :	NANA FIIFI AC	LQUAH		
Thursday       Engage learners to sing songs and recite familiar rhymes       Learners talk about ways of improving their abilities and overcoming their weaknesses e.g. education, constant, practice, training, counseling.       What have we learnt today?         Ask learners to familiar rhymes       Learners use their assertive skills to express their feelings about what disturbs/hurts the e.g. being polite to people, being respectful, being firm       Ask learners to summarize the main points in the lesson         Assessment: Let learners mention ways of improving their abilities and overcoming their weaknesses       Date :         etted by :       Signature:       Date :			Assessment: Let learners mention ways of initiating	
Thursday       Engage learners to sing songs and recite familiar rhymes       Learners talk about ways of improving their abilities and overcoming their weaknesses e.g. education, constant, practice, training, counseling.       What have we learnt today?         Ask learners to familiar rhymes       Learners use their assertive skills to express their feelings about what disturbs/hurts the e.g. being polite to people, being respectful, being firm       Ask learners to summarize the main points in the lesson         Assessment: Let learners mention ways of improving their abilities and overcoming their weaknesses       Date :         etted by :       Signature:       Date :				
Iearners to sing songs and recite       overcoming their weaknesses e.g. education, constant, practice, training, counseling.       today?         familiar       Learners use their assertive skills to express their rhymes       Ask learners to summarize the main points in the lesson         definition       Learners use their assertive skills to express their feelings about what disturbs/hurts the e.g. being polite to people, being respectful, being firm       Ask learners to summarize the main points in the lesson         etted by :       Assessment: Let learners mention ways of improving their abilities and overcoming their weaknesses       Date :				
Iearners to sing songs and recite       overcoming their weaknesses e.g. education, constant, practice, training, counseling.       today?         familiar       Learners use their assertive skills to express their rhymes       Ask learners to summarize the main points in the lesson         definition       Learners use their assertive skills to express their feelings about what disturbs/hurts the e.g. being polite to people, being respectful, being firm       Ask learners to summarize the main points in the lesson         etted by :       Assessment: Let learners mention ways of improving their abilities and overcoming their weaknesses       Date :	Thursday	Engago	Learners talk about ways of improving their abilities and	What have we learnt
sing songs and recite familiar rhymes       practice, training, counseling.       Ask learners to summarize the main points in the lesson         rhymes       Learners use their assertive skills to express their feelings about what disturbs/hurts the e.g. being polite to people, being respectful, being firm       Ask learners to summarize the main points in the lesson         Assessment: Let learners mention ways of improving their abilities and overcoming their weaknesses       Date :         etted by :       Signature:       Date :	mursuay			
and recite familiar rhymes       Learners use their assertive skills to express their feelings about what disturbs/hurts the e.g. being polite to people, being respectful, being firm       Ask learners to summarize the main points in the lesson         Assessment: Let learners mention ways of improving their abilities and overcoming their weaknesses       Date :         etted by :       Signature:       Date :				today?
familiar rhymes       Learners use their assertive skills to express their feelings about what disturbs/hurts the e.g. being polite to people, being respectful, being firm       summarize the main points in the lesson         Assessment: Let learners mention ways of improving their abilities and overcoming their weaknesses       Date :         etted by :       Signature:       Date :			practice, training, counseling.	
rhymes       feelings about what disturbs/hurts the e.g. being polite to people, being respectful, being firm       points in the lesson         Assessment: Let learners mention ways of improving their abilities and overcoming their weaknesses       Date :         etted by :       Signature:       Date :		and recite		Ask learners to
etted by : Date :		familiar	Learners use their assertive skills to express their	summarize the main
etted by : Date :		rhymes	feelings about what disturbs/hurts the e.g. being polite	points in the lesson
etted by : Date :			to people, being respectful, being firm	
etted by : Date :				
etted by : Date :			Assessment: Let learners mention ways of improving	
etted by : Date : Date :				
FILTINGUM			their abilities and overcoming their weaknesses	
FILTINGUM	/etted by :		Signature:	Date :
			ANATHERACUART	

SUBJECT: PHYSICAL EDUCATION

CLASS: FOUR

Week Endin	ig:				Class size:	
Day :				Date :		
Period :				Les	son :	
Strand · MC		D MOVEMENT	Sub-stran	d · M	ANIPULATIVE SKILLS	
PATTERNS						~
Indicator (c	ode)	B4.1.2.1.1:				
Content sta	ndard (code)	B4.1.2.1.				
Performanc	e Indicator	Learners can Roll	ball with a	stic	< to a target	
Core Compe	etencies: Crea	tivity and Innovation	on Commu	nica	tion and Collaboration P	ersonal Development and
		ng and Problem So		$\backslash$		
Keywords						
T. L .R. (s)						
Ref:	PE curriculu	m Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inc	luding asse	essm	ient)	Plenary / Reflections
	(preparing					
	the brain					
	for	7				
	learning)					
Friday	Learners				cks to a distance after	What have we learnt
	jog round a	•	-	•	earners practice ball	today?
	demarcate	rolling in varied patterns such as straight rollir			straight rolling, curve	
	d area in	rolling, etc				Use answers to
	files while					summarise the lesson.
	singing and					
	clapping to					
	warm-up					
	the body					
	for					

maximal			
performan			
ce and to			
prevent			
injuries			

Vetted by :....

Signature: ..... Date : .....

WANAFIELACULAHSCHOOL

	: LESSON PLAN
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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FOUR

Week Ending:				Class size:				
Day :			Date :					
Period :				Les	son :			
Strand : God, His Creation and Attributes		Sub-strand : God the Creator						
					$\sim$	*		
Indicator (co	ode)	B4.1.1.2.1:	B4.1.1.2.1:					
Content star	ndard (code)	B4.1.1.2.						
Performance	e Indicator	Learners can iden	tify the un	ique	ness of humankind from	other creatures.		
Core Compe	tencies: Crea	tivity and Innovatio	on Commu	nica	tion and Collaboration P	ersonal Development and		
		ng and Problem Sol			K.			
Kannanda				$\mathcal{L}$				
Keywords								
T. L .R. (s)		Pictures						
Ref: RME curriculum Page								
DAY	Phase 1:	Phase 2: Main				Phase 3:		
	Starter	(new learning including assessment)				Plenary / Reflections		
	(preparing							
the brain								
for								
learning)								
Friday	Engage	Have learners in groups identify how different				What have we learnt		
	learners to	humankind is from other creatures of God:				today?		
	sing songs	- human beings ve						
	and recite	- human beings ve				Ask learners to		
	familiar	• Let learners, in groups, writ				summarize the main		
	rhymes			g ability, ability to speak, points in the lesson				
		knowing what is g	good and e	vil, e	etc			

