




**SAMPLE LESSON NOTES-WEEK 3**  
BASIC THREE

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## SCHEME OF LEARNING- WEEK 3

### 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>	B3.1.4.1.1. B3.2.3.1.1. B3.4.4.1.1. B3.5.2.1.1. B3.6.1.1.1.1		
<b>Performance Indicator</b>	<p>A. Learners can respond to and ask questions based on stories heard</p> <p>B. Learners can use common rhyming/endings words for decoding of words</p> <p>C. Learners can make a list of objects found in the environment</p> <p>D. Learners can use full stops in initials and abbreviations</p> <p>E. 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>Ask learners to draw a conversation strip with your friend featuring yourself as the main character.</p> <p>Include speech bubbles and/or captions.</p> <p>The conversation should center on what you did after school.</p>	<p><b>A. <u>ORAL LANGUAGE</u></b> (story telling)</p> <p>Select a suitable story to tell or read to the class. e.g. Ananse and the family.</p> <p>Let learners tell their favorite parts of the story.</p> <p>Have learners respond to the story by asking and answering relevant questions to enhance comprehension.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Tuesday	<p>Ask learners to draw two smileys to express how they feel that moment.</p> <p>Have learners to present their smileys to whole class for discussion.</p> 	<p><b>B. <u>READING</u></b> (word families)</p> <p>Introduce learners to simple word formation by changing the beginning letter. e.g. pin, sin, fin</p> <p>Have learners build on these rhyming endings and read out the words to their group members.</p> <p>Have learners form sentences with these rhyming words.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Wednesday	<p>Have learners to write a list of 10 things they would buy if they won a million cedis.</p>	<p><b>C. <u>WRITING</u></b> (labeling items)</p> <p>Lead the class to make a list of objects found in a given</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p>

	<p>Let learners present their list to the whole class for discussion.</p>	<p>thematic area. e.g. The Bus Stop.</p> <p>Let groups and pairs make similar lists from self-chosen or given areas. They may use invented spelling initially.</p> <p>Guide learners to edit and self-correct the errors before presenting their work to the class. They may use children's pictures, dictionaries and other sources</p>	<p>Have learners to read and spell some of the keywords in the lesson</p>
Thursday	<p>Ask learners to write a list of 10 things they would do if they could fly.</p> <p>Let learners present their list to the whole class for discussion.</p>	<p><b><u>D. WRITING CONVENTIONS &amp; GRAMMAR USAGE</u></b> (Using Punctuation)</p> <p>Provide a short passage of about four sentences.</p> <p>Pair learners place a full stop at the end of each sentence.</p> <p>Introduce full stops in initials and abbreviations. e.g. Mr. Badu - Mister Badu, A. O. Boateng – Adom Opoku Boateng</p> <p>Provide opportunities for learners to practice using full stops in initials of their names, and abbreviations.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
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><u>E. EXTENSIVE READING</u></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 45		
<b>Learning Indicator(s)</b>	B3.1.1.1.4		
<b>Performance Indicator</b>	Compare and order whole numbers up to 10,000 and represent comparisons using the symbols $>$ , $<$ , or $=$ .		
<b>Strand</b>	Number		
<b>Sub strand</b>	Counting & Representation		
<b>Teaching/ Learning Resources</b>	Counters, bundle and loose straws base ten cut square, patterns		
<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>
Monday	Engage learners to sing songs and recite some familiar rhymes they know  <b>Early to Bed</b> Early to bed and early to rise Makes a man, healthy, wealthy and wise.	Demonstrate an understanding of how place value determines the relative size of whole numbers (between 100 and 10,000)  Guide learners to describe the relative size of two numbers i.e., saying whether one number is a little or a lot bigger or smaller than another and justifying the answer	Give learners task to complete whiles you go round to guide those who don't understand.  Give remedial learning to those who special help.
Tuesday	Play games and sing some action songs to begin the class	Demonstrate an understanding of how place value determines the relative size of whole numbers (between 100 and 10,000)  Guide learners to describe the relative size of two numbers i.e., saying whether one number is a little or a lot bigger or smaller than another and justifying the answer	Give learners task to complete whiles you go round to guide those who don't understand.  Give remedial learning to those who special help.
Wednesday	Have learners to sing songs and recite familiar rhymes  <b>LITTLE FINGER</b> Little finger, little finger where are you, Here am I, here am I, how do you do	Guide learners to identify which of two given numbers is bigger (or smaller), explaining why using place value and representing the relationship using the symbols $<$ and $>$ ;  Through series of examples guide learners to put a small group of numbers in increasing or decreasing order and justifying the order using a hundreds frame, a number line or place value;	Give learners task to complete whiles you go round to guide those who don't understand.  Give remedial learning to those who special help.
Thursday	Have learners to sing songs and recite familiar rhymes  <b>LITTLE FINGER</b>	Guide learners to identify which of two given numbers is bigger (or smaller), explaining why using place value and representing the	Give learners task to complete whiles you go round to guide those who don't understand.

