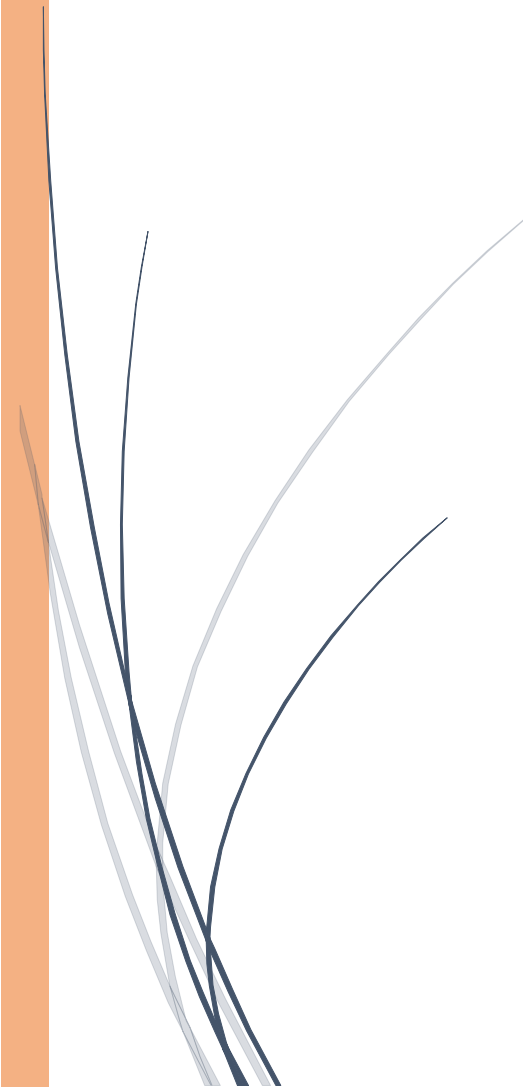




SAMPLE LESSON NOTES-WEEK FOUR (4)
BASIC THREE

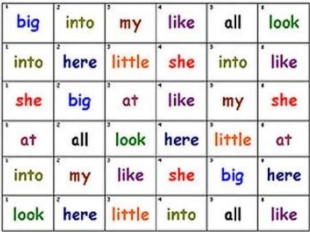
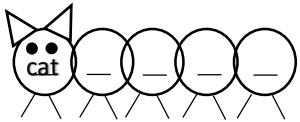


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**SCHEME OF LEARNING- WEEK FOUR
BASIC THREE**

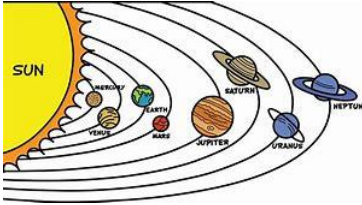
Name of School.....

Week Ending	31 st January 2020		
Class	Three		
Subject	ENGLISH LANGUAGE		
Reference	English Language curriculum Page		
Learning Indicator(s)	B3.1.6.1.2. 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 talk about events in the community</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>Engage learners to sing songs and recite some familiar rhymes they know</p> <p><u>ONE POTATO, TWO POTATOES</u> 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>A. ORAL LANGUAGE (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>Engage learners to play “Read- Cover- Write” game.</p> <p>Put word cards on the table, floor or a bowl.</p> <p>A pupil picks a word card, reads the word, covers it/ turns it over and writes the</p>	<p>B. READING (Vocabulary Pg.84)</p> <p>Provide learners with texts containing level-appropriate sight words.</p>	<p>Ask learners to talk about what they have learnt.</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>

	<p>word on the board or book.</p> <p>He then picks the card again and show it to the class.</p> <p>The class checks to see if the word is correct.</p> <p>The student with the correct number of words wins the game.</p>	 <p>Assessment: Put them into groups to identify, read and use sight words in meaningful sentences.</p>	
Wednesday	<p>Select 10 words and write them two different times on word cards.</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>C. WRITING (<i>Writing as a Process Pg. 92</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 talk about what they have learnt.</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>D. WRITING CONVENTIONS & GRAMMAR USAGE (<i>using adjectives Pg. 100</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 talk about what they have learnt.</p> <p>Give learners an individual or home task to write the</p> <p style="text-align: center;"><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>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	31 st January 2020		
Class	Three		
Subject	MATHEMATICS		
Reference	Mathematics curriculum Page 53		
Learning Indicator(s)	B3.1.2.4.3-4		
Performance Indicator	<ul style="list-style-type: none"> Learners can develop and explain estimation strategies to estimate the solution for a given word problem involving addition or subtraction sums up to 1000 Learners can show an understanding of the property of commutativity 		
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	Mix up playing cards. Put learners into groups of two Shuffle and place the cards face down on the table. Player one flips over the top two cards. Player two then have to add up the numbers	Guide learners to estimate the sum of numbers. E.g. $430 + 561$, use $400 + 500$. The sum must be close to 900; Assessment: Have learners to practice with more examples	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Give learners individual or home task.
Tuesday	Let learners close their eyes. While their eyes are closed, erase one or more numbers. Learners again open their eyes to find the missing numbers. Let learners justify their answers.	Guide learners to estimate the sum of numbers. E.g. $330 + 161$, use $300 + 100$. The sum must be close to 400; Assessment: Have learners to practice with more examples	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Give learners individual or home task.
Wednesday	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 estimate the difference of numbers. to estimate the difference of 660 and 430, use 600 and 400 or 700 and 400. The difference must be close to 200 or 300.) Assessment: Have learners to practice with more examples	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Give learners individual or home task.
Thursday	Put learners in two groups. Call out a number between 1 and 6. E.g. 3. Learners must call out the double (2x) of that number. In this case 6 is the answer.	Guide learners to estimate the difference of numbers. to estimate the different of 950 and 830,	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Give learners individual or home task.