Let each group present its list for peer-review and class discussion.	
Assessment: let learners identify how different humankind is from other creatures of God:	

Vetted by :.... Signature: ..... Date : .....

mathilities

SUBJECT: HISTORY

CLASS: FOUR

Week Ending:					Class s	ize:	
Day :				Date :			
Period :			Lesson	:			
Strand : History as a		Sub-strand : Why and How We Study HISTORY					
Indicator (code)		B4.1.1.	B4.1.1.1.1				
Content standard (o	code)	B4.1.1.	1.		$\overline{()}$		
Performance Indica	tor	Learners can explain the importance of studying the history of Ghana					
-	: Creativity and Innovat hinking and Problem So		municat	ion and	Collabor	ation Personal Development and	
Keywords							
T. L .R. (s)	Pictures						
Ref:	History cu	rriculum	Page				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)		5	Phase 3: Plenary / Reflections		
Tuesday	Engage learners to sing songs and recite familiar rhymes How does history promote national pride and patriotism?	promo patriot Assessi mentic promo	Role play how history of promote national pride patriotism and integration Assessment: let learner mention how history ca promote national pride patriotism and integration		e, ion. rs an	What have we learnt today? Ask learners to summarize the main points in the lesson	
Thursday	Engage learners to sing songs and recite familiar rhymes	Role play how history can promote national pride, patriotism and integration.		<u>,</u>	What have we learnt today?		

patriotism?		How does history promote national pride and patriotism?	Assessment: let learners mention how history can promote national pride, patriotism and integration.	Ask learners to summarize the main points in the lesson
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Vetted by :....

Signature: ..... Date : .....

MARTIN

SUBJECT: CREATIVE ARTS

CLASS: FOUR

Week Endin	g:			C	lass size:	
Day :			Date	:		
Period :				Lesso	n :	
					·	
Strand : Visu	ial Arts		Sub-strand	<b>d :</b> Pla	nning, Making and Co	mposing
Indicator (co	ode)	B4 1.2.2.1.			0.	
-	ndard (code)	B4 1.2.2.				
Performance	e Indicator	Learners can exp	eriment wit	th ava	ilable visual arts med	lia and methods to create
		artworks that exp	oress own vi	ews, k	knowledge and under	standing of visual artworks
		that reflect the hi	istory and ci	ulture	of the people in Gha	na
				nicatio	n and Collaboration F	Personal Development and
Leadership C	Critical Thinkir	ng and Problem Sol	lving.	)-		
Keywords						
			X I			
T. L .R. (s)	-	Pictures				
Ref:	Creative Art	s curriculum				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning incl	luding asse	ssmer	nt)	Plenary / Reflections
	(preparing					
	the brain for					
	learning)					
Monday	Engage	Learners are to:				What have we learnt
Wonddy	learners to		al environn	nent t	o select available	today?
	sing songs	materials and to				
	and recite	visual artworks;		Juita		Ask learners to
	familiar		se of various	s visua	al arts media (e.g.	summarize the main
	rhymes	tools, materials)				points in the lesson
	,		-		and make artworks	

		(e.g. model with clay, weave with straw and paper,	
		make prints with fingers and leaves);	
		I assemble their test results and share their	
		experiences through open discussion;	
		Assessment: let learners create artworks that express	
		own views, knowledge and understanding of visual	
		artworks that reflect the history and culture of the	
		people in Ghana	
Wednesday	Engage	Learners are to:	What have we learnt
	learners to	I use available materials in the environment to make	today?
	sing songs	their own artworks based on ideas gathered from the	
	and recite	visual artworks studied;	Ask learners to
	familiar	I discuss and compare their artworks to the visual	summarize the main
	rhymes	artworks studied	points in the lesson
		Assessment: let learners create artworks that express	
		own views, knowledge and understanding of visual	
		artworks that reflect the history and culture of the	
		people in Ghana	

Vetted by :....

Signature: ..... Date : .....

SUBJECT: GHANAIAN LANGUAGE

CLASS: FOUR

Week Endin	g:				Class size:	
Day :	Day :			Dat	e :	
Period :				Less	son :	
					$\sim$	~
Strand : Rea	ding		Sub-strand	<b>d :</b> P	Phonics: Letter Sound Kn	owledge
		Γ				
Indicator (co	-				1.1.3	
-	ndard (code)			4.2.4		
Performanc	e Indicator				read and recognise soun	
					read and recognise diagr	•
Coro Compo	toncios: Croa		Learners should blend two-syllables to form words. novation Communication and Collaboration Personal Development and			
		ng and Problem So		inca		ersonal Development and
Keywords						
T. L .R. (s)	1	Manila cards, ma	-	ded	audios visual	
Ref:	Ghanaian La	anguage curriculu	ım			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inc	cluding asse	essm	nent)	Plenary / Reflections
	(preparing					
	the brain for					
	learning)					
		• Lot loorpors so	, the letters	of t	he alphabet as a group	What have we learnt
	Engage leaners to			ort	he alphabet as a group	today?
	sing songs					
	and recite					
	familiar		o say the WC	orus	as a group and then	
	rhymes	individually.				

	<ul> <li>Let learners use the knowledge they have on letters and sounds and sorting to group words with the same initial sounds together in a group.</li> <li>Let learners show their works to another group.</li> <li>Through this, help learners read and recognise sounds at word initial.</li> </ul>	Review the lesson with learners
	Assessment: let learners read and mention sounds at word initial	
Engage leaners to sing songs and recite familiar rhymes	<ul> <li>Let learners say the letters of the alphabet as a group and individually.</li> <li>Write a number of sentences on the board.</li> <li>Lead learners to read the sentences as a group and individually.</li> <li>Lead learners to recognise the diagraphs in the</li> </ul>	What have we learnt today?
	<ul> <li>sentences.</li> <li>Let learners read the diagraphs in the words that are in sentences</li> <li>Assessment: let learners read and mention diagraphs in sentences</li> </ul>	Review the lesson with learners
Engage leaners to sing songs and recite familiar rhymes	Revise the lesson on syllables with learners.	What have we learnt today? Review the lesson with
	Assessment: let learners blend two-syllables to form words.	learners

Vetted by :..... Date : .....

