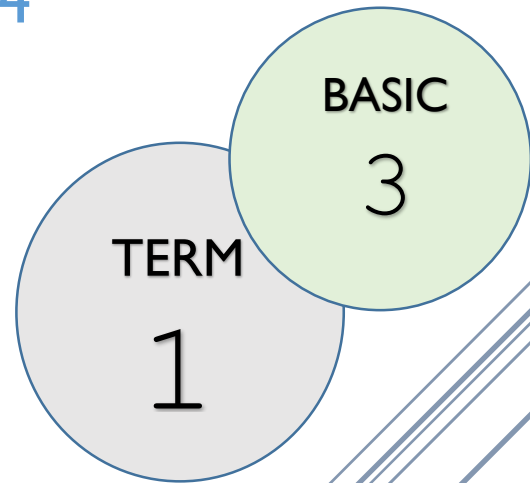


# LESSON PLANS FOR PRIMARY SCHOOLS

2024



FAYOL INC.  
0547824419

# FIRST TERM LESSON PLAN FOR BASIC THREE (3)

## ENGLISH LANGUAGE

| WEEKS | STRAND                              | SUB STRANDS  | CONTENT STANDARD | INDICATORS | RESOURCES  |
|-------|-------------------------------------|--|------------------|------------|--|
| 1     | Oral Language                       | Songs  | B3.1.1.1         | B3.1.1.1.1 | Word cards, sentence cards, letter cards, handwriting on a manila card and a class library |
|       | Reading                             | Phonics  | B3.2.2.1         | B3.2.2.1.1 |  |
|       | Writing                             | Penmanship   | B3.4.2.1         | B3.4.2.1.1 |  |
|       | Writing Conventions & Grammar Usage | Using Capitalization                               | B3.5.1.1         | B3.5.1.1.1 |  |
|       | Extensive Reading                   | Building the love and culture of reading           | B3.6.1.1         | B3.6.1.1.1 |  |
| 2     | Oral Language                       | Rhymes   | B3.1.2.1         | B3.1.2.1.1 | Word cards, sentence cards, letter cards, handwriting on a manila card and a class library |
|       | Reading                             | Phonics  | B3.2.2.1         | B3.2.2.1.1 |  |
|       | Writing                             | Writing Letters – Small and Capital                | B3.4.3.1         | B3.4.3.1.1 |  |
|       | Writing Conventions & Grammar Usage | Using Capitalization                               | B3.5.1.1         | B3.5.1.1.2 |  |
|       | Extensive Reading                   | Building the love and culture of reading           | B3.6.1.1         | B3.6.1.1.1 |  |
| 3     | Oral Language                       | Story Telling                                      | B3.1.4.1         | B3.1.4.1.1 | Word cards, sentence cards, letter cards, handwriting on a manila card and a class library |
|       | Reading                             | Word Families, Rhyming Endings and Common Digraphs | B3.2.3.1         | B3.2.3.1.1 |  |
|       | Writing                             | Labelling Items                                    | B3.4.4.1         | B3.4.4.1.1 |  |
|       | Writing Conventions & Grammar Usage | Using Punctuation                                  | B3.5.2.1         | B3.5.2.1.1 |  |

|   |                                     |  |          |            |  |
|---|-------------------------------------|--|----------|------------|--|
|   | Extensive Reading                   | Building the love and culture of reading | B3.6.1.1 | B3.6.1.1.1 |  |
| 4 | Oral Language                       | Story Telling                            | B3.1.4.1 | B3.1.4.1.1 | Word cards, sentence cards, letter cards, handwriting on a manila card and a class library |
|   | Reading                             | Diphthongs                               | B3.2.4.1 | B3.2.4.1.1 |  |
|   | Writing                             | Writing Simple Words and Sentences       | B3.4.5.1 | B3.4.5.1.1 |  |
|   | Writing Conventions & Grammar Usage | Using Punctuation                        | B3.5.2.1 | B3.5.2.1.1 |  |
|   | Extensive Reading                   | Building the love and culture of reading | B3.6.1.1 | B3.6.1.1.1 |  |
| 5 | Oral Language                       | Dramatization and Role-Play              | B3.1.5.1 | B3.1.5.1.1 | Word cards, sentence cards, letter cards, handwriting on a manila card and a class library |
|   | Reading                             | Blends and Consonant Clusters            | B3.2.5.1 | B3.2.5.1.1 |  |
|   | Writing                             | Writing Simple Words and Sentences       | B3.4.5.1 | B3.4.5.1.1 |  |
|   | Writing Conventions & Grammar Usage | Using Action Words                       | B3.5.4.1 | B3.5.4.1.1 |  |
|   | Extensive Reading                   | Building the love and culture of reading | B3.6.1.1 | B3.6.1.1.1 |  |
| 6 | Oral Language                       | Conversation                             | B3.1.6.1 | B3.1.6.1.1 | Word cards, sentence cards, letter cards, handwriting on a manila card and a class library |
|   | Reading                             | Vocabulary                               | B3.2.6.1 | B3.2.6.1.1 |  |
|   | Writing                             | Guided Composition                       | B3.4.8.1 | B3.4.8.1.1 |  |
|   | Writing Conventions & Grammar Usage | Using Action Words                       | B3.5.4.1 | B3.5.4.1.1 |  |

|   |                                     |  |           |             |  |
|---|-------------------------------------|--|-----------|-------------|--|
|   | Extensive Reading                   | Building the love and culture of reading | B3.6.1.1  | B3.6.1.1.1  |  |
| 7 | Oral Language                       | Conversation                             | B3.1.6.1  | B3.1.6.1.2  | Word cards, sentence cards, letter cards, handwriting on a manila card and a class library |
|   | Reading                             | Vocabulary                               | B3.2.6.1  | B3.2.6.1.2  |  |
|   | Writing                             | Writing as a Process                     | B3.4.9.1  | B3.4.9.1.1  |  |
|   | Writing Conventions & Grammar Usage | Using Qualifying Words – Adjectives      | B3.5.5.1  | B3.5.5.1.1  |  |
|   | Extensive Reading                   | Building the love and culture of reading | B3.6.1.1  | B3.6.1.1.1  |  |
| 8 | Oral Language                       | Conversation                             | B3.1.6.1  | B3.1.6.1.3  | Word cards, sentence cards, letter cards, handwriting on a manila card and a class library |
|   | Reading                             | Comprehension                            | B3.2.7.1  | B3.2.7.1.1  |  |
|   | Writing                             | Writing as a Process                     | B3.4.9.2  | B3.4.9.2.1  |  |
|   | Writing Conventions & Grammar Usage | Using Qualifying Words – Adverbs         | B3.5.6.1  | B3.5.6.1.1  |  |
|   | Extensive Reading                   | Building the love and culture of reading | B3.6.1.1  | B3.6.1.1.1  |  |
| 9 | Oral Language                       | Listening Comprehension                  | B3.1.7.1  | B3.1.7.1.1  | Word cards, sentence cards, letter cards, handwriting on a manila card and a class library |
|   | Reading                             | Comprehension                            | B3.2.7.1  | B3.2.7.1.2  |  |
|   | Writing                             | Narrative Writing                        | B3.4.10.1 | B3.4.10.1.1 |  |
|   | Writing Conventions & Grammar Usage | Using Qualifying Words – Adverbs         | B3.5.6.1  | B3.5.6.1.2  |  |

|    |                                     |  |           |             |  |
|----|-------------------------------------|--|-----------|-------------|--|
|    | Extensive Reading                   | Building the love and culture of reading | B3.6.1.1  | B3.6.1.1.1  |  |
| 10 | Oral Language                       | Asking and Answering Questions           | B3.1.8.1  | B3.1.8.1.1  | Word cards, sentence cards, letter cards, handwriting on a manila card and a class library |
|    | Reading                             | Comprehension                            | B3.2.7.1. | B3.2.7.1.3. |  |
|    | Writing                             | Descriptive Writing                      | B3.4.12.1 | B3.4.12.1.1 |  |
|    | Writing Conventions & Grammar Usage | Using Simple Prepositions                | B3.5.7.1  | B3.5.7.1.1  |  |
|    | Extensive Reading                   | Building the love and culture of reading | B3.6.1.1  | B3.6.1.1.1  |  |
| 11 | Oral Language                       | Giving and Responding to Commands        | B3.1.9.1  | B3.1.9.1.1  | Word cards, sentence cards, letter cards, handwriting on a manila card and a class library |
|    | Reading                             | Fluency                                  | B3.2.9.1  | B3.2.9.1.1  |  |
|    | Writing                             | Persuasive/Argumentative Writing         | B3.3.13.1 | B3.3.13.1.1 |  |
|    | Writing Conventions & Grammar Usage | Using Simple and Compound Sentences      | B3.5.9.1  | B3.5.9.1.1  |  |
|    | Extensive Reading                   | Building the love and culture of reading | B3.6.1.1  | B3.6.1.1.1  |  |
| 12 | Oral Language                       | Presentation                             | B3.1.10.1 | B3.1.10.1.1 | Word cards, sentence cards, letter cards, handwriting on a manila card and a class library |
|    | Reading                             | Fluency                                  | B3.2.9.1  | B3.2.9.1.1  |  |
|    | Writing                             | Informative/ Academic Writing            | B3.4.14.1 | B3.4.14.1.1 |  |
|    | Writing Conventions & Grammar Usage | Spelling                                 | B3.5.10.1 | B3.5.10.1.1 |  |
|    | Extensive Reading                   | Building the love and culture of reading | B3.6.1.1  | B3.6.1.1.1  |  |

### FIRST TERM SCHEME – MATHEMATICS

| WEEKS | STRAND  | SUB STRANDS                | CONTENT STANDARD | INDICATORS   | RESOURCES  |
|-------|---------|----------------------------|------------------|--------------|--|
| 1     | Number  | Counting & Representation, | B3.1.1.2         | B3.1.1.1.1   | Counters, bundle and loose straws<br>base ten cut square, patterns |
| 2     | Number  | Counting & Representation, | B3.1.1.2         | B3.1.1.1.2-3 |  |
| 3     | Number  | Counting & Representation, | B3.1.2.4         | B3.1.1.1.4   | Counters, bundle and loose straws<br>base ten cut square, patterns |
| 4     | Number  | Number Operations          | B3.1.2.4         | B3.1.2.1.1   |  |
| 5     | Number  | Number Operations          | B3.1.3.1         | B3.1.2.2.1   | Counters, bundle and loose straws<br>base ten cut square, patterns |
| 6     | Number  | Number Operations          | B3.1.3.1         | B3.1.2.3.1   |  |
| 7     | Number  | Number Operations          | B3.3.1.1         | B3.1.2.3.2   |  |
| 8     | Number  | Fractions                  | B3.3.1.1         | B3.1.3.1.1   | Paper strips, cut out cards  |
| 9     | Number  | Fractions                  | B3.3.2.1         | B3.1.3.1.2   |  |
| 10    | Number  | Fractions                  | B3.3.3.2         | B3.1.3.1.3   |  |
| 11    | Number  | Money                      | B3.3.3.2         | B3.1.4.1.1   | Currency notes and coins   |
| 12    | Algebra | Patterns and Relationship  | B3.3.3.3         | B3.2.1.1.1   | Counters, bundle and loose straws                                  |

## FIRST TERM SCHEME – SCIENCE

| WEEKS | STRAND              | SUB STRANDS                | CONTENT STANDARD | INDICATORS   | RESOURCES   |
|-------|---------------------|----------------------------|------------------|--------------|---|
| 1     | Diversity Of Matter | Living & Non Living Things | B3.1.1.1         | B3.1.1.1.1   | Pictures of Plants and animals in the environment   |
| 2     | Diversity Of Matter | Living & Non Living Things | B3.1.1.1         | B3.1.1.1.1   |   |
| 3     | Diversity Of Matter | Materials                  | B3.1.2.1         | B3.1.2.1.1   | Metals, woods<br>plastics soil stones<br>paper pencil<br>crayons balloons<br>water sand salt<br>sugar |
| 4     | Diversity Of Matter | Materials                  | B3.1.2.1         | B3.1.2.1.2   |   |
| 5     | Diversity Of Matter | Materials                  | B3.1.2.2         | B3.1.2.2.1   | Metals, woods<br>plastics soil stones<br>paper pencil<br>crayons balloons<br>water sand salt<br>sugar |
| 6     | Diversity Of Matter | Materials                  | B3.1.2.3         | B3.1.2.3.1   |   |
| 7     | Cycles              | Earth Science              | B3.2.1.1         | B3.2.1.1.1   | Torch candle<br>matchstick lantern<br>paper pencil<br>pictures of well<br>river stream<br>water       |
| 8     | Cycles              | Earth Science              | B3.2.1.2         | B3.2.1.2.1   |   |
| 9     | Cycles              | Earth Science              | B3.2.1.3         | B3.2.1.3.1   | Torch candle<br>matchstick lantern<br>paper pencil<br>pictures of well<br>river stream<br>water       |
| 10    | Cycles              | Earth Science              | B3.2.1.4         | B3.2.1.4.1-2 |   |
| 11    | Cycles              | Life Cycle Of Organism     | B3.2.2.1         | B3.2. 2.1.2  | Plant seeds, hand<br>lens, paper, pencil<br>fruits  |
| 12    | Cycles              | Life Cycle Of Organisms    | B3.2.2.1         | B3.2. 2.1.2  |   |

**FIRST TERM SCHEME – OUR WORLD OUR PEOPLE**

| <b>WEEKS</b> | <b>STRAND</b> | <b>SUB STRANDS</b>              | <b>CONTENT STANDARD</b> | <b>INDICATORS</b> | <b>RESOURCES</b>                                   |
|--------------|---------------|---------------------------------|-------------------------|-------------------|--|
| <b>1</b>     | All About Us  | Nature Of God                   | B3.1.1.1                | B3.1.1.1.1        | Map of Ghana, atlas, Pictures, Charts, Video Clips |
| <b>2</b>     | All About Us  | Nature Of God                   | B3.1.1.1                | B3.1.1.1.2        |  |
| <b>3</b>     | All About Us  | My Self                         | B3.1.2.1                | B3.1.2.1.1        | Map, Pictures, Charts, Video Clips                 |
| <b>4</b>     | All About Us  | Myself                          | B3.1.2.1                | B3.1.2.1.2        | Pictures, Charts, Video Clips                      |
| <b>5</b>     | All About Us  | My Family & The Community       | B3.1.3.1                | B3.1.3.1.1        | Pictures, Charts, Video Clips                      |
| <b>6</b>     | All About Us  | My Family & The Community       | B3.1.3.1                | B3.1.3.1.2        | Pictures, Charts, Video Clips                      |
| <b>7</b>     | All About Us  | Home And School                 | B3.1.4.1                | B3.1.4.1.1        | Pictures, Charts, Video Clips                      |
| <b>8</b>     | All About Us  | Home And School                 | B3.1.4.1                | B3.1.4.1.2        |  |
| <b>9</b>     | All Around Us | The Environment And The Weather | B3.2.1.1                | B3.2.1.1.1        | Pictures, Charts, Video Clips                      |
| <b>10</b>    | All Around Us | The Environment And The Weather | B3.2.1.1                | B3.2.1.1.2        |  |
| <b>11</b>    | All Around Us | Plants And Animals              | B3.2.2.1                | B3.2.2.1.1        | Pictures, Charts, Video Clips                      |
| <b>12</b>    | All Around Us | Plants And Animals              | B3.2.2.1                | B3.2.2.1.2        |  |



**FIRST TERM SCHEME – RELIGIOUS & MORAL EDUCATION**

| <b>WEEKS</b> | <b>STRAND</b>               | <b>SUB STRANDS</b>        | <b>CONTENT STANDARD</b> | <b>INDICATORS</b> | <b>RESOURCES</b>                                   |
|--------------|-----------------------------|---------------------------|-------------------------|-------------------|--|
| <b>1</b>     | God's Creation & Attributes | God the Creator           | B3.1.2.1                | B3.1.2.1.1        | Wall charts, wall words, posters, video clip, etc. |
| <b>2</b>     | God's Creation & Attributes | God the Creator           | B3.1.2.1                | B3.1.2.1.1        |  |
| <b>3</b>     | God's Creation & Attributes | God the Creator           | B3.1.2.1                | B3.1.2.1.1        | Wall charts, wall words, posters, video clip, etc. |
| <b>4</b>     | God's Creation & Attributes | God the Creator           | B3.1.2.1                | B3.1.2.1.1        |  |
| <b>5</b>     | God's Creation & Attributes | Purpose of God's creation | B3.1.3.1                | B3.1.3.1.1        | Wall charts, wall words, posters, video clip, etc. |
| <b>6</b>     | God's Creation & Attributes | Purpose of God's creation | B3.1.3.1                | B3.1.3.1.2        |  |
| <b>7</b>     | God's Creation & Attributes | Purpose of God's creation | B3.1.3.1                | B3.1.3.1.3        | Wall charts, wall words, posters, video clip, etc. |
| <b>8</b>     | God's Creation & Attributes | Purpose of God's creation | B3.1.3.1                | B3.1.3.1.3        |  |
| <b>9</b>     | Religious Practices         | Religious Worship         | B3.2.1.1                | B3.2.1.1.1        | Wall charts, wall words, posters, video clip, etc. |
| <b>10</b>    | Religious Practices         | Religious Worship         | B3.2.1.1                | B3.2.1.1.1        |  |
| <b>11</b>    | Religious Practices         | Religious Worship         | B3.2.1.1                | B3.2.1.1.2        | Wall charts, wall words, posters, video clip, etc. |
| <b>12</b>    | Religious Practices         | Religious Worship         | B3.2.1.1                | B3.2.1.1.2        |  |

### FIRST TERM SCHEME – HISTORY

| WEEKS | STRAND           | SUB STRANDS           | CONTENT STANDARD | INDICATORS | RESOURCES  |
|-------|------------------|-----------------------|------------------|------------|--|
| 1     | My country Ghana | The People Of Ghana   | B3.2.1.1         | B3.2.1.1.1 | Wall charts, word cards, posters, video clip, etc. |
| 2     | My country Ghana | The People Of Ghana   | B3.2.1.1         | B3.2.1.1.1 |  |
| 3     | My country Ghana | The People Of Ghana   | B3.2.1.1         | B3.2.1.1.1 | Wall charts, word cards, posters, video clip, etc. |
| 4     | My country Ghana | The People Of Ghana   | B3.2.1.1         | B3.2.1.1.1 |  |
| 5     | My country Ghana | The People Of Ghana   | B3.2.1.1         | B3.2.1.1.1 | Wall charts, word cards, posters, video clip, etc. |
| 6     | My country Ghana | The People Of Ghana   | B3.2.1.1         | B3.2.1.1.1 |  |
| 7     | My country Ghana | Inter Group Relations | B3.2.2.1         | B3.2.2.1.1 | Wall charts, word cards, posters, video clip, etc. |
| 8     | My country Ghana | Inter Group Relations | B3.2.2.1         | B3.2.2.1.1 |  |
| 9     | My country Ghana | Inter Group Relations | B3.2.2.1         | B3.2.2.1.1 |  |
| 10    | My country Ghana | Inter Group Relations | B3.2.2.1         | B3.2.2.1.1 | Wall charts, word cards, posters, video clip, etc. |
| 11    | My country Ghana | Inter Group Relations | B3.2.2.1         | B3.2.2.1.1 |  |
| 12    | My country Ghana | Inter Group Relations | B3.2.2.1         | B3.2.2.1.1 |  |

## FIRST TERM SCHEME – CREATIVE ARTS

| WEEKS | STRAND                              | SUB STRANDS   | CONTENT STANDARD | INDICATORS               | RESOURCES   |
|-------|-------------------------------------|---|------------------|--------------------------|---|
| 1     | Visual Arts                         | Thinking and Exploring Ideas<br>(Visual Arts)   | CSE 1            | B3. 1.1.1.1              | Photos, videos, art paper, colors and traditional art tools, other materials available in the community |
| 2     | Performing Arts                     | Thinking and Exploring Ideas<br>(Performing Arts)   | CSE 1            | B3. 2.1.1.1              |   |
| 3     | Visual Arts                         | Planning, Making and Composing<br>(Visual Arts)   | CSE 2&3          | B3.1.2.2.1<br>B3.1.2.3.1 |   |
| 4     | Performing Arts                     | Planning, Making and Composing<br>(Performing Arts)   | CSE 2&3          | B3.2.2.2.1<br>B3.2.2.3.1 |   |
| 5     | Visual Arts                         | Displaying and Sharing<br>(Visual Arts)   | CSE 4&5          | B3.1.3.4.1<br>B3.1.3.5.1 | Photos, videos, art paper, colors and traditional art tools, other materials available in the community |
| 6     | Performing Arts                     | Displaying and Sharing<br>(Performing Arts)   | CSE 4&5          | B3.2.3.4.1<br>B3.2.3.5.1 |   |
| 7     | Visual Arts                         | Appreciating and Appraising<br>(Visual Arts)  | CSE 6&7          | B3.1.4.6.1<br>B3.1.4.7.1 |   |
| 8     | Performing Arts                     | Appreciating and Appraising<br>(Performing Arts)  | CSE 6&7          | B3.2.4.6.1<br>B3.2.4.7.1 |   |
| 9     | Visual Arts<br>&<br>Performing Arts | Thinking and Exploring Ideas<br><br>School based project<br>(Visual Arts & performing Arts) | CSE 1            | B3.1.1.1<br>B3.2.1.1     | Photos, videos, art paper, colors and traditional art tools, other materials available in the community |
| 10    | Visual Arts<br>&                    | Planning, Making and Composing  | CSE 2&3          |                          |   |

|           |                               |  |         |  |   |
|-----------|-------------------------------|--|---------|--|---|
|           | Performing Arts               | School based project<br>(Visual Arts & Performing Arts)                                |         |  |   |
| <b>11</b> | Visual Arts & Performing Arts | Displaying and Sharing<br>School based project<br>(Visual Arts & Performing Arts)      | CSE 4&5 |  | Photos, videos, art paper, colors and traditional art tools, other materials available in the community |
| <b>12</b> | Visual Arts & Performing Arts | Appreciating and Appraising<br>School based project<br>(Visual Arts & Performing Arts) | CSE 6&7 |  |   |

