


A 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 7**  
BASIC THREE

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

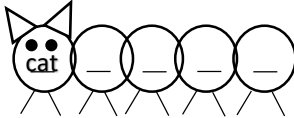
Fayol Inc.  
0547824419/0549566881 sirhoa1@gmail.com

## SCHEME OF LEARNING- WEEK 7

### BASIC THREE

Name of School.....

<b>Week Ending</b>			
<b>Class</b>		Three	
<b>Subject</b>		<b>ENGLISH LANGUAGE</b>	
<b>Reference</b>		English Language curriculum Page	
<b>Learning Indicator(s)</b>		B3.1.6.1.2. B3.2.6.1.2. B3.4.9.1.1 B3.5.5.1.1. B3.6.1.1.1.	
<b>Performance Indicator</b>		<p>A. Learners can talk about events in the community</p> <p>B. Learners can use knowledge of prefixes and suffixes to interpret unfamiliar words</p> <p>C. Learners can select a topic on familiar themes (e.g. myself), brainstorm and organize before writing</p> <p>D. Learners can identify and use adjectives in short sentences to describe height, length, etc.</p> <p>Learners can read a variety of age and level-appropriate books and summarize them</p>	
<b>Teaching/ Learning Resources</b>		Word cards, sentence cards, letter cards and a class library	
<b>Core Competencies:</b> Reading and Writing Skills Personal Development and Leadership and Collaboration			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	<p>Engage learners to sing songs and recite some familiar rhymes they know</p> <p><b>ONE POTATO, TWO POTATOES</b> One potato, two potatoes, three potatoes, four</p> <p>Five potatoes, six potatoes, seven potatoes, more.</p> <p>One potato, two potatoes, three potatoes, four</p> <p>Five potatoes, six potatoes, seven potatoes, more</p>	<p><b>A. ORAL LANGUAGE</b> (Conversation)</p> <p>Show pictures of events in the community, e.g. durbar, festival, naming ceremony, birthday.</p> <p>Have learners think-pair-share the events with the person sitting next to them.</p> <p>Have the pairs share their experiences with the class.</p> <p>Have learners talk about which of the events they like most and why they like them.</p> <p>Assessment: Let learners, in groups, role-play the events of their choice.</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Have learners to read and spell the key words on the board.</p>
Tuesday	<p>Play games and sing some action songs to begin the class</p>	<p><b>B. READING</b> (Vocabulary Pg.84)</p> <p>Use knowledge of prefixes and suffixes to interpret unfamiliar words</p>	<p>Ask learners to talk about what they have learnt.</p>
Wednesday	<p>Select 10 words and write them two different times on word cards.</p>	<p><b>C. WRITING</b> (Writing as a Process Pg. 92)</p>	<p>Ask learners to talk about what they have learnt.</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 the words match the learner gets to keep the cards.</p>	<p>Take learners through the writing process: Pre-writing stage</p> <p>Consider composition writing as a process. That is, it should be done in stages.</p> <p>Take learners through stages such as preparation, writing, editing and publishing.</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>
Thursday	<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><b>D. WRITING CONVENTIONS &amp; GRAMMAR USAGE</b> (using adjectives Pg.100)</p> <p>Provide sentences with simple adjectives for learners to identify, e.g. I saw a <u>tall</u> tree. She is a <u>beautiful</u> girl. I have a <u>blue</u> pen. Look at the <u>short</u> man.</p> <p>Assessment: Put learners in groups to use the adjectives identified in simple sentences.</p>	<p>Ask learners to talk about what they have learnt.</p> <p>Give learners an individual or home task to write the</p> <p><u>I have a blue pen</u></p>
Friday	<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><b>E. EXTENSIVE READING</b></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>

