



SAMPLE LESSON NOTES-WEEK 2
BASIC THREE


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SCHEME OF LEARNING- WEEK 2

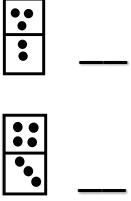
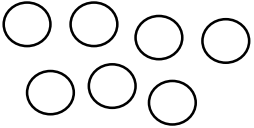
BASIC THREE

Name of School.....

Week Ending			
Class		Three	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B3.1.2.1.1. B3.2.2.1.1 B3.4.3.1.1. B3.5.1.1.2. B3.6.1.1.1.1	
Performance Indicator		<p>A. Learners can compose short rhymes and tongue-twisters and recite them</p> <p>B. Learners can understand the relationship between spelling of words and sounds of speech</p> <p>C. Learners can use letter-sound relationships to represent most letters in words correctly</p> <p>D. Learners can demonstrate the ability to capitalize titles of texts</p> <p>E. Learners can read a variety of age and level appropriate books and summarize them</p>	
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)
Monday	<p>Engage learners to sing songs and play games to get them ready for lesson.</p> <p>Use questions and answers to review learners understanding in the previous lesson.</p>	<p>A. <u>ORAL LANGUAGE</u> (Rhymes Pg.70)</p> <p>Present new rhymes and perform them as learners listen and observe.</p> <p>Let learners read through the lines in groups and individually on their own.</p> <p>Focus on rhyming words by helping learners to identify them.</p> <p>Put learners in convenient groups. Assign them a rhyme and task them to compose a parallel one.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Tuesday	<p>Engage learners to sing songs and play games to get them ready for lesson.</p> <p>Use questions and answers to review learners understanding in the previous lesson</p>	<p>B. <u>READING</u> (Phonics)</p> <p>Have learners revise writing out some words as you pronounce them. (You can also make them read words on the board or word cards).</p> <p>Provide activities for learners to use letter names and sounds to spell and sound out words.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>

<p>Wednesday</p>	<p>Have learners to describe the picture in three sentence.</p> 	<p>C. WRITING (Writing Letters Pg.89)</p> <p>Let learners play the alphabet sound game.</p> <p>Dictate words and simple sentences for learners to write.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
<p>Thursday</p>	<p>Ask learners to write a list of 10 things they would do if they could fly.</p> <p>Let learners present their list to the whole class for discussion.</p>	<p>D. WRITING CONVENTIONS & GRAMMAR USAGE (Using Capitalization Pg.97)</p> <p>Provide sample varied stories and passages whose titles or headings have capital letters at the beginning of content words, e.g. "Ananse and the Wisdom Pot".</p> <p>Put learners into groups to study the titles/headings and discover the use of capital letters in context.</p> <p>Give learners titles/headings of stories or texts in lower case for them to re-write using capital letters at the beginning of content words.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
<p>Friday</p>	<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>E. EXTENSIVE READING</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>

Week Ending			
Class	Three		
Subject	MATHEMATICS		
Reference	Mathematics curriculum Page		
Learning Indicator(s)	B3.1.1.1.2 -3		
Performance Indicator	Identify numbers in different positions around a given number in a number chart Describe numbers and the relationship between numbers		
Strand	Number		
Sub strand	Counting & Representation		
Teaching/ Learning Resources	Counters, bundle and loose straws base ten cut square, patterns		
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 complete the pattern. Which shape comes next? Draw it □ ○ □ ○ —	Guide learners to revise counting of natural numbers up to 1,000. Display and paste a number chart in multiples of 500 between 10,000 and 100,000 Lead learners to identify numbers in different positions around a given number. Put learners in pairs and give each group a number grid and have them identify numbers in different positions around a chosen number.	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.
Tuesday	Have learners to match the shapes. ○ △ □ ○ △ □	Guide learners to revise counting of natural numbers up to 10,000. Display and paste a number chart in multiples of 500 between 10,000 and 100,000 Lead learners to identify numbers in different positions around a given number. Put learners in pairs and give each group a number grid and have them identify numbers in different positions around a chosen number.	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.
Wednesday	Engage learners to draw the circles and shade any three. ○ ○ ○ ○ ○ ○ ○	Demonstrate a conceptual understanding of place value of whole numbers between 100 and 10,000 by: - explaining and showing - with bundles of hundreds, tens and ones	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.