## FIRST TERM SCHEME – GHANAIAN LANGUAGE

| WEEKS | STRAND              | SUB STRANDS  | CONTENT STANDARD | INDICATORS   | RESOURCES  |
|-------|---------------------|--|------------------|--------------|--|
| 1     | Oral Language       | Songs  | B3.1.1.1         | B3.1.1.1.1-3 | Word cards, sentence cards, letter cards, handwriting on a manila card |
| 2     | Oral Language       | Rhymes   | B3.1.2.1         | B3.1.2.1.1-3 |  |
| 3     | Oral Language       | Poems  | B3.1.3.1         | B3.1.3.1.1-3 |  |
| 4     | Oral Language       | Story telling  | B3.1.4.1         | B3.1.4.1.1-3 | Word cards, sentence cards, letter cards, handwriting on a manila card |
| 5     | Reading             | Phonological and phonemic awareness                            | B3.2.3.1         | B3.2.3.1.1-3 |  |
| 6     | Reading             | Phonics: letter and sound knowledge                            | B3.2.4.1         | B3.2.4.1.1-4 |  |
| 7     | Writing             | Penmanship   | B3.3.1.1         | B3.3.1.1.1-3 | Word cards, sentence cards, letter cards, handwriting on a manila card |
| 8     | Writing Conventions | Writing Simple Words/Names of People and Places (Proper Nouns) | B3.3.3.1         | B3.3.3.1.1   |  |
| 9     | Writing Conventions | Integrating grammar in written language (capitalization)       | B3.5.2.1         | B3.5.2.1.1-3 | Word cards, sentence cards, letter cards, handwriting on a manila card |
| 10    | Writing Conventions | Integrating grammar in written language (punctuation)          | B3.5.3.1         | B3.5.3.1.1-3 |  |
| 11    | Extensive Reading   | Building the love and culture of reading in learners           | B3.6.1.1         | B3.6.1.1.1   | Word cards, sentence cards, letter cards and a class library           |
| 12    | Extensive Reading   | Reading aloud  | B3.6.2.1         | B3.6.2.1.1   |  |

## FIRST TERM SCHEME – PHYSICAL EDUCATION

| WEEKS | STRAND                            | SUB STRANDS         | CONTENT STANDARD | INDICATORS  | RESOURCES           |
|-------|-----------------------------------|---------------------|------------------|-------------|---------------------|
| 1     | Motor Skill And Movement Patterns | Locomotive Skills   | B3.1.1.1         | B3.1.1.1.1  | Pictures and Videos |
| 2     | Motor Skill And Movement Patterns | Locomotive Skills   | B3.1.2.1         | B3.1.2.1.2  | Pictures and Videos |
| 3     | Motor Skill And Movement Patterns | Manipulative Skills | B3.1.2.1         | B3.1.2.1.3: | Pictures and Videos |
| 4     | Motor Skill And Movement Patterns | Manipulative Skills | B3.1.3.1         | B3.1.3.1.4  | Pictures and Videos |
| 5     | Motor Skill And Movement Patterns | Rhythmic Skills     | B3 1.4.1         | B3 1.4.1.5: | Pictures and Videos |
| 6     | Motor Skill And Movement Patterns | Rhythmic Skills     | B3.1.5.1         | B3.1.5.1.6  | Pictures and Videos |
| 7     | Movement Concepts                 | Space Awareness     | B3.2.1.2         | B3.2.1.2.1  | Pictures and Videos |
| 8     | Movement Concepts                 | Dynamics            | B3.2.2.2         | B3.2.2.2.2  | Pictures and Videos |
| 9     | Physical Fitness                  | Aerobic Capacity    | B3.3.1.3         | B3.3.1.3.1  | Pictures and Videos |
| 10    | Physical Fitness Concepts         | Fitness             | B3.4.1.4         | B3.4.1.4.1  | Pictures and Videos |
| 11    | Physical Fitness Concepts         | Healthy Diet        | B3.4.1.4         | B3.4.1.4.2  | Pictures and Videos |
| 12    | Values And Psycho-Social Concepts | Self-Responsibility | B3.5.1.5         | B3.5.1.5.1  | Pictures and Videos |

## SCHEME OF LEARNING- WEEK I

### BASIC THREE

Name of School.....

|   |   |  |
|---|---|--|
| <b>Week Ending:</b>   | <b>DAY:</b> MONDAY  | <b>Subject:</b> English Language                                       |
| <b>Duration:</b> 60mins   |   | <b>Strand:</b> Oral Language   |
| <b>Class:</b> B3  | <b>Class Size:</b>  | <b>Sub Strand:</b> Songs   |
| <b>Content Standard:</b><br>B3.1.1.1: Demonstrate understanding of a variety of songs |   | <b>Indicator:</b><br>B3.1.1.1.1 talk about the benefits of songs       |
| <b>Performance Indicator:</b><br>Learners can talk about the benefits of songs        |   | <b>Lesson:</b><br>1 of 1   |
| <b>Core Competencies:</b><br>Communication and Collaboration, Leadership              |   |  |
| <b>Key words</b>  | Events, story, picture  |  |
| <b>References:</b> English Language Curriculum For Primary Schools Pg. 75             |   |  |
|   |   |  |
| <b>Phase/Duration</b>   | <b>Learners Activities</b>  | <b>Resources</b>   |
| <b>PHASE 1: STARTER</b>   | <p>Select 10 words and write them two different times on word cards.</p> <p>Place all the cards face down on the floor. 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> <ul style="list-style-type: none"> <li>• Did you enjoy the game?</li> <li>• What words did you hear in the game?</li> <li>• Make a list of ten words you heard.</li> </ul> <p>Share performance indicators with learners and introduce the lesson.</p> | Music box  |
| <b>PHASE 2: NEW LEARNING</b>  | <p>Let learners identify some familiar songs e.g. patriotic songs such as ‘The National Anthem’.</p> <p>Teach the songs identified, e. g. ‘The National Anthem’</p> <p>Let learners sing rhythmically, using claps, gestures and dance where necessary</p>  | Word cards, sentence cards, letter cards, handwriting on a manila card |
| <b>PHASE 3: REFLECTION</b>  | <p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Take feedback from what have learnt and summarize the lesson.</p> <p>Next lesson: compose short rhymes and tongue-twisters and recite them</p>   | In our next lesson, we shall create our own stories using pictures.    |

|  |  |  |  |
|--|--|--|--|
| <b>Week Ending:</b>  | <b>DAY:</b> Tuesday  | <b>Subject:</b> English Language   |  |
| <b>Duration:</b> 60mins  |  | <b>Strand:</b> Reading   |  |
| <b>Class:</b> B3   | <b>Class Size:</b>   | <b>Sub Strand:</b> Phonics   |  |
| <b>Content Standard:</b><br>B3.2.2.1: Connect sounds to letters and blend letters/syllables in order to read and write   |  | <b>Indicator:</b><br>B3.2.2.1.1 understand the relationship between spelling of words and sounds of speech | <b>Lesson:</b><br>1 of 1   |
| <b>Performance Indicator:</b><br>Learners can understand the relationship between spelling of words and sounds of speech |  |  | <b>Core Competencies:</b><br>Communication and Collaboration           |
| <b>References:</b> English Language Curriculum For Primary Schools Pg. 81  |  |  |  |
|  |  |  |  |
| <b>Phase/Duration</b>  | <b>Learners Activities</b>   |  | <b>Resources</b>   |
| <b>PHASE 1: STARTER</b>  | Engage learners to sing familiar rhymes.<br><br>Ask learners; <ul style="list-style-type: none"> <li>• Whether they enjoyed singing the songs?</li> <li>• What words did you hear in the songs?</li> <li>• Are these words food, animals, objects?</li> </ul> Share performance indicators with learners and introduce the lesson. |  | flashcards   |
| <b>PHASE 2: NEW LEARNING</b>   | Have learners revise writing out some words as you pronounce them. (You can also make them read words on the board or word cards).<br><br>Provide activities for learners to use letter names and sounds to spell and sound out words  |  | Word cards, sentence cards, letter cards, handwriting on a manila card |
| <b>PHASE 3: REFLECTION</b>   | Ask learners to tell you what they have learnt and what they will like to learn in the next lesson<br><br>Take feedback from what have learnt and summarize the lesson.<br><br>Next lesson: understand the relationship between spelling of words and sounds of speech   |  |  |



|   |  |  |                          |
|---|--|--|--------------------------|
| <b>Week Ending:</b>   | <b>DAY:</b> WEDNESDAY  | <b>Subject:</b> English Language   |                          |
| <b>Duration:</b> 60mins   |  | <b>Strand:</b> Writing   |                          |
| <b>Class:</b> B2  | <b>Class Size:</b>   | <b>Sub Strand:</b> Penmanship  |                          |
| <b>Content Standard:</b><br>B3.4.3.1: Use general skills, strategies and knowledge of letter sounds to write legibly and boldly |  | <b>Indicator:</b><br>B3.4.3.1.1 copy short paragraph clearly                       | <b>Lesson:</b><br>2 of 2 |
| <b>Performance Indicator:</b><br>Learners can copy short paragraph clearly.   |  | <b>Core Competencies:</b><br>Communication and Collaboration, Personal Development |                          |
| <b>References:</b> English Language Curriculum Pg. 89   |  |  |                          |
|   |  |  |                          |
| <b>Phase/Duration</b>   | <b>Learners Activities</b>   | <b>Resources</b>   |                          |
| <b>PHASE 1: STARTER</b>   | Engage learners to sing familiar songs. E.g. Five little ducks<br>Ask learners; <ul style="list-style-type: none"> <li>• Whether they enjoyed singing the song?</li> <li>• What words did you hear in the song?</li> <li>• Are these words food, animals, objects?</li> </ul> Share performance indicators with learners and introduce the lesson. |  |                          |
| <b>PHASE 2: NEW LEARNING</b>  | Model copying a short paragraph on the board drawing attention to features such as clarity, spacing and alignment of letters.<br><br>Let learners practice copying a short paragraph legibly and correctly on the board.   | Word cards, paper, letter cards,   |                          |
| <b>PHASE 3: REFLECTION</b>  | Summarize the important points in the lesson with learners.<br><br>Next lesson: use letter-sound relationships to represent most letters in words correctly  |  |                          |

|   |   |  |
|---|---|--|
| <b>Week Ending:</b>   | <b>DAY:</b> THURSDAY  | <b>Subject:</b> English Language                                       |
| <b>Duration:</b> 60mins   |   | <b>Strand:</b> Grammar Usage   |
| <b>Class:</b> B3  | <b>Class Size:</b>  | <b>Sub Strand:</b> Using Capitalization                                |
| <b>Content Standard:</b><br>B3.5.1.1: Apply knowledge of capitalization in writing                    | <b>Indicator:</b><br>B3.5.1.1.1 use capital letters to write initials and abbreviations   | <b>Lesson:</b><br>1 of 1   |
| <b>Performance Indicator:</b><br>Learners can use capital letters to write initials and abbreviations |   | <b>Core Competencies:</b><br>Communication and Collaboration, Personal |
| <b>References:</b> English Language Curriculum Pg. 97   |   |  |
|   |   |  |
| <b>Phase/Duration</b>   | <b>Learners Activities</b>  | <b>Resources</b>   |
| <b>PHASE 1: STARTER</b>   | <p>Review some adjectives with learners.</p> <p>Do an action for slow.<br/>Ask: What word is this? Pupils guess: slow.</p> <p>Do an action for loud.<br/>Ask: What word is this? Pupils guess: loud.</p> <p>Do an action for happy.<br/>Ask: What word is this? Pupils guess: happy</p> <p>Share performance indicators and introduce the lesson.</p>   |  |
| <b>PHASE 2: NEW LEARNING</b>  | <p>Introduce initials and abbreviations in context.</p> <p>Provide learners with sentences or texts containing initials and abbreviations for them to identify.<br/>e. g. WHO – World Health Organization;<br/>K. S. Manu – Kofi Sakyi Manu</p> <p>Give texts having full names of people and organizations.</p> <p>Ask learners to rewrite the text and replace the full names of people and organizations with initials and abbreviations</p> | Word cards, sentence cards, letter cards, handwriting on a manila card |
| <b>PHASE 3: REFLECTION</b>  | <p>Give learners a text with names of particular places and days of the week, beginning with small letters.</p> <p>Next lesson: demonstrate the ability to capitalize titles of texts.</p>  |  |

|  |   |   |                          |
|--|---|---|--------------------------|
| <b>Week Ending:</b>  | <b>DAY:</b> Friday  | <b>Subject:</b> English Language  |                          |
| <b>Duration:</b> 60mins  |   | <b>Strand:</b> Extensive Reading  |                          |
| <b>Class:</b> B3   | <b>Class Size:</b>  | <b>Sub Strand:</b> Reading  |                          |
| <b>Content Standard:</b><br>B3.6.1.1: Read widely for pleasure and demonstrate independent reading and learning in the literary area |   | <b>Indicator:</b><br>B3.6.1.1.1. read a variety of age and level-appropriate books and summarize them | <b>Lesson:</b><br>1 of 1 |
| <b>Performance Indicator:</b><br>Learners can read a variety of age and level-appropriate books and summarize them                   |   | <b>Core Competencies:</b><br>Communication and Collaboration, Personal                                |                          |
| <b>References:</b> English Language Curriculum For Primary Schools Pg. 112   |   |   |                          |
|  |   |   |                          |
| <b>Phase/Duration</b>  | <b>Learners Activities</b>  | <b>Resources</b>  |                          |
| <b>PHASE 1: STARTER</b>  | Engage learners to sing familiar songs. E.g. Five little ducks<br>Ask learners; <ul style="list-style-type: none"> <li>• Whether they enjoyed singing the song?</li> <li>• What words did you hear in the song?</li> <li>• Are these words food, animals, objects?</li> </ul> Share performance indicators with learners and introduce the lesson.  |   |                          |
| <b>PHASE 2: NEW LEARNING</b>   | Using book tease or book talk, introduce the reading/ library time.<br><br>Have a variety of age appropriate books for learners to make a choice from.<br><br>Introduce picture or wordless books, pop-up and flip-the-page texts to learners.<br><br>Encourage them to read individually and in pairs, and provide support and encouragement.<br><br><u>Assessment</u><br>Using think-pair-share, learners retell their story books to their partners.<br><br>Have learners draw parts of the story they read. Let learners summarize the books they read to the whole class | Word cards, sentence cards, letter cards.   |                          |
| <b>PHASE 3: REFLECTION</b>   | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.<br><br>Take feedback from learners and summarize the lesson.   |   |                          |

|  |   |  |                          |
|--|---|--|--------------------------|
| <b>Week Ending:</b>  | <b>DAY:</b>   | <b>Subject:</b> Mathematics  |                          |
| <b>Duration:</b> 60mins per lesson   |   | <b>Strand:</b> Number  |                          |
| <b>Class:</b> B3   | <b>Class Size:</b>  | <b>Sub Strand:</b> Counting & Representation   |                          |
| <b>Content Standard:</b><br>B3.1.1.1 Count and estimate quantities from 0 to 10,000                                      |   | <b>Indicator:</b><br>B3.1.1.1.1 use number names ,counting sequences and how to count to find out how many | <b>Lesson:</b><br>1 OF 1 |
| <b>Performance Indicator:</b><br>Learners can use number names ,counting sequences and how to count to find out how many |   | <b>CORE COMPETENCE:</b><br>Problem Solving skills; Critical Thinking; Justification of Ideas;              |                          |
| <b>Teaching/ Learning Resources</b>  | Counters, bundle and loose straws base ten cut square, patterns |  |                          |
| <b>References:</b> Mathematics Curriculum Pg. 42   |   |  |                          |

| <b>DAYS</b> | <b>PHASE 1: STARTER</b>   | <b>PHASE 2: MAIN</b>   | <b>PHASE 3: REFLECTION</b>  |
|-------------|---|--|---|
| Monday      | <p>Play show me a number game with learners (up to 10), with fingers.</p> <p>Teacher mentions the number from (1 to 10).</p> <p>Learners then show their fingers up to show the number.</p>   | <p>Guide learners to skip count forwards and backwards from 0 to 10,000 by 10s, 50s 100s, 500s and 1000s starting at any point.</p> <p>Learners to identify and correct errors or omissions in a skip counting sequence</p>  | <p>What have we learnt today?</p> <p>Counting sequence</p> <p>Give learners task to count numbers in sequence that is by 1s and 2s</p>        |
| Tuesday     | <p>Have learners to write number patterns in the air.</p> <p>Bring handy objects to class, call learners to count them. Now use the “how many” to ask pupils about what they counted</p>  | <p>Guide learners to count to tell the number of objects in given collection of objects by selecting the most appropriate of three estimates for a given collection of objects and justify the choice.</p>   | <p>Have learners to count how many books , desks, tables ,pencils, crayons, blackboard, rulers, sharpeners, erasers etc. in the classroom</p> |
| Wednesday   | <p>Play show me a number game with learners (up to 10), with fingers.</p> <p>Teacher mentions the number from (1 to 10). Learners then show their fingers up to show the number.</p> <p>Show learners a chalk box full of chalks. Ask learners to guess the number of chalks and hence introduce the lesson</p> | <p>Represent numbers or quantities to 1000 with written numerals</p> <p>Write number words for given multiples of ten to 9999 and for multiples of 100 to 99990</p> <p>Guide learners to count by 2s, 5s or 10s, to answer “how many?” questions about as many as 100 or 1000 objects regardless of the order in which the objects are counted or the arrangement of the objects</p> | <p>What have we learnt today?</p> <p>Estimation</p> <p>Have learners to estimate the number of objects in a small group</p>                   |
| Thursday    | <p>Engage learners in the game; Clap that number (up to 10). Have learners count in unison as they clap the number.</p>   | <p>Display a number chart with numbers between 0 and 10,000.</p> <p>Have learners identify numbers in different positions around a given number.</p>   | <p>Give learners task to identify numbers in different positions around a chosen number using number grid</p>                                 |

|  |  |  |  |
|--|--|--|--|
|  |  | <p>Put learners in convenient groups and give each group a number grid and have them identify numbers in different positions around a chosen number.</p> <p>For example, choose 34 and identify numbers above, below, to the right or to the left etc.</p> |  |
|--|--|--|--|

|  |                    |   |                          |
|--|--------------------|---|--------------------------|
| <b>Week Ending:</b>  | <b>DAY:</b>        | <b>Subject:</b> Science   |                          |
| <b>Duration:</b> 60mins per lesson   |                    | <b>Strand:</b> Diversity Of Matter  |                          |
| <b>Class:</b> B3   | <b>Class Size:</b> | <b>Sub Strand:</b> Living & Non Living Things   |                          |
| <b>Content Standard:</b><br>B3.1.1.1 Show understanding of the physical features and life processes of living things and use this understanding to classify them |                    | <b>Indicator:</b><br>B3.1.1.1.1 classify living things plants and animals by their life process | <b>Lesson:</b><br>I OF I |
| <b>Performance Indicator:</b><br>Learners can classify living things plants and animals by their life process  |                    | <b>Core Competencies:</b><br>Problem Solving skills; Critical Thinking; Justification of Ideas; |                          |
| <b>Teaching/ Learning Resources</b>  |                    | Pictures of Plants and animals in the environment   |                          |
| <b>References:</b> Science Curriculum Pg. 50   |                    |   |                          |

| <b>DAYS</b> | <b>PHASE 1: STARTER</b>  | <b>PHASE 2: MAIN</b>  | <b>PHASE 3: REFLECTION</b>  |
|-------------|--|---|---|
|             | Have learners watch a documentary on the life processes of some plants and animals   | Learners watch pictures and videos on living things<br><br>Learners collect and display cut-out pictures or flash cards of plants and animals   | What have we learnt today?<br><br>Life process of plants and animals<br><br>Have learners to summarize the important points of the lesson |
|             | Have learners watch a documentary on the life processes of some plants and animals   | Learners sort the living things into plants and animals through an activity.<br><br>Draw two large circles and let learners place living things into different circles for plants and animals based on their life processes | What have we learnt today?<br><br>Life process of plants and Animals<br><br>Have learners to summarize the important points of the lesson |
|             | Put the learners into groups. Play a game of seeing which group can list the highest number of living and non-living things.<br><br>Give them 5 minutes to write as many ideas down on paper as they can. The group with the highest number wins | Have learners watch a documentary on the life processes of some plants and animals<br><br>Produce more materials for different activities   | What have learnt today?<br><br>Life process of plants and Animals<br><br>Have learners to summarize the important points of the lesson    |

|  |                               |  |   |
|--|-------------------------------|--|---|
| <b>Week Ending:</b>  | <b>DAY:</b>                   | <b>Subject:</b> OWOP   |   |
| <b>Duration:</b> 60mins per lesson   |                               | <b>Strand:</b> All About Us  |   |
| <b>Class:</b> B3   | <b>Class Size:</b>            | <b>Sub Strand:</b> Nature Of God   |   |
| <b>Content Standard:</b><br>B3.1.1.1. Demonstrate understanding of the purpose of God's creation |                               | <b>Indicator:</b><br>B3.1.1.1.1 Examine the purpose of God's creation human beings | <b>Lesson:</b><br>I OF I  |
| <b>Performance Indicator:</b><br>Learners can examine the purpose of God's creation human beings |                               |  | <b>Core Competencies:</b><br>Communication and Collaboration<br>Critical Thinking and Problem |
| <b>Teaching/ Learning Resources</b>  | Pictures, Charts, Video Clips |  |   |
| <b>References:</b> OWOP Curriculum Pg. 39  |                               |  |   |

| <b>DAYS</b> | <b>PHASE 1: STARTER</b>  | <b>PHASE 2: MAIN</b>   | <b>PHASE 3: REFLECTION</b>   |
|-------------|--|--|--|
|             | <p>Begin the lesson by sharing a few jokes with learners.</p> <p>Make sure to choose jokes that will get learners attention.</p> <p>Call two learners to share their jokes as well</p> | <p>Learners talk about the creation of humankind.</p> <p>i. Who were the first people God created?</p> <p>ii. Who was created first?</p> <p>Learners tell creation stories to explain why God created human beings e.g. to take care of other creatures, to worship and serve Him, etc.</p>                    | <p>What have we learnt today?</p> <p>Purpose of God's creation human beings.</p> <p>Learners to summarize the important points of the lesson.</p>  |
|             | <p>Use questions and answers to review learners understanding in the previous lesson</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>                      | <p>Learners think-pair-share on why we should protect and care for God's creation:</p> <p>i. to maintain creation for generations</p> <p>ii. it is a command from God</p> <p>iii. our survival depends on other creation: food, medicine, shelter, air, etc.</p> <p>iv. it is service to God and humankind</p> | <p>Engage learners in the talking circle game</p> <p>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 purpose of God's creation</p> |
|             | <p>Use questions and answers to review learners understanding in the previous lesson</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>                      | <p>Learners think-pair-share on why we should protect and care for God's creation:</p> <p>i. to maintain creation for generations</p> <p>ii. it is a command from God</p> <p>iii. our survival depends on other creation: food, medicine, shelter, air, etc.</p> <p>iv. it is service to God and humankind</p> | <p>Engage learners in the talking circle game</p> <p>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 purpose of God's creation</p> |