# TERM ONE BASIC FOUR WEEK 4

AMATHERACUARTSCHOOL

SUBJECT: ENGLISH LANGUAGE

CLASS: FOUR

Week Ending:			Class size	:		
Day :		Da	te :			
De de d						
Period :		Les	son :			
				$\langle O \rangle$		
			(	-//-		
			C	$\mathcal{O}$		
			- 1			
Strand :		Sub-strand :	$\mathcal{O}_{\mathcal{O}}$			
A. Oral Language		A. Drama	atisation an	d Role Play		
B. Reading			iphthongs			
C. Grammar Usage A	t Word		miners			
D. Writing			ng as a Proc			
E. Using Writing Con	. \ X		ng words/ N		6 - II	
F. Extensive Reading			-	and Culture		
Indicator (code)			4. 3.2.1.1	B4. 4.9.1.1	B4.5.3.1.1	B4.6.1.1.1
Content standard (code)			4. 3.2.1.	B4. 4.9.1.	B4.5.3.1.	B4.6.1.1.
Performance Indicator		can role-play a			/ loi/to mak	mooningful
	B. Learners sentences	can use closing	alphthong	s e.g. /ei/, /ai/	/, /0// to make	e meaningrui
		s can identify ar	nd use the	definite and	indefinite arti	cles "a" and
		efer to a persor				
		can select a				
environment, brainstorm and organise ideas before writing						
	E. Learners	can identify a	and use no	ouns in sente	ences to ider	tify people,
	animals, e	events and obje	ects			
	F. Learners	can read a varie	ety of age- a	and level appr	opriate books	and present
	a-two-paragraph su					
Core Competencies: Crea			tion and Co	ollaboration P	ersonal Devel	opment and
Leadership Critical Thinkir	ng and Problem So	olving.				

Keywords						
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.				
Ref:	English Lan	guage curriculum Page				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections			
Monday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>A.ORAL LANGUAGE</li> <li>Select a suitable story/play learners have heard or read</li> <li>e. g. Ananse and the Black Pot.</li> <li>Have learners identify and discuss the characters and events/key issues in the play/story.</li> <li>Guide learners to role-play the key characters in specific scenes</li> <li>Assessment: let learners role-play a story/play</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson			
Tuesday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>B.READING</li> <li>Teach one diphthong at a time.</li> <li>Write words with each of the diphthongs on the board. Pronounce the words and have learners repeat after you.</li> <li>Learners come up with examples of words that have the diphthongs.</li> <li>Have learners identify these diphthongs as they read the words.</li> <li>E.g.</li> <li>ei - take</li> <li>oi - boy</li> <li>ai– why, try</li> <li>Learners form their own sentences using words having diphthongs</li> <li>Assessment: let learners form their own sentences using words having diphthongs</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson			

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Wednesday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>C.GRAMMAR</li> <li>Have learners read sentences containing articles.</li> <li>Indefinite articles: e.g. I bought an orange.</li> <li>a car, a sheep, a tree, an apple, an orange, an egg, etc.</li> <li>Definite article: I put the book on the table.</li> <li>Use several examples to explain the use of the definite and indefinite articles.</li> <li>Nouns such as music, soup, soap, do not require any determiners. Thus show further that it is possible to say: <ol> <li>I love music.</li> <li>I enjoy soup.</li> </ol> </li> <li>Put learners into small groups to form sentences with a, an, the</li> </ul> Assessment: let learners identify and use the definite and indefinite articles "a" and "an" to refer to a person, animal, event, time or objects in general	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>D.WRITING</li> <li>Take learners through the writing process: Prewriting stage</li> <li>Put learners in groups of four (4). Each member suggests a topic. Each group discusses it's topics</li> <li>and selects one. Each team presents their topic to the class and writes it on the board.</li> <li>Have groups plan their composition by identifying and discussing the purpose, audience and the context of the piece.</li> <li>Invite groups to present their work and have the whole class give feedback.</li> <li>Use learner strategies such as brainstorming to help learners generate ideas appropriate to the topic.</li> <li>Have learners use graphic organisers to organise the ideas generated.</li> <li>g.</li> <li>Brainstorming</li> <li>Brainstorming involves expressing one's own views and ideas to contribute to resolve a problem.</li> <li>The activity can be done as a whole class, in small groups or in pairs. The high-ability learners may take leading roles.</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson

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		Accept and record each idea on the board. Assure them that they are not required to justify or explain the ideas they generate.	
		Assessment: let learners select a topic of choice on issues in the immediate environment, brainstorm and organise ideas before writing	
Friday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>E.WRITING CONVENTION AND GRAMMAR USAGE</li> <li>Have learners read simple sentences with names of people, animals, events and objects on the board.</li> <li>Put learners in groups to identify the names of people, animals, events and objects as nouns.</li> <li>Have learners form sentences with names of people, animals, events and objects and underline these names/nouns in the sentences.</li> <li>Have them note that common nouns start with small letters.</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson
		<ul> <li>Have learners identify common nouns from paragraphs/passages.</li> <li>Assessment: let learners identify and use nouns in sentences to identify people, animals, events and objects</li> </ul>	
Friday	Guide learners to choose and read books during the library period	<ul> <li>E.EXTENSIVE READING</li> <li>Guide learners to choose and read independently books of their choice during the library period.</li> <li>Learners think-pair-share their stories with peers.</li> <li>Ask each learner to write a-two-paragraph summary of the book read.</li> <li>Invite individuals to present their work to the class for feedback.</li> </ul>	Have learners to tell what they read to the whole class
		Assessment: let learners read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read	

Vetted by :	Signature:	Date :

	LESSON PLAN
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SUBJECT: MATHEMATICS