	<p>Little finger, little finger where are you, Here am I, here am I, how do you do</p>	<p>relationship using the symbols &lt; and &gt;;</p> <p>Through series of examples guide learners to put a small group of numbers in increasing or decreasing order and justifying the order using a hundreds frame, a number line or place value;</p>	<p>Give remedial learning to those who special help.</p>
Friday	<p>Have learners to sing songs and recite familiar rhymes</p> <p><u>LITTLE FINGER</u> Little finger, little finger where are you, Here am I, here am I, how do you do</p>	<p>Learners to identify the missing numbers or errors in a section of number line from 100 to 10,000 or in a hundreds chart and justifying the answer using place value</p> <p>- solving word problems that involve comparing quantities to 1000 (i.e., Agbo has 230 chickens. Dzifa has 460. What can you say?)</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 50		
<b>Learning Indicator(s)</b>	B3.1.2.1.1		
<b>Performance Indicator</b>	Identify the uses of everyday materials and link the uses to their properties		
<b>Strand</b>	Diversity Of Matter		
<b>Sub strand</b>	Materials		
<b>Teaching/ Learning Resources</b>	wood, plastics, paper, metals, leather, cotton		
<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 some action songs  <u>SHOW ME</u> Show me your head oo, This is my head oo. Show me your eyes oo, This is my eyes oo. Etc.	Show learners pictures and videos of common materials e.g. wood, plastics, paper, metals, leather, cotton, etc.  Learners collect everyday materials in their environment e.g. wood, plastics, paper, metals, leather, cotton, etc. and bring them to class.  Learners use think-pair-share to discuss the uses of the materials collected.	Ask learners questions to review their understanding of the lesson.  Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.
	Get a viral picture, a trending news on twitter, Facebook, YouTube and other social media handles.  Discuss what is trending and invite learners to share their opinions on them	Brainstorm with learners to come out with the uses of the materials in relation to their properties, e.g. metals are used for making car bodies because they are hard, plastics are used for making bottles, buckets, bowls because they can be moulded into different shapes  Engage learners in an activity to match some products such as buckets, cups, books, tables with their material sources such as metals, clay, glass, wood, plastics.  Provide a lot of materials for the learners to do more activities.	Divide the class into two teams. One player serves a question and choses a player in the other group to answer.

<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	<b>OUR WORLD OUR PEOPLE</b>		
<b>Reference</b>	OWOP curriculum Page 41		
<b>Learning Indicator(s)</b>	B3.1.2.1.1.		
<b>Performance Indicator</b>	Explain ways of promoting personal hygiene and safety as a responsible citizen		
<b>Strand</b>	All About Us		
<b>Sub strand</b>	My Self		
<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>
	Get a viral picture, a trending news on twitter, Facebook, YouTube and other social media handles.  Discuss what is trending and invite learners to share their opinions on them	Learners talk about things they need to promote personal hygiene: water, soap, tooth brush and tooth paste, nail cutter, etc.  Learners talk about things they do to show personal hygiene, through think-pair-share, e.g. bathing twice a day, brushing of the teeth, at least twice daily, washing of clothes regularly, washing of hands regularly, etc.	Ask learners questions to review their understanding of the lesson.  Have learners write 3 facts of the lesson on a sheet of paper and put it in their pockets and learn it on their way home.
	Flash letter cards to learners for them to pronounce some key words in the lesson.  Ask pupils to spell and write the words in the books	Learners draw items used in keeping our bodies clean.  Learners sing and tell stories about the importance of keeping personal hygiene	Ask learners to tell the class what they have learnt.  Call learners in turns summarize the lesson

<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	<b>RELIGIOUS &amp; MORAL EDUCATION</b>		
<b>Reference</b>	RME curriculum Page 15		
<b>Learning Indicator(s)</b>	B3.1.1.1.1		
<b>Performance Indicator</b>	Learners can demonstrate ways to care for the environment		
<b>Strand</b>	God's Creation & Attributes		
<b>Sub strand</b>	God the Creator		
<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>
	Have learners mention natural things (things created by god) that are bright and beautiful in the environment and classify them into big and small	Use questions and answers for learners to explain the environment.  Using Think-Pair-Share, let learners talk about ways of caring for the environment through: tree planting, proper disposal of waste, legal mining, clean-up exercises, avoiding environmental pollution, etc.  Assessment: Let learners organize and do clean-up exercises in the school environment	What have we learnt today?  Caring for the natural environment  Ask learners to summarize the important points of the lesson  Give learners task to mention and discuss ways of caring for the natural environment