|  |  |  |
|--|--|--|
| <b>Week Ending:</b>  | <b>DAY:</b>  | <b>Subject:</b> REL & MORAL EDUCATION  |
| <b>Duration:</b> 60mins  |  | <b>Strand:</b> God's Creation & Attributes   |
| <b>Class:</b> B3   | <b>Class Size:</b>   | <b>Sub Strand:</b> God the Creator   |
| <b>Content Standard:</b><br>B3.1.1.1. Identify ways of ensuring environmental safety       | <b>Indicator:</b><br>B3.1.1.1.1 demonstrate ways to care for the environment | <b>Lesson:</b><br>1 OF 1   |
| <b>Performance Indicator:</b><br>Learners can demonstrate ways to care for the environment |  | <b>Core Competencies:</b><br>Cultural Identity, Sharing Reconciliation, Togetherness, Unity. |
| <b>Teaching/ Learning Resources</b>  | Wall charts, wall words, posters, video clip, etc.                           |  |
| <b>References:</b> RME Curriculum Pg. 22   |  |  |

| <b>DAYS</b> | <b>PHASE 1: STARTER</b>  | <b>PHASE 2: MAIN</b>   | <b>PHASE 3: REFLECTION</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.<br><br>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.<br><br>Assessment: Let learners organize and do clean-up exercises in the school environment | What have we learnt today?<br><br>Caring for the natural environment<br><br>Ask learners to summarize the important points of the lesson<br><br>Give learners task to mention and discuss ways of caring for the natural environment |



|   |  |   |                          |
|---|--|---|--------------------------|
| <b>Week Ending:</b>   | <b>DAY:</b>  | <b>Subject:</b> History   |                          |
| <b>Duration:</b> 60mins per lesson  |  | <b>Strand:</b> My country Ghana   |                          |
| <b>Class:</b> B3  | <b>Class Size:</b>                                 | <b>Sub Strand:</b> The People Of Ghana  |                          |
| <b>Content Standard:</b><br>B3.2.1.1. Exhibit knowledge of the unique history of the major ethnic groups in Ghana |  | <b>Indicator:</b><br>B3.2.1.1.1 discuss the origins of the major ethnic groups in Ghana | <b>Lesson:</b><br>I OF I |
| <b>Performance Indicator:</b><br>Learners can discuss the origins of the major ethnic groups in Ghana             |  | <b>Core Competencies:</b><br>Learners to become critical thinkers and digital literates |                          |
| <b>Teaching/ Learning Resources</b>   | Wall charts, word cards, posters, video clip, etc. |   |                          |
| <b>References:</b> History Curriculum Pg. 15  |  |   |                          |

| <b>DAYS</b> | <b>PHASE 1: STARTER</b>   | <b>PHASE 2: MAIN</b>   | <b>PHASE 3: REFLECTION</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.<br/>E.g. Guan, Mole-Dagbani/ Gonja, Akan, Ga/Adangme, Ewe</p> <p>Use a map to trace the routes the major ethnic groups travelled to get to their present-day locations in Ghana</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 major ethnic groups</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>DAY:</b>   | <b>Subject:</b> Creative Arts   |                          |
| <b>Duration:</b> 60mins per lesson  |   | <b>Strand:</b> Visual Arts  |                          |
| <b>Class:</b> B3  | <b>Class Size:</b>  | <b>Sub Strand:</b> Thinking and Exploring Ideas   |                          |
| <b>Content Standard:</b><br>Demonstrate understanding of how to generate own ideas for artistic expressions on the people.                |   | <b>Indicator:</b><br>B3 2.1.1.1 Study and talk about performing artworks produced or performed in other African communities | <b>Lesson:</b><br>I OF I |
| <b>Performance Indicator:</b><br>Learners can study and talk about performing artworks produced or performed in other African communities |   | <b>Core Competencies:</b><br>Decision Making Creativity, Innovation Communication   |                          |
| <b>Teaching/ Learning Resources</b>   | Photos, videos, art paper, colors and traditional art tools |   |                          |
| <b>References:</b> Creative Arts Curriculum Pg. 68  |   |   |                          |

| <b>DAYS</b> | <b>PHASE 1: STARTER</b>  | <b>PHASE 2: MAIN</b>  | <b>PHASE 3: REFLECTION</b>  |
|-------------|--|---|---|
|             | <p>Learners are to watch a short video that reflects topical issues in the local community;</p> <p>Ask learners to talk about parts of the video or pictures that interest them.</p> | <p>Learners are to gather information through library research, surfing the internet for African music, dances and drama.</p> <p>Watch short documentaries on the performing arts of Africa</p> <p>Discuss the resources that are used (e.g. instruments, elements, costumes, props) for composing and performing music, dance and drama in Africa and the rest of the world</p> <p>imitate the skills and techniques that the composers, arrangers and performers use.</p> | <p>Ask learners to tell the whole class what they have learnt.</p> <p>Learners tell what they will like to learn.</p>                             |
|             | <p>Ask learners questions to review learners understanding in the previous lesson.</p>   | <p>Discuss the subject matter, the occasions on which they are performed – festivals, entertainment shows, sporting activities, independence anniversary celebrations and their social and cultural importance.</p> <p>Develop ideas and concepts for composing and performing music, dance and drama from the compositions and performances from Africa.</p>   | <p>Use series of questions and answers to review learners understanding of the lesson.</p> <p>Call learners in turns to summarize the lesson.</p> |

|   |  |   |                          |
|---|--|---|--------------------------|
| <b>Week Ending:</b>   | <b>DAY:</b>  | <b>Subject:</b> Ghanaian Language   |                          |
| <b>Duration:</b> 60mins per lesson  |  | <b>Strand:</b> Oral Language  |                          |
| <b>Class:</b> B3  | <b>Class Size:</b>   | <b>Sub Strand:</b> Songs  |                          |
| <b>Content Standard:</b><br>B3.1.1.1 Demonstrate an understanding of some selected songs by telling what the songs are about  |  | <b>Indicator:</b><br>B3.1.1.1.1 Sing songs with the correct rhythms and discuss the meaning and moral values of the song. | <b>Lesson:</b><br>1 OF 1 |
| <b>Performance Indicator:</b><br><ul style="list-style-type: none"> <li>Learners can sing songs with the correct rhythms and discuss the meaning and moral values of the song.</li> </ul> |  | <b>Core Competencies:</b><br>Creativity and innovation, Communication.  |                          |
| <b>Teaching/ Learning Resources</b>   | Word cards, sentence cards, letter cards, handwriting on a manila card |   |                          |
| <b>References:</b> Ghanaian Language Curriculum Pg. 89  |  |   |                          |

| <b>DAYS</b> | <b>PHASE 1: STARTER</b>  | <b>PHASE 2: MAIN</b>   | <b>PHASE 3: REFLECTION</b>   |
|-------------|--|--|--|
|             | <p>Have learners to sing songs and recite familiar rhymes they know.</p> <p><u>ALPHABET</u><br/>Now I know my<br/>A,B,C,D,E,F,G,H,I,J,K,L,M,N,O,<br/>P,Q,R,S,T,U,V,W,X,Y,Z.</p>  | <p>Let learners sing a familiar occupational song they know.</p> <p>Play familiar traditional songs on a tape/clip for learners to listen.</p> <p>Teach learners the song and let them sing the song alone.</p> <p>Allow learners to sing the song with correct rhythms.</p> <p>Lead learners to brainstorm the meaning of the song.</p> <p>Lead learners through discussion to tell the moral values in the song.</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>Engage learners in the “What letter am I writing game”</p> <p>Put learners into groups of two. The teacher writes a letter in the air.</p> <p>Learners makes the letter sound and tell the teacher the sound that has been written.</p> | <p>Play familiar traditional songs on a tape/clip for learners to listen.</p> <p>Teach learners the song and let them sing the song alone.</p> <p>Allow learners to sing the song with correct rhythms.</p> <p>Lead learners to brainstorm the meaning of the song.</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> |

|  |                    |   |                          |
|--|--------------------|---|--------------------------|
| <b>Week Ending:</b>  | <b>DAY:</b>        | <b>Subject:</b> PHYSICAL EDUCATION  |                          |
| <b>Duration:</b> 60mins  |                    | <b>Strand:</b> Motor Skill And Movement Patterns  |                          |
| <b>Class:</b> B3   | <b>Class Size:</b> | <b>Sub Strand:</b> Locomotive Skills  |                          |
| <b>Content Standard:</b><br>Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities.   |                    | <b>Indicator:</b><br>B3.I.I.I.I: Change direction from forward and back and right and left while walking, running, hopping, and jumping | <b>Lesson:</b><br>1 OF 1 |
| <b>Performance Indicator:</b><br><ul style="list-style-type: none"> <li>Learners can change direction from forward and back and right and left while walking, running, hopping, and jumping</li> </ul> |                    | <b>Core Competencies:</b><br>Personal skills and core competencies such as agility, concentration, precision                            |                          |
| <b>Teaching/ Learning Resources</b>  |                    | Pictures and Videos   |                          |
| <b>References:</b> PE Curriculum Pg. 20  |                    |   |                          |

| <b>DAYS</b> | <b>PHASE 1: STARTER</b>  | <b>PHASE 2: MAIN</b>  | <b>PHASE 3: REFLECTION</b>  |
|-------------|--|---|---|
|             | <p>Take learners through general and specific warm ups.</p> <p>Have learners to watch pictures and videos of the skill to be learnt.</p> | <p>Mark points on the court with cones/skittles with directions.</p> <p>After warm-ups lead learners to direction from forward to backward, right to left whiles starting with walking, to running, hopping to jumping, etc. in a fun way.</p> <p>Allow learners to progress at their own pace.</p> <p>Observe learner's performance and give corrective feedback to improve performance.</p> | <p>Organize mini football game for learners.</p> <p>End the lesson by leading learners to jog slowly to walking with fun whiles flexing the body parts for quick recovery.</p> <p>End lesson with cool down</p> |

## SCHEME OF LEARNING- WEEK 2

### BASIC THREE

Name of School.....

| <b>Week Ending:</b>  | <b>DAY:</b> MONDAY  | <b>Subject:</b> English Language   |
|--|---|--|
| <b>Duration:</b> 60mins  |   | <b>Strand:</b> Oral Language   |
| <b>Class:</b> B3   | <b>Class Size:</b>  | <b>Sub Strand:</b> Rhymes  |
| <b>Content Standard:</b><br>B3.1.2.1: Appreciate a variety of literary pieces                          |   | <b>Indicator:</b><br>B3.1.2.1.1 compose short rhymes and tongue-twisters and recite them |
| <b>Performance Indicator:</b><br>Learners can compose short rhymes and tongue-twisters and recite them |   | <b>Lesson:</b><br>1 of 1   |
| <b>Core Competencies:</b><br>Communication and Collaboration, Leadership                               |   |  |
| <b>Key words</b>   | Events, story, picture  |  |
| <b>References:</b> English Language Curriculum For Primary Schools Pg. 70                              |   |  |
|  |   |  |
| Phase/Duration   | Learners Activities   | Resources  |
| <b>PHASE 1: STARTER</b>  | <p>Select 10 words and write them two different times on word cards.</p> <p>Place all the cards face down on the floor. 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> <ul style="list-style-type: none"> <li>• Did you enjoy the game?</li> <li>• What words did you hear in the game?</li> <li>• Make a list of ten words you heard.</li> </ul> <p>Share performance indicators with learners and introduce the lesson.</p> | Music box  |
| <b>PHASE 2: NEW LEARNING</b>   | <p>Present new rhymes and perform them as learners listen and observe.</p> <p>Let learners read through the lines in groups and individually on their own.</p> <p>Focus on rhyming words by helping learners to identify them.</p> <p>Put learners in convenient groups. Assign them a rhyme and task them to compose a parallel one.</p>   | Word cards, sentence cards, letter cards, handwriting on a manila card                   |
| <b>PHASE 3: REFLECTION</b>   | <p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Take feedback from what have learnt and summarize the lesson.</p> <p>Next lesson: respond to and ask questions based on stories heard</p>  | In our next lesson, we shall create our own stories using pictures.                      |

|  |  |  |
|--|--|--|
| <b>Week Ending:</b>  | <b>DAY:</b> Tuesday  | <b>Subject:</b> English Language                                       |
| <b>Duration:</b> 60mins  |  | <b>Strand:</b> Reading   |
| <b>Class:</b> B3   | <b>Class Size:</b>   | <b>Sub Strand:</b> Phonics   |
| <b>Content Standard:</b><br>B3.2.2.1: Connect sounds to letters and blend letters/syllables in order to read and write   | <b>Indicator:</b><br>B3.2.2.1.1 understand the relationship between spelling of words and sounds of speech   | <b>Lesson:</b><br>1 of 1   |
| <b>Performance Indicator:</b><br>Learners can understand the relationship between spelling of words and sounds of speech |  | <b>Core Competencies:</b><br>Communication and Collaboration           |
| <b>References:</b> English Language Curriculum For Primary Schools Pg. 81  |  |  |
| <b>Phase/Duration</b>  | <b>Learners Activities</b>   | <b>Resources</b>   |
| <b>PHASE 1: STARTER</b>  | Engage learners to sing familiar rhymes.<br><br>Ask learners; <ul style="list-style-type: none"> <li>• Whether they enjoyed singing the songs?</li> <li>• What words did you hear in the songs?</li> <li>• Are these words food, animals, objects?</li> </ul> Share performance indicators with learners and introduce the lesson. | flashcards   |
| <b>PHASE 2: NEW LEARNING</b>   | Have learners revise writing out some words as you pronounce them. (You can also make them read words on the board or word cards).<br><br>Provide activities for learners to use letter names and sounds to spell and sound out words.   | Word cards, sentence cards, letter cards, handwriting on a manila card |
| <b>PHASE 3: REFLECTION</b>   | Ask learners to tell you what they have learnt and what they will like to learn in the next lesson<br><br>Take feedback from what have learnt and summarize the lesson.<br><br>Next lesson: use common rhyming/endings words for decoding of words.  |  |

|   |  |   |  |                                  |
|---|--|---|--|----------------------------------|
| <b>Week Ending:</b>   |  | <b>DAY:</b> WEDNESDAY   | <b>Subject:</b> English Language   |                                  |
| <b>Duration:</b> 60mins   |  |   | <b>Strand:</b> Writing   |                                  |
| <b>Class:</b> B2  |  | <b>Class Size:</b>  | <b>Sub Strand:</b> Writing Letters   |                                  |
| <b>Content Standard:</b><br>B3.4.3.1: Use general skills, strategies and knowledge of letter sounds to write legibly and boldly |  | <b>Indicator:</b><br>B3.4.3.1.1 use letter-sound relationships to represent most letters in words correctly |  | <b>Lesson:</b><br>2 of 2         |
| <b>Performance Indicator:</b><br>Learners can use letter-sound relationships to represent most letters in words correctly.      |  |   | <b>Core Competencies:</b><br>Communication and Collaboration, Personal Development |                                  |
| <b>References:</b> English Language Curriculum Pg. 89   |  |   |  |                                  |
|   |  |   |  |                                  |
| <b>Phase/Duration</b>   | <b>Learners Activities</b>   |   |  | <b>Resources</b>                 |
| <b>PHASE 1: STARTER</b>   | Engage learners to sing familiar songs. E.g. Five little ducks<br>Ask learners; <ul style="list-style-type: none"> <li>• Whether they enjoyed singing the song?</li> <li>• What words did you hear in the song?</li> <li>• Are these words food, animals, objects?</li> </ul> Share performance indicators with learners and introduce the lesson. |   |  |                                  |
| <b>PHASE 2: NEW LEARNING</b>  | Let learners play the alphabet sound game.<br><br>Dictate words and simple sentences for learners to write.  |   |  | Word cards, paper, letter cards, |
| <b>PHASE 3: REFLECTION</b>  | Summarize the important points in the lesson with learners.<br><br>Next lesson: make a list of objects found in the environment  |   |  |                                  |

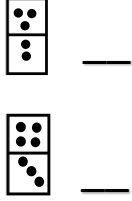
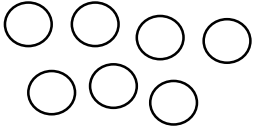
| <b>Week Ending:</b>   |  | <b>DAY:</b> THURSDAY  | <b>Subject:</b> English Language |
|---|--|---|----------------------------------|
| <b>Duration:</b> 60mins   |  | <b>Strand:</b> Grammar Usage  |                                  |
| <b>Class:</b> B3  | <b>Class Size:</b>   | <b>Sub Strand:</b> Using Capitalization   |                                  |
| <b>Content Standard:</b><br>B3.5.1.1: Apply knowledge of capitalization in writing                  |  | <b>Indicator:</b><br>B3.5.1.1.2 demonstrate the ability to capitalize titles of texts | <b>Lesson:</b><br>1 of 1         |
| <b>Performance Indicator:</b><br>Learners can demonstrate the ability to capitalize titles of texts |  | <b>Core Competencies:</b><br>Communication and Collaboration, Personal                |                                  |
| <b>References:</b> English Language Curriculum Pg. 97   |  |   |                                  |
|   |  |   |                                  |
| Phase/Duration  | Learners Activities  | Resources   |                                  |
| <b>PHASE 1: STARTER</b>   | <p>Review some adjectives with learners.</p> <p>Do an action for slow.<br/>Ask: What word is this? Pupils guess: slow.</p> <p>Do an action for loud.<br/>Ask: What word is this? Pupils guess: loud.</p> <p>Do an action for happy.<br/>Ask: What word is this? Pupils guess: happy</p> <p>Share performance indicators and introduce the lesson.</p>  |   |                                  |
| <b>PHASE 2: NEW LEARNING</b>  | <p>Provide sample varied stories and passages whose titles or headings have capital letters at the beginning of content words, e.g. "Ananse and the Wisdom Pot".</p> <p>Put learners into groups to study the titles/headings and discover the use of capital letters in context.</p> <p>Give learners titles/headings of stories or texts in lower case for them to re-write using capital letters at the beginning of content words.</p> | Word cards, sentence cards, letter cards, handwriting on a manila card                |                                  |
| <b>PHASE 3: REFLECTION</b>  | <p>Give learners a text with names of particular places and days of the week, beginning with small letters.</p> <p>Next lesson: use full stops in initials and abbreviations.</p>  |   |                                  |



|  |   |   |                          |
|--|---|---|--------------------------|
| <b>Week Ending:</b>  | <b>DAY:</b> Friday  | <b>Subject:</b> English Language  |                          |
| <b>Duration:</b> 60mins  |   | <b>Strand:</b> Extensive Reading  |                          |
| <b>Class:</b> B3   | <b>Class Size:</b>  | <b>Sub Strand:</b> Reading  |                          |
| <b>Content Standard:</b><br>B3.6.1.1: Read widely for pleasure and demonstrate independent reading and learning in the literary area |   | <b>Indicator:</b><br>B3.6.1.1.1. read a variety of age and level-appropriate books and summarize them | <b>Lesson:</b><br>1 of 1 |
| <b>Performance Indicator:</b><br>Learners can read a variety of age and level-appropriate books and summarize them                   |   | <b>Core Competencies:</b><br>Communication and Collaboration, Personal                                |                          |
| <b>References:</b> English Language Curriculum For Primary Schools Pg. 112   |   |   |                          |
|  |   |   |                          |
| <b>Phase/Duration</b>  | <b>Learners Activities</b>  | <b>Resources</b>  |                          |
| <b>PHASE 1: STARTER</b>  | Engage learners to sing familiar songs. E.g. Five little ducks<br>Ask learners; <ul style="list-style-type: none"> <li>• Whether they enjoyed singing the song?</li> <li>• What words did you hear in the song?</li> <li>• Are these words food, animals, objects?</li> </ul> Share performance indicators with learners and introduce the lesson.  |   |                          |
| <b>PHASE 2: NEW LEARNING</b>   | Using book tease or book talk, introduce the reading/ library time.<br><br>Have a variety of age appropriate books for learners to make a choice from.<br><br>Introduce picture or wordless books, pop-up and flip-the-page texts to learners.<br><br>Encourage them to read individually and in pairs, and provide support and encouragement.<br><br><u>Assessment</u><br>Using think-pair-share, learners retell their story books to their partners.<br>Have learners draw parts of the story they read. Let learners summarize the books they read to the whole class | Word cards, sentence cards, letter cards.   |                          |
| <b>PHASE 3: REFLECTION</b>   | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.<br><br>Take feedback from learners and summarize the lesson.   |   |                          |

|   |  |   |
|---|--|---|
| <b>Week Ending:</b>   | <b>DAY:</b>  | <b>Subject:</b> Mathematics   |
| <b>Duration:</b> 60mins per lesson  |  | <b>Strand:</b> Number   |
| <b>Class:</b> B3  | <b>Class Size:</b>   | <b>Sub Strand:</b> Counting & Representation  |
| <b>Content Standard:</b><br>B3.1.1.1 Count and estimate quantities from 0 to 10,000                   | <b>Indicator:</b><br>B3.1.1.1.2 -3 Describe numbers and the relationship between numbers | <b>Lesson:</b><br>I OF I  |
| <b>Performance Indicator:</b><br>• Learners can describe numbers and the relationship between numbers |  | <b>CORE COMPETENCE:</b><br>Problem Solving skills; Critical Thinking; Justification of Ideas; |
| <b>Teaching/ Learning Resources</b>   | Counters, bundle and loose straws base ten cut square, patterns                          |   |
| <b>References:</b> Mathematics Curriculum Pg. 43  |  |   |

| <b>DAYS</b> | <b>PHASE 1: STARTER</b>   | <b>PHASE 2: MAIN</b>  | <b>PHASE 3: REFLECTION</b>   |
|-------------|---|---|--|
| Monday      | Engage learners to complete the pattern.<br>Which shape comes next?<br>Draw it<br><br>□ ○ □ ○ — | Guide learners to revise counting of natural numbers up to 1,000.<br><br>Display and paste a number chart in multiples of 500 between 10,000 and 100,000<br><br>Lead learners to identify numbers in different positions around a given number.<br><br>Put learners in pairs and give each group a number grid and have them identify numbers in different positions around a chosen number.  | Give learners task to complete whiles you go round to guide those who don't understand.<br><br>Give remedial learning to those who special help. |
| Tuesday     | Have learners to match the shapes.<br><br>○     △<br>□     ○<br>△     □                         | Guide learners to revise counting of natural numbers up to 10,000.<br><br>Display and paste a number chart in multiples of 500 between 10,000 and 100,000<br><br>Lead learners to identify numbers in different positions around a given number.<br><br>Put learners in pairs and give each group a number grid and have them identify numbers in different positions around a chosen number. | Give learners task to complete whiles you go round to guide those who don't understand.<br><br>Give remedial learning to those who special help. |
| Wednesday   | Engage learners to draw the circles and shade any three.<br><br>○ ○ ○ ○<br>○ ○ ○                | Demonstrate a conceptual understanding of place value of whole numbers between 100 and 10,000 by: - explaining and showing - with bundles of hundreds, tens and ones  | Give learners task to complete whiles you go round to guide those who don't understand.<br><br>Give remedial learning to those who special help. |

