

THE GODFATHER
TERM ONE
BASIC THREE
WEEK THIRTEEN

WHATSAPP 0245350591

TERM ONE
BASIC THREE
WEEK THIRTEEN

WEEK THIRTEEN : LESSON PLAN

SUBJECT: ENGLISH LANGUAGE

CLASS: THREE

Week Ending: 16th June, 2021		Class size:			
Day : Monday, 60 minutes Tuesday, 60 minutes Wednesday 60 minutes Thursday, 60 minutes Friday, 60 minutes		Date : 12th June, 2021 13 th June, 2021 14 th June, 2021 15 th June, 2021 16 th June, 2021			
Period : 2 2 2 2 2		Lesson : 1 of 1 1 of 1 1 of 1 1 of 1 1 of 1			
Strand : A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Conversation B. Vocabulary C. Writing as a Process D. Using Punctuation E. Building the Love and Culture of Reading			
Indicator (code)	B3.1.6.2.2.	B3.2.6.1.3.	B3.4.9.3.1	B3.5.2.1.2	B3.6.1.1.1.
Content standard (code)	B3.1.6.2	B3.2.6.1. .	B3.4.9.3.	B3.5.2.1.	B3.6.1.1..
Performance Indicator	<p>A. Learners can ask and answer questions for clarification about what other people say</p> <p>B. Learners can understand and use many of the frequently occurring words and chunks in the language, including both content words (nouns, verbs, adjectives and adverbs) and function words (prepositions, articles)</p> <p>C. Learners can review and revise the draft, adding to or taking out ideas</p> <p>D. Learners can use commas appropriately to list items</p> <p>E. Learners can read a variety of age and level-appropriate books and summarise them</p>				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking 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 Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday, 60 minutes	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>A. ORAL LANGAUGE</u></p> <ul style="list-style-type: none"> • Revise topics previously discussed, e.g. Climate Change. • Ask questions on the topic discussed. • Let learners answer questions based on the topic discussed. • Guide and encourage learners to ask and answer questions for clarification on what other learners say. <p>Assessment: let learners role-play asking and answering questions for clarification about what other people say</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Tuesday, 60 minutes	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>B. READING</u></p> <ul style="list-style-type: none"> • Revise learners RPK by asking them to use some sight words learnt in earlier lessons. • Introduce new words and have learners form sentences with them as you guide them with simple ways to find contextual meanings of words. • You may introduce game activities e.g. Lucky Dip to provide practice in identification and use of sight words. <p>Assessment: let learners find contextual meanings of new words and form sentences with them</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday 60 minutes	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>C. WRITING</u></p> <ul style="list-style-type: none"> • In groups, have learners revise their writing paying attention to little details. • Have learners use these questions as a revision guide: <ul style="list-style-type: none"> i. Is my topic interesting? 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? • Encourage learners to make as many changes as necessary to improve their work. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		Assessment: let learners review and revise a draft, adding to or taking out ideas	
Thursday, 60 minutes	Engage learners to sing songs and recite familiar rhymes	<p><u>D. WRITING CONVENTIONS AND GRAMMAR USAGE</u></p> <ul style="list-style-type: none"> • Help learners to separate items in a list, using commas, e.g. My friend has a pen, pencil, eraser and a book. <p>Assessment: let learners commas appropriately to list items</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday, 60 minutes	Engage learners to sing songs and recite familiar rhymes	<p><u>E. EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • Using the Author's chair, introduce the reading/library time. • Have a variety of age/level-appropriate books for learners to make a choice from. • Introduce narratives, expository, procedural texts to learners. • Guide learners to select books for readings <p>Assessment: let learners read a variety of age and level-appropriate books and summarise them</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

