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

Several thin, dark green lines curve upwards from the bottom left corner, resembling blades of grass.

Fayol Inc.  
0547824419/0549566881 sirhoa1@gmail.com

## SCHEME OF LEARNING- WEEK 8

### BASIC THREE

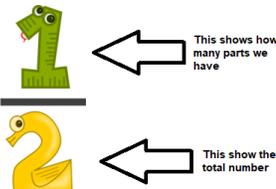
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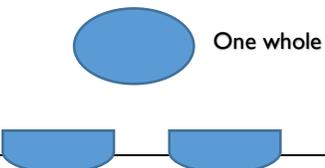
<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	<b>ENGLISH LANGUAGE</b>		
<b>Reference</b>	English Language curriculum		
<b>Learning Indicator(s)</b>	B3.1.6.1.3 B3.2.7.1.1 B3.4.9.2.1. B3.5.6.1.1 B3.6.1.1.1		
<b>Performance Indicator</b>	<p>A. Learners can talk about important places in their communities</p> <p>B. Learners can use self-correction strategies to make meaning when reading texts</p> <p>C. Learners can write ideas on a topic in simple sentences</p> <p>D. Learners can identify qualifying words</p> <p>E. Learners can read a variety of age and level-appropriate books and summarize them.</p>		
<b>Teaching/ Learning Resources</b>	Word cards, sentence cards, letter cards and a class library		
<b>Core Competencies:</b> Reading and Writing Skills Personal Development and Leadership and Collaboration			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	<p>Engage learners to play “Read- Cover- Write” game.</p> <p>Put word cards on the table, floor or a bowl.</p> <p>A pupil picks a word card, reads the word, covers it/ turns it over and writes the word on the board or book.</p> <p>He then picks the card again and show it to the class. The class checks to see if the word is correct.</p> <p>The student with the correct number of words wins the game.</p>	<p><b>A. ORAL LANGUAGE</b> (Conversation Pg.73)</p> <p>Show pictures of important places in their communities such as the <i>community center, the lorry station, the mission house, the market, the fire service station etc.</i></p> <p>Let learners think-pair-share their views and opinions about the pictures.</p> <p>Put learners into groups according to the number of pictures.</p> <p>Have each group talk about the activities that go on in these places and their importance to the community and the nation.</p>	<p>Ask learners to talk about what they have learnt.</p> <p>Call out a few words for learners to spell them off head.</p> <p>Ask learners to read some keywords on the board</p>
Tuesday	<p>Engage learners to sing songs and recite familiar rhymes</p> <p><b>LITTLE TOMMY</b> <b>TITTLEMOUSE</b> Little tommy tittle mouse Lived in a little house, He caught fishes In other men’s ditches.</p>	<p><b>B. READING</b> (comprehension)</p> <p>Engage learners on before reading activities, e.g. review of background knowledge, discussion of title and accompanying pictures).</p> <p>Model reading the text aloud and have learners echo-read the text (if necessary).</p>	<p>Ask learners to talk about what they have learnt.</p> <p>Call out a few words for learners to spell them off head.</p> <p>Ask learners to read some keywords on the board</p>

		<p>Read out words and sentences for learners to identify in the text.</p> <p>Let learners read aloud in groups and pairs and answer questions.</p>	
Wednesday	<p>Have learners to sing songs and recite familiar rhymes</p> <p><b>LITTLE FINGER</b> Little finger, little finger where are you, Here am I, here am I, how do you do</p>	<p><b>C. WRITING</b> (<i>Writing as a Process Pg.93</i>)</p> <p>Have learners write their first draft in groups.</p> <p>Let learners write their ideas as they appear, without taking particular note of corrections or editing.</p> <p>Let learners add on new ideas that occur to them as they write.</p>	<p>Ask learners to talk about what they have learnt.</p> <p>Call out a few words for learners to spell them off head.</p> <p>Ask learners to read some keywords on the board</p>
Thursday	<p>Engage learners in the “step forward game” Learners stand at the start line. Teacher calls out 'if you have a /t/ in your name step forward' or 'if your name begins with /f/ step forward'. The person to get to the finish line wins.</p>	<p><b>D. WRITING CONVENTIONS &amp; GRAMMAR USAGE</b> (<i>using adverbs Pg.100</i>)</p> <p>Provide sentences with simple adverbs for learners to identify. e.g. i. <i>He walked <u>quickly</u> to the church.</i> ii. <i>She danced <u>beautifully</u>.</i></p> <p>Elicit other adverbs and provide practice.</p>	<p>Ask learners to talk about what they have learnt.</p> <p>Call out a few words for learners to spell them off head.</p> <p>Ask learners to read some keywords on the board</p>
Friday	<p>Have a variety of age/level-appropriate books for learners to make a choice from.</p> <p>Guide learners to select books for readings</p>	<p><b>E. EXTENSIVE READING</b></p> <p>Using the Author’s chair, introduce the reading/library time.</p> <p>Introduce narratives, expository, procedural texts to learners.</p>	<p>Let learners summarize the books they read to the whole class</p> <p>Learners draw parts of the stories they read.</p>

