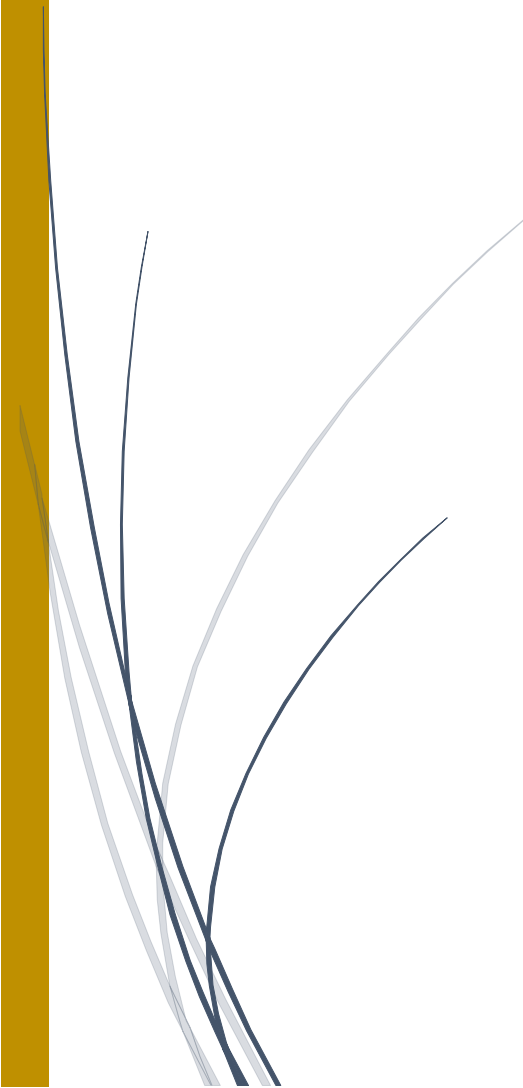


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SAMPLE LESSON NOTES-WEEK 6
BASIC THREE

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 6

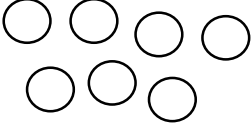
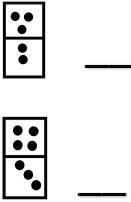
BASIC THREE

Name of School.....

Week Ending			
Class	Three		
Subject	ENGLISH LANGUAGE		
Reference	English Language curriculum Page		
Learning Indicator(s)	B3.1.6.1.1. B3.2.6.1.1. B3.4.8.1.1. B3.5.4.1.1. B3.6.1.1.1		
Performance Indicator	<p>A. Learners can use appropriate greetings for special occasions</p> <p>B. Learners can read level-appropriate sight words, understand and use them in meaningful complex sentences</p> <p>C. Learners can develop two coherent paragraphs on one idea or concept using leading questions</p> <p>D. Learners can identify the present continuous form of action words in spoken and written communication</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>Have learners recite familiar rhymes.</p> <p><u>FIVE LITTLE DUCKS</u> Five little ducks went out one day, Over the hills and far away, Mother duck said “Quack, quack, quack” But only 4 little ducks came back.</p>	<p>A. ORAL LANGUAGE (Conversation Pg.72)</p> <p>Revise greetings for special occasions such as birthdays, anniversaries, festivals.</p> <p>Let learners take turns to demonstrate greetings for special occasions and practice the appropriate responses.</p> <p>Put learners into groups. Assign each group a special occasion for them to practice greetings and responses for that occasion</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 recite familiar rhymes</p> <p><u>LITTLE TOMMY TITTLEMOUSE</u> Little tommy tittle mouse Lived in a little house, He caught fishes In other men’s ditches.</p>	<p>B. READING (Vocabulary Pg.84)</p> <p>Provide learners with texts containing level-appropriate sight words.</p> <p>Put them into groups to identify, read and use sight words in meaningful sentences</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>
Wednesday	<p>Have learners play games and recite familiar rhymes to begin the lesson</p>	<p>C. WRITING (Guided Composition Pg.92)</p>	<p>Give learners task to complete while you go round the class to support</p>


