THE GODFATHER TERM ONE BASIC THREE WEEK THIRTEEN

WHATSAPP 0245350591

TERM ONE BASIC THREE WEEK THIRTEEN

SUBJECT: ENGLISH LANGUAGE CLASS: THREE

Week Ending: 16th Jun	ne, 2021		Class siz	:e:			
Day:			Date :				
Monday, 60 minutes			12th June, 2021				
Tuesday, 60 minutes			13 th June, 2	2021			
Wednesday 60 minutes			14 th June, 2	2021			
Thursday, 60 minutes			15 th June, 2	2021			
Friday, 60 minutes			16 th June,	2021			
Period :			Lesson:				
2			1 of 1				
2			1 of 1				
2			1 of 1				
2			1 of 1				
2			1 of 1				
Strand:		Sub-stra	nd :				
A. Oral Language		A. C	onversation				
B. Reading		B. V	ocabulary				
C. Writing		C. W	/riting as a Pro	ocess			
D. Using Writing Con	ventions	D. U	sing Punctuat	ion			
E. Extensive Reading		E. B	Building the Love and Culture of Reading				
Indicator (code)	B3.1.6.2.2. B3	3.2.6.1.3.	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	A. Learners	can ask aı	nd answer qu	estions for cla	rification about what other		
	people sa	ıy					
	B. Learners	can under	stand and use	e many of the	frequently occurring words		
	and chun	ks in the I	anguage, inclu	uding both cor	ntent words (nouns, verbs,		
	adjectives	s and adve	rbs) and funct	ion words (pr	epositions, articles)		
	C. Learners	can revie	w and revise t	he draft, addin	ng to or taking out ideas		
	D. Learners	can use co	mmas approp	oriately to list i	tems		
	E. Learners	can read	d a variety o	f age and lev	el-appropriate books and		
	summaris	se them					
•	•		unication and	Collaboration	Personal Development and		
Leadership Critical Thinkir	ng and Problem So	lving.					
Keywords							

T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on	a manila card and a class							
Ref:	English Lang	library. guage curriculum Page								
ner.	LIIGHSH LUNG	anguage carriculari i age								
DAY	Phase 1: Starter (preparing the brain for	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections							
	learning)									
Monday, 60 minutes	Engage learners to sing songs	A. ORAL LANGAUGE • Revise topics previously discussed, e.g. Climate Change.	What have we learnt today?							
	and recite familiar rhymes	 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. 	Ask learners to summarize the main points in the lesson							
		Assessment: let learners role-play asking and answerimg questions for clarification about what other people say								
Tuesday, 60 minutes	Engage learners to sing songs and recite familiar rhymes	 B. READING 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. Assessment: let learners find contextual meanings of new words and form sentences with them 	What have we learnt today? Ask learners to summarize the main points in the lesson							
Wednesday 60 minutes	Engage learners to sing songs and recite familiar rhymes	 C. WRITING In groups, have learners revise their writing paying attention to little details. Have learners use these questions as a revision guide: Is my topic interesting? Does the beginning catch the reader's attention? Are the ideas easy to understand? Are all the sentences saying something about the topic? Encourage learners to make as many changes as necessary to improve their work. 	What have we learnt today? Ask learners to summarize the main points in the lesson							

		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	D. WRITING CONVENTIONS AND GRAMMAR USAGE Help learners to separate items in a list, using commas, e.g. My friend has a pen, pencil, eraser and a book. Assessment: let learners commas appropriately to list items	What have we learnt today? Ask learners to summarize the main points in the lesson
Friday, 60 minutes	Engage learners to sing songs and recite familiar rhymes	 E. EXTENSIVE READING 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 Assessment: let learners read a variety of age and level-appropriate books and summarise them 	What have we learnt today? Ask learners to summarize the main points in the lesson

Vetted by :	Signature:	Date :
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SUBJECT: MATHEMATICS CLASS: THREE