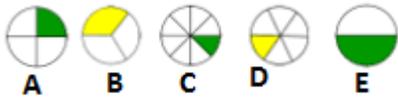
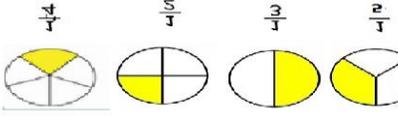
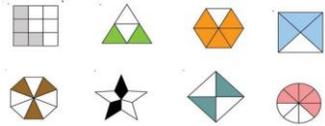
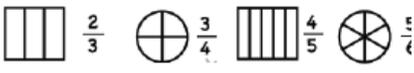
<b>Week Ending</b>	
<b>Class</b>	Three
<b>Subject</b>	<b>MATHEMATICS</b>
<b>Reference</b>	Mathematics curriculum Page 57
<b>Learning Indicator(s)</b>	B3.1.3.1.1
<b>Performance Indicator</b>	Learners can understand a unit fraction
<b>Strand</b>	Number
<b>Sub strand</b>	Fractions
<b>Teaching/ Learning Resources</b>	Paper strips, cut out shapes, pictures of fractions, cardboard
<b>Core Competencies:</b> Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision	

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
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Monday	<p>Put learners in two groups. Call out a number between 1 and 6. E.g. 3.</p> <p>Learners must call out the double (2x) of that number. In this case 6 is the answer. Try out more numbers. The group that answers more wins.</p>	<p>Have learners to know that fractions tell us how many parts of a whole we have. The fraction are normally written with one number up and another number down with a dash in between</p>  <p>Use several pictorial representations (or card cut outs) to introduce unit fractions like half, thirds, fifths, tenths, etc.</p>  <p>Half= <math>\frac{1}{2}</math>          Thirds= <math>\frac{1}{3}</math>          Fourths= <math>\frac{1}{4}</math>          Fifths= <math>\frac{1}{5}</math></p> 	<p><b>Assessment:</b> Have learners to practice with more examples</p>
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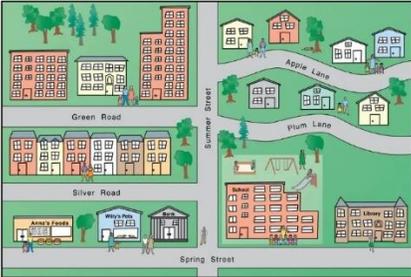
Tuesday	<p>Engage learners to Play show me a number game with learners (up to 10), with fingers.</p> <p>Teacher mentions the number from (1 to 10). Learners then show their fingers up to show the number</p>	<p>Introduce the fraction notation by explaining the fraction one-half as the quantity obtained by taking 1 part when a whole is partitioned into 2 equal parts and is represented by <math>\frac{1}{2}</math></p> 	<p>Review lesson with learners by giving them task to solve in their workbooks</p>
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One half                      One half