<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	<b>HISTORY</b>		
<b>Reference</b>	History curriculum Page 15		
<b>Learning Indicator(s)</b>	B3.2.1.1.1		
<b>Performance Indicator</b>	Learners to discuss the origins of the major ethnic groups in Ghana		
<b>Strand</b>	My country Ghana		
<b>Sub strand</b>	The People Of Ghana		
<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>Have learners watch videos of some of the history of the major ethnic groups in Ghana</p> <p>Have learners to write on a sheet of paper the following</p> <p>What are the major ethnic groups in Ghana? Etc.</p>	<p>Identify some of the major ethnic groups. E.g. Akans</p> <p>Let learners identify some of the characteristics of the Akan ethnic group.</p> <p>Use a map to trace the routes of the Akan ethnic groups.</p>	<p>Play a game of pick and win using ethnic groups</p>
	<p>Have learners watch videos of some of the history of the major ethnic groups in Ghana</p> <p>Have learners to tell which of part of the video interest them</p>	<p>In groups, learners discuss the origin of the Akan ethnic group.</p> <p>Compose a song with names of the major ethnic groups and where they originated (In the special schools, resource persons should assist the hearing impaired to sing)</p>	<p>What have we learnt today?</p> <p>The origin of major ethnic groups</p> <p>Have learners to summarize the important points in the lesson</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 1.2.2.1 B3 1.2.3.1		
<b>Performance Indicator</b>	Plan own artworks that represent visual artworks produced or found in other communities in Africa.		
<b>Strand</b>	Visual Arts		
<b>Sub strand</b>	Planning, Making and Composing (Visual Arts)		
<b>Teaching/ Learning Resources</b>	Photos, videos, art paper, colors and traditional art tools, other materials available in the community		
<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>
	Learners are to watch a short video or pictures on an exhibition or visit an exhibition Centre, preferably during the circuit, district or regional cultural festival.  Ask learners to talk about parts of the video or pictures that interest them.	Learners are to examine the history and culture of the people from other countries in Africa.  Talk about artworks produced/performed in Africa.  Identify and experiment with the tools, materials and methods of production the artists use.  Organize and develop ideas by sketching own creative ideas and concepts to make own visual artworks such as painting.	Ask learners to tell the whole class what they have learnt.  Learners tell what they will like to learn
	Ask learners questions to review learners understanding in the previous lesson.	Learners are to create own artworks based on the history and culture of the people from other countries in Africa.  Create own artworks based on what is produced in other countries in Africa (e.g. masks, sculptures, paintings, pottery wares, woven, printed and dyed fabrics; leather products; beads).	Use series of questions and answers to review learners understanding of the lesson.  Call learners in turns to summarize the lesson

<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	<b>GHANAIAN LANGUAGE</b>		
<b>Reference</b>	Ghanaian Language curriculum Page 90		
<b>Learning Indicator(s)</b>	B3.1.3.1.1.		
<b>Performance Indicator</b>	Explore poems and note the words and discuss what the poem is about.		
<b>Strand</b>	Oral Language		
<b>Sub strand</b>	Poems		
<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>
	Flash letter cards to learners for them to make its sounds. Ask pupils to write some letters in the air as you mention them	Explore poems to learners.  As you read the poem, allow them to note words in the poem.  Let learners explore poems and take note of the words.  Lead learners to explore the poem with gestures.  Let learners tell what the poem is about.	Use questions to review their understanding of the lesson  Ask learners to summarize what they have learnt
	Have learners to write letter patterns in the air.  Engage learners to sing songs and dance to it	Explore poems to learners.  As you read the poem, allow them to note words in the poem.  Let learners explore poems and take note of the words.  Lead learners to explore the poem with gestures.  Let learners tell what the poem is about.	Use questions to review their understanding of the lesson  Ask learners to summarize what they have learnt
	Flash letter cards to learners for them to make its sounds. Ask pupils to write some letters in the air as you mention them	Explore poems to learners.  As you read the poem, allow them to note words in the poem.  Let learners explore poems and take note of the words.  Lead learners to explore the poem with gestures.	Use questions to review their understanding of the lesson  Ask learners to summarize what they have learnt

<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	<b>PHYSICAL EDUCATION</b>		
<b>Reference</b>	PE curriculum Page 31		
<b>Learning Indicator(s)</b>	B3. 1.2.1.3:		
<b>Performance Indicator</b>	Jump continuously a self forward turning rope in a circle (skipping with rope).		
<b>Strand</b>	Motor Skill And Movement Patterns		
<b>Sub strand</b>	Manipulative Skills		
<b>Teaching/ Learning Resources</b>	Skipping rope		
<b>Core Competencies:</b> Learners develop personal skills such as flexibility, muscular strength, agility,			
<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>
	Take learners through 5 minutes jogging to warm the body up.	<p>Guide learners to pick their skipping ropes and find self-space.</p> <p>Hold the handle of the skipping rope side by side with the two hands with the middle of the rope on the ground or slightly above.</p> <p>Hop over it and swing the rope clockwise to turn round the body in circle as they continue series of step-hops starting with double take-off.</p> <p>Advance should progress to single step-hops and change clockwise rope movement to anti-clockwise.</p>	<p>Allow learners to progress at their own pace. Give corrective feedback for skill improvement.</p> <p>End the lesson with cool down</p>