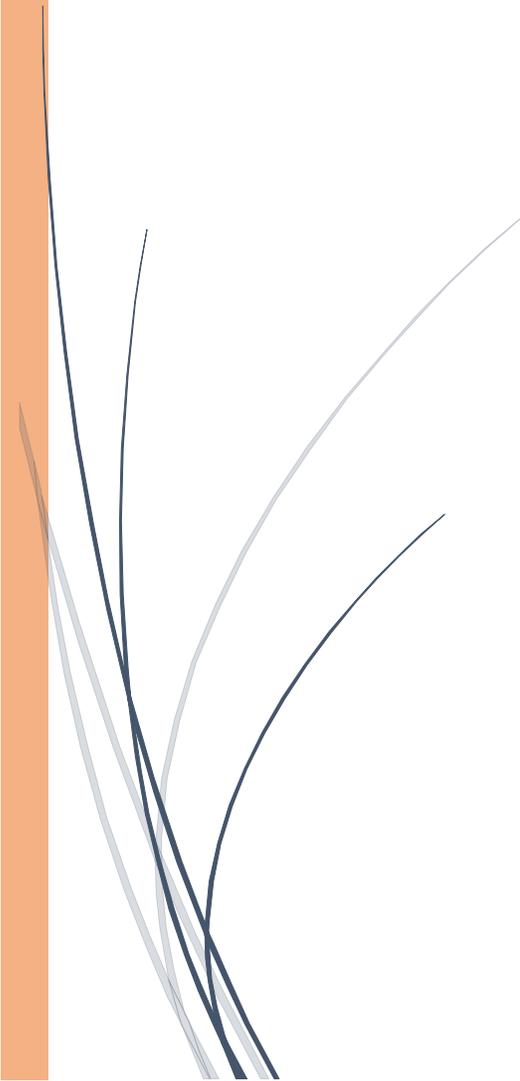




SAMPLE LESSON NOTES-WEEK TWO(2)
BASIC THREE



Fayol Inc.
sirhoa1@gmail.com

SAMPLE SCHEME OF LEARNING- WEEK ONE (I)

BASIC THREE

Name of School.....

Week Ending	17 th January,2020.
Class	Three
Subject	ENGLISH LANGUAGE
Reference	English Language curriculum
Learning Indicator(s)	B3.1.5.1.1. B3.2.5.1.1. B3.4.8.1.1. B3.5.5.1.1. B3.6.1.1.1.
Performance Indicator	A. Learners can dramatize and role-play stories heard and read B. Learners can use consonant blends to build words C. Learners can develop two coherent paragraphs on one idea or concept using leading questions D. Learners can identify and use adjectives in short sentences to describe height, length, etc. E. Learners can read a variety of age and level-appropriate books and summarize them
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	learners sing songs and recite familiar rhymes <u>Star Light, Star Bright"</u> Star light, star bright The first star I see tonight: I wish I may. I wish I might, Have the wish I wish tonight	<u>A. ORAL LANGUAGE</u> <i>(Dramatization and Role Play)</i> Discuss stories dramatized or role-played. Let learners comment on the roles they played. Learners tell how easy or difficult the roles they played was. Assessment: Change roles of learners and allow them to dramatize the story again	Interview and ask learners to share their feelings about the roles they played
Tuesday	learners sing songs and recite familiar rhymes <u>ONCE I CAUGHT A FISH ALIVE</u> One, two, three, four, five Once I caught a fish alive Six, seven, eight, nine, ten Then I let it go again Why did you let it go? Because it bit my finger so Which finger did it bite? This little finger on my right	<u>B. READING</u> <i>(Blends and Consonant Clusters)</i> Introduce consonant blends and have learners identify words having the blends. Teacher writes out the 'maths' blends of letters e.g. b + l, c + l, f + l model this to learners by reading aloud the first equation, then running the b and the l together smoothly and slowly.	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Write the blends on a series of small cards, one on each card. Call learners in turns to pick and make the sounds and form word with it.