		<p><b>Assessment:</b> Ask learners to write symbols for the fractions A, B, C, D, and E</p> 	
Wednesday	<p>Engage learners to sing the song <u>WE CAN COUNT</u> We class three We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class three can count very well.</p>	<p>Ask learners to match pictorial representations of fractions to their symbols</p>  <p><b>Assessment:</b> Have learners to practice with more examples</p>	<p>Review lesson with learners by giving them task to solve in their workbooks</p>
Thursday	<p>Have learners to sing songs and recite rhymes in relation to the lesson</p>	<p>Use several pictorial representations (or card cut outs) to introduce multiples of unit fractions like thirds, fifths, tenths, etc., show the notations <math>2/5, 3/8, 4/12</math>, etc. and ask learners to draw and label fractions with their symbols.</p> 	<p>Review lesson with learners by giving them task to solve in their workbooks</p>
Friday	<p>Engage learners to sing I'm counting one, what is one</p> <ul style="list-style-type: none"> <li>• 1 - One is one alone, alone it shall be.</li> <li>• 2 - Two pair, two pair come pair let us pair</li> <li>• 3 - Turn around</li> <li>• 4 - Follow me</li> <li>• 5 - Fire</li> </ul>	<p>Ask learners to colour given fractions in given shapes with equal portions or match fractions to shaded regions</p>  <p><b>Assessment:</b> Have learners to practice with more examples</p>	<p>Review lesson with learners by giving them task to solve in their workbooks</p>

<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	<b>SCIENCE</b>		
<b>Reference</b>	Science curriculum Page 52		
<b>Learning Indicator(s)</b>	B3.2.1.2.1		
<b>Performance Indicator</b>	Know the importance of the sun to the earth		
<b>Strand</b>	Cycles		
<b>Sub strand</b>	Earth Science		
<b>Teaching/ Learning Resources</b>	Pictures of the sun and earth		
<b>Core Competencies:</b> Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision			
<b>DAYS</b>	<b>PHASE I: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Engage learners to play games and sing songs to begin the lesson.	Begin by discussing with learners the role of the sun and its importance to life on earth.  Ask the following questions: (a)what is the sun? (b)What are some of the ways through which the earth benefits from the sun?  Learners perform outdoor activities to illustrate the importance of the sun.	Use questions to review learners understanding of the lesson.  Ask learners to tell the class what they have learnt.  Call learners to summarize the main points of the lesson.
	Ask learners questions to review their understanding in the previous lesson  Engage learners to play games and sing songs to begin the lesson.	Guide learners to know other major uses of the sun to the earth.  Learners outline everyday uses of the sun.  Evaluate the lesson by asking learners to draw a picture showing one benefit of the sun to life on earth (drying of clothes)	Use questions to review learners understanding of the lesson.  Ask learners to tell the class what they have learnt.  Call learners to summarize the main points of the lesson.

<b>Week Ending</b>	
<b>Class</b>	Three
<b>Subject</b>	<b>OUR WORLD OUR PEOPLE</b>
<b>Reference</b>	OWOP curriculum Page 42
<b>Learning Indicator(s)</b>	B3.1.4.1. 1.
<b>Performance Indicator</b>	Sketch a map of the neighborhood showing major home, major routes and other important locations
<b>Strand</b>	All About Us
<b>Sub strand</b>	Home And School
<b>Teaching/ Learning Resources</b>	Pictures, Charts, Video Clips
<b>Core Competencies:</b> Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity and Global Citizenship	

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<p>Invite learners to tell stories of their mistakes they have committed in the past. Encourage learners to come up with how best they could do to prevent such mistakes and/ or solve them.</p>	<p>Revise with learners on some “directional phrase”</p> <ul style="list-style-type: none"> <li>-turn right/left</li> <li>-go straight</li> <li>-you will see it on the right/left.</li> <li>-go across (the school, the park, the post office)</li> <li>-its next to (the school, the park, the post office)</li> </ul> <p>Guide learners to explain each of the phrase.</p> <p>Call out learners to give directions to their various homes using the “directions vocabulary and phrases”</p>	<p>Ask questions to review learners understanding of the lesson</p> <p>Learners to tell what was interesting about the lesson.</p> <p>Have learners to read and spell the key words written on the board</p>
	<p>Get a viral picture, a trending news on twitter, Facebook, YouTube and other social media handles.</p> <p>Discuss what is trending and invite learners to share their opinions on them.</p>	<p>Learners discuss location of their homes and other important places in their neighborhood.</p> <p>Learners sketch a map of their neighborhood showing their home and other important places in the community. e.g. the chief's palace, post office, the market, police station.</p>  <p>Learners write simple sentences giving direction to their home and important places in the community</p>	<p>Learners to tell what was interesting about the lesson.</p> <p>Have learners to read and spell the key words written on the board.</p>