<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	<b>MATHEMATICS</b>		
<b>Reference</b>	Mathematics curriculum Page 52 & 53		
<b>Learning Indicator(s)</b>	B3.1.2.3.2		
<b>Performance Indicator</b>	Use strategies to mentally add and subtract whole numbers within 100		
<b>Strand</b>	Number		
<b>Sub strand</b>	Number Operations		
<b>Teaching/ Learning Resources</b>			
<b>Core Competencies:</b> Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Engage learners to sing the song <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.	Guide learners to use strategies to mentally add and subtract whole numbers.  Let learners look for doubles, and then change the subtraction question into an addition and solve it e.g. <b>24 - 12</b> , think $12 + 12 = 24$ so $24 - 12$ is 12  Guide learners to practice with more examples.	Give learners task to complete whiles you go round to guide those who don't understand.  Give remedial learning to those who special help.
	Engage learners to sing songs and recite some familiar rhymes they know  <u>GIVE ME A HEARTBEAT</u> •Give me a heartbeat boom boom, a heartbeat boom boom.2x  •Give me a heartbeat and a sneezing, boom boom eetiinn 3x  •Give me a heartbeat, a sneezing and coughing, boom boom eetiinn, eeehee eeheee.	Guide learners to use strategies to mentally add and subtract whole numbers.  Let learners make doubles when the two numbers that are close together or close to doubles by:  -Compensating to make doubles: e.g. <b>48 - 23</b> , think $48 - 24 = 24$ . Then add 1 to 24 to get 25.  Guide learners to practice with more examples.	Give learners task to complete whiles you go round to guide those who don't understand.  Give remedial learning to those who special help.
	Engage learners to Play show me a number game with learners (up to 10), with fingers.  Teacher mentions the number from (1 to 10).	Guide learners to use strategies to mentally add and subtract whole numbers.  Let learners make doubles when the two numbers that are close together or close to doubles by:	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>Learners then show their fingers up to show the number</p>	<p><i>-Decomposing the second number to make doubles</i></p> <p>e.g. <b>48 – 25</b>, think 48 – 24 – 1</p> <p>Guide learners to practice with more examples.</p>	
	<p>Engage learners to sing songs and recite some familiar rhymes they know</p> <p><u>ONE POTATO, TWO POTATOES</u></p> <p>One potato, two potatoes, three potatoes, four</p> <p>Five potatoes, six potatoes, seven potatoes, more.</p>	<p>Guide learners to use strategies to mentally add and subtract whole numbers.</p> <p>Let learners add on by friendly jumps strategy, where one of the numbers is decomposed into a friendlier number and added in “chunks”</p> <p>For example, when adding <b>326 + 232</b>, start with 326,</p> <p>Add 100 two times to get 526 (326 + 100 + 100), then add on 10 three times to get 556 (526 + 10 + 10 + 10) and then add on 2 to get 558. The answer is 558.</p> <p>Guide learners to practice with more examples.</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>

<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	<b>SCIENCE</b>		
<b>Reference</b>	Science curriculum Page 52		
<b>Learning Indicator(s)</b>	B3.2.1.1.1		
<b>Performance Indicator</b>	Describe some cyclic events like day and night, wet and dry seasons and their intervals/periods		
<b>Strand</b>	Cycles		
<b>Sub strand</b>	Earth Science		
<b>Teaching/ Learning Resources</b>	Torch candle matchstick lantern paper pencil pictures of well river		
<b>Core Competencies:</b> Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Ask learners questions to review their understanding in the previous lesson	<p>Prior to the lesson, task learners to find-out some different cyclic events from their homes</p> <p><i>Example: day and night, wet and dry seasons, going to school, Independence Day celebrations, cultivation of crops [e.g. maize]</i></p> <p>Have learners to describe some of the cycles identified</p> <p>Guide learners to identify some activities associated with each event and relate to them.</p> <p>Call out learners in turns to tell what they do throughout the day.</p>	<p>Learners to tell what was interesting about the lesson.</p> <p>Have learners to read and spell the key words written on the board</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>Revise with learners on some cycle of events identified in the previous lesson</p> <p>Guide Learners to mention and discuss the importance of some cyclic events</p> <p>Write a few keywords on the board for learners.</p> <p>Learners draw any of the cycles e.g. day and night, wet and dry seasons</p>	<p>Learners to tell what was interesting about the lesson.</p> <p>Have learners to read and spell the key words written on the board</p>

<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	<b>OUR WORLD OUR PEOPLE</b>		
<b>Reference</b>	OWOP curriculum Page 42		
<b>Learning Indicator(s)</b>	B3.1.4.1. 1.		
<b>Performance Indicator</b>	Sketch a map of the neighborhood showing major home, major routes and other important locations		
<b>Strand</b>	All About Us		
<b>Sub strand</b>	Home And School		
<b>Teaching/ Learning Resources</b>	Pictures, Charts, Video Clips		
<b>Core Competencies:</b> Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity and Global Citizenship			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<p>Invite learners to tell stories of their mistakes they have committed in the past. Encourage learners to come up with how best they could do to prevent such mistakes and/ or solve them.</p>	<p>Engage Learners in a warm up- directions. On the board, draw a rough map of the neighborhood, just a few streets and the school.</p> <p>Ask “where is the school?” Have learners to come to the map in turns and point it out.</p> <p>Ask learners to locate other landmarks on the map.</p> <p>Learners discuss location of their homes and other important places in their neighborhood.</p>	<p>Learners to tell what was interesting about the lesson.</p> <p>Have learners to read and spell the key words written on the board</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>Introduce to learners the “directions vocabulary”</p> <p>That is ‘right’ and ‘left’. Teach and demonstrate their meanings to learners with the proper pronunciation.</p> <p>Ask learners to do some choral repetition. Call on learners to model pronunciation in order to check their progress on the level and do some quick comprehension test.</p> <p>Ask learners to “Turn right” or “Turn left” with a demonstration.</p> <p>Invite learners in turns and groups, by instructing them to “turn right, turn left” or “turn right, turn right, turn left” etc.</p>	<p>Learners to tell what was interesting about the lesson.</p> <p>Have learners to read and spell the key words written on the board</p>