	<p>Try out more numbers. The group that answers more wins</p>	<p>use 900 and 800 or 1000 and 800. The difference must be close to 100 or 200.)</p> <p>Assessment: Have learners to practice with more examples</p>	
Friday	<p>Share some few jokes with learners. You can two their jokes as well e.g. An American girl farts and says "Excuse me".</p> <p>A Ghanaian girl farts and you will hear "Ohh! beans wei koraa"</p>	<p>Give addition problems and have learners interchange the position of the addends and solve. for example $236 + 453 =$ and $453 + 236 =$</p> <p>Assessment: Have learners to practice with more examples</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	31 st January 2020		
Class	Three		
Subject	SCIENCE		
Reference	Science curriculum Page 55		
Learning Indicator(s)	B3.3.2.1.1		
Performance Indicator	Learners can know the sun, earth and moon as parts of the solar system		
Strand	Systems		
Sub strand	The Solar System		
Teaching/ Learning Resources	Model shapes of sun, moon and stars		
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)
	Engage learners in a recital of the poem “I see the moon, and the moon sees me”.	Show learners pictures, charts or drawings of parts of the solar system containing the sun, earth and moon. Assist learners to identify the sun, moon and earth in the pictures.	Ask learners to tell the class what they have learnt. Call learners in turns summarize the lesson
	Learners form two circles such that a small circle is within a bigger circle. Members in the small circle face members in the bigger circle, and ask them questions to answer on the previous lessons.	Have learners draw and color the structure of the solar system.  Have learners exhibit their drawings on the walls of the classroom for appreciation.	What have we learnt today? The solar system Learners in groups summarize the lesson. Ask learners questions to review their understanding
	Use a series of questions and answers to review learners understanding in the previous lesson	Guide learners to mention the uses of the sun and moon. Have learners to relate to the uses of the sun and moon.	Learners in groups summarize the lesson. Ask learners questions to review their understanding

Week Ending	31 st January 2020		
Class	Three		
Subject	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page 47		
Learning Indicator(s)	B3.3.1.1.1.		
Performance Indicator	Learners can explain the reasons for studying the sacred scriptures of the three major religions among their followers		
Strand	Our Beliefs And Values		
Sub strand	Worship		
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)
	Learners to listen to stories about God. Share a few Bible stories with learners. Encourage learners to contribute to the stories	Learners mention and talk about why they study the sacred scriptures: The Holy Bible (Christianity), The Holy Qur'an, Hadith (Islam), Sacred Myths, parables and taboos (Traditional Religion), etc. Have learners to identify some taboos in their community.	Ask learners series of questions to review their understanding of the lesson Ask learners to summarize what they have learnt
	Engage learners to sing religious songs. Let learners dance to the songs	Learners recite simple texts from the scriptures: Al-fatihah (Islam), Psalm 23 (Christianity) and Sacred Myths, folktales, parables, etc. (Traditional Religion). Learners role play scenes of some of the religious songs and recitations. Example "the prodigal son" and "the good Samaritan"	Ask learners series of questions to review their understanding of the lesson Ask learners to summarize what they have learnt
	Engage learners to sing religious songs. Let learners dance to the songs	Let learners recite texts from the scriptures. Learners to talk about the moral lessons from the scriptures.	Ask learners to summarize what they have learnt

Week Ending	31 st January 2020		
Class	Three		
Subject	RELIGIOUS & MORAL EDUCATION		
Reference	RME curriculum Page 18		
Learning Indicator(s)	B3 2.1.1.2:		
Performance Indicator	Learners can give reasons for studying the sacred scriptures of the three major religions among their followers		
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)
	<p>Have learners to sing songs and recite familiar rhymes relating to the lesson</p> <p><u>GOD IS THE CREATOR</u> God is the creator, who made all of us. He is the most high, in whom we put our trust. God always hears us, He help us to obey When we ask for help from him Sincerely everyday</p>	<p>Group learners into the religion they belong to</p> <p>Let learners talk about the religion they belong to.</p> <p>Let learners mention the scriptures their religion uses. Example: African traditional religion uses Sacred Myths, parables and taboos.</p> <p>Muslims uses the Holy Quran and Christians also use the Holy Bible</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Example: how many books are there in the old testament</p> <p>Have learners to read and spell the key words written on the board</p>