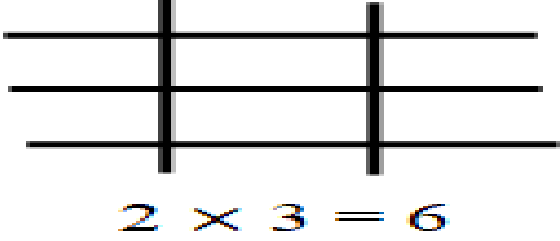
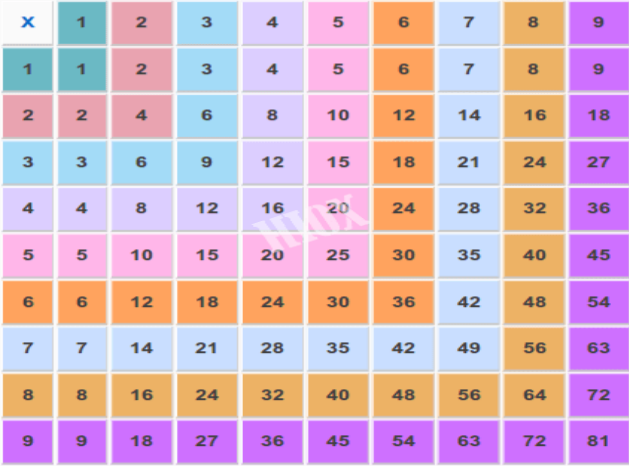
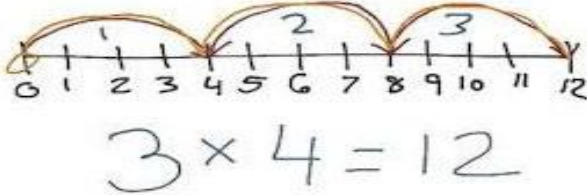
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WEEK THIRTEEN : LESSON PLAN

SUBJECT: MATHEMATICS

CLASS: THREE

Week Ending: 16th June, 2021		Class size:	
Day : Monday, 60 minutes Tuesday, 60 minutes Wednesday 60 minutes Thursday, 60 minutes Friday, 60 minutes		Date : 12th June, 2021 13 th June, 2021 14 th June, 2021 15 th June, 2021 16 th June, 2021	
Period : 2 2 2 2 2		Lesson : 1 of 5 2 of 5 3 of 5 4 of 5 5 of 5	
Strand : NUMBER		Sub-strand : Number Operations	
Indicator (code)	B3.1.2.5.2		
Content standard (code)	B3.1.2.5.		
Performance Indicator	Learners can represent and explain multiplication using rectangular arrays		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) MATHEMATICS			
Ref:	Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday, 60 minutes	Sing songs like:	To find $2 \times 3 = ?$ Learners arrange 2 straws vertically (legs) and put across it with 3 horizontal ones (arms). Learners count the number of intersections.	Review the lesson with learners

	<p>I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	 <p>Learners model different multiplication sentences. Learners mention the number of dots (intersections) for other learners to model fence. Note: Alternatively, learners may draw vertical lines to represent the legs and horizontal lines across them to represent the arms and then count the number of intersections as the product</p> <p>Assessment: have learners to practice with more examples</p>	
<p>Tuesday, 60 minutes</p>	<p>Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>Develop and build the multiplication chart (up to 9 x 9) and have learners practice reading the chart</p>  <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>
<p>Wednesday 60 minutes</p>	<p>Sing songs like: I'm counting one, what is one</p>	<p>Learners should also be encouraged to model multiplication on the number line</p> 	<p>Review the lesson with Learners</p>

		Assessment: have learners to practice with more examples																																					
Thursday, 60 minutes	<p>Sing songs like:</p> <p>I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>Draw a 6 by 6-multiplication chart and use it as a game board to play the 3-in-a-line game with a pair of dice or playing cards. Players take turns in throwing a pair of dice and mark (or cover) the product made in a throw with his/her marker (or counter).</p>  <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>3-in-a-line products</caption> <tbody> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>2</td><td>4</td><td>6</td><td>8</td><td>10</td><td>12</td></tr> <tr><td>3</td><td>6</td><td>9</td><td>12</td><td>15</td><td>18</td></tr> <tr><td>4</td><td>8</td><td>12</td><td>16</td><td>20</td><td>24</td></tr> <tr><td>5</td><td>10</td><td>15</td><td>20</td><td>25</td><td>30</td></tr> <tr><td>6</td><td>12</td><td>18</td><td>24</td><td>30</td><td>36</td></tr> </tbody> </table> <p style="text-align: center;">Game Board</p> <p>Assessment: have learners to practice with more examples</p>	1	2	3	4	5	6	2	4	6	8	10	12	3	6	9	12	15	18	4	8	12	16	20	24	5	10	15	20	25	30	6	12	18	24	30	36	Review the lesson with Learners
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6	12	18	24	30	36																																		
Friday, 60 minutes	<p>Sing songs like:</p> <p>I'm counting one, what is one</p>	<p>Learners find doubles of given numbers and skip count in 3, 4, and 5.</p> <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners																																				