	Using questions and answers, review their understanding of the previous lesson.	Have learners brainstorm to choose a topic, e. g. My home Write the topic on the board. Ask questions for learners to generate ideas on the topic Discuss the questions with learners for them to answer appropriately	those who might need extra help. Have learners to read and spell some of the keywords in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes <u>THERE WAS A JOLLY MILLER ONCE</u> There was a jolly miller once Lived on the river Dee He worked and sang from morn till night, No lark as blithe as he, And this the burden of his song Forever used to be, I care for nobody, no not I, And nobody cares for me.	D. WRITING CONVENTIONS & GRAMMAR USAGE (Using Action Words Pg.99) Through demonstration, assist learners to use the continuous form of the action words such as running, eating and sitting. Provide sentences and let learners identify the continuous form of the action words: e.g. Adongo is running with the ball.	Give learners task to complete while you go round the class to support those who might need extra help. Have learners to read and spell some of the keywords in the lesson
Friday	Have a variety of age/level-appropriate books for learners to make a choice from. Guide learners to select books for readings	E. EXTENSIVE READING Using the Author's chair, introduce the reading/library time. Introduce narratives, expository, procedural texts to learners.	Let learners summarize the books they read to the whole class Learners draw parts of the stories they read.

Week Ending			
Class	Three		
Subject	MATHEMATICS		
Reference	Mathematics curriculum Page 49/50		
Learning Indicator(s)	B3.1.2.3.1		
Performance Indicator	Use strategies to mentally add and subtract whole numbers within 100		
Strand	Number		
Sub strand	Number Operations		
Teaching/ Learning Resources	Ruler, rope, meter rule		
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 	Demonstrate by using strategies like counting up solving the addition. Example: Add $8 + 4$ Guide learners to start from 8 and count up to 4times. That is $8 \rightarrow 9, 10, 11, 12$ Write more examples on board and call learners to the board to solve them to the whole class. Give them task to solve individually and monitor their progress.	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. 	Engage learners in strategies to make doubles when both numbers are close to doubles or when one number is close to the double of the other by: decomposing one of the numbers to create doubles Example1: Add $25 + 26$, think $25 + 25 + 1$ Example2: Add $24 + 26$, think $25 + 25$, Example3: Add $69 + 23$, think $70 + 22$ Give them task to solve individually and monitor their progress.	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>Wednesday</p>	<p>Engage learners to draw the circles and shade any three.</p> 	<p>Engage learners in strategies to make 10s when one number is close to 10 or to multiples of 10 by shifting a quantity from one number to the other to create a multiple of 10</p> <p>e.g. for example, 28 + 47,</p> <p>think 30 + 45, which is the equivalent of moving 2 from 47 to 28</p> <p>or think 25 + 50, which is the equivalent of moving 3 from 28 to 45</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>Thursday</p>	<p>Engage learners to count the dots and write each number beside</p> 	<p>Engage learners in strategies in making 10s when the 2nd number is close to 10 or to a multiple of 10 by compensation</p> <p>i.e., adding something to the number, then adjusting the answer by adding the same amount to the answer</p> <p>e.g. for 48 - 19,</p> <p>subtract: 48 - 20 which is 18, then add 1 to that answer to get 19.</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 sing the song</p> <p><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>Engage learners in strategies to subtract by counting up in friendly jumps.</p> <p>Start at 2nd number and jump up by friendly jumps to get to the first number and add up all the friendly jumps made</p> <p>e.g.,71-36, start with 36 and make friendly jumps until you get to 71, for example $36 + 10 + 10 + 10 + 5$ gives 71. The jumps made were $10 + 10 + 10 + 5$, or 35 places in total. So the difference between 71 and 36 is 35)</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 51		
Learning Indicator(s)	B3.1.2.3.1		
Performance Indicator	Explain how substances change state between solid, liquid and gas		
Strand	Diversity Of Matter		
Sub strand	Materials		
Teaching/ Learning Resources	Metals, woods plastics soil stones paper pencil crayons balloons		
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)
	<p>Teacher writes and lets students see the answer on the board, perhaps a picture of object on the board.</p> <p>The students must come up with questions in which the answer could be the object on the board.</p>	<p>Learners watch pictures and videos of solid, liquid and gaseous substances.</p> <p>Provide learners with solid and liquid substances such as shea butter, water, candle wax, ice</p> <p>Learners identify the physical states of the materials provided.</p> <p>Heat water for learners to observe how it changes to gas and cools down from gas to water (from liquid to gas and back to liquid).</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>Teacher introduces the lesson to learners. Students are to list all the words they associate with the topic to be treated. Ask them to put words together to form a definition</p>	<p>Engage learners to melt Shea butter and candle wax and let them observe how they change from solid to liquid and liquid to solid.</p> <p>Elaborate on their ideas to explain how substances change state.</p> <p>Share with learners, some everyday occurrences in which no new thing is formed.</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>

