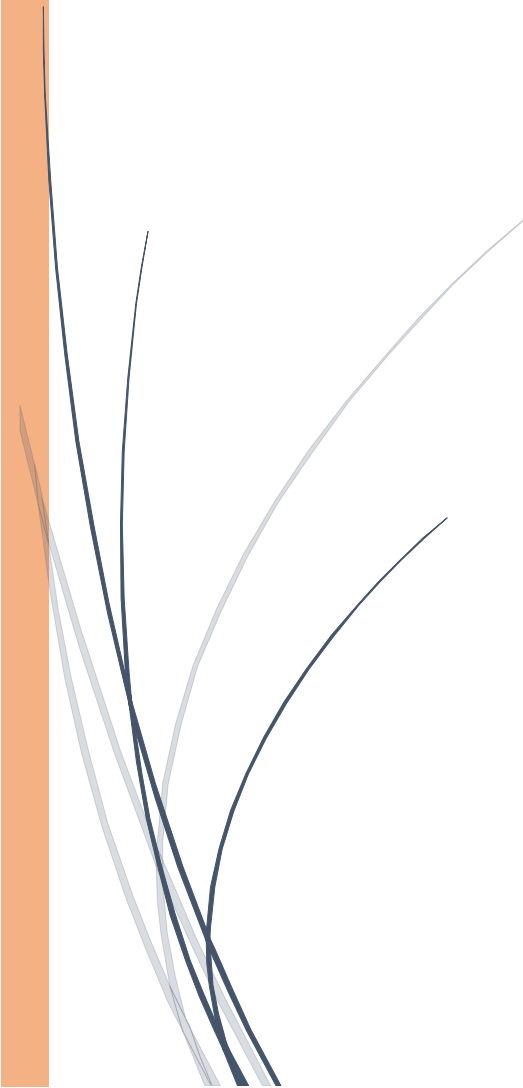




SAMPLE LESSON NOTES-WEEK THREE(3)
BASIC THREE



Fayol Inc.
sirhoa1@gmail.com

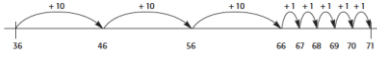
SCHEME OF LEARNING- WEEK ONE (I)

BASIC THREE

Name of School.....