|                 |   |   |   |
|-----------------|---|---|---|
| <p>Thursday</p> | <p>Engage learners to count the dots and write each number beside</p>  | <p>Demonstrate a conceptual understanding of place value of whole numbers between 100 and 10,000 by: - explaining and showing - with bundles of hundreds, tens and ones</p> <p>- explaining the meaning of each digit in a given 3-digit number (when the three digits are different, as well as when two or more of the digits are the same) and representing the number in a hundreds frame</p> <p>- explaining why the value of a digit depends upon its placement within a numeral.</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> |
| <p>Friday</p>   | <p>Engage learners to draw the circles and shade any three.</p>        | <p>Demonstrate a conceptual understanding of place value of whole numbers between 100 and 10,000 by: - explaining and showing - with bundles of hundreds, tens and ones</p> <p>- explaining the meaning of each digit in a given 3-digit number (when the three digits are different, as well as when two or more of the digits are the same) and representing the number in a hundreds frame</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>DAY:</b>                                       | <b>Subject:</b> Science   |                          |
| <b>Duration:</b> 60mins per lesson   |   | <b>Strand:</b> Diversity Of Matter  |                          |
| <b>Class:</b> B3   | <b>Class Size:</b>                                | <b>Sub Strand:</b> Living & Non Living Things   |                          |
| <b>Content Standard:</b><br>B3.1.1.1 Show understanding of the physical features and life processes of living things and use this understanding to classify them |   | <b>Indicator:</b><br>B3.1.1.1.1 classify living things plants and animals by their life process | <b>Lesson:</b><br>I OF I |
| <b>Performance Indicator:</b><br>• Learners can classify living things plants and animals by their life process  |   | <b>Core Competencies:</b><br>Problem Solving skills; Critical Thinking; Justification of Ideas; |                          |
| <b>Teaching/ Learning Resources</b>  | Pictures of Plants and animals in the environment |   |                          |
| <b>References:</b> Science Curriculum Pg. 50   |   |   |                          |

| <b>DAYS</b> | <b>PHASE 1: STARTER</b>  | <b>PHASE 2: MAIN</b>  | <b>PHASE 3: REFLECTION</b>  |
|-------------|--|---|---|
|             | Have learners watch a documentary on the life processes of some plants and animals   | Learners watch pictures and videos on living things<br><br>Learners collect and display cut-out pictures or flash cards of plants and animals   | What have we learnt today?<br><br>Life process of plants and animals<br><br>Have learners to summarize the important points of the lesson |
|             | Have learners watch a documentary on the life processes of some plants and animals   | Learners sort the living things into plants and animals through an activity.<br><br>Draw two large circles and let learners place living things into different circles for plants and animals based on their life processes | What have we learnt today?<br><br>Life process of plants and Animals<br><br>Have learners to summarize the important points of the lesson |
|             | Put the learners into groups. Play a game of seeing which group can list the highest number of living and non-living things.<br><br>Give them 5 minutes to write as many ideas down on paper as they can. The group with the highest number wins | Have learners watch a documentary on the life processes of some plants and animals<br><br>Produce more materials for different activities   | What have learnt today?<br><br>Life process of plants and Animals<br><br>Have learners to summarize the important points of the lesson    |

|   |                               |   |                          |
|---|-------------------------------|---|--------------------------|
| <b>Week Ending:</b>   | <b>DAY:</b>                   | <b>Subject:</b> OWOP  |                          |
| <b>Duration:</b> 60mins per lesson  |                               | <b>Strand:</b> All About Us   |                          |
| <b>Class:</b> B3  | <b>Class Size:</b>            | <b>Sub Strand:</b> Nature Of God  |                          |
| <b>Content Standard:</b><br>B3.1.1.2. Appreciate God's promises to humankind      |                               | <b>Indicator:</b><br>B3.1.1.2.1. Explain God's promises to humankind                          | <b>Lesson:</b><br>I OF I |
| <b>Performance Indicator:</b><br>Learners can explain God's promises to humankind |                               | <b>Core Competencies:</b><br>Communication and Collaboration<br>Critical Thinking and Problem |                          |
| <b>Teaching/ Learning Resources</b>   | Pictures, Charts, Video Clips |   |                          |
| <b>References:</b> OWOP Curriculum Pg. 40   |                               |   |                          |

| <b>DAYS</b> | <b>PHASE 1: STARTER</b>   | <b>PHASE 2: MAIN</b>  | <b>PHASE 3: REFLECTION</b>  |
|-------------|---|---|---|
|             | <p>Flash letter cards to learners for them to pronounce some key words in the lesson.</p> <p>Ask pupils to spell and write the words in the books</p>   | <p>Through questions and answers, guide learners to identify the promises God made to humankind:</p> <p>Making reference form the call of Abraham (Ibrahim)<br/>– God promised him with eternal life.</p> <p>In groups, let learners discuss the call of Abraham (Ibrahim).</p> <p>Let learners present their work to class for discussion.</p> <p>Let learners role play the call of Abraham (Ibrahim).</p> <p>Let learners mention the ways we respond to God's call.</p> | <p>Ask learners to tell the class what they have learnt.</p> <p>Call learners in turns summarize the lesson</p>   |
|             | <p>Get a viral picture, a trending news on twitter, Facebook, YouTube and other social media handles.</p> <p>Discuss what is trending and invite learners to share their opinions on them</p> | <p>Through questions and answers, guide learners to identify the promises God made to humankind:</p> <p>Making reference form the call of Moses (Musa).</p> <p>In groups, let learners discuss the call of Moses (Musa).</p> <p>Let learners present their work to class for discussion.</p> <p>Let learners role play the call of Moses (Musa).</p>  | <p>Ask learners questions to review their understanding of the lesson.</p> <p>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.</p> |

|  |   |   |   |
|--|---|---|---|
|  |   | Let learners mention the ways we respond to God's call.   |   |
|  | Ask learners questions to review their understanding in the previous lesson | <p>Through questions and answers, guide learners to identify the promises God made to humankind:</p> <p>Making reference form the call of Moses (Musa).</p> <p>In groups, let learners discuss the call of Moses (Musa).</p> <p>Let learners present their work to class for discussion.</p> <p>Let learners role play the call of Moses (Musa).</p> <p>Let learners mention the ways we respond to God's call.</p> | <p>Ask learners questions to review their understanding of the lesson.</p> <p>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.</p> |

|  |  |  |                          |
|--|--|--|--------------------------|
| <b>Week Ending:</b>  | <b>DAY:</b>  | <b>Subject:</b> REL & MORAL EDUCATION  |                          |
| <b>Duration:</b> 60mins  |  | <b>Strand:</b> God's Creation & Attributes   |                          |
| <b>Class:</b> B3   | <b>Class Size:</b>                                 | <b>Sub Strand:</b> God the Creator   |                          |
| <b>Content Standard:</b><br>B3.1.1.1. Identify ways of ensuring environmental safety       |  | <b>Indicator:</b><br>B3.1.1.1.1 demonstrate ways to care for the environment                 | <b>Lesson:</b><br>1 OF 1 |
| <b>Performance Indicator:</b><br>Learners can demonstrate ways to care for the environment |  | <b>Core Competencies:</b><br>Cultural Identity, Sharing Reconciliation, Togetherness, Unity. |                          |
| <b>Teaching/ Learning Resources</b>  | Wall charts, wall words, posters, video clip, etc. |  |                          |
| <b>References:</b> RME Curriculum Pg. 22   |  |  |                          |

| <b>DAYS</b> | <b>PHASE 1: STARTER</b>  | <b>PHASE 2: MAIN</b>   | <b>PHASE 3: REFLECTION</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.<br><br>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.<br><br>Assessment: Let learners organize and do clean-up exercises in the school environment | What have we learnt today?<br><br>Caring for the natural environment<br><br>Ask learners to summarize the important points of the lesson<br><br>Give learners task to mention and discuss ways of caring for the natural environment |

|   |   |   |   |
|---|---|---|---|
| <b>Week Ending:</b>   | <b>DAY:</b>   | <b>Subject:</b> History   |   |
| <b>Duration:</b> 60mins per lesson  |   | <b>Strand:</b> My country Ghana   |   |
| <b>Class:</b> B3  | <b>Class Size:</b>  | <b>Sub Strand:</b> The People Of Ghana  |   |
| <b>Content Standard:</b><br>B3.2.1.1. Exhibit knowledge of the unique history of the major ethnic groups in Ghana |   | <b>Indicator:</b><br>B3.2.1.1.1 discuss the origins of the major ethnic groups in Ghana   | <b>Lesson:</b><br>I OF I  |
| <b>Performance Indicator:</b><br>Learners can discuss the origins of the major ethnic groups in Ghana             |   | <b>Core Competencies:</b><br>Learners to become critical thinkers and digital literates   |   |
| <b>Teaching/ Learning Resources</b>   |   | Wall charts, word cards, posters, video clip, etc.  |   |
| <b>References:</b> History Curriculum Pg. 15  |   |   |   |
| <b>DAYS</b>   | <b>PHASE 1: STARTER</b>   | <b>PHASE 2: MAIN</b>  | <b>PHASE 3: REFLECTION</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.<br/>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>DAY:</b>   | <b>Subject:</b> Creative Arts   |                          |
| <b>Duration:</b> 60mins per lesson  |   | <b>Strand:</b> Performing Arts  |                          |
| <b>Class:</b> B3  | <b>Class Size:</b>  | <b>Sub Strand:</b> Thinking and Exploring Ideas   |                          |
| <b>Content Standard:</b><br>Demonstrate understanding of how to generate own ideas for artistic expressions on the people.                |   | <b>Indicator:</b><br>B3 2.1.1.1 Study and talk about performing artworks produced or performed in other African communities | <b>Lesson:</b><br>1 OF 1 |
| <b>Performance Indicator:</b><br>Learners can study and talk about performing artworks produced or performed in other African communities |   | <b>Core Competencies:</b><br>Decision Making Creativity, Innovation Communication   |                          |
| <b>Teaching/ Learning Resources</b>   | Photos, videos, art paper, colors and traditional art tools |   |                          |
| <b>References:</b> Creative Arts Curriculum Pg. 68  |   |   |                          |

| <b>DAYS</b> | <b>PHASE 1: STARTER</b>  | <b>PHASE 2: MAIN</b>  | <b>PHASE 3: REFLECTION</b>  |
|-------------|--|---|---|
|             | <p>Learners are to watch a short video that reflects topical issues in the local community;</p> <p>Ask learners to talk about parts of the video or pictures that interest them.</p> | <p>Learners are to gather information through library research, surfing the internet for African music, dances and drama.</p> <p>Watch short documentaries on the performing arts of Africa</p> <p>Discuss the resources that are used (e.g. instruments, elements, costumes, props) for composing and performing music, dance and drama in Africa and the rest of the world</p> <p>imitate the skills and techniques that the composers, arrangers and performers use.</p> | <p>Ask learners to tell the whole class what they have learnt.</p> <p>Learners tell what they will like to learn.</p>                             |
|             | <p>Ask learners questions to review learners understanding in the previous lesson.</p>   | <p>Discuss the subject matter, the occasions on which they are performed – festivals, entertainment shows, sporting activities, independence anniversary celebrations and their social and cultural importance.</p> <p>Develop ideas and concepts for composing and performing music, dance and drama from the compositions and performances from Africa.</p>   | <p>Use series of questions and answers to review learners understanding of the lesson.</p> <p>Call learners in turns to summarize the lesson.</p> |

|  |  |  |                          |
|--|--|--|--------------------------|
| <b>Week Ending:</b>  | <b>DAY:</b>  | <b>Subject:</b> Ghanaian Language  |                          |
| <b>Duration:</b> 60mins per lesson   |  | <b>Strand:</b> Oral Language   |                          |
| <b>Class:</b> B3   | <b>Class Size:</b>   | <b>Sub Strand:</b> Rhymes  |                          |
| <b>Content Standard:</b><br>B3.1.2.1 Show an understanding of some rhymes              |  | <b>Indicator:</b><br>B3.1.2.1.1-2 Recognize and produce own rhyming words. | <b>Lesson:</b><br>1 OF 1 |
| <b>Performance Indicator:</b><br>Learners can recognize and produce own rhyming words. |  | <b>Core Competencies:</b><br>Creativity and innovation, Communication.     |                          |
| <b>Teaching/ Learning Resources</b>  | Word cards, sentence cards, letter cards, handwriting on a manila card |  |                          |
| <b>References:</b> Ghanaian Language Curriculum Pg. 89                                 |  |  |                          |

| <b>DAYS</b> | <b>PHASE 1: STARTER</b>   | <b>PHASE 2: MAIN</b>  | <b>PHASE 3: REFLECTION</b>   |
|-------------|---|---|--|
|             | Split learners into 2 teams. Taking turns, learners from each team come up and chose a vocabulary word. Learners to draw something on the board while only their tries to guess the word  | Let learners sing a popular play song they know.<br><br>Read aloud a rhyme to learners.<br><br>Let learners read aloud the rhyme in turns.<br><br>Lead learners through discussions to recognize rhyming words in the rhyme.  | Use questions to review their understanding of the lesson<br><br>Ask learners to summarize what they have learnt |
|             | Have learners share what is going on in their lives.<br><br>You and your learners can talk about plans for the weekend.   | Let learners sing a popular work song they know.<br><br>Write your own rhyme and read it to the learners.<br><br>Lead learners to read the rhyme in turns.<br><br>Discuss the skills involved in writing a rhyme with learners.<br><br>Encourage learners to produce their own rhyming words. | Use questions to review their understanding of the lesson<br><br>Ask learners to summarize what they have learnt |
|             | Split your class into small groups of 4. Each group have to think of an acronym about what they have learned so far. The acronym can't be longer than the number of members in the group.<br><br>Call the groups in turns to discuss what the letters in the acronym stands for | Let learners sing a popular work song they know.<br><br>Write your own rhyme and read it to the learners.<br><br>Lead learners to read the rhyme in turns.<br><br>Discuss the skills involved in writing a rhyme with learners.<br><br>Encourage learners to produce their own rhyming words. | Use questions to review their understanding of the lesson<br><br>Ask learners to summarize what they have learnt |

|  |                     |  |                          |
|--|---------------------|--|--------------------------|
| <b>Week Ending:</b>  | <b>DAY:</b>         | <b>Subject:</b> PHYSICAL EDUCATION   |                          |
| <b>Duration:</b> 60mins  |                     | <b>Strand:</b> Motor Skill And Movement Patterns   |                          |
| <b>Class:</b> B3   | <b>Class Size:</b>  | <b>Sub Strand:</b> Locomotive Skills   |                          |
| <b>Content Standard:</b><br>Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities. |                     | <b>Indicator:</b><br>B3.1.2.1.2: Jump continuously forward and backward over a turning rope.                 | <b>Lesson:</b><br>I OF I |
| <b>Performance Indicator:</b><br>Learners can jump continuously forward and backward over a turning rope.  |                     | <b>Core Competencies:</b><br>Personal skills and core competencies such as agility, concentration, precision |                          |
| <b>Teaching/ Learning Resources</b>  | Pictures and Videos |  |                          |
| <b>References:</b> PE Curriculum Pg. 30  |                     |  |                          |

| <b>DAYS</b> | <b>PHASE 1: STARTER</b>  | <b>PHASE 2: MAIN</b>   | <b>PHASE 3: REFLECTION</b>   |
|-------------|--|--|--|
|             | <p>Take learners through general and specific warm ups.</p> <p>Have learners to watch pictures and videos of the skill to be learnt.</p> | <p>Learners find free space and skip 10 times always landing on the balls on both feet.</p> <p>Learners find free space and skip 5 times on one foot always landing on the balls of the same foot as they alternate the foot.<br/>e.g. right – 5times<br/>left – 5times</p> <p>A learner jumps continuously on a forward-turning rope 10 times after which they change roles.</p> <p>In groups of three, two holding each end of the rope, a learner jumps continuously a backward-turning rope.</p> | <p>Have learners to discuss the importance in exercising the body.</p> <p>End lesson with cool down.</p> |

## SCHEME OF LEARNING- WEEK 3

### BASIC THREE

Name of School.....

| <b>Week Ending:</b>   | <b>DAY:</b> MONDAY  | <b>Subject:</b> English Language  |
|---|---|---|
| <b>Duration:</b> 60mins   |   | <b>Strand:</b> Oral Language  |
| <b>Class:</b> B3  | <b>Class Size:</b>  | <b>Sub Strand:</b> Story Telling  |
| <b>Content Standard:</b><br>B3.1.4.1: Respond to stories  |   | <b>Indicator:</b><br>B3.1.4.1.1 respond to and ask questions based on stories heard |
|   |   | <b>Lesson:</b><br>1 of 1  |
| <b>Performance Indicator:</b><br>Learners can respond to and ask questions based on stories heard |   | <b>Core Competencies:</b><br>Communication and Collaboration, Leadership            |
| <b>Key words</b>  | Events, story, picture  |   |
| <b>References:</b> English Language Curriculum For Primary Schools Pg. 71                         |   |   |
|   |   |   |
| Phase/Duration  | Learners Activities   | Resources   |
| <b>PHASE 1: STARTER</b>   | <p>Select 10 words and write them two different times on word cards.</p> <p>Place all the cards face down on the floor. 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> <ul style="list-style-type: none"> <li>• Did you enjoy the game?</li> <li>• What words did you hear in the game?</li> <li>• Make a list of ten words you heard.</li> </ul> <p>Share performance indicators with learners and introduce the lesson.</p> | Music box   |
| <b>PHASE 2: NEW LEARNING</b>  | <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>   | Word cards, sentence cards, letter cards, handwriting on a manila card              |
| <b>PHASE 3: REFLECTION</b>  | <p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Take feedback from what have learnt and summarize the lesson.</p> <p>Next lesson: share facts from information texts heard with a partner, groups or the teacher.</p>  | In our next lesson, we shall create our own stories using pictures.                 |

|  |  |  |
|--|--|--|
| <b>Week Ending:</b>  | <b>DAY:</b> Tuesday  | <b>Subject:</b> English Language   |
| <b>Duration:</b> 60mins  |  | <b>Strand:</b> Reading   |
| <b>Class:</b> B3   | <b>Class Size:</b>   | <b>Sub Strand:</b> Word Families   |
| <b>Content Standard:</b><br>B3.2.3.1: Employ knowledge of rhyming endings and common digraphs to enhance reading comprehension |  | <b>Indicator:</b><br>B3.2.3.1.1 use common rhyming/endings words for decoding of words |
|  |  | <b>Lesson:</b><br>1 of 1   |
| <b>Performance Indicator:</b><br>Learners can use common rhyming/endings words for decoding of words                           |  | <b>Core Competencies:</b><br>Communication and Collaboration                           |
| <b>References:</b> English Language Curriculum For Primary Schools Pg. 82  |  |  |
|  |  |  |
| <b>Phase/Duration</b>  | <b>Learners Activities</b>   | <b>Resources</b>   |
| <b>PHASE 1: STARTER</b>  | Engage learners to sing familiar rhymes.<br><br>Ask learners; <ul style="list-style-type: none"> <li>• Whether they enjoyed singing the songs?</li> <li>• What words did you hear in the songs?</li> <li>• Are these words food, animals, objects?</li> </ul> Share performance indicators with learners and introduce the lesson. | flashcards   |
| <b>PHASE 2: NEW LEARNING</b>   | Introduce learners to simple word formation by changing the beginning letter. e.g. pin, sin, fin<br><br>Have learners build on these rhyming endings and read out the words to their group members.<br><br>Have learners form sentences with these rhyming words.  | Word cards, sentence cards, letter cards, handwriting on a manila card                 |
| <b>PHASE 3: REFLECTION</b>   | Ask learners to tell you what they have learnt and what they will like to learn in the next lesson<br><br>Take feedback from what have learnt and summarize the lesson.<br><br>Next lesson: use diphthongs to build words.   |  |

| <b>Week Ending:</b>  | <b>DAY:</b> WEDNESDAY   | <b>Subject:</b> English Language   |                          |
|--|---|--|--------------------------|
| <b>Duration:</b> 60mins  |   | <b>Strand:</b> Writing   |                          |
| <b>Class:</b> B2   | <b>Class Size:</b>  | <b>Sub Strand:</b> Labeling Items  |                          |
| <b>Content Standard:</b><br>B3.4.4.1: Draw and label simple pictures                           |   | <b>Indicator:</b><br>B3.4.4.1.1 make a list of objects found in the environment    | <b>Lesson:</b><br>2 of 2 |
| <b>Performance Indicator:</b><br>Learners can make a list of objects found in the environment. |   | <b>Core Competencies:</b><br>Communication and Collaboration, Personal Development |                          |
| <b>References:</b> English Language Curriculum Pg. 90  |   |  |                          |
|  |   |  |                          |
| Phase/Duration   | Learners Activities   | Resources  |                          |
| <b>PHASE 1: STARTER</b>  | Engage learners to sing familiar songs. E.g. Five little ducks<br>Ask learners; <ul style="list-style-type: none"> <li>• Whether they enjoyed singing the song?</li> <li>• What words did you hear in the song?</li> <li>• Are these words food, animals, objects?</li> </ul> Share performance indicators with learners and introduce the lesson.  |  |                          |
| <b>PHASE 2: NEW LEARNING</b>   | Lead the class to make a list of objects found in a given thematic area. e.g. The Bus Stop.<br><br>Let groups and pairs make similar lists from self-chosen or given areas. They may use invented spelling initially.<br><br>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 | Word cards, paper, letter cards,   |                          |
| <b>PHASE 3: REFLECTION</b>   | Summarize the important points in the lesson with learners.<br><br>Next lesson: write simple sentences to express personal opinions about favorite characters in texts  |  |                          |