		The group that gets all directions correctly wins	
	<p>Invite learners to tell stories of their mistakes they have committed in the past. Encourage learners to come up with how best they could do to prevent such mistakes and/ or solve them.</p>	<p>Introduce to learners some “directional phrase”</p> <ul style="list-style-type: none"> <li>-turn right/left</li> <li>-go straight</li> <li>-you will see it on the right/left.</li> <li>-go across (the school, the park, the post office)</li> <li>-its next to (the school, the park, the post office)</li> </ul> <p>Guide learners to explain each of the phrase.</p> <p>Call out learners to give directions to their various homes using the “directions vocabulary and phrases”</p> <p>Have Learners sketch the direction to their homes on paper</p>	<p>Ask questions to review learners understanding of the lesson</p> <p>Learners to tell what was interesting about the lesson.</p> <p>Have learners to read and spell the key words written on the board</p>



<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	<b>RELIGIOUS &amp; MORAL EDUCATION</b>		
<b>Reference</b>	RME curriculum Page 17		
<b>Learning Indicator(s)</b>	B3.1.3.1.3:		
<b>Performance Indicator</b>	Explain the need for good relationship among people of different ethnic groups.		
<b>Strand</b>	God's Creation & Attributes		
<b>Sub strand</b>	Purpose of God's creation		
<b>Teaching/ Learning Resources</b>	Wall charts, wall words, posters, video clip, etc.		
<b>Core Competencies:</b> Cultural Identity, Sharing Reconciliation, Togetherness, Unity Communication and Collaboration, Critical Thinking Creativity and Innovation Digital Literacy			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<p>Invite learners to tell stories of their mistakes they have committed in the past. Encourage learners to come up with how best they could do to prevent such mistakes and/ or solve them.</p>	<p>Lead learners to talk about good relationships.</p> <p>Let learners talk about things that promote good relationships: comportsment, respect, love, obedience, humility, friendliness, etc.</p> <p>Let learners identify their friends and say things they like about them.</p> <p>Let learners discuss in groups, the need for good relationships.</p> <p>Let groups present their findings to the class: we are people created by God to ensure peace and unity, companionship, teamwork, caring for one another, etc.</p> <p>Let learners dramatize behaviors that show good relationships</p>	<p>Ask questions to review learners understanding of the lesson</p> <p>Learners to tell what was interesting about the lesson.</p> <p>Have learners to read and spell the key words written on the board</p>

<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	<b>HISTORY</b>		
<b>Reference</b>	History curriculum Page 16		
<b>Learning Indicator(s)</b>	B3 2.2.1.1		
<b>Performance Indicator</b>	Discuss the nature of exchanges among the ethnic groups		
<b>Strand</b>	My country Ghana		
<b>Sub strand</b>	Inter Group Relations		
<b>Teaching/ Learning Resources</b>	Wall charts, word cards, posters, video clip, etc.		
<b>Core Competencies:</b> The use of evidence to appreciate the significance of historical locations help learners to become critical thinkers and digital literates			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Revise with learners on the major ethnic groups in Ghana.</p> <p>Let them identify some characteristics of these ethnic groups.</p> <p>Identify the forms of exchanges including forms of trade, inter-marriage, conflict and alliances.</p> <p>Discuss the benefit of these exchanges</p>	<p>Ask questions to review learners understanding of the lesson</p> <p>Learners to tell what was interesting about the lesson.</p> <p>Have learners to read and spell the key words written on the board</p>
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Revise with learners on the major ethnic groups in Ghana.</p> <p>Let them identify some characteristics of these ethnic groups.</p> <p>Identify the forms of exchanges including forms of trade, inter-marriage, conflict and alliances.</p> <p>Discuss the benefit of these exchanges</p>	<p>Ask questions to review learners understanding of the lesson</p> <p>Learners to tell what was interesting about the lesson.</p> <p>Have learners to read and spell the key words written on the board</p>