Week Ending	
Class	Three
Subject	OUR WORLD OUR PEOPLE
Reference	OWOP curriculum Page 41
Learning Indicator(s)	B3.1.3.1.1.
Performance Indicator	Explain factors that promote good relationships at home, school and community
Strand	All About Us
Sub strand	My Family & The Community
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)
	Have learners to sing songs and recite rhymes related to the lesson	Learners talk about good relationship. In groups, guide learners to talk about things that promote good relationship, e.g. compartment, respect, love, obedience, humility, friendliness, honesty. Learners role play behaviors that show good relationship.	Ask learners questions to review their understanding of the lesson. 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.
	Put students into groups of three 3 and number them 1-3. Put three number statements up to the white board and ask students to explain the corresponding statements related to the lesson to their group. The group who explains well wins.	Engage learners in a fishbowl activity to discuss about good human relationship. In groups, guide learners to talk about things that promote good human relationship, e.g. compartment, respect, love, obedience, humility, friendliness, honesty. Learners role play behaviors that show good relationship.	Ask learners questions to review their understanding of the lesson. 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.
	Have learners to sing songs and recite rhymes related to the lesson	In groups, learners talk about the need to promote good relationship e.g. it promotes, peace, unity, development, friendliness, etc. 	Divide the class into two teams. One player serves a question and choses a player in the other group to answer.

Week Ending			
Class	Three		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page 17		
Learning Indicator(s)	B3.1.3.1.2:		
Performance Indicator	Give reasons for protecting God's creation.		
Strand	God's Creation & Attributes		
Sub strand	Purpose of God's creation		
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>Teacher introduces the lesson to learners.</p> <p>Students are to list all the words they associate with the topic to be treated.</p> <p>Ask them to put words together to form a definition</p>	<p>Call learners in turns to mention some creation of God. e.g. Trees, water bodies, animals, etc.</p> <p>Lead learners to think-pair-share on why we should protect God's creation: - to preserve creation for generations, - it is a command from God, - our survival depends on other creation: food, medicine, shelter, air, etc. and - it is service to God and humankind</p> <p>Share roles to learners to role play activities in protecting God's creation</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>

Week Ending			
Class	Three		
Subject	HISTORY		
Reference	History curriculum Page 15		
Learning Indicator(s)	B3.2.1.1.1		
Performance Indicator	Discuss the origins of the major ethnic groups in Ghana		
Strand	My country Ghana		
Sub strand	The People Of Ghana		
Teaching/ Learning Resources	History curriculum Page 15		
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)
	Engage learners to sing some patriot songs they are familiar with. Example: Arise Ghana Youth. Ask learners questions about what they know about Ghana.	Engage learners to identify some of the major ethnic groups in Ghana. <i>E.g. Guan, Mole-Dagbani/ Gonja, Akan, Ga/Adangme, Ewe</i> Use a map to trace the routes of how Ga/Adangme ethnic group travelled to get to their present-day locations in Ghana. <i>The Ga-Dangmes are one ethnic group that lives primarily in the Greater Accra of Ghana. They were ruled by a king called King Ayi Kushi. The Ga people are organized into six independent towns (Ga Mashie, Osu, La, Teshie, Nungua and Tema). The Dangme people include the Ada, Kpone, Krobo, Ningo, Osudoku, Prampram and Shai</i> In groups, learners discuss the origin of the major ethnic groups	Ask learners series of questions to review their understanding of the lesson Ask learners to summarize what they have learnt Give learners individual or home task
	Review the previous lesson with learners through questions and answers. Let learners sing songs and recite rhymes. Ensure that all learners take part in it.	Compose a song with names of the major ethnic groups and where they originated Draw a map to locate the migratory routes of the ethnic groups. (this can also be done on a manila card) Develop a timeline of the periods each ethnic group arrived in Ghana	Ask learners series of questions to review their understanding of the lesson Ask learners to summarize what they have learnt Give learners individual or home task