|  |  |  |
|--|--|--|
| <b>Week Ending:</b>  | <b>DAY:</b> THURSDAY   | <b>Subject:</b> English Language                                       |
| <b>Duration:</b> 60mins  |  | <b>Strand:</b> Grammar Usage   |
| <b>Class:</b> B3   | <b>Class Size:</b>   | <b>Sub Strand:</b> Using Punctuation                                   |
| <b>Content Standard:</b><br>B3.5.2.1: Apply knowledge of the use of punctuation in communication | <b>Indicator:</b><br>B3.5.2.1.1 use full stops in initials and abbreviations   | <b>Lesson:</b><br>1 of 1   |
| <b>Performance Indicator:</b><br>Learners can use full stops in initials and abbreviations       |  | <b>Core Competencies:</b><br>Communication and Collaboration, Personal |
| <b>References:</b> English Language Curriculum Pg. 98  |  |  |
|  |  |  |
| <b>Phase/Duration</b>  | <b>Learners Activities</b>   | <b>Resources</b>   |
| <b>PHASE 1: STARTER</b>  | <p>Review some adjectives with learners.</p> <p>Do an action for slow.<br/>Ask: What word is this? Pupils guess: slow.</p> <p>Do an action for loud.<br/>Ask: What word is this? Pupils guess: loud.</p> <p>Do an action for happy.<br/>Ask: What word is this? Pupils guess: happy</p> <p>Share performance indicators and introduce the lesson.</p>                            |  |
| <b>PHASE 2: NEW LEARNING</b>   | <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.<br/>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> | Word cards, sentence cards, letter cards, handwriting on a manila card |
| <b>PHASE 3: REFLECTION</b>   | <p>Give learners a text with names of particular places and days of the week, beginning with small letters.</p> <p>Next lesson: use full stops in initials and abbreviations.</p>  |  |

|  |   |   |                          |
|--|---|---|--------------------------|
| <b>Week Ending:</b>  | <b>DAY:</b> Friday  | <b>Subject:</b> English Language  |                          |
| <b>Duration:</b> 60mins  |   | <b>Strand:</b> Extensive Reading  |                          |
| <b>Class:</b> B3   | <b>Class Size:</b>  | <b>Sub Strand:</b> Reading  |                          |
| <b>Content Standard:</b><br>B3.6.1.1: Read widely for pleasure and demonstrate independent reading and learning in the literary area |   | <b>Indicator:</b><br>B3.6.1.1.1. read a variety of age and level-appropriate books and summarize them | <b>Lesson:</b><br>1 of 1 |
| <b>Performance Indicator:</b><br>Learners can read a variety of age and level-appropriate books and summarize them                   |   | <b>Core Competencies:</b><br>Communication and Collaboration, Personal                                |                          |
| <b>References:</b> English Language Curriculum For Primary Schools Pg. 112   |   |   |                          |
|  |   |   |                          |
| <b>Phase/Duration</b>  | <b>Learners Activities</b>  | <b>Resources</b>  |                          |
| <b>PHASE 1: STARTER</b>  | Engage learners to sing familiar songs. E.g. Five little ducks<br>Ask learners; <ul style="list-style-type: none"> <li>• Whether they enjoyed singing the song?</li> <li>• What words did you hear in the song?</li> <li>• Are these words food, animals, objects?</li> </ul> Share performance indicators with learners and introduce the lesson.  |   |                          |
| <b>PHASE 2: NEW LEARNING</b>   | Using book tease or book talk, introduce the reading/ library time.<br><br>Have a variety of age appropriate books for learners to make a choice from.<br><br>Introduce picture or wordless books, pop-up and flip-the-page texts to learners.<br><br>Encourage them to read individually and in pairs, and provide support and encouragement.<br><br><u>Assessment</u><br>Using think-pair-share, learners retell their story books to their partners.<br>Have learners draw parts of the story they read. Let learners summarize the books they read to the whole class | Word cards, sentence cards, letter cards.   |                          |
| <b>PHASE 3: REFLECTION</b>   | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.<br><br>Take feedback from learners and summarize the lesson.   |   |                          |



|  |   |   |
|--|---|---|
| <b>Week Ending:</b>  | <b>DAY:</b>   | <b>Subject:</b> Mathematics   |
| <b>Duration:</b> 60mins per lesson   |   | <b>Strand:</b> Number   |
| <b>Class:</b> B3   | <b>Class Size:</b>  | <b>Sub Strand:</b> Counting & Representation  |
| <b>Content Standard:</b><br>B3.1.1.1 Count and estimate quantities from 0 to 10,000  | <b>Indicator:</b><br>B3.1.1.1.4 Compare and order whole numbers up to 10,000 and represent comparisons using the symbols $>$ , $<$ , or $=$ . | <b>Lesson:</b><br>I OF I  |
| <b>Performance Indicator:</b> <ul style="list-style-type: none"> <li>Learners can compare and order whole numbers up to 10,000 and represent comparisons using the symbols <math>&gt;</math>, <math>&lt;</math>, or <math>=</math>.</li> </ul> |   | <b>CORE COMPETENCE:</b><br>Problem Solving skills; Critical Thinking; Justification of Ideas; |
| <b>Teaching/ Learning Resources</b>  | Counters, bundle and loose straws base ten cut square, patterns   |   |
| <b>References:</b> Mathematics Curriculum Pg. 44   |   |   |

| <b>DAYS</b> | <b>PHASE 1: STARTER</b>   | <b>PHASE 2: MAIN</b>   | <b>PHASE 3: REFLECTION</b>   |
|-------------|---|--|--|
| Monday      | Engage learners to sing songs and recite some familiar rhymes they know<br><br><b>Early to Bed</b><br>Early to bed and early to rise<br>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)<br><br>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.<br><br>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)<br><br>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.<br><br>Give remedial learning to those who special help. |
| Wednesday   | Have learners to sing songs and recite familiar rhymes<br><br><b>LITTLE FINGER</b><br>Little finger, little finger where are you,<br>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 $>$ ;<br><br>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.<br><br>Give remedial learning to those who special help. |
| Thursday    | Have learners to sing songs and recite familiar rhymes  | Guide learners to identify which of two given numbers is bigger  | Give learners task to complete whiles you go   |

|        |   |  |   |
|--------|---|--|---|
|        | <p><u>LITTLE FINGER</u><br/>Little finger, little finger where are you,<br/>Here am I, here am I, how do you do</p>   | <p>(or smaller), explaining why using place value and representing the 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>round to guide those who don't understand.</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><br/>Little finger, little finger where are you,<br/>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>DAY:</b>        | <b>Subject: Science</b>   |                          |
| <b>Duration:</b> 60mins per lesson  |                    | <b>Strand:</b> Diversity Of Matter  |                          |
| <b>Class:</b> B3  | <b>Class Size:</b> | <b>Sub Strand:</b> Materials  |                          |
| <b>Content Standard:</b><br>B3.1.2.1 Recognize materials as important resources for providing human needs                   |                    | <b>Indicator:</b><br>B3.1.2.1.1 Identify the uses of everyday materials and link the uses to their properties | <b>Lesson:</b><br>1 OF 1 |
| <b>Performance Indicator:</b><br>Learners can Identify the uses of everyday materials and link the uses to their properties |                    | <b>Core Competencies:</b><br>Problem Solving skills; Critical Thinking; Justification of Ideas;               |                          |
| <b>Teaching/ Learning Resources</b>   |                    | wood, plastics, paper, metals, leather, cotton  |                          |
| <b>References:</b> Science Curriculum Pg. 50  |                    |   |                          |

| <b>DAYS</b> | <b>PHASE 1: STARTER</b>  | <b>PHASE 2: MAIN</b>   | <b>PHASE 3: REFLECTION</b>   |
|-------------|--|--|--|
|             | Engage learners to sing some action songs<br><br><u>SHOW ME</u><br>Show me your head oo,<br>This is my head oo.<br>Show me your eyes oo,<br>This is my eyes oo. Etc.                   | Show learners pictures and videos of common materials e.g. wood, plastics, paper, metals, leather, cotton, etc.<br><br>Learners collect everyday materials in their environment e.g. wood, plastics, paper, metals, leather, cotton, etc. and bring them to class.<br><br>Learners use think-pair-share to discuss the uses of the materials collected.  | Ask learners questions to review their understanding of the lesson.<br><br>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. |
|             | Get a viral picture, a trending news on twitter, Facebook, YouTube and other social media handles.<br><br>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<br><br>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.<br><br>Provide a lot of materials for the learners to do more activities. | Divide the class into two teams. One player serves a question and chooses a player in the other group to answer.   |

|  |  |   |  |
|--|--|---|--|
| <b>Week Ending:</b>  | <b>DAY:</b>  | <b>Subject:</b> OWOP  |  |
| <b>Duration:</b> 60mins per lesson   |  | <b>Strand:</b> All About Us   |  |
| <b>Class:</b> B3   | <b>Class Size:</b>   | <b>Sub Strand:</b> My Self  |  |
| <b>Content Standard:</b><br>B3.1.2.1. Demonstrate knowledge of promoting personal hygiene and safety   |  | <b>Indicator:</b><br>B3.1.2.1.1. Explain ways of promoting personal hygiene and safety as a responsible citizen   | <b>Lesson:</b><br>1 OF 1   |
| <b>Performance Indicator:</b><br><ul style="list-style-type: none"> <li>Learners can explain ways of promoting personal hygiene and safety as a responsible citizen</li> </ul> |  | <b>Core Competencies:</b><br>Communication and Collaboration<br>Critical Thinking and Problem   |  |
| <b>Teaching/ Learning Resources</b>  | Pictures, Charts, Video Clips  |   |  |
| <b>References:</b> OWOP Curriculum Pg. 41  |  |   |  |
| <b>DAYS</b>  | <b>PHASE 1: STARTER</b>  | <b>PHASE 2: MAIN</b>  | <b>PHASE 3: REFLECTION</b>   |
|  | Get a viral picture, a trending news on twitter, Facebook, YouTube and other social media handles.<br><br>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.<br><br>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.<br><br>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.<br><br>Ask pupils to spell and write the words in the books   | Learners draw items used in keeping our bodies clean.<br><br>Learners sing and tell stories about the importance of keeping personal hygiene  | Ask learners to tell the class what they have learnt.<br><br>Call learners in turns summarize the lesson   |

|  |  |  |                          |
|--|--|--|--------------------------|
| <b>Week Ending:</b>  | <b>DAY:</b>  | <b>Subject: REL &amp; MORAL EDUCATION</b>  |                          |
| <b>Duration: 60mins</b>  |  | <b>Strand: God's Creation &amp; Attributes</b>   |                          |
| <b>Class: B3</b>   | <b>Class Size:</b>                                 | <b>Sub Strand: God the Creator</b>   |                          |
| <b>Content Standard:</b><br>B3.1.1.1. Identify ways of ensuring environmental safety       |  | <b>Indicator:</b><br>B3.1.1.1.1 demonstrate ways to care for the environment                 | <b>Lesson:</b><br>1 OF 1 |
| <b>Performance Indicator:</b><br>Learners can demonstrate ways to care for the environment |  | <b>Core Competencies:</b><br>Cultural Identity, Sharing Reconciliation, Togetherness, Unity. |                          |
| <b>Teaching/ Learning Resources</b>  | Wall charts, wall words, posters, video clip, etc. |  |                          |
| <b>References: RME Curriculum Pg. 15</b>   |  |  |                          |

| <b>DAYS</b> | <b>PHASE 1: STARTER</b>  | <b>PHASE 2: MAIN</b>   | <b>PHASE 3: REFLECTION</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.<br><br>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.<br><br>Assessment: Let learners organize and do clean-up exercises in the school environment | What have we learnt today?<br><br>Caring for the natural environment<br><br>Ask learners to summarize the important points of the lesson<br><br>Give learners task to mention and discuss ways of caring for the natural environment |

|   |  |   |                          |
|---|--|---|--------------------------|
| <b>Week Ending:</b>   | <b>DAY:</b>  | <b>Subject:</b> History   |                          |
| <b>Duration:</b> 60mins per lesson  |  | <b>Strand:</b> My country Ghana   |                          |
| <b>Class:</b> B3  | <b>Class Size:</b>                                 | <b>Sub Strand:</b> The People Of Ghana  |                          |
| <b>Content Standard:</b><br>B3.2.1.1. Exhibit knowledge of the unique history of the major ethnic groups in Ghana |  | <b>Indicator:</b><br>B3.2.1.1.1 discuss the origins of the major ethnic groups in Ghana | <b>Lesson:</b><br>I OF I |
| <b>Performance Indicator:</b><br>• Learners can discuss the origins of the major ethnic groups in Ghana           |  | <b>Core Competencies:</b><br>Learners to become critical thinkers and digital literates |                          |
| <b>Teaching/ Learning Resources</b>   | Wall charts, word cards, posters, video clip, etc. |   |                          |
| <b>References:</b> History Curriculum Pg. 15  |  |   |                          |

| <b>DAYS</b> | <b>PHASE 1: STARTER</b>   | <b>PHASE 2: MAIN</b>  | <b>PHASE 3: REFLECTION</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.<br/>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>DAY:</b>   | <b>Subject:</b> Creative Arts  |                          |
| <b>Duration:</b> 60mins per lesson   |   | <b>Strand:</b> Visual Arts   |                          |
| <b>Class:</b> B3   | <b>Class Size:</b>  | <b>Sub Strand:</b> Planning, Making and Composing  |                          |
| <b>Content Standard:</b><br>Demonstrate understanding of how to generate own ideas for artistic expressions on the people.                       |   | <b>Indicator:</b><br>B3 1.2.2.1/5B3 1.2.3.1 Plan own artworks that represent visual artworks produced or found in other communities in Africa. | <b>Lesson:</b><br>1 OF 1 |
| <b>Performance Indicator:</b><br>Learners can plan own artworks that represent visual artworks produced or found in other communities in Africa. |   | <b>Core Competencies:</b><br>Decision Making Creativity, Innovation Communication  |                          |
| <b>Teaching/ Learning Resources</b>  | Photos, videos, art paper, colors and traditional art tools |  |                          |
| <b>References:</b> Creative Arts Curriculum Pg. 68   |   |  |                          |

| <b>DAYS</b> | <b>PHASE 1: STARTER</b>  | <b>PHASE 2: MAIN</b>   | <b>PHASE 3: REFLECTION</b>   |
|-------------|--|--|--|
|             | <p>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.</p> <p>Ask learners to talk about parts of the video or pictures that interest them.</p> | <p>Learners are to examine the history and culture of the people from other countries in Africa.</p> <p>Talk about artworks produced/performed in Africa.</p> <p>Identify and experiment with the tools, materials and methods of production the artists use.</p> <p>Organize and develop ideas by sketching own creative ideas and concepts to make own visual artworks such as painting.</p> | <p>Ask learners to tell the whole class what they have learnt.</p> <p>Learners tell what they will like to learn</p>                             |
|             | <p>Ask learners questions to review learners understanding in the previous lesson.</p>   | <p>Learners are to create own artworks based on the history and culture of the people from other countries in Africa.</p> <p>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).</p>  | <p>Use series of questions and answers to review learners understanding of the lesson.</p> <p>Call learners in turns to summarize the lesson</p> |

|   |  |   |                          |
|---|--|---|--------------------------|
| <b>Week Ending:</b>   | <b>DAY:</b>  | <b>Subject:</b> Ghanaian Language   |                          |
| <b>Duration:</b> 60mins per lesson  |  | <b>Strand:</b> Oral Language  |                          |
| <b>Class:</b> B3  | <b>Class Size:</b>   | <b>Sub Strand:</b> Poems  |                          |
| <b>Content Standard:</b><br>B3.1.3.1 Demonstrate knowledge of poem recitation with the correct stress and rhythm by listening attentively |  | <b>Indicator:</b><br>B3.1.3.1.1. Explore poems and note the words and discuss what the poem is about. | <b>Lesson:</b><br>I OF I |
| <b>Performance Indicator:</b><br>Learners can explore poems and note the words and discuss what the poem is about.                        |  | <b>Core Competencies:</b><br>Creativity and innovation,<br>Communication.                             |                          |
| <b>Teaching/ Learning Resources</b>   | Word cards, sentence cards, letter cards, handwriting on a manila card |   |                          |
| <b>References:</b> Ghanaian Language Curriculum Pg. 90  |  |   |                          |

| <b>DAYS</b> | <b>PHASE 1: STARTER</b>   | <b>PHASE 2: MAIN</b>   | <b>PHASE 3: REFLECTION</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.<br><br>As you read the poem, allow them to note words in the poem.<br><br>Let learners explore poems and take note of the words.<br><br>Lead learners to explore the poem with gestures.<br><br>Let learners tell what the poem is about. | Use questions to review their understanding of the lesson<br><br>Ask learners to summarize what they have learnt |
|             | Have learners to write letter patterns in the air.<br><br>Engage learners to sing songs and dance to it                     | Explore poems to learners.<br><br>As you read the poem, allow them to note words in the poem.<br><br>Let learners explore poems and take note of the words.<br><br>Lead learners to explore the poem with gestures.<br><br>Let learners tell what the poem is about. | Use questions to review their understanding of the lesson<br><br>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.<br><br>As you read the poem, allow them to note words in the poem.<br><br>Let learners explore poems and take note of the words.<br><br>Lead learners to explore the poem with gestures.  | Use questions to review their understanding of the lesson<br><br>Ask learners to summarize what they have learnt |



|  |                     |  |                          |
|--|---------------------|--|--------------------------|
| <b>Week Ending:</b>  | <b>DAY:</b>         | <b>Subject:</b> PHYSICAL EDUCATION   |                          |
| <b>Duration:</b> 60mins  |                     | <b>Strand:</b> Motor Skill And Movement Patterns   |                          |
| <b>Class:</b> B3   | <b>Class Size:</b>  | <b>Sub Strand:</b> Manipulative Skills   |                          |
| <b>Content Standard:</b><br>Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities. |                     | <b>Indicator:</b><br>B3. 1.2.1.3: Jump continuously a self forward turning rope in a circle                  | <b>Lesson:</b><br>1 OF 1 |
| <b>Performance Indicator:</b><br>Learners can jump continuously a self forward turning rope in a circle (skipping with rope).                    |                     | <b>Core Competencies:</b><br>Personal skills and core competencies such as agility, concentration, precision |                          |
| <b>Teaching/ Learning Resources</b>  | Pictures and Videos |  |                          |
| <b>References:</b> PE Curriculum Pg. 31  |                     |  |                          |

| <b>DAYS</b> | <b>PHASE 1: STARTER</b>                                      | <b>PHASE 2: MAIN</b>   | <b>PHASE 3: REFLECTION</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> |

## SCHEME OF LEARNING- WEEK 4

### BASIC THREE

Name of School.....

| <b>Week Ending:</b>   | <b>DAY:</b> MONDAY  | <b>Subject:</b> English Language  |
|---|---|---|
| <b>Duration:</b> 60mins   |   | <b>Strand:</b> Oral Language  |
| <b>Class:</b> B3  | <b>Class Size:</b>  | <b>Sub Strand:</b> Story Telling  |
| <b>Content Standard:</b><br>B3.1.4.1: Respond to stories  |   | <b>Indicator:</b><br>B3.1.4.1.1 respond to and ask questions based on stories heard |
| <b>Performance Indicator:</b><br>Learners can respond to and ask questions based on stories heard |   | <b>Lesson:</b><br>1 of 1  |
| <b>Core Competencies:</b><br>Communication and Collaboration, Leadership                          |   |   |
| <b>Key words</b>  | Events, story, picture  |   |
| <b>References:</b> English Language Curriculum For Primary Schools Pg. 71                         |   |   |
|   |   |   |
| Phase/Duration  | Learners Activities   | Resources   |
| <b>PHASE 1: STARTER</b>   | <p>Select 10 words and write them two different times on word cards.</p> <p>Place all the cards face down on the floor. 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> <ul style="list-style-type: none"> <li>• Did you enjoy the game?</li> <li>• What words did you hear in the game?</li> <li>• Make a list of ten words you heard.</li> </ul> <p>Share performance indicators with learners and introduce the lesson.</p> | Music box   |
| <b>PHASE 2: NEW LEARNING</b>  | <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>   | Word cards, sentence cards, letter cards, handwriting on a manila card              |
| <b>PHASE 3: REFLECTION</b>  | <p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Take feedback from what have learnt and summarize the lesson.</p> <p>Next lesson: share facts from information texts heard with a partner, groups or the teacher.</p>  | In our next lesson, we shall create our own stories using pictures.                 |

|   |  |  |
|---|--|--|
| <b>Week Ending:</b>   | <b>DAY:</b> Tuesday  | <b>Subject:</b> English Language                                       |
| <b>Duration:</b> 60mins   |  | <b>Strand:</b> Reading   |
| <b>Class:</b> B3  | <b>Class Size:</b>   | <b>Sub Strand:</b> Diphthongs  |
| <b>Content Standard:</b><br>B3.2.4.1: Show understanding of diphthongs      |  | <b>Indicator:</b><br>B3.2.4.1.1 use diphthongs to build words          |
|   |  | <b>Lesson:</b><br>1 of 1   |
| <b>Performance Indicator:</b><br>Learners can use diphthongs to build words |  | <b>Core Competencies:</b><br>Communication and Collaboration           |
| <b>References:</b> English Language Curriculum For Primary Schools Pg. 83   |  |  |
|   |  |  |
| <b>Phase/Duration</b>   | <b>Learners Activities</b>   | <b>Resources</b>   |
| <b>PHASE 1: STARTER</b>   | Engage learners to sing familiar rhymes.<br><br>Ask learners; <ul style="list-style-type: none"> <li>• Whether they enjoyed singing the songs?</li> <li>• What words did you hear in the songs?</li> <li>• Are these words food, animals, objects?</li> </ul> Share performance indicators with learners and introduce the lesson. | flashcards   |
| <b>PHASE 2: NEW LEARNING</b>  | Revise digraphs and have learners identify them in words.<br><br>Introduce diphthongs in context.<br>e.g. ou-out, loud, cloud<br><br>Through think-pair-share, let learners generate diphthongs and build words with them  | Word cards, sentence cards, letter cards, handwriting on a manila card |
| <b>PHASE 3: REFLECTION</b>  | Ask learners to tell you what they have learnt and what they will like to learn in the next lesson<br><br>Take feedback from what have learnt and summarize the lesson.<br><br>Next lesson: use consonant blends to build words.   |  |