<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	<b>CREATIVE ARTS</b>		
<b>Reference</b>	Creative Arts curriculum Page		
<b>Learning Indicator(s)</b>	B3 I.4.6.I B3 I.4.7.I		
<b>Performance Indicator</b>	Use the agreed guidelines to view and express own feelings and thoughts about visual artworks		
<b>Strand</b>	Visual Arts		
<b>Sub strand</b>	Appreciating and Appraising (Visual Arts)		
<b>Teaching/ Learning Resources</b>	Photos, videos, art paper, colors and traditional art tools		
<b>Core Competencies:</b> Decision Making Creativity, Innovation Communication Collaboration Digital Literacy			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Appreciating in art is the ability of people to look at a work of art and understand how the work was made.</p> <p>Explain to learners the guidelines and have them agree to it.</p> <ul style="list-style-type: none"> <li>➤ Description of the work: <i>this stage involves describing what the work is made of, size of the work and materials used.</i></li> <li>➤ The subject matter: <i>this stage talks about the meaning of the work.</i></li> <li>➤ Appraisal: <i>this stage talks of the use of the artwork.</i></li> <li>➤ Experience to share: <i>this stage talks about the design process</i></li> </ul>	<p>Use 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>
	<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>Learners are to display selected works that reflect the history and culture of the people of Ghana.</p> <p>Talk about the works dispassionately using the developed guidelines.</p> <p>Use the outcome of the appreciation/appraisal to modify the product or to produce similar or different artworks.</p> <p>Record the activity and share using a social media platform accepted by the class/group.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt.</p>

<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	<b>GHANAIAN LANGUAGE</b>		
<b>Reference</b>	Ghanaian Language curriculum Page 103		
<b>Learning Indicator(s)</b>	B3.3.1.1.1-2		
<b>Performance Indicator</b>	Learners can write letters and words.		
<b>Strand</b>	Writing		
<b>Sub strand</b>	Penmanship		
<b>Teaching/ Learning Resources</b>	Word cards, sentence cards, letter cards, handwriting on a manila card		
<b>Core Competencies:</b> Creativity and innovation, Communication and collaboration, Critical thinking			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<p>Have learners to sing songs and recite familiar rhymes they know.</p> <p><u>ALPHABET</u> Now I know my A,B,C,D,E,F,G,H,I,J,K,L,M, N,O,P,Q,R,S,T,U,V,W,X,Y,Z.</p>	<p>Let learners say the letters of the alphabet as a group and individually.</p> <p>Write letter and words boldly on the board.</p> <p>Give learners some letters and words to write on their own.</p> <p>Assist learners to write letters and words given them.</p>	<p>Ask questions to review learners understanding of the lesson</p> <p>Learners to tell what was interesting about the lesson.</p> <p>Have learners to read and spell the key words written on the board</p>
	<p>Engage learners in the “What letter am I writing game”</p> <p>Put learners into groups of two. The teacher writes a letter in the air.</p> <p>Learners makes the letter sound and tell the teacher the sound that has been written.</p>	<p>Let learners say the letters of the alphabet as a group and individually.</p> <p>Write simple sentences boldly on the board.</p> <p>Lead learners to read the sentences aloud as a group.</p> <p>Let learners read the sentences aloud in turns.</p> <p>Let learners copy the simple sentences boldly and clearly in their books.</p>	<p>Ask questions to review learners understanding of the lesson</p> <p>Learners to tell what was interesting about the lesson.</p> <p>Have learners to read and spell the key words written on the board</p>

<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	<b>PHYSICAL EDUCATION</b>		
<b>Reference</b>	Physical Education curriculum Page 36		
<b>Learning Indicator(s)</b>	B3.2.1.2.1:		
<b>Performance Indicator</b>	Learners can Identify general space.		
<b>Strand</b>	Movement Concepts, Principles And Strategies		
<b>Sub strand</b>	Space Awareness		
<b>Teaching/ Learning Resources</b>	Videos and pictures		
<b>Core Competencies:</b> learners can develop skills like personal relationship and critical thinking.			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Engage learners to sing songs and recite familiar rhymes in relation to the lesson	<p>General space is the space within a bounded area that a person can move through using any means of locomotion.</p> <p>Caution learners to keep their eyes up watching to avoid others. Learners identify general space by indicating the total working area.</p> <p>Learners move to indicate the general space; Look for and move to “open space”, thus where others are not.</p> <p><b>Assessment:</b> Engage Learners in a short activity to demonstrate open space by moving to free space within the demarcated working area.</p> <p>From their personal space, ask them to move (jog, run at varied speed) to open space within the working boundaries.</p>	<p>Ask questions to review learners understanding of the lesson</p> <p>Learners to tell what was interesting about the lesson.</p> <p>Have learners to read and spell the key words written on the board</p>