Week Ending	24 th January 2020																																						
Class	Three																																						
Subject	ENGLISH LANGUAGE																																						
Reference	English Language curriculum																																						
Learning Indicator(s)	B3.1.6.1.1. B3.2.6.1.1. B3.4.9.1.1. B3.5.5.1.1. 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 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>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, handwriting on a manila card and a class library																																						
Core Competencies: Reading and Writing Skills Personal Development and Leadership Communication 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>Lead learners to recite a few rhymes</p> <p><u>One little finger</u> One little finger, one little finger, two little fingers Tap, tap, tap Point to the ceiling, Point to the floor, Put them on your head, HEAD! <i>(continue with the lyrics by pointing to all the body parts)</i></p>	<p><u>A. ORAL LANGUAGE</u> <i>(Conversation, talking about oneself, family, people, places, customs etc.)</i></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>Ask learners to tell you what they have learnt</p> <p>Let learners read the keywords written on the board</p>																																				
Tuesday	<p>Lead learners to recite few rhymes about the lesson</p> <p><u>My head my shoulders</u> My head my shoulders, my knees, my toes My head my shoulders, my knees, my toes 2x They all belong to JESUS! (clap)</p>	<p><u>B. READING</u> <i>(Vocabulary)</i></p> <p>Provide learners with texts containing level-appropriate sight words.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>big</td><td>into</td><td>my</td><td>like</td><td>all</td><td>look</td></tr> <tr><td>into</td><td>here</td><td>little</td><td>she</td><td>into</td><td>like</td></tr> <tr><td>she</td><td>big</td><td>at</td><td>like</td><td>my</td><td>she</td></tr> <tr><td>at</td><td>all</td><td>look</td><td>here</td><td>little</td><td>at</td></tr> <tr><td>into</td><td>my</td><td>like</td><td>she</td><td>big</td><td>here</td></tr> <tr><td>look</td><td>here</td><td>little</td><td>into</td><td>all</td><td>like</td></tr> </table>	big	into	my	like	all	look	into	here	little	she	into	like	she	big	at	like	my	she	at	all	look	here	little	at	into	my	like	she	big	here	look	here	little	into	all	like	<p>Ask learners to tell you what they have learnt</p> <p>Let learners read the keywords written on the board</p>
big	into	my	like	all	look																																		
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		Put them into groups to identify, read and use sight words in meaningful sentences.	
Wednesday	Teacher calls out different actions for learners to act. Student have to mimic the action continuously without breaking. After a while teacher speeds up the tempo. For example: jumping, stamping of feet, crazy dance, etc.	<p>C. <u>WRITING</u> (<i>Writing as a Process</i>)</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>Ask learners to tell you what they have learnt</p> <p>Let learners read the keywords written on the board</p>
Thursday	<p>Lead learners to recite a few rhymes</p> <p><u>One little finger</u> One little finger, one little finger, two little fingers Tap, tap, tap Point to the ceiling, Point to the floor, Put them on your head, HEAD! (<i>continue with the lyrics by pointing to all the body parts</i>)</p>	<p>D. <u>WRITING CONVENTIONS & GRAMMAR USAGE</u> (<i>using adjectives</i>)</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 tell you what they have learnt</p> <p>Let learners read the keywords written on the board</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>E. <u>EXTENSIVE READING</u></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	24 th January 2020																	
Class	Three																	
Subject	MATHEMATICS																	
Reference	Mathematics curriculum Page																	
Learning Indicator(s)	B3.1.2.4.1-2																	
Performance Indicator	<ul style="list-style-type: none"> Learners can use a variety of personal strategies for adding within 1000 Learners can use a variety of personal and standard strategies to solve different types of subtraction and addition equations 																	
Strand	Number																	
Sub strand	Number Operations																	
Teaching/ Learning Resources	Counters, bundle and loose straws base ten cut square																	
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	<p>Engage learners to play the “I have.....Who has” game.</p> <p>Give out number cards (from 1-20) to learners at random.</p> <p>Learners are to identify numbers based on tally marks, frames, dice, fingers etc.</p> <p>The first child shouts and mention the number on his card and ask for another number. Example, I have 5....Who has 9?</p>	<p>Guide learners to use objects (groups of 100s, 10s and ones) or drawings to model addition and subtraction of 1 to 3 digit numbers (with answers to 1000) and record the process symbolically, with and without a 100s frame.</p> <p>E.g. Add 456+54</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="3">Addition frame</th> </tr> <tr> <th>Hun</th> <th>Tens</th> <th>ones</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>5</td> <td>6</td> </tr> <tr> <td>+</td> <td>5</td> <td>4</td> </tr> <tr> <td>5</td> <td>1</td> <td>0</td> </tr> </tbody> </table>	Addition frame			Hun	Tens	ones	4	5	6	+	5	4	5	1	0	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Give learners individual or home task.</p>
Addition frame																		
Hun	Tens	ones																
4	5	6																
+	5	4																
5	1	0																
Tuesday	<p>Teacher calls out numbers from 1 to 20</p> <p>Have learners to write number patterns in the air.</p> <p>Randomly call learners to write a said number on the board</p>	<p>Guide learners to use splitting or partial sums, or adding 100s together first, then 10s together, then 1s, and then adding those partial sums together (see example of 168 + 384 to right)</p> <p>Learners</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Give learners individual or home task.</p>															
Wednesday	<p>Engage learners to sing the song</p> <p><u>WE CAN COUNT</u></p> <p>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>Decomposing or partitioning the second number to create numbers that are easier to add and adding on in “friendly jumps” (e.g., when adding 36 + 35, start with 36, add 10 three times to get 66 (36 + 10 + 10 + 10), then add on 5 to get 71. The answer is 71.)</p> 	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Give learners individual or home task.</p>															

Thursday	<p>Teacher calls out numbers from 1 to 20</p> <p>Have learners to write number patterns in the air.</p> <p>Randomly call learners to write a said number on the board</p>	<p>Adding from left to right (adding 10s first and then ones) or using the splitting/partial sums strategy (e.g., to add $52 + 34$, think $50 + 30$ and $2 + 4$)</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Give learners individual or home task.</p>
Friday	<p>Teacher calls out numbers from 1 to 20</p> <p>Have learners to write number patterns in the air.</p> <p>Randomly call learners to write a said number on the board</p>	<p>Adding from left to right (adding 10s first and then ones) or using the splitting/partial sums strategy (e.g., to add $52 + 34$, think $50 + 30$ and $2 + 4$)</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Give learners individual or home task.</p>