		<p>Ask learners to read and say it just as you have.</p> <p>Assessment: Let learners identify the blends in words and use them in sentences. e.g. bl – black, br- brush, st- stone, tr- tree</p>	
Wednesday	<p>Engage learners to play the “Board Race” game</p> <p>Divide the class into two teams and give each team a colored marker. Draw a line down the middle of the board and write a topic at the top. The learners must then write as many words related to the topic in relay. The first person will write the first word and pass the colored marker to the one next in line. Unreadable or misspelled words are not counted. The team with the highest score wins!</p>	<p>C. WRITING (<i>Guided Composition</i>)</p> <p>Have learners brainstorm to choose a topic, e. g. My school</p> <p>Write the topic on the board.</p> <p>Ask questions for learners to generate ideas on the topic.</p> <p>Write learners ideas on the board for further elaboration.</p> <p>Example: The name of my school is..... (Star of the East, God is Able). It is located at..... (Nkawkaw, Mpraeso) My school has classroom blocks (ten, fifteen). Etc.</p>	<p>Orally help learners to complete the writers reflection worksheet.</p> <p>My piece of writing is about?</p> <p>My favorite part of my writing is.....</p> <p>Something I found difficult was.....</p> <p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p>
Thursday	<p>learners sing songs and recite familiar rhymes Hey Diddle, Diddle" Lyrics Hey diddle, diddle, The Cat and the fiddle The Cow jumped over the moon, The little Dog laughed to see such sport And the Dish ran away with the Spoon</p>	<p>D. WRITING CONVENTIONS & GRAMMAR USAGE (<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. 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	17 th January, 2020.		
Class	Three		
Subject	MATHEMATICS		
Reference	Mathematics curriculum Page		
Learning Indicator(s)	B3.1.1.2.2		
Performance Indicator	Learners can use real life contexts to deduce positive and negative number representations		
Strand	Number		
Sub strand	Counting, Representation And Cardinality		
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	Take learners through a drill to find the opposite of some words. Example: hot-cold, tall-short, slow-fast etc. Invite pairs of learners to play the "opposite game" (i.e. a learner performs an action and the partner does the opposite whilst the rest of the class serve as referees)	Draw a large picture showing the sea, mountains above the sea and space below sea level. Provide pictures of items such as a fish, a whale, a boat, car, house, an octopus etc. Ask the learners where they would place each of the items on your picture. Assessment: Let learners draw the picture, by placing items appropriately at the right positions	What have we learnt today? Describing opposite situations and numbers Let learners solve several examples
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.	Encourage them to say "above the sea level" or "below the sea level". When all the items are stuck, discuss how high the plane might be and how low the octopus might be and so on. Introduce the "minus" sign to indicate under the sea level	What have we learnt today? Describing opposite situations and numbers Let learners solve several examples
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.	Give out other scenarios to deduce positive and negative situations Example: a 30° in temperature -30 A GHc450 deposit into account +450 A weight loss of 5 kilograms -5	What have we learnt today? Describing opposite situations and numbers Let learners solve several examples

		Assessment: Let learners relate to the scenarios and give more examples of those.	
Thursday	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.	Give out other scenarios to deduce positive and negative situations Example: a 30° in temperature -30 A GHc450 deposit into account +450 A weight loss of 5 kilograms -5 Assessment: Let learners relate to the scenarios and give more examples of those.	What have we learnt today? Describing opposite situations and numbers Let learners solve several examples
Friday	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.	Give out other scenarios to deduce positive and negative situations Example: a 30° in temperature -30 A GHc450 deposit into account +450 A weight loss of 5 kilograms -5 Assessment: Let learners relate to the scenarios and give more examples of those.	What have we learnt today? Describing opposite situations and numbers Let learners solve several examples

Week Ending	17 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	17 th January,2020.		
Class	Three		
Subject	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page 46		
Learning Indicator(s)	B3.2.3.2.1.		
Performance Indicator	Learners can make a sketch of the school compound and show locations of some landmarks		
Strand	All Around Us		
Sub strand	Map Making And Land Marks		
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)
	Give learners a few brain teasers for them to solve Example: Riddle, Riddle! Billy’s mother had five children. The first was named Lala, the second was named Lele, the third was named Lili, the fourth was named Lolo. What was the fifth child named? Answer: Billy	Learners to explore the school compound through a study tour and do the following: i. Identify the position of buildings in relation to one another.	Ask learners to tell you what they have learnt Let learners read and spell the keywords written on the board
	Use questions and answers to review what they learnt in the previous lesson	Learners to make a sketch of the school compound and mark out the position of buildings in relation to one another. Let learners re-sketch the school compound and re-organize the buildings to suit them	Ask learners to tell you what they have learnt Let learners read and spell the keywords written on the board
	Use questions and answers to review what they learnt in the previous lesson	Draw the outline of the classroom on the chalk/white board. Call learners to come up to mark out their sitting positions on the outline.	Ask learners to tell you what they have learnt Let learners read and spell the keywords written on the board

