


A thick dark green vertical bar runs down the left side of the page. A light green arrow points to the right, overlapping the bar.

SAMPLE LESSON NOTES-WEEK 9

BASIC THREE


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

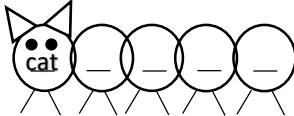
Fayol Inc.
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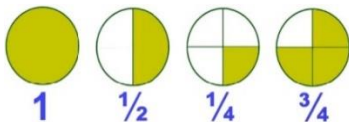
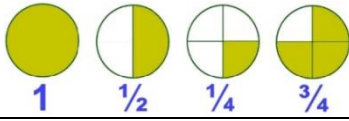
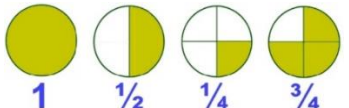
SCHEME OF LEARNING- WEEK 9

BASIC THREE

Name of School.....

Week Ending			
Class	Three		
Subject	ENGLISH LANGUAGE		
Reference	English Language curriculum Page		
Learning Indicator(s)	B3.1.7.1.1. B3.2.7.1.2 B3.4.10.1.1 B3.5.6.1.2		
Performance Indicator	A. Learners can listen to and interact actively within information texts B. Learners can ask and answer factual, inferential and vocabulary questions about level-appropriate texts C. Learners can add more details of a story structure to narrative stories D. Learners can use adverbs correctly to express manner		
Teaching/ Learning Resources	Word cards, sentence cards, letter cards and a class library		
Core Competencies: Reading and Writing Skills Personal Development and Leadership and Collaboration			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Engage learners to play the ball game. Write vocabulary words on a ball. Throw the ball to learners in turns to form sentences with the word which has their right thumb on.</p> 	<p>A. <u>ORAL LANGUAGE</u> (Listening Comprehension) Read an appropriate text to learners.</p> <p>Before reading, let learners think- pair- share, and talk about what they already know (K) about the topic.</p> <p>Have learners ask questions about what they want to know (W).</p> <p>While you read the text, pause often to give the children the chance to share what they have learned</p> <p>Let learners answer the questions they asked before reading.</p> <p>After the reading, have learners share what they have learned.</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>Select 10 words and write them two different times on word cards.</p> <p>Place all the cards face down on the floor.</p> <p>Learners will then flip over two at a time and say each word, if</p>	<p>B. <u>READING</u> (comprehension Pg.86)</p> <p>Have learners brainstorm on the topic on which they will answer questions.</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>the words match the learner gets to keep the cards.</p>	<p>Ask learners to read and answer simple pre-reading questions as you guide them.</p> <p>Guide learners to ask and answer factual, inferential and vocabulary questions on the passage read.</p>	
	<p>Engage learners to play the "Phonic caterpillars" game.</p> <p>A spelling pattern goes at the head of the caterpillar and the children fill in the sections of the caterpillar with words containing that pattern</p> 	<p>C. WRITING (Narrative Writing)</p> <p>Read a short narrative story to learners; concentrate on the setting and the characters.</p> <p>Let learners narrate their experiences.</p> <p>Assist learners to pick a topic. e. g. The traffic light.</p> <p>Let learners write on the topic, narrating their experience. <i>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.</i></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>Engage learners to sing songs and recite familiar rhymes</p> <p><u>I HEAR THUNDER</u> I hear thunder! I hear thunder! Hark don't you, Hark don't you? Pitter, patter raindrops, Pitter, patter raindrops, I'm wet through And so are you!</p>	<p><u>D. WRITING</u> <u>CONVENTIONS & GRAMMAR USAGE</u> (using adverbs Pg.100)</p> <p>Adverbs of manner are words that describe <u>how</u> an action is done or <u>how</u> something happens.</p> <p>e.g. -He swims <u>slowly</u> -He runs <u>quickly</u>. -She spoke <u>softly</u> -Henry coughed <u>loudly</u> to attract her attention. -Chantal plays the flute <u>beautifully</u>. -Obeng ate the chocolate <u>greedily</u>.</p> <p>Have learners listen to and read several sentences containing adverbs of manner</p> <p>Learners sit in groups to discuss issues involving use of adverbs of manner..</p>	<p>Give learners individual or home task to make adverbs from the adjectives in brackets</p> <p>1. My parents were ___ (happy) married. 2. He ___ (quick) looked through the magazine. 3. They watched the football match ___ (careful). 4. She spoke ___ (loudly) and ___ (angry) at the directors. 5. Drive ___ (slow) here-the road is wet.</p> <p>Ask learners talk about what they have learnt.</p>