Week Ending	31 st 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). <u>FORT GROSS FREDERICKSBURG</u> Fort Gross Fredericksburg in Prince's Town began as a Danish lodge in 1658, with the fort originally built in 1682 by the Brandenburg Africa Company, making this Ghana's only German fort. Abandoned in 1716 and occupied by a local chief, John Connie, in 1717, who remained in Occupation until 1725 repelling European attacks. Eventually captured by the Dutch, it was renamed Fort Hollandia and remained in Dutch possession until 1872 when it was ceded to Britain.	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 Fort Gross Fredericksburg is currently a rest house. It can accommodate ten people at a time. It opens to public from 9:00am to 4:30pm	Ask learners to talk about what they have learnt Use questions and answers to review learners understanding in the lesson

Week Ending	31 st January 2020		
Class	Three		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum Page		
Learning Indicator(s)	B3.2.2.2 B3.2.2.3.2		
Performance Indicator	Learners can plan to create own artworks by experimenting with available instruments, resources and techniques.		
Strand	Performing 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)
	<p>Play songs using your phone or a music box.</p> <p>Call learners to show some dance moves and dance to the songs</p>	<p>In the previous lesson we learned how the traditional Zulu War dance, Indlamu reflect the lives of south Africans.</p> <p>Guide learners to create own dance to reflect their culture.</p> <p>Guide learners to pick a piece of music for the dance. e.g. a circular music, gospel music, etc.</p> <p>Guide learners to determine the style and plan the dance</p>	<p>Ask learners to talk about what they have learnt.</p> <p>Through questions and answers review learners understanding of the lesson</p>
	<p>Play songs using your phone or a music box.</p> <p>Call learners to show some dance moves and dance to the songs</p>	<p>Show learners a video or pictures of the dance you want to teach.</p>  <p>Demonstrate the dance moves to learners as they observe.</p> <p>Have learners practice the moves in a formation dance</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Learners to tell the part of the lesson that interest them most.</p>

Week Ending	31 st January 2020		
Class	Three		
Subject	GHANAIAN LANGUAGE		
Reference	Ghanaian Language curriculum Page 94		
Learning Indicator(s)	B3.1.8.1.1-2		
Performance Indicator	<ul style="list-style-type: none"> Learners can recount what the story is about and answer simple questions on the story Learners can explain the meaning of key words and give simple summary of a short text. 		
Strand	Oral Language (Listening and Speaking)		
Sub strand	Listening comprehension		
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)
	<p>Put learners into groups of two. The teacher writes a letter in the air. Learners makes the letter sound and tell the teacher the sound that has been written.</p> <p>Learners sing songs to begin the lesson</p>	<p>Tell/show an interesting story.</p> <p>Discuss the story with learners.</p> <p>Lead learners to discuss what the story is about.</p> <p>Ask questions based on the story for learners to answer.</p>	<p>Learners to tell what was interesting about the lesson.</p> <p>Engage learners to play the phonic games.</p>
	<p>Teacher mentions a word, e.g. cat Learners write its rhyming word</p> <p>Sing songs and recite familiar rhymes in relation to the lesson</p> <p>Learners sing songs to begin the lesson</p>	<p>Read a story.</p> <p>Let learners read the story as a group and in turns.</p> <p>Write the key words in the story on the board.</p> <p>Use keywords from the story in different contexts.</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>Share jokes with learners</p> <p>e.g. A man returns a book to the library, banged it on the counter and yelled, "I read this entire novel, there are too many names of people and no story at all!"</p> <p>The Librarian looks up and responds, "idiot! So you were the one who took the Attendance book?"</p>	<p>Let learners also use the key words to form sentences.</p> <p>Allow learners to give contextual meaning of some key words.</p> <p>Give a summary of the text read.</p> <p>Let learners read the text again.</p> <p>Group learners and encourage them to write a simple summary of the short text.</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>

Week Ending	31 st January 2020
Class	Three
Subject	PHYSICAL EDUCATION
Reference	PE curriculum Page
Learning Indicator(s)	B3.1.8.1.10:
Performance Indicator	Learners can throw and catch a ball with a partner while both partners are moving using underhand, overhand and sidearm throw patterns.
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)
	<p>Learners go through general and specific warm-ups.</p> <p>Show pictures of people throwing and catching a flying ball.</p>	<p>Group learners in pairs with a ball.</p> <p>Learners stand about 6m apart facing the direction of movement.</p> <p>Guide them to perform throwing and catching as they move from one point to the other.</p> <p>Supervise and give them feedback to improve their performance.</p> <p>Organize learners to play handball, netball or basketball game.</p>	<p>End the lesson with cool down.</p>