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WEEK THIRTEEN : LESSON PLAN

SUBJECT: SCIENCE

CLASS: THREE

Week Ending: 16th June, 2021		Class size:	
Day : Monday, 60 minutes Thursday, 60 minutes		Date : 12th June, 2021 15 th June, 2021	
Period : 2 2		Lesson : 1 of 1 2 Of 2	
Strand : FORCES AND ENERGY		Sub-strand : SOURCES AND FORMS OF ENERGY	
Indicator (code)	B3.4.1.1.1		
Content standard (code)	B3.4.1.1.		
Performance Indicator	Learners can know that light is a form of energy		
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: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday, 60 minutes	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Ask learners to talk about light and where light comes from. • Engage learners to do the following activities: closing and opening the windows and doors of their classroom, switching on torch or lighting a candle to look for an object in a dark room, switching on the light in the classroom, etc. • Learners talk about their experiences based on the activities performed. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

		<ul style="list-style-type: none"> • Assist learners to understand that light is a form of energy that helps us to see. <p>Assessment: let learners explain that light is a form of energy</p>	
Thursday, 60 minutes	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Ask learners to talk about light and where light comes from. • Ask learners what will happen if there were no light on the earth. • Assist learners to understand that light is a form of energy that helps us to see. <p>Assessment: let learners explain that light is a form of energy</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

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WEEK THIRTEEN : LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: THREE

Week Ending: 16th June, 2021		Class size:	
Day : Tuesday, 60 minutes Thursday, 60 minutes		Date : 13th June, 2021 15th June, 2021	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : OUR BELIEFS AND VALUES		Sub-strand : Basic Human Rights	
Indicator (code)	B3.3.3.1. 1		
Content standard (code)	B3.3.3.1.		
Performance Indicator	Learners can describe ways of claiming one's rights		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref: Our World Our People curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday, 60 minutes	Engage learners to sing songs and recite familiar rhymes	In small groups, learners talk about how to claim their rights. The individual can claim his/her rights through: joining civic clubs, reporting to Social Welfare, reporting to the law courts, reporting to CHRAJ, reporting to the police, embarking on lawful public demonstrations, using negotiation, reporting to relevant institutions, e.g. FIDA. Assessment: Let learners describe ways of claiming one's rights	What have we learnt today? Ask learners to summarize the main points in the lesson

Thursday, 60 minutes	Engage learners to sing songs and recite familiar rhymes	Learners share experiences of cases they have experienced or seen being handled by any of these institutions or agencies. Assessment: Let learners describe ways of claiming one's rights	What have we learnt today? Ask learners to summarize the main points in the lesson
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WEEK THIRTEEN : LESSON PLAN

SUBJECT: HISTORY

CLASS: THREE

Week Ending: 16th June, 2021		Class size:	
Day : Tuesday, 60 minutes Thursday, 60 minutes		Date : 13th June, 2021 15th June, 2021	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : My Country Ghana		Sub-strand : Inter-Group Relations	
Indicator (code)	B3.2.2.1.3		
Content standard (code)	B3.2.2.1.		
Performance Indicator	Learners can describe the conflicts and alliances that existed among the ethnic groups in Ghana		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday, 60 minutes	Engage learners to sing songs and recite familiar rhymes	Trace the origin of the name 'cedi'. Discuss intergroup wars such as Battle of Feyiase and the Krepi war of 1833. Discuss instances where alliances were formed between different groups to fight a common enemy. e.g. The Battle of Akatamanso where the Asante army was defeated by an alliance made up of the British, Ga, Fante, Akyem, Akwamu, Krepi and Denkyira Anlo/Asante in the Ada War of 1869.	What have we learnt today? Ask learners to summarize the main points in the lesson

		Assessment: let learners describe the conflicts and alliances that existed among the ethnic groups in Ghana	
Thursday, 60 minutes	Engage learners to sing songs and recite familiar rhymes	Discuss intergroup wars such as Battle of Feyiase and the Krepi war of 1833. Discuss instances where alliances were formed between different groups to fight a common enemy. e.g. The Battle of Akatamanso where the Asante army was defeated by an alliance made up of the British, Ga, Fante, Akyem, Akwamu, Krepi and Denkyira Anlo/Asante in the Ada War of 1869. Assessment: let learners describe the conflicts and alliances that existed among the ethnic groups in Ghana	What have we learnt today? Ask learners to summarize the main points in the lesson

Vetted by : Signature: Date :