Week Ending	17 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)
	<p>Group learners according to the religion they belong</p> <p>Have each group sing songs and perform any act of worship of that religion</p>	<p>Guide learners to identify and describe the sacred books of the three main religion.</p> <p>Show pictures, video clips, etc. of songs and recitations from the three main religions.</p> <p>Let learners sing and recite simple texts from the scriptures:</p> <p>- Al- Fātihah (Islamic)</p> <p>The Lord's Prayer, Psalm 23 (Christian),</p> <p>Invite learners to share any traditional sacred myths, riddle or proverbs they know</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>Ask learners to tell the class, what is so special about their religion</p> <p>Have learners to read and spell the key words written on the board</p>

Week Ending	17 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 St. Jago originated as a chapel built between 1555 and 1558 in Elmina by the Portuguese, which was later converted into a lodge and watch tower. Its primary purpose was to provide military protection to the Elmina castle and to serve as a disciplinary institution for European convicts and malcontents.	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 In recent years, Fort St. Jago has been used as a prison, a hospital and a rest house. Its currently in a good condition, is used as an inn and a restaurant.	Ask learners to talk about what they have learnt Use questions and answers to review learners understanding in the lesson

Week Ending	17 th January,2020.
Class	Three
Subject	CREATIVE ARTS
Reference	Creative Arts curriculum Page 68
Learning Indicator(s)	B3 2.1.1.2
Performance Indicator	Learners can generate ideas from performing artworks performed in other African communities for creating own visual artworks
Strand	Performing Arts
Sub strand	Thinking and Exploring Ideas
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>show pictures of people performing the Indlamu dance to learners'</p> <p>let learners observe and talk about the pictures</p> 	<p>Learners are to study the music, dance and drama produced or performed in other countries in Africa</p> <p><u>Indlamu of South Africa.</u> Indlamu is a traditional Zulu War dance from southern Africa. The dance is characterized by the dancer lifting one foot over his/her head and bringing it down sharply, etc.</p> <p>Examine the resources, elements, instruments available for composing and performing the arts under study and how they are acquired</p>	<p>Ask learners to talk about what they enjoyed most during the lesson</p>
	<p>Review the previous lesson with questions and answers</p>	<p>Invite a resource person to demonstrate the dance to learners.</p> <p>Assessment: Learners dance in groups and in turns</p>	<p>Learners observe and appreciate the performance of others</p>

Week Ending	17 th January,2020.		
Class	Three		
Subject	GHANAIAN LANGUAGE		
Reference	Ghanaian Language curriculum Page 92		
Learning Indicator(s)	B3.1.6.1.1-2		
Performance Indicator	Learners can discuss and demonstrate non-verbal forms of greeting and say why we have non-verbal greetings		
Strand	Oral Language		
Sub strand	Conversation		
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)
	Play games and recite rhymes to get them ready for the lesson	Demonstrate some non-verbal forms of greetings for learners to see. Let learners recognize the various non-verbal forms of greetings. E.g. Handshake, gestures for greeting and nodding of the head. Allow learners to demonstrate the various non-verbal forms of greetings in groups and in pairs. Discuss with learners why we use non-verbal forms to greet	Learners to tell what was interesting about the lesson Learners role play forms of greetings
	Play games and recite rhymes to get them ready for the lesson	Let learners recognize the various non-verbal forms of greetings. E.g. Handshake, gestures for greeting and nodding of the head. Allow learners to demonstrate the various non-verbal forms of greetings in groups and in pairs. Discuss with learners why we use non-verbal forms to greet	Learners to tell what was interesting about the lesson Learners role play forms of greetings
	Play games and recite rhymes to get them ready for the lesson	Allow learners to demonstrate the various non-verbal forms of greetings in groups and in pairs. Discuss with learners why we use non-verbal forms to greet	Learners to tell what was interesting about the lesson Learners role play forms of greetings

Week Ending	17 th January,2020.		
Class	Three		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page		
Learning Indicator(s)	B3.1.7.1.8:		
Performance Indicator	Learners can strike a gently tossed ball with a bat, using a side orientation (movement).		
Strand	Motor Skill And Movement Patterns		
Sub strand	Locomotive skills		
Teaching/ Learning Resources	Pictures and Videos		
Core Competencies: Learners develop personal skills and competencies such as throwing and catching, concentration, precision, coordination strength, balance and patience as well as creativity etc. as strike a gently tossed ball with a bat, using a side orientation as individuals and in a game situation,			
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 go through warm-ups.	Learners in pairs with bats and tennis/table tennis balls. Learners stand with the shoulder facing the partner. Guide them to bounce ball and gently and strike sideways to the partner using inward and outward orientation. Support them to practice but at their pace.	End lesson with cool down.