Week Ending			
Class		Three	
Subject		MATHEMATICS	
Reference		Mathematics curriculum Page 59	
Learning Indicator(s)		B3.1.3.1.2	
Performance Indicator		Learners can understand, explain and demonstrate fractions	
Strand		Number	
Sub strand		Fractions	
Teaching/ Learning Resources		Paper strips, cut out cards	
Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing the songs, rhymes and play games to begin the lesson	Use concrete objects and pictorial representations to explain the fraction half as the quantity obtained by taking 1 part when a group of object is partitioned into two equal parts. Read and write fractions using words and symbols. E.g. one-half, two halves, thirds, fifths etc. 	Ask learners to tell you what they have learnt Give learners individual or home task
Tuesday	Engage learners to sing the songs, rhymes and play games to begin the lesson	Use concrete objects and pictorial representations to explain the fraction half as the quantity obtained by taking 1 part when a group of object is partitioned into two equal parts. Read and write fractions using words and symbols. E.g. one-half, two halves, thirds, fifths etc. 	Ask learners to tell you what they have learnt Give learners individual or home task
Wednesday	Engage learners to sing the songs, rhymes and play games to begin the lesson	Ask learners to color given fractions of given groups of object or match fractions to given groups of objects. Ask learners to cut given fractions from a given (e.g. 12cm long) card, bar or stick. 	Ask learners to tell you what they have learnt Give learners individual or home task

Thursday	Engage learners to sing the songs, rhymes and play games to begin the lesson	<p>Guide learners to locate missing fractions on a number.</p> <p>Draw and ask learners to locate the missing fractions on the number line</p>	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>
Friday	Engage learners to sing the songs, rhymes and play games to begin the lesson	<p>Guide learners to locate missing fractions on a number.</p> <p>Draw and ask learners to locate the missing fractions on the number line</p>	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>


Week Ending			
Class		Three	
Subject		SCIENCE	
Reference		Science curriculum Page 53	
Learning Indicator(s)		B3.2.1.3.1	
Performance Indicator		Identify the types of precipitation (rain, snow, hail, sleet) and describe the differences among them	
Strand		Cycles	
Sub strand		Earth Science	
Teaching/ Learning Resources		Videos And Pictures	
Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Use questions and answers to review learners understanding in the previous lesson Engage learners to sing songs and play games to get them ready for lesson	Explore the previous knowledge of learners on this topic, e.g., learners know of iced water, ‘ice block’ and rainfall. Provide learners with cut-out pictures or videos of the other forms of precipitation (snow, hail, sleet, these may be foreign to them. Learners examine the pictures and communicate their ideas on the different types of precipitation.	Ask learners series of questions to review their understanding of the lesson Ask learners to summarize what they have learnt Learners to read and spell the key words on the board.
	Use questions and answers to review learners understanding in the previous lesson Engage learners to sing songs and play games to get them ready for lesson	Guide learners to explain each term. For example: Sleet is ice pellets that fall from clouds. Hail: precipitation in the form of balls or irregular lumps of ice (5 mm or more in diameter – anything smaller is considered an “ice pellet”). Snow: precipitation composed of white or translucent ice crystals, chiefly in the form of snowflakes. Sleet: a mixture of rain and snow. Freezing rain: rain that falls when surface temperatures are below freezing – the liquid	Ask learners series of questions to review their understanding of the lesson Ask learners to summarize what they have learnt Learners to read and spell the key words on the board.