<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	<b>RELIGIOUS &amp; MORAL EDUCATION</b>		
<b>Reference</b>	RME curriculum Page 17		
<b>Learning Indicator(s)</b>	B3.1.3.1.3:		
<b>Performance Indicator</b>	Explain the need for good relationship among people of different ethnic groups.		
<b>Strand</b>	God's Creation & Attributes		
<b>Sub strand</b>	Purpose of God's creation		
<b>Teaching/ Learning Resources</b>	Wall charts, wall words, posters, video clip, etc.		
<b>Core Competencies:</b> Cultural Identity, Sharing Reconciliation, Togetherness, Unity Communication and Collaboration, Critical Thinking Creativity and Innovation Digital Literacy			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<p>Invite learners to tell stories of their mistakes they have committed in the past. Encourage learners to come up with how best they could do to prevent such mistakes and/ or solve them.</p>	<p>Lead learners to talk about good relationships.</p> <p>Let learners talk about things that promote good relationships: comportsment, respect, love, obedience, humility, friendliness, etc.</p> <p>Let learners identify their friends and say things they like about them.</p> <p>Let learners discuss in groups, the need for good relationships.</p> <p>Let groups present their findings to the class: we are people created by God to ensure peace and unity, companionship, teamwork, caring for one another, etc.</p> <p>Let learners dramatize behaviors that show good relationships</p>	<p>Ask questions to review learners understanding of the lesson</p> <p>Learners to tell what was interesting about the lesson.</p> <p>Have learners to read and spell the key words written on the board</p>

<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	<b>HISTORY</b>		
<b>Reference</b>	History curriculum Page 16		
<b>Learning Indicator(s)</b>	B3 2.2.1.1		
<b>Performance Indicator</b>	Discuss the nature of exchanges among the ethnic groups		
<b>Strand</b>	My country Ghana		
<b>Sub strand</b>	Inter Group Relations		
<b>Teaching/ Learning Resources</b>	Wall charts, word cards, posters, video clip, etc.		
<b>Core Competencies:</b> The use of evidence to appreciate the significance of historical locations help learners to become critical thinkers and digital literates			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Revise with learners on the major ethnic groups in Ghana.</p> <p>Let them identify some characteristics of these ethnic groups.</p> <p>Identify the forms of exchanges including forms of trade, inter-marriage, conflict and alliances.</p> <p>Discuss the benefit of these exchanges</p>	<p>Ask questions to review learners understanding of the lesson</p> <p>Learners to tell what was interesting about the lesson.</p> <p>Have learners to read and spell the key words written on the board</p>
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Revise with learners on the major ethnic groups in Ghana.</p> <p>Let them identify some characteristics of these ethnic groups.</p> <p>Identify the forms of exchanges including forms of trade, inter-marriage, conflict and alliances.</p> <p>Discuss the benefit of these exchanges</p>	<p>Ask questions to review learners understanding of the lesson</p> <p>Learners to tell what was interesting about the lesson.</p> <p>Have learners to read and spell the key words written on the board</p>

<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	<b>CREATIVE ARTS</b>		
<b>Reference</b>	Creative Arts curriculum Page 89,91		
<b>Learning Indicator(s)</b>	B3 2.4.6.1 B3 1.4.7.1		
<b>Performance Indicator</b>	Agree on guidelines for viewing performing artworks and expressing own feelings and thoughts about own and others' performances		
<b>Strand</b>	Performing Arts		
<b>Sub strand</b>	Appreciating and Appraising(Performing Arts)		
<b>Teaching/ Learning Resources</b>	Photos, videos, art paper, colors and traditional art tools, other materials available in the community		
<b>Core Competencies:</b> Decision Making Creativity, Innovation Communication Collaboration Digital Literacy			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<p>Use questions and answers to revise the previous lesson with learners.</p> <p>Engage learners to play games and sing songs to begin the lesson</p>	<p>The easiest way to understand and appreciate a performance is to develop a relevance and appropriate criteria or checklist</p> <p>Guide learners to create a checklist or criteria for appreciating and appraising a performance;</p> <ul style="list-style-type: none"> <li>➤ Creative process</li> <li>➤ Subject matter</li> <li>➤ Selection and use of instruments and elements</li> <li>➤ Styles and techniques</li> <li>➤ Originality or creativity</li> <li>➤ Use of space</li> <li>➤ Selection and use of costumes</li> <li>➤ Symbolism and cultural relevance</li> <li>➤ Aesthetic qualities</li> <li>➤ suitability</li> </ul>	<p>Use questions to review learners understanding of the lesson.</p> <p>Ask learners to tell the class what they have learnt.</p> <p>Call learners to summarize the main points of the lesson.</p>
	<p>Show pictures of people performing a dance to learners'</p> <p>Let learners observe and talk about the pictures</p>	<p>Lead a discussion to explain the criteria with learners.</p> <p>Now let learners use the checklist to appreciate and appraise a previous art performance in class.</p> <p>Put learners into groups of 2 or 3 depending on the size of the class.</p> <p>Invite each group to perform any dance learnt as others will be observing.</p> <p>Set up a three member judge to use the checklist or criteria to appraise the performance of each group.</p>	<p>Use questions to review learners understanding of the lesson.</p> <p>Ask learners to tell the class what they have learnt.</p> <p>Call learners to summarize the main points of the lesson.</p>