Week Endin	g: 16th Jur	ie, 2021		Class size:				
Day:				Date :				
Monday, 60 minutes					12th June, 2021			
Tuesday, 6	0 minutes			13 th	June, 2021			
Wednesday	60 minutes			14 th	June, 2021			
Thursday, 6	60 minutes			15 th	June, 2021			
Friday,	60 minutes			16 th	June, 2021			
Period :				Les	son :			
2				1 of	5			
2				2 of	5			
2				3 of	5			
2				4 of	5			
2				5 of	5			
Strand: NU	MBER		Sub-stran	d : N	lumber Operations			
				·				
Indicator (co	ode)	B3.1.2.5.2	П					
Content sta	ndard (code)	B3.1.2.5.						
Performanc	e Indicator	Learners can re	epresent an	nd explain multiplication using rectangular arrays				
_		tivity and Innovati ng and Problem So		nica	tion and Collaboration Pe	ersonal Development and		
Keywords								
T. L .R. (s)		MATHEMATICS						
Ref:	Mathematic	s curriculum Pag	 ge					
DAY	Phase 1:	Phase 2: Main				Phase 3:		
	Starter (new learning including ass				ent)	Plenary / Reflections		
	(preparing	, c	J		•			
the brain								
for								
learning)								
Monday, Sing songs					Review the lesson with			
60 minutes like: To find $2 \times 3 = ?$ Learners a				arrange 2 straws vertically (legs)earners prizontal ones (arms). Learners sections.				

	I'm counting one, what is one 1 - One is one alone, alone it shall be.	Lear othe learn and and prod	ners er lea ners horiz then duct	men irners may zonta cour ent: l	s to m draw	he nu nodel verti s acro	umbe fence cal lir oss th ber c	r of o e. No es to em to of inte	lots (i te: Al repr rep ersect	inters terna esen reser tions	section tively t the nt the as th	ons) for y, legs arms	
Tuesday, 60 minutes	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	and x 1 2 3 4 5 6 7 8 9	1 1 2 3 4 5 6 7 8 9	e lear 2 4 6 8 10 12 14 16 18	build ners p 3 3 6 9 12 15 18 21 24 27	4 4 8 12 16 20 24 28 32	5 5 10 15 20 25 30 35 40 45	ading 6 6 12 18 24 30 36 42 48	7 7 14 21 28 35 42 49 56 63 ∞easyca	8 8 16 24 32 40 48 56 64 72 alculation	9 9 18 27 36 45 54 63 72 81	9 x 9)	Review the lesson with Learners
Wednesda y 60 minutes	Sing songs like: I'm counting one, what is one				ould a n on the				8 9	2 mo	n r	2	Review the lesson with Learners

		As	sessme	nt: have						
		ex	amples							
Thursday,	Sing songs			oy 6-mu	Review the lesson with					
60 minutes	like:		-	-	3-in-a-lir yers take	_	-			Learners
	l'm	1 -			cover) t			_		
	counting			-	er (or co	=				
	one, what		A CONTRACTOR		THE STATE			-		
	is one	•	A 2 3	V V 5	· ATTA	-:				
	1 - One is				%.°			1	3	
	one alone,			8		• •				
	alone it	27		7%	41					
	shall be.									
				3-in-a	-line	prod	ucts		_	
			1	2	3	4	5	6	1	
			3	4 6	6	8 12	10 15	12 18	-	
			4	8	12	16	20	24	+	
			5	10	15	20	25	30	1	
			6	12	18	24	30	36		
				G:	ame E	Board	ł			
								ı		
			sessme amples	nt: nave	learners	s to prac	tice witi	n more		
		ex	ampies							
Friday,	Sing songs	L	earners	find do	ubles of	given nu	mbers a	and skip	count	Review the lesson with
60 minutes	like:	in	3, 4, an	d 5.						Learners
	l'm	As	sessme	nt: have	learners	to prac	tice witl	h more		
	counting	ex	amples							
	one, what									
	is one									

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SUBJECT: SCIENCE CLASS: THREE