CLASS: FOUR

Week Ending	:				Class size:	
Day :			1	Date	2:	
Period :				Less	on :	
						$\checkmark$
Strand : NUM	1BER		Sub-strand	:Co	unting, Representation &	Cardinality
				1		
Indicator (co		B4.1.1.2.2	B4.1.1.3.			
Content stan		B4.1.1.2.	B4.1.1.3.			
Performance	Indicator		t and convert	t Hin	idu Arabic numerals to Ro	man numerals up to 30 and
		vice versa	mine set of f	to	re of a given numbers un t	o F0
Coro Compot	encies: Creativ				rs of a given numbers up t nd Collaboration Personal	
-		and Problem Solving		on a		
			<u> </u>			
Keywords		JP.				
T. L .R. (s)		$\sim$				
Ref:	Mathematic	s curriculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter (preparing	(new learning inclu	iding assessn	men	t)	Plenary / Reflections
	the brain					
	for					
	learning)					
Monday	Sing songs	Learners read the o	•			Review the lesson with
	like:				), zig-zag, diagonally and	Learners
		randomly without I Invite 2-3 learners				
	l'm	numeral and ask le				
	counting					

	one, what is one		
Tuesday	Sing songs like: I'm	Give learners a numeral in the Hindu Arabic system and have learners convert to roman numeration and vice versa for instance XXIV = 24	Review the lesson with Learners
	counting one, what is one 1 - One is one alone, alone it shall be.	I       V       X       L       C         1       5       10       50       100         1       -1       10       -       X         2       -11       20       -       XX         3       -111       30       -       XXX         4       -1V       40       -       XL         5       =       V       60       -       L         7       -       VII       60       -       LXXX         8       -       VIII       80       -       LXXX         9       -       XC       -       -       -         10       -       X       100       -       C         Assessment: have learners to practice with more examples	~
Wednesday	Sing songs like:	Learners make formation of sets of equal object from a given quantity. For example with 12 straws Learners make	Review the lesson with Learners
	I'm counting one, what is one 1 - One is one alone, alone it shall be.	groupings such as: $= 4 \times 3$ $= 3 \times 4$ $= 6 \times 2$ Assessment: have learners to practice with more examples	
Thursday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	Learners pair grouping and the number of equal objects for each formation as factors; 4 groups of 3 straws (4, 3 groups of 4 straws ( 3) 4) 6 groups of 2 straws (6, 2 groups of 6 straws 2) 6) 12 groups of 1 straw 1 group of 12 straws (1, (12, 1) 12)	(2,
Friday	Sing songs like:	Assessment: have learners to practice with more examples	Review the lesson with Learners

l'm counting one, what	Learners collect from the pairs and form a set as the factors of the given number. For example the set of factors of 12 = {1, 2, 3, 4, 6, 12}	
is one	Assessment: have learners to practice with more examples	

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Signature: ..... Date : .....

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SUBJECT: SCIENCE

CLASS: FOUR

Week Endin	g:			Class size:	
Day :			Da	te :	
Period :			Le	sson :	
Strand : CYC	LES	Sub-st	rand :	EARTH SCIENCE	$\checkmark$
				$\sim$	
Indicator (co	ode)	B4.2.1.1.1			
Content star	ndard (code)	B4.2.1.1.			
Performanc	e Indicator	Learners can demonstra	e unde	erstanding of cyclic mover	nents in the environment
Core Compe	tencies: Crea	tivity and Innovation Com	munica	ation and Collaboration Pe	ersonal Development and
Leadership (	Critical Thinkin	ng and Problem Solving.		K.	
Konnerda			$\bigcirc$	)	
Keywords			5		
T. L .R. (s)		Pictures			
Ref:	Science cur	riculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including	assessi	nent)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)		<u> </u>		
Monday	Engage	Guide learners to build a	•		What have we learnt
	learners to	string) and let them obse			today?
	sing songs	• Learners observe the f		-	
	and recite	(1) the seconds hand on	an ana	logue clock	Ask learners to
	familiar	(2) merry-go-round			summarize the
	rhymes	(3) a swinging pendulum			important points of the
		(4) movement of their lin			lesson
		Assist learners to come		ith one thing that is	
		common to all the move	ments		

		Project: Life Cycle of a Maize Plant Learners investigate the life cycle of a maize plant and report on their findings	
		Assessment: let learners mention one thing that is common to all the movements	
Thursday	Engage	Life Cycle of a Maize Plant	What have we learnt
	learners to	Learners report on their findings on the investigation of	today?
	sing songs	the life cycle of a maize plant	Ask learners to
	and recite		summarize the
	familiar	Assessment: let learners describe the life cycle of a	important points of the
	rhymes	maize plant	lesson

Vetted by :..... Date : .....