<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	<b>GHANAIAN LANGUAGE</b>		
<b>Reference</b>	Ghanaian Language curriculum Page 104		
<b>Learning Indicator(s)</b>	B3.3.3.1.1		
<b>Performance Indicator</b>	Write simple words/names of people and places.		
<b>Strand</b>	Writing Conventions		
<b>Sub strand</b>	Writing Simple Words/Names of People and Places (Proper Nouns)		
<b>Teaching/ Learning Resources</b>	Word cards, sentence cards, letter cards, handwriting on a manila card		
<b>Core Competencies:</b> Creativity and innovation, Communication and collaboration, Critical thinking			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<p>Use questions and answers to revise the previous lesson with learners.</p> <p>Engage learners to play games and sing songs to begin the lesson</p>	<p>Let learners mention names of places and names of their friends.</p> <p>Create people and place names map on a cardboard.</p> <p>Show the map to learners and discuss it with them.</p> <p>Assist learners to write simple words or names of people and places in their books.</p>	<p>Use questions to review learners understanding of the lesson.</p> <p>Ask learners to tell the class what they have learnt.</p> <p>Call learners to summarize the main points of the lesson.</p> <p>Learners to read and spell the key words on the board</p>
	<p>Engage learners to play the crossword game</p> <p>Write a word on the board crossword-style. Invite each student to the board to create a new word stemming from the letters that are already available</p>	<p>Let learners mention names of places and names of their friends.</p> <p>Create people and place names map on a cardboard.</p> <p>Show the map to learners and discuss it with them.</p> <p>Assist learners to write simple words or names of people and places in their books.</p>	<p>Use questions to review learners understanding of the lesson.</p> <p>Ask learners to tell the class what they have learnt.</p> <p>Call learners to summarize the main points of the lesson.</p> <p>Learners to read and spell the key words on the board</p>

<b>Week Ending</b>	
<b>Class</b>	Three
<b>Subject</b>	<b>PHYSICAL EDUCATION</b>
<b>Reference</b>	PE curriculum Page 36
<b>Learning Indicator(s)</b>	B3.2.2.2.2
<b>Performance Indicator</b>	Learners can compare and contrast locomotor movements conducted to even and uneven beats.
<b>Strand</b>	Movement Concepts, Principles And Strategies
<b>Sub strand</b>	Dynamics
<b>Teaching/ Learning Resources</b>	Videos and pictures
<b>Core Competencies:</b> Learners develop personal skills such as perseverance, muscular strength, muscular endurance, cardiovascular endurance	

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Have learners to sing songs and recite familiar rhymes in relation to the lesson	<p>There are four locomotor skills (jumping, walking, hopping and running ) that can be performed to an <b>even beat</b>;</p> <p>Have learners to jump, jog, hop and dance to a recorded music to form even beat</p> <p>There are three locomotor skills (skipping, sliding and galloping.)that can be performed to an <b>uneven beat</b></p> <p>Have learners to skip, slide and gallop to form uneven beat</p> <div data-bbox="732 1224 1094 1493" data-label="Image"> </div> <p>Help those who finds it difficult and help them</p>	<p>Review the lesson with learners</p> <p>Call out learners to summarize the main points of the lesson</p> <p>Take learners through cool down to end the lesson</p>