		<p>precipitation freezes when it hits the super-cold surface.</p> <p>Assessment: Assist learners to build vocabulary on precipitation.</p>	
	<p>Use questions and answers to review learners understanding in the previous lesson</p> <p>Engage learners to sing songs and play games to get them ready for lesson</p>	<p>With the aid of flashcards, learners work in groups to match pictures showing different types of precipitation with their correct names.</p> <p>Learners draw a picture showing a rainy day.</p> <p>Project: Assist learners to undertake an activity to create artificial rain in the school.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Learners to read and spell the key words on the board.</p>

Week Ending			
Class		Three	
Subject		OUR WORLD OUR PEOPLE	
Reference		OWOP curriculum Page 43	
Learning Indicator(s)		B3.2.1.1.1.	
Performance Indicator		Explain problems with the use of land and water	
Strand		All Around Us	
Sub strand		The Environment And The Weather	
Teaching/ Learning Resources		Pictures, Charts, Video Clips	
Core Competencies: Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity and Global Citizenship			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Use questions and answers to review learners understanding in the previous lesson Engage learners to sing songs and play games to get them ready for lesson	In groups lead learners in a picture discussion to talk about problems with the use of land and water. <i>E.g. Galamsey sites, indiscriminate dumping of refuse, choked gutters, roads with potholes etc.</i>  Learners to compare situations in the pictures with what pertains in their area and relate to them.	Ask learners series of questions to review their understanding of the lesson Ask learners to summarize what they have learnt
	Use questions and answers to review learners understanding in the previous lesson Engage learners to sing songs and play games to get them ready for lesson	Learners talk about the problems with the use of land in their community. Engage learners to describe activities taking place on land in your community. Examples: bush burning, sand winning, quarrying, etc. Teacher shows pictures of water bodies or conduct a study tour to observe water bodies within their communities.	Ask learners series of questions to review their understanding of the lesson Ask learners to summarize what they have learnt
	Use questions and answers to review learners understanding in the previous lesson Engage learners to sing songs and play games to get them ready for lesson	Learners talk about activities taking place around water bodies in their community e.g. fishing, swimming, irrigation, farming, throwing waste in water bodies, defecating in streams. Learners come out with how best they can use and conserve the land and water.	Ask learners series of questions to review their understanding of the lesson Ask learners to summarize what they have learnt

Week Ending			
Class		Three	
Subject		RELIGIOUS & MORAL EDUCATION	
Reference		RME curriculum Page 18	
Learning Indicator(s)		B3.2.1.1.1:	
Performance Indicator		Name the sacred scriptures of the three major religions.	
Strand		Religious Practices	
Sub strand		Religious Worship	
Teaching/ Learning Resources		Wall charts, wall words, posters, video clip, etc.	
Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness, Unity Communication and Collaboration, Critical Thinking Creativity and Innovation Digital Literacy			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Use questions and answers to review learners understanding in the previous lesson</p> <p>Engage learners to sing songs and play games to get them ready for lesson</p>	<p>Guide learners to mention the sacred scriptures of the christians: The Holy Bible</p> <p>Let learners in groups, talk about the Holy bible and some lessons the Bible teaches.</p> <p>Guide learners to recite simple texts from the scriptures:</p>  <p>Let learners write simple texts from the sacred scriptures.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Call learners to talk about what they have learnt and how they will apply it.</p>

Week Ending			
Class		Three	
Subject		HISTORY	
Reference		History curriculum Page 16	
Learning Indicator(s)		B3.2.2.1.2	
Performance Indicator		Name some of the items exchanged among the various groups.	
Strand		My country Ghana	
Sub strand		Inter Group Relations	
Teaching/ Learning Resources		Wall charts, word cards, posters, video clip, etc.	
Core Competencies: The use of evidence to appreciate the significance of historical locations help learners to become critical thinkers and digital literates			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Play games and recite rhymes that learners are familiar with to begin the lesson. Ask learners questions to review their understanding in the previous lesson.	Identify trade items that were exchanged among ethnic groups: salt, fish, gold, kola, Shea butter, pottery and cloth and iron utensils Match items with the areas / sources where the items were obtained. e.g. Shea butter - savannah belt Explain the medium of exchange: from barter system to the use of cowry shells as a medium of exchange.	Ask questions to review learners understanding of the lesson Learners to tell what was interesting about the lesson.
	Play games and recite rhymes that learners are familiar with to begin the lesson. Ask learners questions to review their understanding in the previous lesson.	Identify trade items that were exchanged among ethnic groups: salt, fish, gold, kola, Shea butter, pottery and cloth and iron utensils Match items with the areas / sources where the items were obtained. e.g. Shea butter - savannah belt Explain the medium of exchange: from barter system to the use of cowry shells as a medium of exchange.	Ask questions to review learners understanding of the lesson Learners to tell what was interesting about the lesson.