Week Ending	g: 16th Jui	ne, 2021		Class size:				
Day:				Date :				
Monday, 60	minutes			12th June, 2021				
Thursday, 60 minutes					June, 2021			
Period :				Less	son:			
2				1 of				
2				2 Of	2			
Strand: FOR	CES AND ENE	:RGY	Sub-stran	id : 5	OURCES AND FORMS OF	ENERGY		
Indicator (co	ode)	B3.4.1.1.1						
Content star	ndard (code)	B3.4.1.1.						
Performance	e Indicator	Learners can know	w that light	t is a	form of energy			
		tivity and Innovations and Problem Sol		nicat	ion and Collaboration Pe	ersonal Development and		
Keywords								
T. L .R. (s)		Pictures						
Ref:	Science curi	riculum Page						
DAY	Phase 1:	Phase 2: Main				Phase 3:		
	Starter	(new learning inc	luding asse	essm	ent)	Plenary / Reflections		
	(preparing							
	the brain							
	for learning)							
Monday,	Engage	Ask learners to:	talk about	light	and where light comes	What have we learnt		
60 minutes	learners to	from.	Jam about	۰۰۰۰۰	and mile ingite comes	today?		
sing songs • Engage learners to do the				follo	wing activities: closing			
				and doors of their classroom, Ask learners to				
familiar switching on torch or lighting				·				
rhymes object in a dark room, switc				hing	on the light in the	important points of the		
		classroom, etc.				lesson		
		 Learners talk ab activities perform 		exper	iences based on the			

		Assist learners to understand that light is a form of	
		energy that helps us to see.	
		Assessment: let learners explain that light is a form of	
		energy	
Thursday,	Engage	Ask learners to talk about light and where light comes	What have we learnt
60 minutes	learners to	from.	today?
	sing songs	Ask learners what will happen if there were no light	
	and recite	on the earth.	Ask learners to
	familiar	Assist learners to understand that light is a form of	summarize the
	rhymes	energy that helps us to see.	important points of the
			lesson
		Assessment: let learners explain that light is a form of	
		energy	

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SUBJECT: OUR WORLD OUR PEOPLE CLASS: THREE

Week Endin	g: 16th Jur	ne, 2021		Class size:				
Day:				Date:				
Tuesday, 60	0 minutes			13th June, 2021				
Thursday, 6	60 minutes			15t	h June, 2021			
Period :				Les	son :			
2				1 o	2			
2				2 o	2			
Strand : OUI	R BELIEFS ANI	O VALUES	Sub-strar	nd : E	Basic Human Rights			
Indicator (co	ode)	B3.3.3.1. 1						
Content star	ndard (code)	B3.3.3.1.						
Performance	e Indicator	Learners can des	cribe ways	of c	laiming one's rights			
_		tivity and Innovations and Problem Sol		inica	tion and Collaboration Pe	ersonal Development and		
Reywords								
T. L .R. (s)		Pictures						
Ref:	Our World (Our People curricu	ulum Page	9				
DAY	Phase 1:	Phase 2: Main				Phase 3:		
	Starter	(new learning inc	luding ass	essn	ient)	Plenary / Reflections		
	(preparing							
	the brain							
	for							
Tuesday	learning)	la casall suscess la		ماميا		M/hat have we leavet		
Tuesday, 60 minutes	Engage learners to		earners tai	кар	out how to claim their	What have we learnt		
oo minutes	sing songs	rights.	a claim his	/hor	rights through: joining	today?		
	and recite		•		elfare, reporting to the	Ask learners to		
	familiar	•	•			summarize the main		
	rhymes	•	_	, , ,				
	,	_	demonstrations, using points in the lesson elevant institutions, e.g. FIDA.					
		Assessment: Let one's rights	learners de	escri	be ways of claiming			

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

Vetted by : Date : Date :

