SAMPLE LESSON NOTES- WEEK ONE (1)

BASIC THREE

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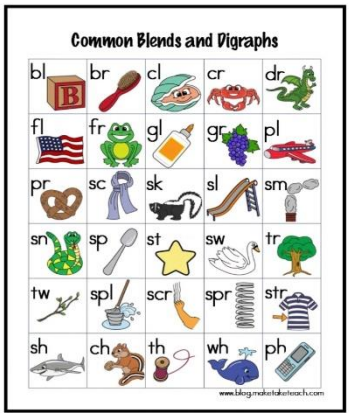
SAMPLE SCHEME OF LEARNING- WEEK ONE (1)

BASIC THREE

Name of School……..……..……

Week Ending	10th January, 2020
Class	Three
Subject	**ENGLISH LANGUAGE**
Reference	English Language curriculum Page
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, 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 **Star Light, Star Bright"** Star light, star bright The first star I see tonight: I wish I may. I wish I might, Have the wish I wish tonight.	A. **ORAL LANGUAGE** (*Dramatization and Role Play*) Let learners mention titles of stories they have heard or read, e.g. The Magic Pot. Let learners identify some characters in the stories mentioned. Assessment: Let learners dramatize or role-play stories they have heard, read or created, with appropriate characters.	Interview and ask learners to share their feelings about the roles of their favorite characters Learners to tell the roles they will like to play and why
Tuesday	learners sing songs and recite familiar rhymes **ONCE I CAUGHT A FISH ALIVE** 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	B. **READING** (*Blends and Consonant Clusters*) Introduce consonant blends and have learners identify words having the blends. e.g. **bl –** black, **br-** brush, **st-** stone, **tr-** tree.	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.

	Have learners revise diphthongs and use them in sentences.	 Assessment: Let learners work in pairs and groups to identify consonant blends and build other words from the chart.	
Wednesday	Engage learners to play the Hangman game Think of a word and write the number of letters on the board using dashes to show many letters there are. Example: SCHOOL __ __ __ __ __ __ Then, ask learners to suggest a letter. If it appears in the word, write it in all of the correct spaces. If the letter does not appear in the word, write it off to the side and begin drawing the image of a hanging man. Continue this until learners guess the word correctly.	C. **WRITING** (*Guided Composition*) Have learners brainstorm to choose a topic, e. g. My home Write the topic on the board. Ask questions for learners to generate ideas on the topic. Write learners ideas on the board for further elaboration. Example: My home is in……. (Accra,Tema,Kumasi). It is a/an……..house (new, old) My house is a…….. (storey,chamber and hall,single room). Etc.	Orally help learners to complete the writers reflection worksheet. My piece of writing is about? My favorite part of my writing is…… Something I found difficult was…… Ask learners to tell you what they have learnt and what they will like to learn in the next lesson
Thursday	learners sing songs and recite familiar rhymes "**Row, Row, Row Your Boat**" Row, row, row your boat, Gently down the stream. Merrily, merrily, merrily, merrily, Life is but a dream.	D. **WRITING CONVENTIONS & GRAMMAR USAGE** (*using adjectives*) Provide sentences with simple adjectives for learners to identify, e.g. I saw a tall tree. She is a beautiful girl. I have a blue pen. Look at the short man. Assessment: Put learners in groups to use the adjectives identified in simple sentences.	Ask learners to tell you what they have learnt Let learners read the keywords written on the board
Friday	Have a variety of age/level-appropriate books for learners to make a choice from.	E. **EXTENSIVE READING** Using the Author's chair, introduce the reading/library time.	Let learners summarize the books they read to the whole class

	Guide learners to select books for readings	Introduce narratives, expository, procedural texts to learners.	Learners draw parts of the stories they read.

Week Ending	10th January, 2020		
Class	Three		
Subject	**MATHEMATICS**		
Reference	Mathematics curriculum Page 46		
Learning Indicator(s)	B3.1.1.2.1		
Performance Indicator	Learners can describe situations having opposite directions or values		
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)	Let learners understand that as opposite words have different meanings so as opposite numbers have different values. Use the number line to teach the concept of opposite numbers. Opposite numbers are numbers that when placed on the number line, are the exact same distance away from the 0, but on opposite sides. Example: -1 and +1, -2 and +2 etc.	What have we learnt today? Describing opposite situations and numbers Let learners solve several examples
Tuesday	Begin the lesson by sharing a few jokes with learners. Make sure to choose jokes that will get learners attention. Call two learners to share their jokes as well	Use the number line to teach the concept of opposite numbers. Opposite numbers are numbers that when placed on the number line, are the exact same distance away from the 0, but on opposite sides.	What have we learnt today? Describing opposite situations and numbers Let learners solve several examples