<p>Thursday</p>	<p>Engage learners to count the dots and write each number beside</p> 	<p>Demonstrate a conceptual understanding of place value of whole numbers between 100 and 10,000 by: - explaining and showing - with bundles of hundreds, tens and ones</p> <p>- explaining the meaning of each digit in a given 3-digit number (when the three digits are different, as well as when two or more of the digits are the same) and representing the number in a hundreds frame</p> <p>- explaining why the value of a digit depends upon its placement within a numeral.</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
<p>Friday</p>	<p>Engage learners to draw the circles and shade any three.</p> 	<p>Demonstrate a conceptual understanding of place value of whole numbers between 100 and 10,000 by: - explaining and showing - with bundles of hundreds, tens and ones</p> <p>- explaining the meaning of each digit in a given 3-digit number (when the three digits are different, as well as when two or more of the digits are the same) and representing the number in a hundreds frame</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>

Week Ending			
Class	Three		
Subject	SCIENCE		
Reference	Science curriculum Page 49		
Learning Indicator(s)	B3.1.1.1.1		
Performance Indicator	Learners can classify living things plants and animals by their life process		
Strand	Diversity Of Matter		
Sub strand	Living & Non Living Things		
Teaching/ Learning Resources	Pictures of Plants and animals in the environment		
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)
	Have learners watch a documentary on the life processes of some plants and animals	Learners watch pictures and videos on living things Learners collect and display cut-out pictures or flash cards of plants and animals	What have we learnt today? Life process of plants and animals Have learners to summarize the important points of the lesson
	Have learners watch a documentary on the life processes of some plants and animals	Learners sort the living things into plants and animals through an activity. Draw two large circles and let learners place living things into different circles for plants and animals based on their life processes	What have we learnt today? Life process of plants and Animals Have learners to summarize the important points of the lesson
	Put the learners into groups. Play a game of seeing which group can list the highest number of living and non-living things. Give them 5 minutes to write as many ideas down on paper as they can. The group with the highest number wins	Have learners watch a documentary on the life processes of some plants and animals Produce more materials for different activities	What have learnt today? Life process of plants and Animals Have learners to summarize the important points of the lesson

Week Ending			
Class	Three		
Subject	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page 40		
Learning Indicator(s)	B3.1.1.2.1.		
Performance Indicator	Explain God's promises to humankind		
Strand	All About Us		
Sub strand	Nature Of God		
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)
	<p>Flash letter cards to learners for them to pronounce some key words in the lesson.</p> <p>Ask pupils to spell and write the words in the books</p>	<p>Through questions and answers, guide learners to identify the promises God made to humankind:</p> <p>Making reference form the call of Abraham (Ibrahim) – God promised him with eternal life.</p> <p>In groups, let learners discuss the call of Abraham (Ibrahim).</p> <p>Let learners present their work to class for discussion.</p> <p>Let learners role play the call of Abraham (Ibrahim).</p> <p>Let learners mention the ways we respond to God's call.</p>	<p>Ask learners to tell the class what they have learnt.</p> <p>Call learners in turns summarize the lesson</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>Through questions and answers, guide learners to identify the promises God made to humankind:</p> <p>Making reference form the call of Moses (Musa).</p> <p>In groups, let learners discuss the call of Moses (Musa).</p> <p>Let learners present their work to class for discussion.</p> <p>Let learners role play the call of Moses (Musa).</p> <p>Let learners mention the ways we respond to God's call.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.</p>

	<p>Ask learners questions to review their understanding in the previous lesson</p>	<p>Through questions and answers, guide learners to identify the promises God made to humankind:</p> <p>Making reference from the call of Moses (Musa).</p> <p>In groups, let learners discuss the call of Moses (Musa).</p> <p>Let learners present their work to class for discussion.</p> <p>Let learners role play the call of Moses (Musa).</p> <p>Let learners mention the ways we respond to God's call.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and put it in their pockets and learn it on their way home.</p>
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Week Ending			
Class	Three		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page 15		
Learning Indicator(s)	B3.1.1.1.1		
Performance Indicator	Learners can demonstrate ways to care for the environment		
Strand	God's Creation & Attributes		
Sub strand	God the Creator		
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)
	Have learners mention natural things (things created by god) that are bright and beautiful in the environment and classify them into big and small	Use questions and answers for learners to explain the environment. Using Think-Pair-Share, let learners talk about ways of caring for the environment through: tree planting, proper disposal of waste, legal mining, clean-up exercises, avoiding environmental pollution, etc. Assessment: Let learners organize and do clean-up exercises in the school environment	What have we learnt today? Caring for the natural environment Ask learners to summarize the important points of the lesson Give learners task to mention and discuss ways of caring for the natural environment