Week Ending			
Class	Three		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum Page 81 & 85		
Learning Indicator(s)	B3 2.3.4.1 B3 2.3.5.1		
Performance Indicator	Perform own artworks to share creative experiences that reflect the history and culture of people in other African communities		
Strand	Performing Arts		
Sub strand	Displaying and Sharing (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)
	<p>Review the previous knowledge of the learners by making them answer questions on the previous lesson.</p> <p>Engage learners to play games and sing songs to begin the lesson</p>	<p>Learners are to watch pictures of performances that reflect the history and culture of the Ghanaian people.</p> <p>Let learners talk about the pictures and tell the class the part of the pictures that interest them most.</p> <p>Learners to perform parts of the video in groups.</p> <p>Discuss the need for performing compositions of own music, dance, drama, poetry, etc.</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>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>
	<p>Review the previous knowledge of the learners by making them answer questions on the previous lesson.</p> <p>Engage learners to play games and sing songs to begin the lesson</p>	<p>Guide learners to plan a display of portfolio of own music, dance or drama</p> <p>Have learners talk about how they felt performing their own compositions.</p> <p>Learners to talk about</p> <p><i>i. what they learnt from the performance of other groups.</i></p> <p><i>ii. what other things they would want to do to improve upon their compositions.</i></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>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>

Week Ending	
Class	Three
Subject	GHANAIAN LANGUAGE
Reference	Ghanaian Language curriculum Page 99
Learning Indicator(s)	B3.2.4.1.1-3
Performance Indicator	Use alphabetic awareness to decode words.
Strand	Reading
Sub strand	Phonics: letter and sound knowledge
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)
	Engage learners to sing songs and recite rhymes Row, Row, Row Your Boat" Row, row, row your boat, Gently down the stream. Merrily, merrily, merrily, merrily, Life is but a dream.	Lead learners to say the letters of the alphabet as a group. Call learners to say the letters of the alphabet in turns. Practice alphabetic awareness to decode words on the board for learners to observe. Aid learners to use alphabetic awareness to decode simple words.	Ask learners questions to review their understanding of the lesson. Give learners task to do while 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 say the letters of the alphabet as a group and individually. Practice alphabetic awareness with learners to decode compound words on the board. Assist learners to use alphabetic awareness to decode compound words.	Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson.
	Engage learners to sing songs and recite rhymes Ding dong bell. Pussy's at the well. Who took her there? Little Johnny Hare. Who'll bring her in? Little Tommy Thin. What a jolly boy was that To get some milk for pussy cat, Who ne'er did any harm? But played with the mice in his father's barn	Let learners say the letters of the alphabet. Write and read simple short sentences that include compound words on the board. Lead learners to read the sentences aloud. Underline the compound words in the sentences and encourage learners to use the words to form simple short sentences that include compound words.	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	P.E curriculum Page 32		
Learning Indicator(s)	B3.1.5.1.6:		
Performance Indicator	Learners can Balance while moving and manipulating an object on a ground-level balance beam.		
Strand	Motor skills and movement pattern		
Sub strand	Rhythmic skills		
Teaching/ Learning Resources	Pictures And Videos, balls		
Core Competencies: Learners develop personal and leadership skills as they acquire accuracy, precision, coordination strength and balance			
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)
	Take learners through general and specific warm ups.	Learners lean forward and bounce balls whiles moving on ground level balance beam. They roll ball with stick whiles moving. Learners practice the skill at their own pace. End the lesson with cool down	Have learners to practice individually and in groups. Help those who finds it difficult and help them Assessment: Organize mini game for learners for fun and enjoyment.