Wednesday	Play "what number is this?" with numerals 1 to 100	Use the number line to teach the concept of opposite numbers. Opposite numbers are numbers that when placed on the number line, are the exact same distance away from the 0, but on opposite sides.	What have we learnt today? Describing opposite situations and numbers Let learners solve several examples
Thursday	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.	Using flash cards, create index cards with pictures of opposites on them. Have learners match sets of opposite flashcards. Example: happy and sad, hot and cold, big and small, -1 and +1, -5 and +5 etc.	What have we learnt today? Describing opposite situations and numbers Learners play other games of opposites
Friday	Begin the lesson by sharing a few jokes with learners. Make sure to choose jokes that will get learners attention. Call two learners to share their jokes as well	Using the acting opposite game. have learners to perform actions, and then do the opposite. Example: if they sit down, you stand up, if they walk forward, you walk backward, if they mention -30, you say + 30 etc. Once learners are familiar with the game, teacher performs the actions first, and have learners do the opposite.	What have we learnt today? Describing opposite situations and numbers Learners play other games of opposites

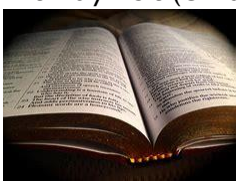
Week Ending	10th January, 2020
Class	Three
Subject	**SCIENCE**
Reference	Science curriculum Page 55
Learning Indicator(s)	B3.3.1.1.1
Performance Indicator	Learners can explain that the external parts of the human body work interdependently to perform a function
Strand	Systems
Sub strand	The Human Body 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.	Let learners role play the functions of parts of the human body. e.g. I am eyes, the body sees with me. I see and tell the body dangers ahead. I am nose, the body breathe through me. I smell things etc.	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 brainstorm 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: Give learners a lot of scenarios and get interesting answers from them.	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Let learners give scenarios and tell how they will react to the situations
	Learners recite rhymes **<u>Humpty Dumpty</u>** Humpty Dumpty sat on the wall, Humpty Dumpty had a great fall, All the kings horses and all the kings men, Couldn't put dumpty together again	Let learners relate to some of the scenarios and draw them in their work books 	Ask learners to talk about what they enjoyed most during the lesson Let Learners display their drawings for appreciation

Week Ending	10th January, 2020
Class	Three
Subject	**OUR WORLD OUR PEOPLE**
Reference	OWOP curriculum Page
Learning Indicator(s)	B3.2.3.1. 1-2
Performance Indicator	• Learners can sketch the shape of the classroom and indicate the position of the teacher's desk • Learners can mention reasons why records should be taken regularly, as a responsible citizen
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)**
	Begin the lesson by sharing a few jokes with learners. Make sure to choose jokes that will get learners attention. Call two learners to share their jokes as well	Learners sketch the shape of the classroom. Through questions and answers, guide learners to indicate where they sit in the classroom and other positions on their sketches with a small round shape.	Ask learners to tell you what they have learnt Let learners read the keywords written on the board
	Use questions and answers to review what they learnt in the previous lesson	Learners show on their sketches the location of the following: i) Chalk/White board (Bb/Wb) ii) Cupboard (C) iii) Teacher's table (Tt) Assessment: Learners label their objects with abbreviations as in the list of objects.	Ask learners to tell you what they have learnt Let learners read the keywords written on the board
	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 describe the shape of the cupboard and other items in the classroom. Through think-pair-share, learners talk about the need to take records regularly, e.g. for future use, for accuracy	Ask learners to tell you what they have learnt Let learners read the keywords written on the board

Week Ending	10th 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)**
	Have learners to sing songs and recite familiar rhymes relating to the lesson <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	Guide learners to mention the sacred scriptures: The Holy Bible (Christianity),  The Holy Qur'an, Hadith (Islam), Sacred Myths, parables and taboos (Traditional Religion), etc. Assessment: Let learners in groups, talk about the Holy Scriptures and which religion each belongs to.	Who can tell me what we have learnt today? Naming the sacred scriptures of the three major religions. Ask learners to talk about what they have learnt. Use series of questions to review the understanding of learners of the lesson.