|   |  |  |
|---|--|--|
| <b>Week Ending:</b>   | <b>DAY:</b> WEDNESDAY  | <b>Subject:</b> English Language   |
| <b>Duration:</b> 60mins   |  | <b>Strand:</b> Writing   |
| <b>Class:</b> B2  | <b>Class Size:</b>   | <b>Sub Strand:</b> Writing Sentences   |
| <b>Content Standard:</b><br>B3.4.5.1: Write accurately using acquired vocabulary and knowledge of grammar                             | <b>Indicator:</b><br>B3.4.5.1.1 write simple sentences to express personal opinions about favorite characters in texts   | <b>Lesson:</b><br>2 of 2   |
| <b>Performance Indicator:</b><br>Learners can write simple sentences to express personal opinions about favorite characters in texts. |  | <b>Core Competencies:</b><br>Communication and Collaboration, Personal Development |
| <b>References:</b> English Language Curriculum Pg. 90   |  |  |
|   |  |  |
| <b>Phase/Duration</b>   | <b>Learners Activities</b>   | <b>Resources</b>   |
| <b>PHASE 1: STARTER</b>   | Engage learners to sing familiar songs. E.g. Five little ducks<br>Ask learners; <ul style="list-style-type: none"> <li>• Whether they enjoyed singing the song?</li> <li>• What words did you hear in the song?</li> <li>• Are these words food, animals, objects?</li> </ul> Share performance indicators with learners and introduce the lesson.   |  |
| <b>PHASE 2: NEW LEARNING</b>  | Put learners in groups to discuss characters in a story read.<br>Have learners write simple sentences to express personal opinions on favorite characters.<br><br>Let learners exchange their books and do peer editing by checking for: <ol style="list-style-type: none"> <li>i. <i>correct spelling of words,</i></li> <li>ii. <i>correct writing of capitals,</i></li> <li>iii. <i>correct writing of small letters,</i></li> <li>iv. <i>correct spacing of letters and words</i></li> </ol> | Word cards, paper, letter cards,   |
| <b>PHASE 3: REFLECTION</b>  | Summarize the important points in the lesson with learners.<br><br>Next lesson: write simple sentences to express personal opinions about favorite characters in texts   |  |

|  |  |  |
|--|--|--|
| <b>Week Ending:</b>  | <b>DAY:</b> THURSDAY   | <b>Subject:</b> English Language                                       |
| <b>Duration:</b> 60mins  |  | <b>Strand:</b> Grammar Usage   |
| <b>Class:</b> B3   | <b>Class Size:</b>   | <b>Sub Strand:</b> Using Punctuation                                   |
| <b>Content Standard:</b><br>B3.5.2.1: Apply knowledge of the use of punctuation in communication | <b>Indicator:</b><br>B3.5.2.1.1 use full stops in initials and abbreviations   | <b>Lesson:</b><br>1 of 1   |
| <b>Performance Indicator:</b><br>Learners can use full stops in initials and abbreviations       |  | <b>Core Competencies:</b><br>Communication and Collaboration, Personal |
| <b>References:</b> English Language Curriculum Pg. 98  |  |  |
|  |  |  |
| <b>Phase/Duration</b>  | <b>Learners Activities</b>   | <b>Resources</b>   |
| <b>PHASE 1: STARTER</b>  | <p>Review some adjectives with learners.</p> <p>Do an action for slow.<br/>Ask: What word is this? Pupils guess: slow.</p> <p>Do an action for loud.<br/>Ask: What word is this? Pupils guess: loud.</p> <p>Do an action for happy.<br/>Ask: What word is this? Pupils guess: happy</p> <p>Share performance indicators and introduce the lesson.</p>                            |  |
| <b>PHASE 2: NEW LEARNING</b>   | <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.<br/>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> | Word cards, sentence cards, letter cards, handwriting on a manila card |
| <b>PHASE 3: REFLECTION</b>   | <p>Give learners a text with names of particular places and days of the week, beginning with small letters.</p> <p>Next lesson: identify the present continuous form of action words in spoken and written communication.</p>  |  |

|  |   |   |                          |
|--|---|---|--------------------------|
| <b>Week Ending:</b>  | <b>DAY:</b> Friday  | <b>Subject:</b> English Language  |                          |
| <b>Duration:</b> 60mins  |   | <b>Strand:</b> Extensive Reading  |                          |
| <b>Class:</b> B3   | <b>Class Size:</b>  | <b>Sub Strand:</b> Reading  |                          |
| <b>Content Standard:</b><br>B3.6.1.1: Read widely for pleasure and demonstrate independent reading and learning in the literary area |   | <b>Indicator:</b><br>B3.6.1.1.1. read a variety of age and level-appropriate books and summarize them | <b>Lesson:</b><br>1 of 1 |
| <b>Performance Indicator:</b><br>Learners can read a variety of age and level-appropriate books and summarize them                   |   | <b>Core Competencies:</b><br>Communication and Collaboration, Personal                                |                          |
| <b>References:</b> English Language Curriculum For Primary Schools Pg. 112   |   |   |                          |
|  |   |   |                          |
| <b>Phase/Duration</b>  | <b>Learners Activities</b>  | <b>Resources</b>  |                          |
| <b>PHASE 1: STARTER</b>  | Engage learners to sing familiar songs. E.g. Five little ducks<br>Ask learners; <ul style="list-style-type: none"> <li>• Whether they enjoyed singing the song?</li> <li>• What words did you hear in the song?</li> <li>• Are these words food, animals, objects?</li> </ul> Share performance indicators with learners and introduce the lesson.  |   |                          |
| <b>PHASE 2: NEW LEARNING</b>   | Using book tease or book talk, introduce the reading/ library time.<br><br>Have a variety of age appropriate books for learners to make a choice from.<br><br>Introduce picture or wordless books, pop-up and flip-the-page texts to learners.<br><br>Encourage them to read individually and in pairs, and provide support and encouragement.<br><br><u>Assessment</u><br>Using think-pair-share, learners retell their story books to their partners.<br>Have learners draw parts of the story they read. Let learners summarize the books they read to the whole class | Word cards, sentence cards, letter cards.   |                          |
| <b>PHASE 3: REFLECTION</b>   | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.<br><br>Take feedback from learners and summarize the lesson.   |   |                          |

|  |   |  |                          |
|--|---|--|--------------------------|
| <b>Week Ending:</b>  | <b>DAY:</b>   | <b>Subject:</b> Mathematics  |                          |
| <b>Duration:</b> 60mins per lesson   |   | <b>Strand:</b> Number  |                          |
| <b>Class:</b> B3   | <b>Class Size:</b>  | <b>Sub Strand:</b> Number Operations   |                          |
| <b>Content Standard:</b><br>B3.1.2.1 Develop and use standard strategies for adding and subtracting within 1000            |   | <b>Indicator:</b><br>B3.1.2.1.1 Use standard strategy or procedure to do addition or subtraction within 1000 | <b>Lesson:</b><br>1 OF 1 |
| <b>Performance Indicator:</b><br>Learners can use standard strategy or procedure to do addition or subtraction within 1000 |   | <b>CORE COMPETENCE:</b><br>Problem Solving skills; Critical Thinking; Justification of Ideas;                |                          |
| <b>Teaching/ Learning Resources</b>  | Counters, bundle and loose straws base ten cut square, patterns |  |                          |
| <b>References:</b> Mathematics Curriculum Pg. 48   |   |  |                          |

| <b>DAYS</b> | <b>PHASE 1: STARTER</b>  | <b>PHASE 2: MAIN</b>   | <b>PHASE 3: REFLECTION</b>  |
|-------------|--|--|---|
| Monday      | <p>Send learners out of the class for a small exercise.</p> <p>Divide class into groups to play a type of football called "small poles"</p> <p>Ask learners to count each pole with their feet span four times.</p> <p>Introduce the lesson on the field by alerting learners how the poles were measured.</p> | <p>Have learners use their feet, strides, arms, hand-span and referent materials such as sticks or threads to find how long a table, window and door frames etc., by counting the number of times their feet, hand-span and referent materials is able to do this</p> <p><b>Assessment:</b> Have learners to demonstrate how long objects in the class are, by using their feet and hand-span</p>                | <p>What have we learnt today?</p> <p>Using hand, feet span and other referent materials in measuring.</p> <p>Let learners' measure objects in the class by using their hand, feet span and other referent materials</p> |
| Tuesday     | <p>Bring measuring bowls, cups, buckets etc. to class.</p> <p>Call students to fill each item with water.</p> <p>Learners record the volume of each item.</p> <p>Learners talk about the difference in volumes of the various items</p>  | <p>Have learners use empty container such as bottles, cups etc. to determine the capacity of other bigger containers by counting to find how much (the number of times) the bottles, cups etc. is able to do this</p> <p><b>Assessment:</b> call out learners in groups to use empty containers such as bottles, cups etc. to determine the capacity of other bigger containers by counting to find how much</p> | <p>What have we learnt today?</p> <p>Determining the capacities of bigger containers by using smaller containers.</p> <p>Review lesson with learners.</p>   |
| Wednesday   | <p>Write a number on the board and have learners to call out two or three addends that might give the answer on the board<br/>e.g. <math>25=10+10+5</math><br/>or <math>25=20+5</math><br/>and hence introduce the lesson</p>  | <p>Explain the purpose of a symbol like a square or an underline in a given addition or subtraction mathematics sentences with one unknown.<br/>Example: <math>227 + \square = 609</math></p> <p>Create an addition or subtraction question with an unknown for a classmate to</p>   | <p>Review lesson with learners by giving them home task to write in their workbooks</p>   |

|          |  |  |   |
|----------|--|--|---|
|          |  | <p>solve, and using either (<math>\square</math>) or (<math>\square</math>) to represent the unknown</p> <p><b>Assessment:</b> Engage learners to solve several examples</p>   |   |
| Thursday | <p>Write a number on the board.<br/>Display number cards in front of the class.</p> <p>call out learners to pick two cards that adds up to the number on the board</p> | <p>Solve an addition or subtraction question with one unknown, using a variety of strategies and explaining the strategy used.</p> <p>Use the methods of decomposition to find the sums and difference of numbers within 1000</p> <p><b>Assessment:</b> have learners to decompose numbers up to 1000 into 100s, 10s, and 1s expressions (e.g.: <math>5000 = 1000 + 1000 + 1000 + 1000 + 1000</math> or <math>4036 = 4000 + 30 + 6</math>; etc.)</p> | <p>Review lesson with learners by giving them home task to write in their workbooks</p> |



|   |  |   |                          |
|---|--|---|--------------------------|
| <b>Week Ending:</b>   | <b>DAY:</b>                                    | <b>Subject:</b> Science   |                          |
| <b>Duration:</b> 60mins per lesson  |  | <b>Strand:</b> Diversity Of Matter  |                          |
| <b>Class:</b> B3  | <b>Class Size:</b>                             | <b>Sub Strand:</b> Materials  |                          |
| <b>Content Standard:</b><br>B3.1.2.1 Recognize materials as important resources for providing human needs   |  | <b>Indicator:</b><br>B3.1.2.1.2 Demonstrate understanding that an object is made of one or more materials | <b>Lesson:</b><br>1 OF 1 |
| <b>Performance Indicator:</b><br><ul style="list-style-type: none"> <li>Learners can demonstrate understanding that an object is made of one or more materials</li> </ul> |  | <b>Core Competencies:</b><br>Problem Solving skills; Critical Thinking; Justification of Ideas;           |                          |
| <b>Teaching/ Learning Resources</b>   | wood, plastics, paper, metals, leather, cotton |   |                          |
| <b>References:</b> Science Curriculum Pg. 51  |  |   |                          |

| <b>DAYS</b> | <b>PHASE 1: STARTER</b>   | <b>PHASE 2: MAIN</b>  | <b>PHASE 3: REFLECTION</b>   |
|-------------|---|---|--|
|             | Engage learners in the 'mystery box game'<br>Teacher brings a bag into the classroom that contains an object (phone, pencil, clothes etc.).<br>It is then passed around and learners try to determine what is in the bag just by feeling it.<br>The student who guess right wins, and hence introduce the lesson. | Display objects such as computer, football, clothes, mobile phone, pencils etc.<br><br>Provide materials such as glass, plastics, wood, metals etc.<br><br>Assist learners to identify that an object such as computer is made up of materials such as plastics, glass and metals<br><br><b>Assessment:</b> in groups learners tell class the compositions of materials such as pencil, computer etc. | What we have learnt today?<br><br>Compositions of materials.<br><br>Have learners to summarize the important points of the lesson. |
|             | Revise the previous lesson with learners<br><br>Have learners write on a sheet of paper the following<br>The composition of;<br>a. Computer<br>b. pencil  | Show a video to learners on how things are made.<br><br>Have learners talk about the part of video that interest them<br>Discuss the compositions of items with learners.<br><br><b>Assessment:</b> Engage learners to give examples of objects and the materials used to make them   | What we have learnt today?<br><br>Compositions of materials.<br><br>Have learners to summarize the important points of the lesson. |
|             | Show a video to learners on how things are made.<br><br>Have learners talk about the part of video that interest them.  | Do more activities with learners to build the concepts of objects and materials<br><b>Assessment:</b> have learners to make objects using local materials in their community. Learners present their work to class and tell the composition   | What we have learnt today?<br><br>Compositions of materials.<br><br>Have learners to summarize the important points of the lesson. |

|  |                               |   |                          |
|--|-------------------------------|---|--------------------------|
| <b>Week Ending:</b>  | <b>DAY:</b>                   | <b>Subject:</b> OWOP  |                          |
| <b>Duration:</b> 60mins per lesson   |                               | <b>Strand:</b> All About Us   |                          |
| <b>Class:</b> B3   | <b>Class Size:</b>            | <b>Sub Strand:</b> My Self  |                          |
| <b>Content Standard:</b><br>B3.1.2.1. Demonstrate knowledge of promoting personal hygiene and safety                         |                               | <b>Indicator:</b><br>B3.1.2.1.1. Explain ways of promoting personal hygiene and safety as a responsible citizen | <b>Lesson:</b><br>1 OF 1 |
| <b>Performance Indicator:</b><br>Learners can explain ways of promoting personal hygiene and safety as a responsible citizen |                               | <b>Core Competencies:</b><br>Communication and Collaboration<br>Critical Thinking and Problem                   |                          |
| <b>Teaching/ Learning Resources</b>  | Pictures, Charts, Video Clips |   |                          |
| <b>References:</b> OWOP Curriculum Pg. 41  |                               |   |                          |

| <b>DAYS</b> | <b>PHASE 1: STARTER</b>   | <b>PHASE 2: MAIN</b>   | <b>PHASE 3: REFLECTION</b>  |
|-------------|---|--|---|
|             | <p>Get a viral picture, a trending news on twitter, Facebook, YouTube and other social media handles.</p> <p>Discuss what is trending and invite learners to share their opinions on them</p> | <p>Learners talk about things they need to promote personal hygiene: water, soap, tooth brush and tooth paste, nail cutter, etc.</p> <p>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.</p> | <p>Ask learners questions to review their understanding of the lesson.</p> <p>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.</p> |
|             | <p>Flash letter cards to learners for them to pronounce some key words in the lesson.</p> <p>Ask pupils to spell and write the words in the books</p>   | <p>Learners draw items used in keeping our bodies clean.</p> <p>Learners sing and tell stories about the importance of keeping personal hygiene</p>  | <p>Ask learners to tell the class what they have learnt.</p> <p>Call learners in turns summarize the lesson</p>   |

|  |  |  |                          |
|--|--|--|--------------------------|
| <b>Week Ending:</b>  | <b>DAY:</b>  | <b>Subject: REL &amp; MORAL EDUCATION</b>  |                          |
| <b>Duration: 60mins</b>  |  | <b>Strand: God's Creation &amp; Attributes</b>   |                          |
| <b>Class: B3</b>   | <b>Class Size:</b>                                 | <b>Sub Strand: God the Creator</b>   |                          |
| <b>Content Standard:</b><br>B3.1.1.1. Identify ways of ensuring environmental safety       |  | <b>Indicator:</b><br>B3.1.1.1.1 demonstrate ways to care for the environment                 | <b>Lesson:</b><br>1 OF 1 |
| <b>Performance Indicator:</b><br>Learners can demonstrate ways to care for the environment |  | <b>Core Competencies:</b><br>Cultural Identity, Sharing Reconciliation, Togetherness, Unity. |                          |
| <b>Teaching/ Learning Resources</b>  | Wall charts, wall words, posters, video clip, etc. |  |                          |
| <b>References:</b> RME Curriculum Pg. 15   |  |  |                          |

| <b>DAYS</b> | <b>PHASE 1: STARTER</b>  | <b>PHASE 2: MAIN</b>  | <b>PHASE 3: REFLECTION</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 | <p>Use questions and answers for learners to explain the environment.</p> <p>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.</p> <p>Assessment: Let learners organize and do clean-up exercises in the school environment</p> | <p>What have we learnt today?</p> <p>Caring for the natural environment</p> <p>Ask learners to summarize the important points of the lesson</p> <p>Give learners task to mention and discuss ways of caring for the natural environment</p> |

|   |                    |   |                          |
|---|--------------------|---|--------------------------|
| <b>Week Ending:</b>   | <b>DAY:</b>        | <b>Subject:</b> History   |                          |
| <b>Duration:</b> 60mins per lesson  |                    | <b>Strand:</b> My country Ghana   |                          |
| <b>Class:</b> B3  | <b>Class Size:</b> | <b>Sub Strand:</b> The People Of Ghana  |                          |
| <b>Content Standard:</b><br>B3.2.1.1. Exhibit knowledge of the unique history of the major ethnic groups in Ghana |                    | <b>Indicator:</b><br>B3.2.1.1.1 discuss the origins of the major ethnic groups in Ghana | <b>Lesson:</b><br>1 OF 1 |
| <b>Performance Indicator:</b><br>• Learners can discuss the origins of the major ethnic groups in Ghana           |                    | <b>Core Competencies:</b><br>Learners to become critical thinkers and digital literates |                          |
| <b>Teaching/ Learning Resources</b>   |                    | Wall charts, word cards, posters, video clip, etc.                                      |                          |
| <b>References:</b> History Curriculum Pg. 15  |                    |   |                          |

| <b>DAYS</b> | <b>PHASE 1: STARTER</b>   | <b>PHASE 2: MAIN</b>  | <b>PHASE 3: REFLECTION</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.<br/>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>DAY:</b>   | <b>Subject:</b> Creative Arts  |  |
| <b>Duration:</b> 60mins per lesson   |   | <b>Strand:</b> Performing Arts   |  |
| <b>Class:</b> B3   | <b>Class Size:</b>  | <b>Sub Strand:</b> Planning, Making and Composing  |  |
| <b>Content Standard:</b><br>Demonstrate understanding of how to generate own ideas for artistic expressions on the people.   |   | <b>Indicator:</b><br>B3 2.2.2.1 /B3 2.2.3.1 Plan and create own artworks that represent performing artworks produced or performed in other communities in Africa   | <b>Lesson:</b><br>1 OF 1   |
| <b>Performance Indicator:</b><br>Learners can plan and create own artworks that represent performing artworks produced or performed in other communities in Africa |   | <b>Core Competencies:</b><br>Decision Making Creativity, Innovation Communication  |  |
| <b>Teaching/ Learning Resources</b>  | Photos, videos, art paper, colors and traditional art tools   |  |  |
| <b>References:</b> Creative Arts Curriculum Pg. 68   |   |  |  |
| <b>DAYS</b>  | <b>PHASE 1: STARTER</b>   | <b>PHASE 2: MAIN</b>   | <b>PHASE 3: REFLECTION</b>   |
|  | <p>Get a viral picture, a trending news on twitter, Facebook, YouTube and other social media handles.</p> <p>Discuss what is trending and invite learners to share their opinions on them</p> | <p>Learners are to organize and develop concepts from memory to come out with own creative ideas to compose own music, dance and drama based on knowledge and understanding of the:</p> <p>Talk about the history and culture of people from other parts of Africa;</p> <p>Experiment with compositions produced/performed in other parts of Africa (Dances: Indlamu of South Africa, Moribayasa of Guinea, Eskista of Ethiopia, Atilogwu of Nigeria, Aduma of Kenya; Music: Afrobeat of Nigeria, Highlife of Ghana)</p> <p>Use available instruments, resources and techniques to create own music, dance and drama based on the history and culture of the people from Africa (e.g. their occupation, customs, staple foods, traditions, festivals);</p> | <p>Use series of questions and answers to review learners understanding of the lesson.</p> <p>Call learners in turns to summarize the lesson</p> |

|   |  |   |                          |
|---|--|---|--------------------------|
| <b>Week Ending:</b>   | <b>DAY:</b>  | <b>Subject:</b> Ghanaian Language   |                          |
| <b>Duration:</b> 60mins per lesson  |  | <b>Strand:</b> Oral Language  |                          |
| <b>Class:</b> B3  | <b>Class Size:</b>   | <b>Sub Strand:</b> Story telling  |                          |
| <b>Content Standard:</b><br>B3.1.4.1 Exhibit knowledge of listening to and reading simple and interesting stories |  | <b>Indicator:</b><br>B3.1.4.1.1-3 Dramatize and discuss issues and morals in a story. | <b>Lesson:</b><br>I OF I |
| <b>Performance Indicator:</b><br>Learners can dramatize and discuss issues and morals in a story.                 |  | <b>Core Competencies:</b><br>Creativity and innovation, Communication.                |                          |
| <b>Teaching/ Learning Resources</b>   | Word cards, sentence cards, letter cards, handwriting on a manila card |   |                          |
| <b>References:</b> Ghanaian Language Curriculum Pg. 91  |  |   |                          |

| <b>DAYS</b> | <b>PHASE 1: STARTER</b>  | <b>PHASE 2: MAIN</b>  | <b>PHASE 3: REFLECTION</b>  |
|-------------|--|---|---|
|             | Engage learners in the 'wipe out game'<br><br>Write 4-5 sounds on the board. With the whole class, say the sounds (with the action). Ask the learners to close their eyes and teacher wipes out one sounds. Learners open their eyes and must say which is gone.   | Revise occupational songs with learners.<br><br>Tell/show an interesting story.<br><br>Discuss the story with learners.<br><br>Help learners to mention some of the key words in the story.   | Ask learners to tell the whole class what they have learnt.<br><br>Learners tell what they will like to learn                             |
|             | Flash letter cards for learners to make its sound.<br><br>Have learners to sing songs of the alphabets.  | Let learners sing a song they know.<br><br>Tell/show an interesting story.<br><br>Discuss the setting of the story with learners.<br><br>Help learners to mention issues and morals in the stories.   | Use series of questions and answers to review learners understanding of the lesson.<br><br>Call learners in turns to summarize the lesson |
|             | Engage learners in the ' <b>BINGO</b> ' game<br><br>Ask children to choose any 4 letters and write them in their books or on the floor.<br><br>The teacher says a simple word and if children have the sound at the beginning of that word they cross it out.<br>The first child to cross out all 4 of their letters shouts BINGO!! and is the winner. | Let learners demonstrate an occasional greeting in pairs.<br><br>Lead learners to sing a popular traditional song.<br><br>Tell/play an interesting story.<br><br>Discuss the story with learners.<br><br>Assign roles to learners.<br>Direct learners to dramatize the story. | Ask learners to tell the whole class what they have learnt.<br><br>Learners tell what they will like to learn                             |

|  |                           |  |                          |
|--|---------------------------|--|--------------------------|
| <b>Week Ending:</b>  | <b>DAY:</b>               | <b>Subject:</b> PHYSICAL EDUCATION   |                          |
| <b>Duration:</b> 60mins  |                           | <b>Strand:</b> Motor Skill And Movement Patterns   |                          |
| <b>Class:</b> B3   | <b>Class Size:</b>        | <b>Sub Strand:</b> Manipulative Skills   |                          |
| <b>Content Standard:</b><br>Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities. |                           | <b>Indicator:</b><br>B3.1.3.1.4: Roll a ball from stationary forward and back, using sticks.                 | <b>Lesson:</b><br>1 OF 1 |
| <b>Performance Indicator:</b><br>Learners can roll a ball from stationary forward and back, using sticks.  |                           | <b>Core Competencies:</b><br>Personal skills and core competencies such as agility, concentration, precision |                          |
| <b>Teaching/ Learning Resources</b>  | Ball, videos and pictures |  |                          |
| <b>References:</b> PE Curriculum Pg. 31  |                           |  |                          |

| <b>DAYS</b> | <b>PHASE 1: STARTER</b>                                     | <b>PHASE 2: MAIN</b>   | <b>PHASE 3: REFLECTION</b>  |
|-------------|---|--|---|
|             | Take learners through 5 minutes jogging to warm the body up | <p>After warm-ups learners roll ball with sticks from stationary to a demarcated point and back to the starting point.</p> <p>Supervise their practice and give them feedback.</p> | <p>Learners to practice individually and in groups. Help those who finds it difficult in rolling the ball</p> <p><b>Assessment:</b><br/>Organize mini game for learners for fun and enjoyment.</p> <p>Take learners through cool down to end the lesson</p> |