SUBJECT: HISTORY CLASS: THREE

Week Endin	g: 16th Jur	ne, 2021			Class size:	
Day:				Date :		
Tuesday, 60	0 minutes			13th June, 2021		
Thursday, 6	0 minutes			15th	June, 2021	
Period:				Less	on :	
2				1 of	2	
2	2				2	
Strand : My	Country Ghar	na	Sub-stran	nd : In	ter-Group Relations	
Indicator (co	ode)	B3.2.2.1.3				
Content star	ndard (code)	B3.2.2.1.				
Performance	e Indicator	Learners can des	cribe the	confli	cts and alliances that ϵ	existed among the ethnic
		groups in Ghana				
Leadership (tivity and Innovations and Problem So		ınicat	ion and Collaboration Pe	ersonal Development and
Keywords						
T. L .R. (s)		Pictures				
Ref:	History curr	iculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter (preparing the brain for learning)	(new learning including assessment)		Plenary / Reflections		
Tuesday,	Engage	Trace the origin o	of the name	e 'ced	i'.	What have we learnt
60 minutes	learners to					today?
	sing songs	Discuss intergroup wars such as Battle of Feyiase and				
	and recite	the Krepi war of 1833. Discuss instances where alliances		Ask learners to		
	familiar	were formed between different groups to fight a		summarize the main		
	rhymes	common enemy.	e.g. The Ba	attle d	of Akatamanso where	points in the lesson
		the Asante army	was defeat	ted by	an alliance made up	
		of the British, Ga,	Fante, Aky	yem,	Akwamu, Krepi and	
		Denkyira Anlo/As	ante in the	e Ada	War of 1869.	

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

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SUBJECT: PHYSICAL EDUCATION CLASS: THREE

Week Ending: 16th June, 2021				Class size:				
Day: Friday,	60 minu	tes		Date: 16th	June,	2021		
Period :				Lesson:				
2				1 of 1				
Strand: MO	VEMENT CON	ICEPTS,	Sub-stran	id: SPACE AV	VARENI	ESS		
PRINCIPLES A	AND STRATEG	GIES						
Indicator (co	ode)	B3.2.1.2.1:						
Content star	ndard (code)	B3.2.1.2.						
Performance	e Indicator	Learners can ider	ntify genera	al space.				
Core Compe	tencies: Crea	tivity and Innovation	on Commu	nication and	Collabo	oration P	ersonal Development and	
Leadership C	Critical Thinkir	ng and Problem So	lving.					
Varranda								
Keywords								
T. L .R. (s)								
Ref:	PE curriculu	m Page						
DAY	Phase 1:	Phase 2: Main					Phase 3:	
	Starter	(new learning inc	luding ass	essment)			Plenary / Reflections	
	(preparing							
	the brain							
	for							
	learning)							
Friday,	Learners	Learners identify	•	-	_		What have we learnt	
60 minutes		working area. Lea			_		today?	
	demarcate	space; Learners s	hade gene	ral space as a	projec	t		
	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	

CLASS: THREE

SUBJECT: RELIGIOUS AND MORAL EDUCATION

Week Ending: 16th June, 2021					Class size:		
Day: Friday,	, 60 minu	tes		Dat	e :16th June, 2021		
Period :				Lesson:			
2				1 of 1			
Strand: Reli	Strand : Religious Practices and their Moral Sub-sti				estivals in the Three Maj	or Religions	
Implications							
Indicator (co	ode)	B3.2.2.1.1					
Content star	ndard (code)	B3.2.2.1.					
Performance	e Indicator	Learners can desc	cribe how v	ario	us festivals are celebrate	d	
-		tivity and Innovations and Problem Sol		nica	tion and Collaboration Pe	ersonal Development and	
Keywords							
T. L .R. (s)		Pictures					
Ref:	RME curricu	ılum Page	ılum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning incl	luding asse	essm	ent)	Plenary / Reflections	
	(preparing						
	the brain						
	for						
est.	learning)	1 -1 1		- (-	art alariba da a	Miles I les es el secol	
Friday,	Engage	Let learners ment	_		-	What have we learnt	
60 minutes	learners to				n-Eid-ul-Fitr, Eid-ul-	today?	
	sing songs and recite	Adha, etc Christianity-Easter, Christmas, Ash				Ask learners to	
	familiar	Wednesday 60 minutes, Pentecost Day, etc Traditional-Aboakyer, Hogbetsotso, Adae, FetuAfahy&,				summarize the main	
	rhymes	Feok, etc.	ryer, nogue	2130	.so, Aude, FetuAranyc,	points in the lesson	
	THYTHES		groups des	ccrih	e how various festivals	points in the lesson	
		are celebrated.	groups, ues	SCIID	e now various restivais		
		Assessment: let le are celebrated	earners des	scrib	e how various festivals		