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SUBJECT: COMPUTING

CLASS: FOUR

Day :       Date :         Period :       Lesson :         Strand : Introduction to computing       Sub-strand : INTRODUCTION TO MS-WINDOWS INTERFACE         Indicator (code)       B4.1.2.1.1.         Content standard (code)       B4.1.2.1.         Performance Indicator       Learners can describe the desktop background and explain its features (e.g. imagicons and Taskbar of the background).         Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development ar Leadership Critical Thinking and Problem Solving.         Keywords       Laptop         Ref:       Computing curriculum Page         DAY       Phase 1: (preparing, the brain for learning)         Vednesday       Guide learners to explore the desktop background and learners to explain its features (i.e. wallpaper, icons of files and rolday?         Wednesday       Figage Guide learners to explore the desktop background and images to learners. Assist them to explain its features. Assessment: Let learners describe the desktop background point in the lesson points in the lesson	Week Endin	g:			(	Class size:	
Strand : Introduction to computing       Sub-strand : INTRODUCTION TO MS-WINDOWS INTERFACE         Indicator (code)       B4.1.2.1.1.         Content standard (code)       B4.1.2.1.1.         Content standard (code)       B4.1.2.1.1.         Performance Indicator       Learners can describe the desktop background and explain its features (e.g. imagicon and Taskbar of the background).         Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development an Leadership Critical Thinking and Problem Solving.         Keywords       Laptop         Ref:       Computing curriculum Page         DAY       Phase 1: Starter (preparing; the brain for learning)       Phase 2: Main (new learning including assessment)       Phase 3: Plenary / Reflections         Wednesday       Sing songs folders you have or may have saved to the desktop, and recite famillar rhymes       Guide learners to explore the desktop background and images to learners. Assist them to explain its features. Assessment: Let learners describe the desktop       Ask learners to summarize the main points in the lesson	Day :			[	Date	:	
Strand : Introduction to computing       Sub-strand : INTRODUCTION TO MS-WINDOWS INTERFACE         Indicator (code)       B4.1.2.1.1.         Content standard (code)       B4.1.2.1.1.         Content standard (code)       B4.1.2.1.1.         Performance Indicator       Learners can describe the desktop background and explain its features (e.g. imagicon and Taskbar of the background).         Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development an Leadership Critical Thinking and Problem Solving.         Keywords       Laptop         Ref:       Computing curriculum Page         DAY       Phase 1: Starter (preparing; the brain for learning)       Phase 2: Main (new learning including assessment)       Phase 3: Plenary / Reflections         Wednesday       Sing songs folders you have or may have saved to the desktop, and recite famillar rhymes       Guide learners to explore the desktop background and images to learners. Assist them to explain its features. Assessment: Let learners describe the desktop       Ask learners to summarize the main points in the lesson							
Indicator (code)B4.1.2.1.1.Content standard (code)B4.1.2.1.Performance IndicatorLearners can describe the desktop background and explain its features (e.g. imagicons and Taskbar of the background).Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development ar Leadership Critical Thinking and Problem Solving.KeywordsLaptopRef:Computing curriculum PageDAYPhase 1: Starter (preparing the brain for learning)Phase 2: Main (new learning including assessment) (preparing the brain for learning)Phase 3: Plenary / Reflections duid learners to explore the desktop background and learners to explain its features (i.e. wallpaper, icons of files and sing songs and recite familiar rhymesWhat have we learnet taskbar etc.). Show different desktop background and recite familiar rhymesWhat have source Assessment: Let learners describe the desktop background sing song Assessment: Let learners describe the desktopWat have source summarize the main points in the lesson	Period :				Less	on :	
Indicator (code)       B4.1.2.1.1.         Content standard (code)       B4.1.2.1.         Performance Indicator       Learners can describe the desktop background and explain its features (e.g. imagicons and Taskbar of the background).         Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development ar Leadership Critical Thinking and Problem Solving.         Keywords       Laptop         Ref:       Computing curriculum Page         DAY       Phase 1: Starter (preparing the brain for learning)       Phase 2: Main (new learning including assessment) (new learning including assessment)       Phase 3: Plenary / Reflections         Wednesday       Guide learners to explore the desktop background and learners to sing songs and recite familiar rhymes       Guide learners to explore the desktop background images to learners. Assist them to explain its features. Assessment: Let learners describe the desktop       What have we learnet today?							
Indicator (code)       B4.1.2.1.1.         Content standard (code)       B4.1.2.1.         Performance Indicator       Learners can describe the desktop background and explain its features (e.g. imagicons and Taskbar of the background).         Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development ar Leadership Critical Thinking and Problem Solving.         Keywords       Laptop         Ref:       Computing curriculum Page         DAY       Phase 1: Starter (preparing)       Phase 2: Main (new learning including assessment) for learning)       Phase 3: Plenary / Reflections         Wednesday       Guide learners to sing songs and recite familiar rhymes       Guide learners to explore the desktop background images to learners. Assist them to explain its features. Assessment: Let learners describe the desktop       What have we learnet today?	Strand . Intr	aduction to a	omputing	Sub strand	4 • 101		
Content standard (code)       B4.1.2.1.         Performance Indicator       Learners can describe the desktop background and explain its features (e.g. imagicons and Taskbar of the background).         Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development ar Leadership Critical Thinking and Problem Solving.         Keywords       Laptop         Ref:       Computing curriculum Page         DAY       Phase 1: Starter (preparing the brain for learning)       Phase 2: Main (new learning including assessment) for learning)       Phase 3: Plenary / Reflections folders you have or may have saved to the desktop, and recite familiar rhymes       What have we learnt today?         Wednesday       Engage folders you have or may have saved to the desktop, and recite familiar rhymes       Guide learners to explore the desktop background images to learners. Assist them to explain its features. Assessment: Let learners describe the desktop       Ask learners to summarize the main points in the lesson	Stranu . mu		omputing	Sub-Stranu			WINDOWS INTERFACE
Performance Indicator       Learners can describe the desktop background and explain its features (e.g. imagicons and Taskbar of the background).         Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development ar Leadership Critical Thinking and Problem Solving.         Keywords       Laptop         T. L.R. (s)       Laptop         Ref:       Computing curriculum Page         DAY       Phase 1: Starter (preparing the brain for learning)         Engage       Guide learners to explore the desktop background and explain its features (i.e. wallpaper, icons of files and sing songs and recite familiar index sol elarners. Assist them to explain its features. Them are the main points in the lesson	Indicator (co	ode)	B4.1.2.1.1.				
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Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development ar Leadership Critical Thinking and Problem Solving.         Keywords       Laptop         T. L.R. (s)       Laptop         Ref:       Computing curriculum Page       Phase 1:         DAY       Phase 1:       Phase 2: Main (new learning including assessment) (preparing the brain for learning)       Phase 2: Main (new learning including assessment) (preparing the brain for learning)       Phase 3:       Plenary / Reflections (i.e. wallpaper, icons of files and sing songs folders you have or may have saved to the desktop, and recite taskbar etc.). Show different desktop background in mages to learners. Assist them to explain its features. Assist them to explain its features. I images to learners describe the desktop       Weat have meaning points in the lesson	Performance	e Indicator	Learners can desc	ribe the des	sktop	background and expla	ain its features (e.g. image,