## SCHEME OF LEARNING- WEEK 5

### BASIC THREE

Name of School.....

| <b>Week Ending:</b>  | <b>DAY:</b> MONDAY  | <b>Subject:</b> English Language   |
|--|---|--|
| <b>Duration:</b> 60mins  |   | <b>Strand:</b> Oral Language   |
| <b>Class:</b> B3   | <b>Class Size:</b>  | <b>Sub Strand:</b> Dramatization   |
| <b>Content Standard:</b><br>B3.1.5.1: Perform stories  |   | <b>Indicator:</b><br>B3.1.5.1.1 dramatize and role-play stories heard and read |
|  |   | <b>Lesson:</b><br>1 of 1   |
| <b>Performance Indicator:</b><br>Learners can dramatize and role-play stories heard and read |   | <b>Core Competencies:</b><br>Communication and Collaboration, Leadership       |
| <b>Key words</b>   | Events, story, picture  |  |
| <b>References:</b> English Language Curriculum For Primary Schools Pg. 72                    |   |  |
|  |   |  |
| Phase/Duration   | Learners Activities   | Resources  |
| <b>PHASE 1: STARTER</b>  | <p>Select 10 words and write them two different times on word cards.</p> <p>Place all the cards face down on the floor. 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> <ul style="list-style-type: none"> <li>• Did you enjoy the game?</li> <li>• What words did you hear in the game?</li> <li>• Make a list of ten words you heard.</li> </ul> <p>Share performance indicators with learners and introduce the lesson.</p> | Music box  |
| <b>PHASE 2: NEW LEARNING</b>   | <p>Let learners mention titles of stories they have heard or read, e.g. The Magic Pot.</p> <p>Let learners identify some characters in the stories mentioned.</p> <p>Let learners dramatize or role-play stories they have heard, read or created, with appropriate characters.</p> <p>Discuss stories dramatized or role-played.</p> <p>Let learners comment on stories dramatized or role-played</p>  | Word cards, sentence cards, letter cards, handwriting on a manila card         |
| <b>PHASE 3: REFLECTION</b>   | <p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Take feedback from what have learnt and summarize the lesson.</p> <p>Next lesson: use appropriate greetings for special occasions</p>  | In our next lesson, we shall create our own stories using pictures.            |



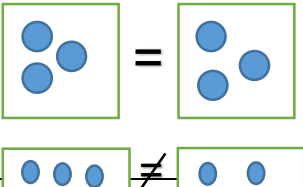
| <b>Week Ending:</b>   | <b>DAY:</b> Tuesday  | <b>Subject:</b> English Language                                       |                          |
|---|--|--|--------------------------|
| <b>Duration:</b> 60mins   |  | <b>Strand:</b> Reading   |                          |
| <b>Class:</b> B3  | <b>Class Size:</b>   | <b>Sub Strand:</b> Blends  |                          |
| <b>Content Standard:</b><br>B3.2.5.1: Identify and use consonant blends in words  |  | <b>Indicator:</b><br>B3.2.5.1.1 use consonant blends to build words    | <b>Lesson:</b><br>1 of 1 |
| <b>Performance Indicator:</b><br>Learners can use consonant blends to build words |  | <b>Core Competencies:</b><br>Communication and Collaboration           |                          |
| <b>References:</b> English Language Curriculum For Primary Schools Pg. 83         |  |  |                          |
|   |  |  |                          |
| Phase/Duration  | Learners Activities  | Resources  |                          |
| <b>PHASE 1: STARTER</b>   | Engage learners to sing familiar rhymes.<br><br>Ask learners; <ul style="list-style-type: none"> <li>• Whether they enjoyed singing the songs?</li> <li>• What words did you hear in the songs?</li> <li>• Are these words food, animals, objects?</li> </ul> Share performance indicators with learners and introduce the lesson. | flashcards   |                          |
| <b>PHASE 2: NEW LEARNING</b>  | Have learners revise diphthongs and use them in sentences.<br><br>Introduce consonant blends and have learners identify words having the blends.<br>e.g. bl - black br- brush st- stone tr- tree<br><br>Let learners work in pairs/groups to identify consonant blends and build words from them                                   | Word cards, sentence cards, letter cards, handwriting on a manila card |                          |
| <b>PHASE 3: REFLECTION</b>  | Ask learners to tell you what they have learnt and what they will like to learn in the next lesson<br><br>Take feedback from what have learnt and summarize the lesson.<br><br>Next lesson: read level-appropriate sight words, understand and use them in meaningful complex sentences.   |  |                          |

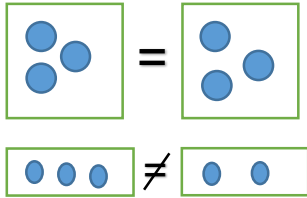
|   |  |  |
|---|--|--|
| <b>Week Ending:</b>   | <b>DAY:</b> WEDNESDAY  | <b>Subject:</b> English Language   |
| <b>Duration:</b> 60mins   |  | <b>Strand:</b> Writing   |
| <b>Class:</b> B2  | <b>Class Size:</b>   | <b>Sub Strand:</b> Writing Simple Words  |
| <b>Content Standard:</b><br>B3.4.5.1: Write accurately using acquired vocabulary and knowledge of grammar                             |  | <b>Indicator:</b><br>B3.4.5.1.1 write simple sentences to express personal opinions about favorite characters in texts |
| <b>Performance Indicator:</b><br>Learners can write simple sentences to express personal opinions about favorite characters in texts. |  | <b>Lesson:</b><br>2 of 2   |
| <b>Core Competencies:</b><br>Communication and Collaboration, Personal Development  |  |  |
| <b>References:</b> English Language Curriculum Pg. 90   |  |  |
| <b>Phase/Duration</b>   | <b>Learners Activities</b>   | <b>Resources</b>   |
| <b>PHASE 1: STARTER</b>   | Engage learners to sing familiar songs. E.g. Five little ducks<br>Ask learners; <ul style="list-style-type: none"> <li>• Whether they enjoyed singing the song?</li> <li>• What words did you hear in the song?</li> <li>• Are these words food, animals, objects?</li> </ul> Share performance indicators with learners and introduce the lesson.   |  |
| <b>PHASE 2: NEW LEARNING</b>  | Put learners in groups to discuss characters in a story read.<br><br>Have learners write simple sentences to express personal opinions on favorite characters.<br><br>Let learners exchange their books and do peer editing by checking for: <ol style="list-style-type: none"> <li>correct spelling of words,</li> <li>correct writing of capitals,</li> <li>correct writing of small letters,</li> <li>correct spacing of letters and words</li> </ol> | Word cards, paper, letter cards,   |
| <b>PHASE 3: REFLECTION</b>  | Summarize the important points in the lesson with learners.<br><br>Next lesson: develop two coherent paragraphs on one idea or concept using leading questions   |  |

|  |   |  |
|--|---|--|
| <b>Week Ending:</b>  | <b>DAY:</b> THURSDAY  | <b>Subject:</b> English Language                                       |
| <b>Duration:</b> 60mins  |   | <b>Strand:</b> Grammar Usage   |
| <b>Class:</b> B3   | <b>Class Size:</b>  | <b>Sub Strand:</b> Using Action Words                                  |
| <b>Content Standard:</b><br>B3.5.4.1: Apply knowledge of action words in communication   | <b>Indicator:</b><br>B3.5.4.1.1 identify the present continuous form of action words in spoken and written communication  | <b>Lesson:</b><br>1 of 1   |
| <b>Performance Indicator:</b><br>Learners can identify the present continuous form of action words in spoken and written communication |   | <b>Core Competencies:</b><br>Communication and Collaboration, Personal |
| <b>References:</b> English Language Curriculum Pg. 99  |   |  |
|  |   |  |
| <b>Phase/Duration</b>  | <b>Learners Activities</b>  | <b>Resources</b>   |
| <b>PHASE 1: STARTER</b>  | <p>Review some adjectives with learners.</p> <p>Do an action for slow.<br/>Ask: What word is this? Pupils guess: slow.</p> <p>Do an action for loud.<br/>Ask: What word is this? Pupils guess: loud.</p> <p>Do an action for happy.<br/>Ask: What word is this? Pupils guess: happy</p> <p>Share performance indicators and introduce the lesson.</p> |  |
| <b>PHASE 2: NEW LEARNING</b>   | <p>Through demonstration, assist learners to use the continuous form of the action words such as running, eating and sitting.</p> <p>Provide sentences and let learners identify the continuous form of the action words:<br/>e.g. Adongo is running with the ball.</p>   | Word cards, sentence cards, letter cards, handwriting on a manila card |
| <b>PHASE 3: REFLECTION</b>   | <p>Give learners a text with names of particular places and days of the week, beginning with small letters.</p> <p>Next lesson: identify the present continuous form of action words in spoken and written communication</p>  |  |

|  |   |   |                          |
|--|---|---|--------------------------|
| <b>Week Ending:</b>  | <b>DAY:</b> Friday  | <b>Subject:</b> English Language  |                          |
| <b>Duration:</b> 60mins  |   | <b>Strand:</b> Extensive Reading  |                          |
| <b>Class:</b> B3   | <b>Class Size:</b>  | <b>Sub Strand:</b> Reading  |                          |
| <b>Content Standard:</b><br>B3.6.1.1: Read widely for pleasure and demonstrate independent reading and learning in the literary area |   | <b>Indicator:</b><br>B3.6.1.1.1. read a variety of age and level-appropriate books and summarize them | <b>Lesson:</b><br>1 of 1 |
| <b>Performance Indicator:</b><br>Learners can read a variety of age and level-appropriate books and summarize them                   |   | <b>Core Competencies:</b><br>Communication and Collaboration, Personal                                |                          |
| <b>References:</b> English Language Curriculum For Primary Schools Pg. 112   |   |   |                          |
|  |   |   |                          |
| <b>Phase/Duration</b>  | <b>Learners Activities</b>  | <b>Resources</b>  |                          |
| <b>PHASE 1: STARTER</b>  | Engage learners to sing familiar songs. E.g. Five little ducks<br>Ask learners; <ul style="list-style-type: none"> <li>• Whether they enjoyed singing the song?</li> <li>• What words did you hear in the song?</li> <li>• Are these words food, animals, objects?</li> </ul> Share performance indicators with learners and introduce the lesson.  |   |                          |
| <b>PHASE 2: NEW LEARNING</b>   | Using book tease or book talk, introduce the reading/ library time.<br><br>Have a variety of age appropriate books for learners to make a choice from.<br><br>Introduce picture or wordless books, pop-up and flip-the-page texts to learners.<br><br>Encourage them to read individually and in pairs, and provide support and encouragement.<br><br><u>Assessment</u><br>Using think-pair-share, learners retell their story books to their partners.<br>Have learners draw parts of the story they read. Let learners summarize the books they read to the whole class | Word cards, sentence cards, letter cards.   |                          |
| <b>PHASE 3: REFLECTION</b>   | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.<br><br>Take feedback from learners and summarize the lesson.   |   |                          |

|   |   |   |                          |
|---|---|---|--------------------------|
| <b>Week Ending:</b>   | <b>DAY:</b>   | <b>Subject:</b> Mathematics   |                          |
| <b>Duration:</b> 60mins per lesson  |   | <b>Strand:</b> Number   |                          |
| <b>Class:</b> B3  | <b>Class Size:</b>  | <b>Sub Strand:</b> Number Operations  |                          |
| <b>Content Standard:</b><br>B3.1.2.2 Demonstrate an understanding of the concept of “equality” and “not equal to” in addition and subtraction problems with sums up to 1000 |   | <b>Indicator:</b><br>B3.1.2.2.1 Use the concept of "equal to" and "not equal to"              | <b>Lesson:</b><br>1 OF 1 |
| <b>Performance Indicator:</b><br>• Learners can use the concept of "equal to" and "not equal to"  |   | <b>CORE COMPETENCE:</b><br>Problem Solving skills; Critical Thinking; Justification of Ideas; |                          |
| <b>Teaching/ Learning Resources</b>   | Counters, bundle and loose straws base ten cut square, patterns |   |                          |
| <b>References:</b> Mathematics Curriculum Pg. 48  |   |   |                          |


| <b>DAYS</b> | <b>PHASE 1: STARTER</b>   | <b>PHASE 2: MAIN</b>  | <b>PHASE 3: REFLECTION</b>   |
|-------------|---|---|--|
| Monday      | Engage learners to sing songs and recite some familiar rhymes they know<br><br><b>Early to Bed</b><br>Early to bed and early to rise<br>Makes a man, healthy, wealthy and wise. | Explain that “≠” means “not the same as” or “not equal to”.<br><br>Learners construct two sets that are not equal, explaining why they are not equal and recording the relationship using the symbol ≠<br><br>e.g., <b>4 ≠ 5</b><br><br>let learners practice with more examples.   | Give learners task to complete whiles you go round to guide those who don’t understand.<br><br>Give remedial learning to those who special help. |
| Tuesday     | Play games and sing some action songs to begin the class.<br><br>Engage learners to sing songs and recite some familiar rhymes they know.                                       | Explain that “≠” means “not the same as” or “not equal to”.<br><br>Learners construct two sets that are not equal, explaining why they are not equal and recording the relationship using the symbol ≠<br><br>e.g., <b>56 ≠ 98</b><br><br>let learners practice with more examples. | Give learners task to complete whiles you go round to guide those who don’t understand.<br><br>Give remedial learning to those who special help. |
| Wednesday   | Have learners to sing songs and recite familiar rhymes<br><br><b>LITTLE FINGER</b><br>Little finger, little finger where are you,<br>Here am I, here am I, how do you do        | Guide learners to change two given sets, equal in size, to create sets that are not equal.<br><br>  | Give learners task to complete whiles you go round to guide those who don’t understand.<br><br>Give remedial learning to those who special help. |

|          |   |  |   |
|----------|---|--|---|
|          |   | <p>Provide more examples for learners to practice with.</p>  |   |
| Thursday | <p>Have learners to sing songs and recite familiar rhymes</p> <p><u>LITTLE FINGER</u><br/>         Little finger, little finger where are you,<br/>         Here am I, here am I, how do you do</p> | <p>Guide learners to change two given sets, equal in size, to create sets that are not equal.</p>  <p>Provide more examples for learners to practice with.</p> <p>Learners to determine whether two sides of a given number sentence are equal or not and using the appropriate symbol to represent the relationship.</p> <p>e.g., <math>160 \neq 80 + 50</math></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>DAY:</b>  | <b>Subject:</b> Science   |                          |
| <b>Duration:</b> 60mins per lesson  |  | <b>Strand:</b> Diversity Of Matter  |                          |
| <b>Class:</b> B3  | <b>Class Size:</b>   | <b>Sub Strand:</b> Materials  |                          |
| <b>Content Standard:</b><br>B3.1.2.1 Recognize materials as important resources for providing human needs               |  | <b>Indicator:</b><br>B3.1.2.1.2 Demonstrate understanding that an object is made of one or more materials | <b>Lesson:</b><br>I OF I |
| <b>Performance Indicator:</b><br>Learners can demonstrate understanding that an object is made of one or more materials |  | <b>Core Competencies:</b><br>Problem Solving skills; Critical Thinking; Justification of Ideas;           |                          |
| <b>Teaching/ Learning Resources</b>   | Metals, woods plastics soil stones paper pencil crayons balloons |   |                          |
| <b>References:</b> Science Curriculum Pg. 51  |  |   |                          |

| <b>DAYS</b> | <b>PHASE 1: STARTER</b>   | <b>PHASE 2: MAIN</b>  | <b>PHASE 3: REFLECTION</b>   |
|-------------|---|---|--|
|             | Engage learners in the 'mystery box game'<br>Teacher brings a bag into the classroom that contains an object (phone, pencil, clothes etc.).<br>It is then passed around and learners try to determine what is in the bag just by feeling it.<br>The student who guess right wins, and hence introduce the lesson. | Display objects such as computer, football, clothes, mobile phone, pencils etc.<br><br>Provide materials such as glass, plastics, wood, metals etc.<br><br>Assist learners to identify that an object such as computer is made up of materials such as plastics, glass and metals<br><br><b>Assessment:</b> in groups learners tell class the compositions of materials such as pencil, computer etc. | What we have learnt today?<br><br>Compositions of objects.<br><br>Have learners to summarize the important points of the lesson. |
|             | Revise the previous lesson with learners<br><br>Have learners write on a sheet of paper the following<br>The composition of;<br>c. Computer<br>d. pencil  | Show a video or pictures to learners on how things are made.<br><br>Have learners talk about the part of video that interest them<br>Discuss the compositions of items with learners.<br><br><b>Assessment:</b> Engage learners to give examples of objects and the materials used to make them   | What we have learnt today?<br><br>Compositions of objects.<br><br>Have learners to summarize the important points of the lesson. |
|             | Show a video to learners on how things are made.<br><br>Have learners talk about the part of video that interest them.  | Do more activities with learners to build the concepts of objects and materials<br><br><b>Assessment:</b> have learners to make objects using local materials in their community.<br>Learners present their work to class and tell the composition  | What we have learnt today?<br><br>Compositions of objects.<br><br>Have learners to summarize the important points of the lesson. |

|   |                               |  |                          |
|---|-------------------------------|--|--------------------------|
| <b>Week Ending:</b>   | <b>DAY:</b>                   | <b>Subject:</b> OWOP   |                          |
| <b>Duration:</b> 60mins per lesson  |                               | <b>Strand:</b> All About Us  |                          |
| <b>Class:</b> B3  | <b>Class Size:</b>            | <b>Sub Strand:</b> My Family & The Community   |                          |
| <b>Content Standard:</b><br>B3.1.3.1. Show understanding of roles in the family and community   |                               | <b>Indicator:</b><br>B3.1.3.1.1. Explain factors that promote good relationships at home, school and community | <b>Lesson:</b><br>1 OF 1 |
| <b>Performance Indicator:</b><br><ul style="list-style-type: none"> <li>Learners can explain factors that promote good relationships at home, school and community</li> </ul> |                               | <b>Core Competencies:</b><br>Communication and Collaboration<br>Critical Thinking and Problem                  |                          |
| <b>Teaching/ Learning Resources</b>   | Pictures, Charts, Video Clips |  |                          |
| <b>References:</b> OWOP Curriculum Pg. 41   |                               |  |                          |

| <b>DAYS</b> | <b>PHASE 1: STARTER</b>   | <b>PHASE 2: MAIN</b>   | <b>PHASE 3: REFLECTION</b>   |
|-------------|---|--|--|
|             | Have learners to sing songs and recite rhymes related to the lesson   | Learners talk about good relationship.<br><br>In groups, guide learners to talk about things that promote good relationship, e.g. compartment, respect, love, obedience, humility, friendliness, honesty.<br><br>Learners role play behaviors that show good relationship.   | Ask learners questions to review their understanding of the lesson.<br><br>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. |
|             | Put students into groups of three 3 and number them 1-3.<br><br>Put three number statements up to the white board and ask students to explain the corresponding statements related to the lesson to their group.<br><br>The group who explains well wins. | Engage learners in a fishbowl activity to discuss about good human relationship.<br><br>In groups, guide learners to talk about things that promote good human relationship, e.g. compartment, respect, love, obedience, humility, friendliness, honesty.<br><br>Learners role play behaviors that show good relationship. | Ask learners questions to review their understanding of the lesson.<br><br>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. |
|             | Have learners to sing songs and recite rhymes related to the lesson   | In groups, learners talk about the need to promote good relationship e.g. it promotes, peace, unity, development, friendliness, etc.<br><br>   | 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>DAY:</b>  | <b>Subject: RELI &amp; MORAL EDUCATION</b>   |                          |
| <b>Duration: 60mins</b>  |  | <b>Strand: God's Creation &amp; Attributes</b>   |                          |
| <b>Class: B3</b>   | <b>Class Size:</b>                                 | <b>Sub Strand: Purpose of God's creation</b>   |                          |
| <b>Content Standard:</b><br>B3.1.3.1. Explain the purpose of God's creation                      |  | <b>Indicator:</b><br>B3.1.3.1.1: Explain the purpose of God's creation of humankind          | <b>Lesson:</b><br>I OF I |
| <b>Performance Indicator:</b><br>Learners can explain the purpose of God's creation of humankind |  | <b>Core Competencies:</b><br>Cultural Identity, Sharing Reconciliation, Togetherness, Unity. |                          |
| <b>Teaching/ Learning Resources</b>  | Wall charts, wall words, posters, video clip, etc. |  |                          |
| <b>References: RME Curriculum Pg. 16</b>   |  |  |                          |

| <b>DAYS</b> | <b>PHASE 1: STARTER</b>   | <b>PHASE 2: MAIN</b>   | <b>PHASE 3: REFLECTION</b>  |
|-------------|---|--|---|
|             | <p>Have learners to sing songs about creation and God.</p> <p>Tell learners stories about creation.</p> | <p>Discuss with learners the creation of humankind (<i>Islamic version of creation</i>).</p> <p>-Who were the first people God created?</p> <p>-Who was created first?</p> <p>Let learners tell creation stories Of how Allah created the world.</p> <p>Explain why Allah created human beings:<br/><i>to take care of other creatures to worship and serve Him, etc</i></p> | <p>Ask learners questions to review their understanding of the lesson.</p> <p>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.</p> |