Week Ending	24 th January 2020		
Class	Three		
Subject	SCIENCE		
Reference	Science curriculum Page 55		
Learning Indicator(s)	B3.3.1.1.1		
Performance Indicator	Learners can explain that the external parts of the human body work interdependently to perform a function		
Strand	Systems		
Sub strand	The Human Body System		
Teaching/ Learning Resources	Learners, pictures, videos, paper, pencils, crayons		
Core Competencies : Critical thinking and Problem Solving Collaboration and communication. Personal Development and Leadership			
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 pupils in songs on the various parts of the body, e.g. head, shoulders, knees and toes, show me your head, my head, my shoulders my knees, my toes.	Revise with Learners on how the various parts of the human body support each other to perform various functions, e.g. assuming a dog is barking towards you, how do the eyes, ears, feet help you to recognize danger and escape? Assessment: learners relate to some of the scenarios and draw them in their work books	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Let learners read the keywords written on the board
	Use questions and answers to review what they learnt in the previous lesson Example: the mouth is used for..... The hands are used for..... Legs are used for.....	Learners engage in various activities (skipping), playing football and explain how the various parts of the body contribute to undertake the activity successfully. Let learners appreciate the fact that every part of the body is important and must be taken care of	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Let learners read the keywords written on the board
	Engage learners to play games and recite rhymes	Learners engage in various activities (skipping), playing football and explain how the various parts of the body contribute to undertake the activity successfully. Let learners appreciate the fact that every part of the body is important and must be taken care of	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Let learners read the keywords written on the board

Week Ending	24 th January 2020		
Class	Three		
Subject	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page		
Learning Indicator(s)	B3.2.4.1. 1.		
Performance Indicator	Recognize the need to be proud of their communities		
Strand	All Around Us		
Sub strand	Population And Settlement		
Teaching/ Learning Resources	Map of Ghana, atlas, 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)
	Engage learners to solve this brain teaser What goes on four feet in the morning, two in the afternoon and three in the evening? Answer: a human being. At the beginning of life a baby crawls on four feet. As a person gets older they walk on two feet. Later in life a person will walk on three feet (two feet plus a walking stick)	Learners talk about the need to be proud of their communities e.g. that is where they live, peace. Guide learners to talk about how they will protect their environment and the facilities in their community. e.g. i. do not litter the environment, ii. do not engage in open defecation, iii. report people who destroy public utilities, iv. switch off light in public place if not in use, v. shut open tap if not in use, etc.,	Use questions and answers to review learners understanding of the lesson Call learners in to summarize the lesson
	Engage learners in a short debate. Encourage learners to choose their own topics or choose one for them. Example: "Should students wear uniforms to school?". Group learners into two to speak for and against the topic	Have learners to draw how they want their environment do be. 	Use questions and answers to review learners understanding of the lesson Call learners in to summarize the lesson
	Use questions and answers to review the previous lesson Sing songs and recite rhymes to begin the lesson.	Through role play, fieldtrip or dramatization, learners show how they will protect their environment	Use questions and answers to review learners understanding of the lesson

Week Ending	24 th January 2020		
Class	Three		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page 18		
Learning Indicator(s)	B3.2.1.1.1		
Performance Indicator	Learners can name the sacred scriptures of the three major religions		
Strand	Religious Practices and their Moral Implications		
Sub strand	Religious worship in the three main religion in Ghana		
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)
	Call 2 learners to share a story with the whole class. Sing songs to begin the lesson	Let learners in groups, talk about the Holy Scriptures and which religion each belongs to. Guide learners to recite simple texts from Sacred Myths, folktales, parables (Traditional Religion). Assessment: Let learners write simple texts from the sacred scriptures.	Use questions and answers to review learners understanding of the lesson Call learners in to summarize the lesson