Week Ending			
Class	Three		
Subject	HISTORY		
Reference	History curriculum Page 15		
Learning Indicator(s)	B3.2.1.1.1		
Performance Indicator	Learners to discuss the origins of the major ethnic groups in Ghana		
Strand	My country Ghana		
Sub strand	The People Of Ghana		
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)
	<p>Have learners watch videos of some of the history of the major ethnic groups in Ghana</p> <p>Have learners to write on a sheet of paper the following</p> <p>What are the major ethnic groups in Ghana? Etc.</p>	<p>Identify some of the major ethnic groups. E.g. Akans</p> <p>Let learners identify some of the characteristics of the Akan ethnic group.</p> <p>Use a map to trace the routes of the Akan ethnic groups.</p>	<p>Play a game of pick and win using ethnic groups</p>
	<p>Have learners watch videos of some of the history of the major ethnic groups in Ghana</p> <p>Have learners to tell which of part of the video interest them</p>	<p>In groups, learners discuss the origin of the Akan ethnic group.</p> <p>Compose a song with names of the major ethnic groups and where they originated (In the special schools, resource persons should assist the hearing impaired to sing)</p>	<p>What have we learnt today?</p> <p>The origin of major ethnic groups</p> <p>Have learners to summarize the important points in the lesson</p>

Week Ending			
Class	Three		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum Page 68		
Learning Indicator(s)	B3 2.1.1.1		
Performance Indicator	Study and talk about performing artworks produced or performed in other African communities		
Strand	Performing Arts		
Sub strand	Thinking and Exploring Ideas (Performing Arts)		
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)
	Learners are to watch a short video that reflects topical issues in the local community; Ask learners to talk about parts of the video or pictures that interest them.	Learners are to gather information through library research, surfing the internet for African music, dances and drama. Watch short documentaries on the performing arts of Africa Discuss the resources that are used (e.g. instruments, elements, costumes, props) for composing and performing music, dance and drama in Africa and the rest of the world imitate the skills and techniques that the composers, arrangers and performers use.	Ask learners to tell the whole class what they have learnt. Learners tell what they will like to learn.
	Ask learners questions to review learners understanding in the previous lesson.	Discuss the subject matter, the occasions on which they are performed – festivals, entertainment shows, sporting activities, independence anniversary celebrations and their social and cultural importance. Develop ideas and concepts for composing and performing music, dance and drama from the compositions and performances from Africa.	Use series of questions and answers to review learners understanding of the lesson. Call learners in turns to summarize the lesson.

Week Ending			
Class	Three		
Subject	GHANAIAN LANGUAGE		
Reference	Ghanaian Language curriculum Page 89		
Learning Indicator(s)	B3.1.2.1.1-2		
Performance Indicator	Recognize and produce own rhyming words.		
Strand	Oral Language		
Sub strand	Rhymes		
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)
	Split learners into 2 teams. Taking turns, learners from each team come up and chose a vocabulary word. Learners to draw something on the board while only their tries to guess the word	Let learners sing a popular play song they know. Read aloud a rhyme to learners. Let learners read aloud the rhyme in turns. Lead learners through discussions to recognize rhyming words in the rhyme.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt
	Have learners share what is going on in their lives. You and your learners can talk about plans for the weekend.	Let learners sing a popular work song they know. Write your own rhyme and read it to the learners. Lead learners to read the rhyme in turns. Discuss the skills involved in writing a rhyme with learners. Encourage learners to produce their own rhyming words.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt
	Split your class into small groups of 4. Each group have to think of an acronym about what they have learned so far. The acronym can't be longer than the number of members in the group. Call the groups in turns to discuss what the letters in the acronym stands for	Let learners sing a popular work song they know. Write your own rhyme and read it to the learners. Lead learners to read the rhyme in turns. Discuss the skills involved in writing a rhyme with learners. Encourage learners to produce their own rhyming words.	Use questions to review their understanding of the lesson Ask learners to summarize what they have learnt

Week Ending	
Class	Three
Subject	PHYSICAL EDUCATION
Reference	PE curriculum Page 30
Learning Indicator(s)	B3.1.2.1.2:
Performance Indicator	Jump continuously forward and backward over a turning rope.
Strand	Motor Skill And Movement Patterns
Sub strand	Locomotive Skills
Teaching/ Learning Resources	Pictures and Videos
Core Competencies: Learners develop competencies and personal skills such as critical thinking, collaboration, communication, body balance, power	

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>Take learners through general and specific warm ups.</p> <p>Have learners to watch pictures and videos of the skill to be learnt.</p>	<p>Learners find free space and skip 10 times always landing on the balls on both feet.</p> <p>Learners find free space and skip 5 times on one foot always landing on the balls of the same foot as they alternate the foot. e.g. right – 5times left – 5times</p> <p>A learner jumps continuously on a forward-turning rope 10 times after which they change roles.</p> <p>In groups of three, two holding each end of the rope, a learner jumps continuously a backward-turning rope.</p>	<p>Have learners to discuss the importance in exercising the body.</p> <p>End lesson with cool down.</p>