Week Ending			
Class		Three	
Subject		CREATIVE ARTS	
Reference		Creative Arts curriculum Page 65 & 68	
Learning Indicator(s)		B3 1.1.1.1 B3 2.1.1.1	
Performance Indicator		Learners can study and make artworks produced or found in other African communities	
Strand		Visual Arts& Performing	
Sub strand		Thinking and Exploring Ideas (School based project)	
Teaching/ Learning Resources		Photos, videos, art paper, colors and traditional art tools, other materials available in the community	
Core Competencies: Decision Making Creativity, Innovation Communication Collaboration Digital Literacy			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Engage learners to play games and sing songs to begin the lesson.</p> <p>Learners to sing songs and play games to get them ready for the lesson</p>	<p>Learners are to gather information through library research on some African music. e.g. Afrobeat music.</p> <p><i>Afrobeat is a music genre which involves the combination of elements of west african musical styles such as Fuji music and highlife with American jazz and later soul and funk influences. This term was introduced by the Nigerians in 1960s.</i></p> <p>Play and let learners listen to some music from Mafikizolo.</p> <p><i>E.g. Mafikizolo ft Uhuru - Khona.</i></p>  <p>Discuss the resources that are used for performing the Afrobeat music.</p> <p>Let learners imitate the skills and techniques that the composers used to perform a variety show.</p> <p>Learners to develop ideas and concepts for composing and performing their own music.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>

Week Ending			
Class		Three	
Subject		GHANAIAI LANGUAGE	
Reference		Ghanaian Language curriculum Page 106	
Learning Indicator(s)		B3.5.1.1.1-3	
Performance Indicator		Understand the use of capital letters to write proper nouns.	
Strand		Writing Conventions	
Sub strand		Integrating grammar in written language (capitalization)	
Teaching/ Learning Resources		Word cards, sentence cards, letter cards, handwriting on a manila card	
Core Competencies: Creativity and innovation, Communication and collaboration, Critical thinking			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Write words on th board and cover parts with a smiley for learners to guess the word Have learners sing songs to begin the lesson	Let learners sing any play song they know. Create a game that helps to use capital letters to write proper nouns. Through the game help learners to understand the use of capital letters to write proper nouns.	Ask learners questions to review their understanding of the lessson. Give learners task to do whiles you go round to guide those who need help.
	Have learners play games and recite familiar rhymes to begin the lesson Using questions and answers, review their understanding of the previous lesson	Let learners sing any play song they know. Create a game that helps learners to use capital letters to write sentences. Help learners to understand the use of capital letters to write correct sentences.	Ask learners series of questions to review their understanding of the lesson Ask learners to tell you what they have learnt Give learners individual or home task
	Review the previous knowledge of the learners by making them answer questions on the previous lesson. Engage learners to play games and sing songs to begin the lesson	Let a learner lead the class to sing a popular song they know. Tell learners why we use capital letters after sentences and full stops. Help learners to understand the use of capital letters after sentences and full stops using illustrations on the board.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.

Week Ending			
Class		Three	
Subject		PHYSICAL EDUCATION	
Reference		PE curriculum Page 38	
Learning Indicator(s)		B3.3.1.3.1:	
Performance Indicator		Perform 10 minutes dance with music.	
Strand		Physical Fitness	
Sub strand		Aerobic Capacity	
Teaching/ Learning Resources		Drums, laptop, speakers	
Core Competencies: Learners develop personal skills, leadership and fitness by dancing 10 minute continuously dance with music for aerobic test.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Have learners to watch a short video on a popular dance in the locality.	Learners perform 10minute dance with music at their own pace for recreation and improvement of their physical fitness.	Review the lesson with learners