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SUBJECT: CREATIVE ARTS CLASS: THREE

Week Ending: 16th June, 2021					Class size:	
Day:				Date :		
Monday, 60	minutes			12th June, 2021		
Wednesday, 60 minutes				14tl	n June, 2021	
Period :				Less	son:	
2				1 of	2	
2				2 of	2	
Strand : VISI	JAL ARTS		Sub-stran	i d : P	lanning, Making and Cor	nposing
Indicator (co	ode)	B3 1.2.3.2	I			
Content star	ndard (code)	B3 1.2.3.				
Performance	e Indicator	Learners can crea	ite own fun	ctior	nal visual artworks by skil	fully using available visual
		arts tools, materi	ial and met	thod	s to express own view a	bout visual artworks that
		reflect the natura	al and manr	made	e environments in other	African communities
		tivity and Innovations and Problem So		nicat	ion and Collaboration Pe	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 inc	luding asse	essm	ent)	Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)	<u> </u>				144
Monday,	Engage	Create own functional visual artworks by skilfully using				What have we learnt
60 minutes	learners to	available visual arts tools, mater				today?
	sing songs	express own view about visu		sual artworks that reflect the		Ask learners to
	and recite familiar	communities	naue envir	UIIII	ents in other Afficali	
	rhymes	communities		summarize the main		
	illyllles	Assessment: let le	aarnars cro	ato 4	own functional visual	points in the lesson
		artworks	carriers cre	מנפ (own functional visual	
		aitworks				

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

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SUBJECT: GHANAIAN LANGUAGE CLASS: THREE

Week Ending: 16th June, 2021				Class size:		
Day:			D	ate:		
Period :			Le	esson :		
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.		B3.2.4.2. B3	3.2.4.2.			
Performance Indicator		 The learner should read two-syllable words. The learner should read three-syllable words and segment them into syllables 				
=		tivity and Innovations and Problem Sol		cation and Collaboration Pe	ersonal Development and	
Keywords						
T. L .R. (s)		Ghanaian Language curriculum				
Ref:	Ghanaian La	anguage curriculu	m			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding assess	ment)	Phase 3: Plenary / Reflections	
	Engage leaners to sing songs and recite familiar rhymes	words. • Join two of the word on the boar • Lead learners to	ole words and one-syllable v d. o say the word	lead learners to say the words to form a new	What have we learnt today? Review the lesson with learners	
		ASSESSITIETTE. ASSIS	51 154111515 10	icau two synable words		

Engage	Let learners say the letters of the alphabet.	What have we learnt
leaners to	Form one-syllable words and lead learners to say the	today?
sing songs	words.	
and recite	Join two of the one-syllable words to form a new	
familiar	word on the board.	Review the lesson with
rhymes	Lead learners to say the words.	learners
	Write three-syllable words on flashcards.	
	Show it to the learners to read the words and	
	segment them into syllables	
	Assessment: let learners read three-syllable words and	
	segment them into syllables	
Engage	Let learners say the letters of the alphabet.	What have we learnt
leaners to	Form one-syllable words and lead learners to say the	today?
sing songs	words.	
and recite	Join two of the one-syllable words to form a new	
familiar	word on the board.	Review the lesson with
rhymes	Lead learners to say the words.	learners
	Write three-syllable words on flashcards.	
	Show it to the learners to read the words and	
	segment them into syllables	
	Assessment: let learners read three-syllable words and	
	segment them into syllables	

Vetted by :	Signature:	Date :
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