Leadership Critical Thinking and Problem Solving.         Keywords       colspan="2">Computing curriculum Page         T. L. R. (s)       Laptop         Ref:       Computing curriculum Page         DAY       Phase 1:       Phase 2: Main (new learning including assessment) (preparing the brain for learning)       Phase 3:         Engage       Guide learners to explore the desktop background and learners to       What have we learnt today?         Wednesday       Guide learners to explore the desktop background and recite familiar rhymes       Guide learners. Assist them to explain its features. Assessment: Let learners describe the desktop       Ask learners to summarize the main points in the lesson			icons and Taskbar	of the back	kgroi	und).	
Keywords         Keywords         Laptop         T. L. R. (s)       Laptop         Ref:       Computing curriculum Page       Phase 1:       Phase 2: Main (new learning including assessment) (new learning including assessment) (new learning including assessment) (new learning)       Phase 3:       Plenary / Reflections         DAY       Phase 1:       Starter (new learning including assessment) (new learning including assessment) (new learning)       Phase 3:       Plenary / Reflections         Mednesday       Engage       Guide learners to explore the desktop background and learners to explain its features (i.e. wallpaper, icons of files and sing songs folders you have or may have saved to the desktop, and recite familiar rhymes       Wednesday folders to learners. Assist them to explain its features. rhymes       Ask learners to summarize the main points in the lesson         Mednesday       Assessment: Let learners describe the desktop       Ask learners to summarize the main points in the lesson	Core Compe	tencies: Crea	tivity and Innovatio	on Commun	nicati	on and Collaboration P	Personal Development and
T. L. R. (s)LaptopRef:Computing curriculum PageDAYPhase 1: Starter (preparing the brain for learning)Phase 2: Main (new learning including assessment) (new learning including assessment)Phase 3: Plenary / ReflectionsDAYPhase 1: Starter (preparing the brain for learning)Phase 2: Main (new learning including assessment)Phase 3: Plenary / ReflectionsWednesdayEngage sing songs and recite familiar rhymesGuide learners to explore the desktop background images to learners. Assist them to explain its features. Assessment: Let learners describe the desktopWhat have we learn today?	Leadership C	Critical Thinkir	ng and Problem Sol	ving.	$\langle \rangle$	X	
Ref:Computing curriculum PageDAYPhase 1: Starter (preparing the brain for learning)Phase 2: Main (new learning including assessment)Phase 3: Plenary / ReflectionsDAYPhase 1: (preparing the brain for learning)Phase 2: Main (new learning including assessment)Phase 3: Plenary / ReflectionsWednesdayEngage songs sing songs and recite familiar rhymesGuide learners to explore the desktop background and explain its features (i.e. wallpaper, icons of files and today?What have we learnt today?Wednesdayfolders you have or may have saved to the desktop, and recite familiar rhymesAsk learners to summarize the main points in the lessonWednesdayAsk learners. Assist them to explain its features. Mages to learners. Assist them to explain its features.Summarize the main points in the lesson	Keywords				$\mathcal{F}$		
Ref:Computing curriculumPageDAYPhase 1: Starter (preparing the brain for learning)Phase 2: Main (new learning including assessment)Phase 3: Plenary / ReflectionsMednesdayEngage songs sing songs and recite familiar rhymesGuide learners to explore the desktop background and explain its features (i.e. wallpaper, icons of files and images to learners. Assist them to explain its features.What have we learnt today?MednesdaySongs songs and recite familiar rhymesGuide learners describe the desktop taskbar etc.). Show different desktop background images to learners describe the desktopAsk learners to summarize the main points in the lesson				$\sim$			
DAYPhase 1: Starter (preparing the brain for learning)Phase 2: Main (new learning including assessment)Phase 3: Plenary / ReflectionsMednesdayGuide learners to explore the desktop background and learners to sing songs and recite familiar rhymesGuide learners to explore the desktop background inages to learners. Assist them to explain its features. Assessment: Let learners describe the desktopWednesktop sing songs	T. L .R. (s)	•	Laptop				
Starter (preparing the brain for learning)(new learning including assessment)Plenary / Reflectionsfor learning)	Ref:	Computing	curriculum Page				
Starter (preparing the brain for learning)(new learning including assessment)Plenary / Reflectionsfor learning)							
(preparing the brain for learning)Guide learners to explore the desktop background and explain its features (i.e. wallpaper, icons of files and sing songs and recite familiar rhymesWednesdayWhat have we learnt today?WednesdayEngage explain its features (i.e. wallpaper, icons of files and images to learners. Assist them to explain its features. Assessment: Let learners describe the desktopWhat have we learnt today?WednesdaySing songs images to learners. Assist them to explain its features. images to learners describe the desktopAsk learners to summarize the main points in the lesson	DAY	Phase 1:	Phase 2: Main				
In the brain for learning)In the brain for learning)In the brain for learning)In the brain for learning)WednesdayEngage learners to sing songs and recite familiar rhymesGuide learners to explore the desktop background and explain its features (i.e. wallpaper, icons of files and today?What have we learnt today?WednesdayFolders you have or may have saved to the desktop, and recite familiar images to learners. Assist them to explain its features. images to learners describe the desktopAsk learners to summarize the main points in the lesson			(new learning incl	uding asses	ssme	ent)	Plenary / Reflections
for learning)for learning)MethodEngageGuide learners to explore the desktop background and learners to explain its features (i.e. wallpaper, icons of files and sing songsWhat have we learnt today?Wednesdayfolders you have or may have saved to the desktop, and reciteFolders you have or may have saved to the desktop, images to learners. Assist them to explain its features.Ask learners to summarize the main points in the lessonKednesdayFoldersAssessment: Let learners describe the desktopSummarize the main points in the lesson							
Iearning)Iearning)MethodsEngageGuide learners to explore the desktop background and explain its features (i.e. wallpaper, icons of files and ing songsWhat have we learnt today?WednesdayFolders you have or may have saved to the desktop, and reciteFolders you have or may have saved to the desktop, images to learners. Assist them to explain its features. summarize the main points in the lessonKednesdayAsk learners to summarize the main points in the lesson							
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Wednesdaylearners to sing songs and recite familiar rhymesexplain its features (i.e. wallpaper, icons of files and folders you have or may have saved to the desktop, and recite familiar taskbar etc.). Show different desktop background images to learners. Assist them to explain its features.today?Ask learners to summarize the main points in the lessonAsk learners to summarize the main points in the lesson							
Wednesdaysing songs and recite familiar rhymesfolders you have or may have saved to the desktop, taskbar etc.). Show different desktop background images to learners. Assist them to explain its features.Ask learners to summarize the main points in the lessonWednesdayAsk learners to summarize the main points in the lessonSource				•			
and recite familiar rhymestaskbar etc.). Show different desktop background images to learners. Assist them to explain its features.Ask learners to summarize the main points in the lessonAssessment: Let learners describe the desktopAsk learners to summarize the main points in the lesson	Madaaday		•	• •	•		today?
familiar rhymesimages to learners. Assist them to explain its features.summarize the main points in the lessonAssessment: Let learners describe the desktopsummarize the main points in the lesson	weanesday	0 0	•			•	
rhymes points in the lesson Assessment: Let learners describe the desktop							
Assessment: Let learners describe the desktop			images to learners	s. Assist the	em to	explain its features.	
		rhymes					points in the lesson
background and explain its features						•	
Vetted by : Date : Date :			_	-			