Week Ending	10th 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)**
	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.	Guide learners to brainstorm the meaning of forts and castles <u>Forts</u> A fort is a strong building or a place with a wall or fence around it where soldiers can stay and be safe from the enemy <u>Castles</u> A castle is a large building, built in the past by a ruler or important person to protect the people inside from attack Learners watch sample pictures of forts and castles for better understanding	Ask learners to talk about what they enjoyed most during the lesson Ask learners series of questions to review their understanding of the lesson Example: what is a fort? Learners match pictures of forts and castles to their names.
	Ask everyone to imagine two birds. One named "prr" and the other named "Pukutu". If you call out 'prr', the students need to stand on their toes and move their elbows out sideways. When you call out 'pukutu' the students have to stay still and may not move. If a student moves, he is disqualified.	Explain the differences between forts and castles A castle is a fortified building. It is a structure or a set of structures connected together. A fort is an area. Inside the area is a series of buildings and surrounding the area is some kind of fortified wall. The wall could be stone or some other material like wood Assessment: let learners role play the difference between forts and castles	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Learners to use the internet to search for more information on forts and castles

Week Ending	10th January, 2020
Class	Three
Subject	**CREATIVE ARTS**
Reference	Creative Arts curriculum Page 66
Learning Indicator(s)	B3 1.1.1.2
Performance Indicator	Learners can generate ideas from visual artworks produced or found in other African communities for making own visual artworks
Strand	Visual 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)**
	Learners sing songs and recite rhymes about work. Learners mention some visual artworks produced in Ghana.	Learners are to study the artworks produced or found in other countries in Africa. <u>Cheri Samba</u> Cheri Samba was born in Kinto M'Vuila, Democratic Republic of Congo, as the eldest son of his family. He is one of the most famous contemporary African artist. Samba started painting in 1975 in his own studio in Kinshasa. Sambas painting is said to emphasis poverty, stupidity about his culture, corruption, and chaos in his work. Etc.	Learners talk about what was interesting and made meaning to them in the lesson. Learners retell the history of Cheri Samba in groups
	Call learners to recall some history facts about Cheri Samba. Use series of questions to review their understanding in the previous lesson	Show pictures of his artworks to learners for them to generate their own ideas. Assessment: learners to use ideas generated to create their own artworks	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Teacher moves round the classroom to monitor the progress of learners based on the task given them Learners display their artworks for appreciation

Week Ending	10th January, 2020
Class	Three
Subject	**GHANAIAN LANGUAGE**
Reference	Ghanaian Language curriculum Page 92
Learning Indicator(s)	B3.1.5.1.1-2
Performance Indicator	• Learners can give details of characters and costumes for a drama • Learners can state opinion and feelings on events and characters in stories
Strand	Oral Language
Sub strand	Dramatization and Role Play
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)**
	Lead learners to sing a song. Engage learners to play the crossword game Write a word on the board crossword-style. Invite each student to the board to create a new word stemming from the letters that are already available.	Tell or read an interesting story to learners. Discuss the story with learners and assign roles to them. Direct learners to role play the story. Lead learners to discuss details of characters and costumes for the drama.	Assessment: Ask learners to share their feelings about the roles they played Learners to tell the roles they like to play most
	Let learners sing a popular song they know.	Tell or read an interesting story to learners. Help the learners to state their opinions and feelings on events and characters in the story.	Assessment: Ask learners to share their feelings about the roles they played Learners to tell the roles they like to play most
	Let learners sing a popular song they know.	Tell or read an interesting story to learners. Help the learners to state their opinions and feelings on events and characters in the story.	Assessment: Ask learners to share their feelings about the roles they played Learners to tell the roles they like to play most

Week Ending	10th January, 2020
Class	Three
Subject	**PHYSICAL EDUCATION**
Reference	PE curriculum Page 32
Learning Indicator(s)	B3.1.6.1.7:
Performance Indicator	Learners can strike (serve) a lightweight ball to a partner, using the underhand movement pattern.
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 accuracy, precision, coordination strength, balance, courage, patience, teamwork, fair-play, etc. as they practice how to strike light weight balls to using the underhand movement pattern

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)**
	Take learners through general and specific warm ups	After warm-ups as usual, put learners in pairs with a ball. Learners toss a ball and swing the arm from behind to strike the ball to a partner about 6m away. Learners strike the ball back to continue the rally. The process should continue when the ball drops.	Supervise and give support to learners. End lesson with a cool down.