Week Ending	24 th January 2020		
Class	Three		
Subject	HISTORY		
Reference	History curriculum Page 17		
Learning Indicator(s)	B3.2.4.1.1		
Performance Indicator	Learners can Identify the forts and castles built along the coast of Ghana		
Strand	My Country Ghana		
Sub strand	Major Historical Locations		
Teaching/ Learning Resources	A map of Ghana showing major historical locations/ Resource person		
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 songs and play games to get them ready for lesson	With the use of internet, identify the major forts on Ghana's coast on a map (where they are located, which Europeans built them and when and why they were built). FORT SAN ANTONIO Fort San Antonio in Axim has a history like many forts, beginning as a Portuguese trading post in 1502, and changing hands many times among English, European and local powers over along history, until its final ownership by the British was established in 1872. This fort has the distinction of being recognized as the second fortification built in today's Ghana by the Portuguese. Etc.	Ask learners to talk about what they have learnt Use questions and answers to review learners understanding in the lesson
	Use questions and answers to review learners understanding in the previous lesson	Discuss the use to which these forts and castles were put since Ghana gained independence	Ask learners to talk about what they have learnt Use questions and answers to review learners understanding in the lesson

Week Ending	24 th January 2020		
Class	Three		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum Page		
Learning Indicator(s)	B3 1.2.2.2 B3 1.2.3.2		
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		
Strand	Visual Arts		
Sub strand	Planning, Making and Composing		
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)
	Read out excerpts from speeches made by important individuals in the country. Let learners relate to the speeches and share ideas on such speeches.	Learners are to explore the local environment to select available materials and tools that are good for making artworks. Learners gather materials and tools available in their community based on artworks they wish to create. Example: how to make a mosaic. Guide learners to make a simple mosaic	Ask learners to talk about what they have learnt. Through questions and answers review learners understanding of the lesson
	Engage learners to play games and sing songs to get them ready for the lesson	Allow learners to practice in groups following the steps 1. choose your colors and cut pieces of papers from the magazine 2. cut small pieces of squares or any other shapes you want 3. draw the outline of your image. E.g. fish 4. with the help of the paint brush, apply and glue the paper pieces to form the image. Learners to discuss and compare their artworks to the artworks studied.	Ask learners to talk about what they have learnt. Through questions and answers review learners understanding of the lesson

Week Ending	24 th January 2020		
Class	Three		
Subject	GHANAIAN LANGUAGE		
Reference	Ghanaian Language curriculum Page		
Learning Indicator(s)	B3.1.7.1.1-2		
Performance Indicator	Learners can describe one's self and the family using appropriate pronouns.		
Strand	Oral Language (Listening and Speaking)		
Sub strand	Talking about Oneself, Family, People and Places		
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 spell some words, at least 5 in their workbooks. Make sure the words are level-appropriate words. Learners to exchange the work among themselves and mark. Provide feedback where necessary	Let learners say the letters of the alphabet. Write some words on the board and lead learners to say the words.	Ask learners to talk about what they have learnt. Through questions and answers review learners understanding of the lesson
	Read out excerpts from speeches made by important individuals in the country. Let learners relate to the speeches and share ideas on such speeches.	Let learners form sentences with the words. Introduce pronoun to learners. Let learners describe themselves using personal pronouns. E.g. I, me, mine	Ask learners to talk about what they have learnt. Through questions and answers review learners understanding of the lesson
	Read out excerpts from speeches made by important individuals in the country. Let learners relate to the speeches and share ideas on such speeches.	Use pronouns to talk about a family. Let learners describe their families using the appropriate pronouns	Ask learners to talk about what they have learnt. Through questions and answers review learners understanding of the lesson

Week Ending	24 th January 2020		
Class	Three		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page		
Learning Indicator(s)	B3.1.8.1.9:		
Performance Indicator	Perform the two-handed throw pattern (as throwing in football).		
Strand	Motor Skill And Movement Patterns		
Sub strand	Manipulative Skills		
Teaching/ Learning Resources	Pictures and Videos		
Core Competencies: Learners personal skills and core competencies such as concentration, precision, coordination strength, balance, etc.			
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 start by going through warm-ups. Show a short a short video or pictures to learners depicting what you are about to teach.	Learners with balls to stand feet shoulder width apart. Learners hold the ball with two hand and move their hands with balls above the head. Learners slightly flex their knees and swing their hands to throw ball over the head as in soccer. Learners practice two hands chest throw and side throw as in basketball and netball, etc..	cool down to end the lesson