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: FOUR

Week Endi	ng:			Class size:	
Day :			[	Date :	
Period :			L	.esson :	
Strand · Al	L ABOUT US		Sub-strand	: My Family and the Comn	aunity
				. Wy runniy and the contin	lainty
Indicator (	code)	B4.1.3.1.1.			
Content st	andard (code)	B4.1.3.1.			
Performan	ce Indicator	Learners can expla	in and app	reciate the importance of b	eing a committed member
		of the family		$\sim$	
Core Comp	etencies: Crea	tivity and Innovatior	n Commun	ication and Collaboration P	ersonal Development and
Leadership	Critical Thinkin	ng and Problem Solv	ing.	21	
Keywords					
			$\sim$		
T. L .R. (s)	Ι	Pictures			
Ref:	Our World (	Our People curricul	um Page		
DAY	Phase 1:	Phase 2: Main		. )	Phase 3:
	Starter	(new learning inclu	iding asses	ssment)	Plenary / Reflections
	(preparing the brain				
	for				
	learning)				
Tuesday	Engage	Learners talk about	t family me	mbers e.g. mother,	What have we learnt
	learners to	father, siblings, und	cles, auntie	es, grandparents.	today?
	sing songs				
	and recite	Learners talk about	t behaviou	rs expected of committed	Ask learners to
	familiar	members of the fai	mily e.g. oł	pedience, respect,	summarize the main
	rhymes	dedication e.g. taki	ing part in	family activities,	points in the lesson
		obedience to elder	s of the far	mily, respect for family	
		members, acceptin	ng responsi	bility (performing assigned	
		duties), taking initia	atives, help	ping needy relatives.	

		I	1
		Assessment: Let learners mention behaviours expected of committed members of the family	
Thursday	Engage learners to sing songs	Learners talk about the importance of being a committed family member e.g. to promote unity, to gain respect, to be considered a trustworthy person.	What have we learnt today?
	and recite		Ask learners to
	familiar	Learners draw and colour a family member e.g. father,	summarize the main
	rhymes	mother.	points in the lesson
		Assessment: Let learners mention the importance of being a committed family member	
		CIIFI ACODI	
	<pre>/</pre>	ANA	

SUBJECT: PHYSICAL EDUCATION

CLASS: FOUR

Week Endi	ng:				Class size:	
Day :				Date	2:	
Period :				Less	on :	
r choù :				LCJJ		
Strand : MO	OTOR SKILL AN	D MOVEMENT	Sub-stran	<b>d</b> : Ⅳ	ANIPULATIVE SKILLS	
PATTERNS						
Indicator (c	-	B 4. 1.2.1.2			<u> </u>	
-	andard (code)					
Performan	ce Indicator		ance while	mov	ing and manipulating	objects on a ground-level
		balance beam.			.5	
-		•		nicat	ion and Collaboration F	Personal Development and
Leadership	Critical Thinkir	ng and Problem Sol	ving.	1		
Keywords				$\mathcal{C}$	) <u>`</u>	
Reywords				)-		
T. L .R. (s)		cones	$\sim$			
Ref:	PE curriculu	m Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning incl	luding asse	essmo	ent)	Plenary / Reflections
	(preparing	$\mathcal{O}_{\mathcal{I}}$				
	the brain					
	for					
	learning)					
Friday	Learners	After a warm up,	learners pio	ck ru	bber balls available,	What have we learnt
	jog round a	hold them with th	neir two hai	nds a	ind raise them at a	today?
	demarcate	stationery positio	n. Let them	n lift ⁻	the balls over their	
	d area in	head and begin to	o walk while	e ma	intaining a balance.	Use answers to
	files while					summarise the lesson.
	singing and					
	clapping to					
	warm-up					
	the body					
	for					

maximal	
performan	
ce and to	
prevent	
injuries	

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MMATHINA

: LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FOUR

Week Ending:				Class size:			
Day :			Date :				
Period :				Les	son :		
Strend . Cor	l llic Croation	and Attributor		<u>al.</u> C	ad the Creater		
Strand : Goo	i, His Creatior	and Attributes S	tributes Sub-strand : God the Creator				
Indicator (co	ode)	B4.1.1.2.1					
Content sta	ndard (code)	B4.1.1.2.			$\sim$		
Performanc	e Indicator	Learners can identify the uniqueness of humankind from other creatures.					
Core Compe	etencies: Crea	tivity and Innovation	Commu	nica	ion and Collaboration P	ersonal Development and	
		ng and Problem Solvi			$\sim$		
Keywords							
,							
T. L .R. (s)		Pictures					
Ref:	RME curricu	ılum Page	N				
			Y				
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning includ	ding asse	essm	ent)	Plenary / Reflections	
	(preparing						
	the brain						
	for						
E data	learning)						
Friday	Engage			ام مر ما	- h	What have we learnt	
	learners to	Let learners draw a			0	today?	
	sing songs draw the comparison betwee			ent	ie two.		
	and recite					Ask learners to	
		familiar Assessment: let learners dr				summarize the main	
	rhymes	being and draw the	compari	son	between the two.	points in the lesson	

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SUBJECT: HISTORY

CLASS: FOUR

Week Ending:			Class size:			
Day :				Date :		
Period :				Lesson :		
Strand · W/b	vand How W	e Study HISTORY	Sub_strar	Ind : History as a Subject		
Strand . Wit			505-51181			
Indicator (co	ode)	B4.1.1.2.1	l			
Content sta	ndard (code)	B4.1.1.2.				
Performanc	e Indicator	Learners can ide	ntify the s	ources of history including a	archaeology, numismatics,	
		oral tradition, wa	II paintings	s etc.		
Core Compe	tencies: Crea	tivity and Innovati	on Commu	nication and Collaboration P	Personal Development and	
Leadership (	Critical Thinkir	ng and Problem So	lving.	$\mathcal{O}^{r}$		
Keywords						
T. L .R. (s)		Pictures				
Ref:	History curr	iculum Page				
		X				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning inc	luding ass	essment)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
Tarda	learning)		- <b>(</b>  - ' '			
Tuesday	Engage	List the sources of history including funeral brochures, What have we le oral tradition, old photographs, old letters and diaries, today?				
	learners to	arts and craft wo	today?			
			wspapers, anges,	A als la aveca a ta		
	and recite familiar				Ask learners to summarize the main	
		Classify these sources under		r primary and secondary		
	rhymes sources.				points in the lesson	
	What are		earners ide	dentify the sources of history		
	the					

	sources of		
	history?		
Thursday	Engage learners to	List the sources of history including funeral brochures, oral tradition, old photographs, old letters and diaries,	What have we learnt today?
	sing songs and recite	arts and craft works, old newspapers, dirges, appellation and books.	Ask learners to
	familiar rhymes	Classify these sources under primary and secondary sources.	summarize the main points in the lesson
	What are the	Assessment: let learners classify the sources of history under primary and secondary sources	~
	sources of history?		