WEEK THIRTEEN : LESSON PLAN

SUBJECT: PHYSICAL EDUCATION

CLASS: THREE

Week Ending: 16th June, 2021		Class size:	
Day : Friday, 60 minutes		Date : 16th June, 2021	
Period : 2		Lesson : 1 of 1	
Strand : MOVEMENT CONCEPTS, PRINCIPLES AND STRATEGIES		Sub-strand : SPACE AWARENESS	
Indicator (code)	B3.2.1.2.1:		
Content standard (code)	B3.2.1.2.		
Performance Indicator	Learners can identify general space.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)			
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday, 60 minutes	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to	Learners identify general space by indicating the total working area. Learners move to indicate the general space; Learners shade general space as a project	What have we learnt today? Use answers to summarise the lesson.

	prevent injuries		
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WEEK THIRTEEN : LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: THREE

Week Ending: 16th June, 2021		Class size:	
Day : Friday, 60 minutes		Date : 16th June, 2021	
Period : 2		Lesson : 1 of 1	
Strand : Religious Practices and their Moral Implications		Sub-strand : Festivals in the Three Major Religions	
Indicator (code)	B3.2.2.1.1		
Content standard (code)	B3.2.2.1.		
Performance Indicator	Learners can describe how various festivals are celebrated		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday, 60 minutes	Engage learners to sing songs and recite familiar rhymes	Let learners mention religious festivals they have witnessed or heard about: - Islam-Eid-ul-Fitr, Eid-ul-Adha, etc. - Christianity-Easter, Christmas, Ash Wednesday 60 minutes, Pentecost Day, etc. - Traditional-Aboakyer, Hogbetsotso, Adae, FetuAfahyE, Feok, etc. • Let learners, in groups, describe how various festivals are celebrated. Assessment: let learners describe how various festivals are celebrated	What have we learnt today? Ask learners to summarize the main points in the lesson

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WEEK THIRTEEN : LESSON PLAN

SUBJECT: CREATIVE ARTS

CLASS: THREE

Week Ending: 16th June, 2021		Class size:	
Day : Monday, 60 minutes Wednesday, 60 minutes		Date : 12th June, 2021 14th June, 2021	
Period : 2 2		Lesson : 1 of 2 2 of 2	
Strand : VISUAL ARTS		Sub-strand : Planning, Making and Composing	
Indicator (code)	B3 1.2.3.2		
Content standard (code)	B3 1.2.3.		
Performance Indicator	Learners can create own functional visual artworks by skilfully using available visual arts tools, material and methods to express own view about visual artworks that reflect the natural and manmade environments in other African communities		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Pictures		
Ref:	Creative Arts curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday, 60 minutes	Engage learners to sing songs and recite familiar rhymes	Create own functional visual artworks by skilfully using available visual arts tools, material and methods to express own view about visual artworks that reflect the natural and manmade environments in other African communities Assessment: let learners create own functional visual artworks	What have we learnt today? Ask learners to summarize the main points in the lesson

<p>Wednesday 60 minutes</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Create own functional visual artworks by skilfully using available visual arts tools, material and methods to express own view about visual artworks that reflect the natural and manmade environments in other African communities</p> <p>Assessment: let learners create own functional visual artworks</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
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WEEK THIRTEEN : LESSON PLAN

SUBJECT: GHANAIA N LANGUAGE

CLASS: THREE

Week Ending: 16th June, 2021		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Reading		Sub-strand : Phonics: Letter and Sound Knowledge	
Indicator (code)	B3.2.4.2.3	B3.2.4.2.4	
Content standard (code)	B3.2.4.2.	B3.2.4.2.	
Performance Indicator	<ul style="list-style-type: none"> • The learner should read two-syllable words. • The learner should read three-syllable words and segment them into syllables 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Ghanaian Language curriculum		
Ref:	Ghanaian Language curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Let learners say the letters of the alphabet. • Form one-syllable words and lead learners to say the words. • Join two of the one-syllable words to form a new word on the board. • Lead learners to say the words. <p>Assessment: Assist learners to read two syllable words</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Let learners say the letters of the alphabet. • Form one-syllable words and lead learners to say the words. • Join two of the one-syllable words to form a new word on the board. • Lead learners to say the words. • Write three-syllable words on flashcards. • Show it to the learners to read the words and segment them into syllables <p>Assessment: let learners read three-syllable words and segment them into syllables</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Let learners say the letters of the alphabet. • Form one-syllable words and lead learners to say the words. • Join two of the one-syllable words to form a new word on the board. • Lead learners to say the words. • Write three-syllable words on flashcards. • Show it to the learners to read the words and segment them into syllables <p>Assessment: let learners read three-syllable words and segment them into syllables</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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