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SUBJECT: CREATIVE ARTS

CLASS: FOUR

Week Endir	ng:			Class size:			
Day :			Da	Date :			
Period :			Le	sson :			
	<u> </u>		<u> </u>				
Strand : Per	rforming Arts	Sub-st	Sub-strand : Planning, Making and Composing				
Indicator (c	ode)	B4 2.2.2.1.					
-	, andard (code)	B4 2.2.2.					
-	ce Indicator	Learners can experimen	with	available performing arts	media and techniques to		
					lerstanding of performing		
				and culture of the peopl	• • •		
Core Comp	etencies: Crea	tivity and Innovation Com					
-		ng and Problem Solving.	$\bigcirc$		•		
Keywords							
T. L .R. (s)		Pictures					
Ref:							
DAY	Phase 1:	Phase 2: Main			Phase 3:		
	Starter	(new learning including	assessi	ment)	Plenary / Reflections		
	(preparing						
	the brain						
	for						
	learning)						
Monday	Engage	Learners are to:			What have we learnt		
	learners to	explore the surrounding	gs to s	elect available	today?		
	sing songs	instruments, sounds, rhy		•			
	and recite	that are suitable for com		and performing music,	Ask learners to		
	familiar	dance, drama, poetry, et			summarize the main		
	rhymes	experiment with availa			points in the lesson		
		rhythms, movement pat	erns, e	etc. to perform some of			
		the compositions of the	Ghanai	aian performing artists			

NANA FIIFI ACC	JUAN	-	
		studied that reflect the history and culture of the	
		Ghanaian. For example, sing patriotic songs composed	
		by Ephraim Amu, act parts of drama performed by	
		Grace Omaboe or David Dontoh of Obra Drama Troupe,	
		or recite poems created by Atukwei Okai or any local	
		performing arts group;	
		I discuss and share their experiences through peer	
		review.	
		Assessment: let learners create artworks based on own	
		views, knowledge and understanding of performing	
		artworks that reflect the history and culture of the people of Ghana	$\checkmark$
Wednesday	Engage	Learners are to:	What have we learnt
	learners to	I explore the surroundings to select available	today?
	sing songs	instruments, sounds, rhythms, movement patterns, etc.	
	and recite	that are suitable for composing and performing music,	Ask learners to
	familiar	dance, drama, poetry, etc.;	summarize the main
	rhymes	I experiment with available instruments, sounds,	points in the lesson
		rhythms, movement patterns, etc. to perform some of	
		the compositions of the Ghanaian performing artists	
		studied that reflect the history and culture of the	
		Ghanaian. For example, sing patriotic songs composed	
		by Ephraim Amu, act parts of drama performed by	
		Grace Omaboe or David Dontoh of Obra Drama Troupe,	
		or recite poems created by Atukwei Okai or any local	
		performing arts group;	
		I discuss and share their experiences through peer	
		review.	
		Assessment: let learners create artworks based on own	
		views, knowledge and understanding of performing	
		artworks that reflect the history and culture of the	
		people of Ghana	

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SUBJECT: GHANAIAN LANGUAGE

CLASS: FOUR

Week Ending:				Class size:		
Day :				Dat	e :	
Period :				Less	son :	
Strand : Rea	ding		Sub-stranc	<b>d :</b> P	honics: Letter Sound Kn	owledge
	-					-
Indicator (co	ode)	B4.2.4.1.4 E	34.2.5.1.1.1		B4.2.5.1.2	
Content star	ndard (code)	B4.2.4.1. B	34.2.5.1.1.		B4.2.5.1.	
Performance	e Indicator		-	-	e and read consonant cl	
		Learners should read aloud with correct pronunciation and tone				
Coro Compo	tonsion Cros	• Learners should find meanings of unfamiliar words from context. vity and Innovation Communication and Collaboration Personal Development and				
		ng and Problem So		lica		ersonal Development and
Leadership		ig and i robiem so				
Keywords						
T. L .R. (s)		Manila cards, ma	Manila cards, markers, recorded audios visual			
Ref:	Ghanaian La	anguage curriculu	ım			
		$\sim$				1
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inc	cluding asse	essm	ient)	Plenary / Reflections
	(preparing the brain					
	for					
learning)						
	Engage	• Let learners say	, the letters	of t	he alphabet.	What have we learnt
			with consonant clusters in them (where		•	today?
	sing songs	applicable) and lead learners to say the words as a		•		
and recite		group and individually.				
	familiar		,			
	rhymes					

	<ul> <li>Use words formed with consonant clusters to form</li> </ul>	Review the lesson with
	sentences on the board and lead learners to read the	learners
	sentences.	
	• Let learners read the sentences and as they read, lead	
	them to recognise the consonant clusters in the	
	sentences and write them down.	
	Assessment: let learners read consonant clusters in	
	sentences	
Engage	<ul> <li>Sing a song with learners. Read aloud a passage.</li> </ul>	What have we learnt
leaners to	• Read the passage again while learners read after you.	today?
sing songs	• Let learners read aloud the passage with correct	
and recite	pronunciation and tone (correct them where	
familiar rhymes	necessary).	
		Review the lesson with
	Assessment: let learners read aloud with correct	learners
	pronunciation and tone	
Engage	<ul> <li>Read aloud the passage again.</li> </ul>	What have we learnt
leaners to	<ul> <li>Mention some words and write them on the board.</li> </ul>	today?
sing songs	<ul> <li>Lead learners to find the meaning of the words in</li> </ul>	
and recite	context.	
familiar	<ul> <li>Let learners find the meanings of more unfamiliar</li> </ul>	
rhymes	words in context.	
		Review the lesson with
	Assessment: let learners find meanings of unfamiliar	learners
	words from context.	

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