|   |  |   |                          |
|---|--|---|--------------------------|
| <b>Week Ending:</b>   | <b>DAY:</b>  | <b>Subject:</b> History   |                          |
| <b>Duration:</b> 60mins per lesson  |  | <b>Strand:</b> My country Ghana   |                          |
| <b>Class:</b> B3  | <b>Class Size:</b>                                 | <b>Sub Strand:</b> The People Of Ghana  |                          |
| <b>Content Standard:</b><br>B3.2.1.1. Exhibit knowledge of the unique history of the major ethnic groups in Ghana |  | <b>Indicator:</b><br>B3.2.1.1.1 discuss the origins of the major ethnic groups in Ghana | <b>Lesson:</b><br>1 OF 1 |
| <b>Performance Indicator:</b><br>Learners can discuss the origins of the major ethnic groups in Ghana             |  | <b>Core Competencies:</b><br>Learners to become critical thinkers and digital literates |                          |
| <b>Teaching/ Learning Resources</b>   | Wall charts, word cards, posters, video clip, etc. |   |                          |
| <b>References:</b> History Curriculum Pg. 15  |  |   |                          |

| <b>DAYS</b> | <b>PHASE 1: STARTER</b>  | <b>PHASE 2: MAIN</b>  | <b>PHASE 3: REFLECTION</b>  |
|-------------|--|---|---|
|             | <p>Engage learners to sing some patriot songs they are familiar with.<br/>Example: Arise Ghana Youth.</p> <p>Ask learners questions about what they know about Ghana.</p>  | <p>Engage learners to identify some of the major ethnic groups in Ghana.<br/><i>E.g. Guan, Mole-Dagbani/ Gonja, Akan, Ga/Adangme, Ewe</i></p> <p>Use a map to trace the routes the major ethnic groups travelled to get to their present-day locations in Ghana.<br/><i>The guan people are an ethnic group found almost in all parts of Ghana, including the Nkonya tribe, Gonja, Anum, Larteh, nawuri and Ntdumburu. They primarily speak the guan languages of the Niger-Congo language family. They make up 3.7% of the population of Ghana.</i></p> <p>In groups, learners discuss the origin of the major ethnic groups</p> | <p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Give learners individual or home task</p> |
|             | <p>Review the previous lesson with learners through questions and answers.</p> <p>Let learners sing songs and recite rhymes. Ensure that all learners take part in it.</p> | <p>Compose a song with names of the major ethnic groups and where they originated</p> <p>Draw a map to locate the migratory routes of the ethnic groups. (this can also be done on a manila card)</p> <p>Develop a timeline of the periods each ethnic group arrived in Ghana</p>   | <p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Give learners individual or home task</p> |

|  |   |  |                          |
|--|---|--|--------------------------|
| <b>Week Ending:</b>  | <b>DAY:</b>   | <b>Subject:</b> Creative Arts  |                          |
| <b>Duration:</b> 60mins per lesson   |   | <b>Strand:</b> Visual Arts   |                          |
| <b>Class:</b> B3   | <b>Class Size:</b>  | <b>Sub Strand:</b> Displaying and Sharing  |                          |
| <b>Content Standard:</b><br>Demonstrate understanding of how to generate own ideas for artistic expressions on the people.                                       |   | <b>Indicator:</b><br>B3 1.3.4.1 /B3 1.3.5.1 Plan a display of own visual artworks that reflect the history and culture of people in other African communities. | <b>Lesson:</b><br>1 OF 1 |
| <b>Performance Indicator:</b><br>Learners can plan a display of own visual artworks that reflect the history and culture of people in other African communities. |   | <b>Core Competencies:</b><br>Decision Making Creativity, Innovation Communication  |                          |
| <b>Teaching/ Learning Resources</b>  | Photos, videos, art paper, colors and traditional art tools |  |                          |
| <b>References:</b> Creative Arts Curriculum Pg. 68   |   |  |                          |

| <b>DAYS</b> | <b>PHASE 1: STARTER</b>  | <b>PHASE 2: MAIN</b>  | <b>PHASE 3: REFLECTION</b>   |
|-------------|--|---|--|
|             | <p>Engage learners to play games, sing songs and recite rhymes to begin the lesson.</p> <p>Using questions and answers review learners on the previous lesson.</p> | <p>Learners are to watch a short video or exhibition of artworks of people in other Ghanaian communities;</p>  <p>Discuss the need for displaying portfolio of own visual artworks.</p> <p>Plan a display of portfolio of own visual artworks to share ideas, educate and inform the public on the history and culture of other people in Ghana</p> | <p>Ask learners to tell the whole class what they have learnt.</p> <p>Learners tell what they will like to learn</p>                             |
|             | <p>Engage learners to play games, sing songs and recite rhymes to begin the lesson.</p> <p>Using questions and answers review learners on the previous lesson.</p> | <p>Guide learners to make artworks on their own. It may include paintings, collage, paper work, drawings etc.</p> <p>Go round the class to ensure that learners are following the right orders.</p> <p>Learners to display portfolio of own visual artworks to educate and inform the public on the history and culture of people in the local community</p>  | <p>Use series of questions and answers to review learners understanding of the lesson.</p> <p>Call learners in turns to summarize the lesson</p> |

|   |  |  |                          |
|---|--|--|--------------------------|
| <b>Week Ending:</b>   | <b>DAY:</b>  | <b>Subject:</b> Ghanaian Language  |                          |
| <b>Duration:</b> 60mins per lesson  |  | <b>Strand:</b> Reading   |                          |
| <b>Class:</b> B3  | <b>Class Size:</b>   | <b>Sub Strand:</b> Phonological and phonemic awareness   |                          |
| <b>Content Standard:</b><br>B3.2.3.1 Demonstrate knowledge of listening, recognizing and differentiating sounds in spoken words |  | <b>Indicator:</b><br>B3.2.3.1.1-3 Add individual sounds in simple one-syllable words to make up new words. | <b>Lesson:</b><br>1 OF 1 |
| <b>Performance Indicator:</b><br>Learners can add individual sounds in simple one-syllable words to make up new words.          |  | <b>Core Competencies:</b><br>Creativity and innovation, Communication.                                     |                          |
| <b>Teaching/ Learning Resources</b>   | Word cards, sentence cards, letter cards, handwriting on a manila card |  |                          |
| <b>References:</b> Ghanaian Language Curriculum Pg. 98  |  |  |                          |

| <b>DAYS</b> | <b>PHASE 1: STARTER</b>   | <b>PHASE 2: MAIN</b>  | <b>PHASE 3: REFLECTION</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 | Lead learners to say the letters of the alphabet as a group.<br><br>Call learners to say the letters of the alphabet in turns.<br><br>Practice syllable recognition and separation with learners on the board.<br><br>Allow learners to apply the knowledge to recognize and separate syllables in words.   | Use questions to review their understanding of the lesson<br><br>Ask learners to summarize what they have learnt |
|             | Have learners to write letter patterns in the air.<br><br>Engage learners to sing songs and dance to it                     | Lead learners to say the letters of the alphabet as a group.<br><br>Call learners to say the letters of the alphabet in turns.<br><br>Practice adding individual sounds to one syllabic words.<br>Encourage learners to add sounds to one-syllabic words to form new words on their own. E.g. /ba/ + /g/ = bag /ba/ + /t/ = bat                                   | Use questions to review their understanding of the lesson<br><br>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 | Lead learners to say the letters of the alphabet as a group.<br><br>Demonstrate adding one sound to two-syllabic words to form new words on the board.<br><br>Let learners apply the knowledge to substitute one sound in two syllable words to make up new words. E.g. /table/ -/t/ + /c/ = /cable/ /carrot/ - /c/ + /p/ = /parrot/ /toffee/ -/t/ + /c/=/coffee/ | Use questions to review their understanding of the lesson<br><br>Ask learners to summarize what they have learnt |

|  |                           |  |                          |
|--|---------------------------|--|--------------------------|
| <b>Week Ending:</b>  | <b>DAY:</b>               | <b>Subject:</b> PHYSICAL EDUCATION   |                          |
| <b>Duration:</b> 60mins  |                           | <b>Strand:</b> Motor Skill And Movement Patterns   |                          |
| <b>Class:</b> B3   | <b>Class Size:</b>        | <b>Sub Strand:</b> Manipulative Skills   |                          |
| <b>Content Standard:</b><br>Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities. |                           | <b>Indicator:</b><br>B3 I.4.1.5 manipulate an object while distributing weight and base of support           | <b>Lesson:</b><br>1 OF 1 |
| <b>Performance Indicator:</b><br>Learners can manipulate an object while distributing weight and base of support                                 |                           | <b>Core Competencies:</b><br>Personal skills and core competencies such as agility, concentration, precision |                          |
| <b>Teaching/ Learning Resources</b>  | Ball, videos and pictures |  |                          |
| <b>References:</b> PE Curriculum Pg. 31  |                           |  |                          |

| <b>DAYS</b> | <b>PHASE 1: STARTER</b>       | <b>PHASE 2: MAIN</b>   | <b>PHASE 3: REFLECTION</b>             |
|-------------|-------------------------------|--|--|
|             | Learners go through warm-ups. | Review base of support as the feet, hands, etc. Learners to volley light balls at a spot.<br><br>Learners should also bounce ball at a spot or with a stick and ball, learners should lean slightly down and use the stick to manipulate the ball at a spot. | Learners end the lesson with cool down |

## SCHEME OF LEARNING- WEEK 6

### BASIC THREE

Name of School.....

| <b>Week Ending:</b>  | <b>DAY:</b> MONDAY  | <b>Subject:</b> English Language  |
|--|---|---|
| <b>Duration:</b> 60mins  |   | <b>Strand:</b> Oral Language  |
| <b>Class:</b> B3   | <b>Class Size:</b>  | <b>Sub Strand:</b> Conversation   |
| <b>Content Standard:</b><br>B3.1.6.1: Explore using certain culturally acceptable language for communication |   | <b>Indicator:</b><br>B3.1.6.1.1 use appropriate greetings for special occasions |
| <b>Performance Indicator:</b><br>Learners can use appropriate greetings for special occasions                |   | <b>Lesson:</b><br>1 of 1  |
| <b>Core Competencies:</b><br>Communication and Collaboration, Leadership                                     |   |   |
| <b>Key words</b>   | Events, story, picture  |   |
| <b>References:</b> English Language Curriculum For Primary Schools Pg. 72                                    |   |   |
|  |   |   |
| Phase/Duration   | Learners Activities   | Resources   |
| <b>PHASE 1: STARTER</b>  | <p>Select 10 words and write them two different times on word cards.</p> <p>Place all the cards face down on the floor. 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> <ul style="list-style-type: none"> <li>Did you enjoy the game?</li> <li>What words did you hear in the game?</li> <li>Make a list of ten words you heard.</li> </ul> <p>Share performance indicators with learners and introduce the lesson.</p> | Music box   |
| <b>PHASE 2: NEW LEARNING</b>   | <p>Show learners conversational posters to talk about. E.g. causes of road accidents.</p> <p>Let learners role-play topics or themes discussed.</p> <p>Discuss the importance of expressing a variety of communicative meanings/telling people about their feelings, etc.) e. g. apologizing, agreeing or disagreeing with partners on issues.</p> <p>Guide learners to express a variety of communicative meanings.</p>  | Word cards, sentence cards, letter cards, handwriting on a manila card          |
| <b>PHASE 3: REFLECTION</b>   | <p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Take feedback from what have learnt and summarize the lesson.</p> <p>Next lesson: talk about events in the community</p>   | In our next lesson, we shall create our own stories using pictures.             |

|   |  |  |
|---|--|--|
| <b>Week Ending:</b>   | <b>DAY:</b> Tuesday  | <b>Subject:</b> English Language                                       |
| <b>Duration:</b> 60mins   |  | <b>Strand:</b> Reading   |
| <b>Class:</b> B3  | <b>Class Size:</b>   | <b>Sub Strand:</b> Comprehension                                       |
| <b>Content Standard:</b><br>B3.2.6.1: Understand word meanings and usage  | <b>Indicator:</b><br>B3.2.6.1.1 read level-appropriate sight words, understand and use them in meaningful complex sentences  | <b>Lesson:</b><br>1 of 1   |
| <b>Performance Indicator:</b><br>Learners can read level-appropriate sight words, understand and use them in meaningful complex sentences |  | <b>Core Competencies:</b><br>Communication and Collaboration           |
| <b>References:</b> English Language Curriculum For Primary Schools Pg. 84   |  |  |
| <b>Phase/Duration</b>   | <b>Learners Activities</b>   | <b>Resources</b>   |
| <b>PHASE 1: STARTER</b>   | Engage learners to sing familiar rhymes.<br><br>Ask learners; <ul style="list-style-type: none"> <li>• Whether they enjoyed singing the songs?</li> <li>• What words did you hear in the songs?</li> <li>• Are these words food, animals, objects?</li> </ul> Share performance indicators with learners and introduce the lesson.   | flashcards   |
| <b>PHASE 2: NEW LEARNING</b>  | Have learners read a text and identify its purpose and features. Guide them with questions to do this. Let learners transfer the same ideas to other types of texts.<br><br>Use think-pair-share to have learners compare ideas.<br><br>Have learners play simple mental or guessing games like Bingo and matching games.<br><br>Guide learners to form mental images as they read a text, to help them make meaning from the text | Word cards, sentence cards, letter cards, handwriting on a manila card |
| <b>PHASE 3: REFLECTION</b>  | Ask learners to tell you what they have learnt and what they will like to learn in the next lesson<br><br>Take feedback from what have learnt and summarize the lesson.<br><br>Next lesson: use knowledge of prefixes and suffixes to interpret unfamiliar words.  |  |

|   |  |  |
|---|--|--|
| <b>Week Ending:</b>   | <b>DAY:</b> WEDNESDAY  | <b>Subject:</b> English Language   |
| <b>Duration:</b> 60mins   |  | <b>Strand:</b> Writing   |
| <b>Class:</b> B2  | <b>Class Size:</b>   | <b>Sub Strand:</b> Guided Composition  |
| <b>Content Standard:</b><br>B3.4.8.1: Compose short paragraphs through answering questions                                    |  | <b>Indicator:</b><br>B3.4.8.1.1 develop two coherent paragraphs on one idea or concept using leading questions |
| <b>Performance Indicator:</b><br>Learners can develop two coherent paragraphs on one idea or concept using leading questions. |  | <b>Lesson:</b><br>2 of 2   |
| <b>Core Competencies:</b><br>Communication and Collaboration, Personal Development  |  |  |
| <b>References:</b> English Language Curriculum Pg. 92   |  |  |
| <b>Phase/Duration</b>   | <b>Learners Activities</b>   | <b>Resources</b>   |
| <b>PHASE 1: STARTER</b>   | Engage learners to sing familiar songs. E.g. Five little ducks<br>Ask learners; <ul style="list-style-type: none"> <li>• Whether they enjoyed singing the song?</li> <li>• What words did you hear in the song?</li> <li>• Are these words food, animals, objects?</li> </ul> Share performance indicators with learners and introduce the lesson.   |  |
| <b>PHASE 2: NEW LEARNING</b>  | Discuss with learners their previous writing and give them feedback on some errors they committed.<br><br>Have learners choose and write on another topic. e.g. the need to respect school authorities.<br><br>Guide them with the vocabulary they may use. Let learners present a draft of their write up.<br><br>Have learners write a neat final copy and read it once again to check for errors.<br><br>Have learners publish their work by showing it to others in small groups or in pairs or posting it on the class or school notice board for others to view. | Word cards, paper, letter cards,   |
| <b>PHASE 3: REFLECTION</b>  | Summarize the important points in the lesson with learners.<br><br>Next lesson: select a topic on familiar themes (e.g. myself), brainstorm and organize before writing  |  |

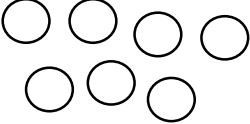
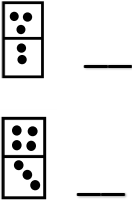


|  |   |  |
|--|---|--|
| <b>Week Ending:</b>  | <b>DAY:</b> THURSDAY  | <b>Subject:</b> English Language                                       |
| <b>Duration:</b> 60mins  |   | <b>Strand:</b> Grammar Usage   |
| <b>Class:</b> B3   | <b>Class Size:</b>  | <b>Sub Strand:</b> Using Action Words                                  |
| <b>Content Standard:</b><br>B3.5.4.1: Apply knowledge of action words in communication   | <b>Indicator:</b><br>B3.5.4.1.1 identify the present continuous form of action words in spoken and written communication  | <b>Lesson:</b><br>1 of 1   |
| <b>Performance Indicator:</b><br>Learners can identify the present continuous form of action words in spoken and written communication |   | <b>Core Competencies:</b><br>Communication and Collaboration, Personal |
| <b>References:</b> English Language Curriculum Pg. 99  |   |  |
|  |   |  |
| <b>Phase/Duration</b>  | <b>Learners Activities</b>  | <b>Resources</b>   |
| <b>PHASE 1: STARTER</b>  | <p>Review some adjectives with learners.</p> <p>Do an action for slow.<br/>Ask: What word is this? Pupils guess: slow.</p> <p>Do an action for loud.<br/>Ask: What word is this? Pupils guess: loud.</p> <p>Do an action for happy.<br/>Ask: What word is this? Pupils guess: happy</p> <p>Share performance indicators and introduce the lesson.</p> |  |
| <b>PHASE 2: NEW LEARNING</b>   | <p>Through demonstration, assist learners to use the continuous form of the action words such as running, eating and sitting.</p> <p>Provide sentences and let learners identify the continuous form of the action words:<br/>e.g. Adongo is running with the ball.</p>   | Word cards, sentence cards, letter cards, handwriting on a manila card |
| <b>PHASE 3: REFLECTION</b>   | <p>Give learners a text with names of particular places and days of the week, beginning with small letters.</p> <p>Next lesson: identify and use adjectives in short sentences to describe height, length, etc.</p>   |  |

|  |   |   |                          |
|--|---|---|--------------------------|
| <b>Week Ending:</b>  | <b>DAY:</b> Friday  | <b>Subject:</b> English Language  |                          |
| <b>Duration:</b> 60mins  |   | <b>Strand:</b> Extensive Reading  |                          |
| <b>Class:</b> B3   | <b>Class Size:</b>  | <b>Sub Strand:</b> Reading  |                          |
| <b>Content Standard:</b><br>B3.6.1.1: Read widely for pleasure and demonstrate independent reading and learning in the literary area |   | <b>Indicator:</b><br>B3.6.1.1.1. read a variety of age and level-appropriate books and summarize them | <b>Lesson:</b><br>1 of 1 |
| <b>Performance Indicator:</b><br>Learners can read a variety of age and level-appropriate books and summarize them                   |   | <b>Core Competencies:</b><br>Communication and Collaboration, Personal                                |                          |
| <b>References:</b> English Language Curriculum For Primary Schools Pg. 112   |   |   |                          |
|  |   |   |                          |
| <b>Phase/Duration</b>  | <b>Learners Activities</b>  | <b>Resources</b>  |                          |
| <b>PHASE 1: STARTER</b>  | Engage learners to sing familiar songs. E.g. Five little ducks<br>Ask learners; <ul style="list-style-type: none"> <li>• Whether they enjoyed singing the song?</li> <li>• What words did you hear in the song?</li> <li>• Are these words food, animals, objects?</li> </ul> Share performance indicators with learners and introduce the lesson.  |   |                          |
| <b>PHASE 2: NEW LEARNING</b>   | Using book tease or book talk, introduce the reading/ library time.<br><br>Have a variety of age appropriate books for learners to make a choice from.<br><br>Introduce picture or wordless books, pop-up and flip-the-page texts to learners.<br><br>Encourage them to read individually and in pairs, and provide support and encouragement.<br><br><u>Assessment</u><br>Using think-pair-share, learners retell their story books to their partners.<br>Have learners draw parts of the story they read. Let learners summarize the books they read to the whole class | Word cards, sentence cards, letter cards.   |                          |
| <b>PHASE 3: REFLECTION</b>   | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.<br><br>Take feedback from learners and summarize the lesson.   |   |                          |

|  |                    |  |
|--|--------------------|--|
| <b>Week Ending:</b>  | <b>DAY:</b>        | <b>Subject:</b> Mathematics  |
| <b>Duration:</b> 60mins per lesson   |                    | <b>Strand:</b> Number  |
| <b>Class:</b> B3   | <b>Class Size:</b> | <b>Sub Strand:</b> Number Operations   |
| <b>Content Standard:</b><br>B3.1.2.3 Develop and use strategies for mentally computing basic addition and subtraction facts within 100 |                    | <b>Indicator:</b><br>B3.1.2.3.1 Use strategies to mentally add and subtract whole numbers within 100 |
| <b>Performance Indicator:</b><br>Learners can use strategies to mentally add and subtract whole numbers within 100                     |                    | <b>Lesson :</b><br>1 OF 1  |
| <b>Teaching/ Learning Resources</b>  |                    | <b>CORE COMPETENCE:</b><br>Problem Solving skills; Critical Thinking; Justification of Ideas;        |
|  |                    | Counters, bundle and loose straws base ten cut square, patterns                                      |
| <b>References:</b> Mathematics Curriculum Pg. 49   |                    |  |


| <b>DAYS</b> | <b>PHASE 1: STARTER</b>   | <b>PHASE 2: MAIN</b>   | <b>PHASE 3: REFLECTION</b>   |
|-------------|---|--|--|
| Monday      | Engage learners to complete the pattern.<br>Which shape comes next?<br>Draw it<br><br>□ ○ □ ○ _ | Demonstrate by using strategies like counting up solving the addition.<br>Example: Add $8 + 4$<br><br>Guide learners to start from 8 and count up to 4times.<br>That is $8 \rightarrow 9, 10, 11, 12$<br><br>Write more examples on board and call learners to the board to solve them to the whole class.<br><br>Give them task to solve individually and monitor their progress.   | Give learners task to complete whiles you go round to guide those who don't understand.<br><br>Give remedial learning to those who special help. |
| Tuesday     | Have learners to match the shapes.<br><br>○      △<br>□      ○<br>△      □                      | Engage learners in strategies to make doubles when both numbers are close to doubles or when one number is close to the double of the other by:<br><br><b>decomposing one of the numbers to create doubles</b><br>Example1: Add $25 + 26$ ,<br>think $25 + 25 + 1$<br>Example2: Add $24 + 26$ ,<br>think $25 + 25$ ,<br><br>Example3: Add $69 + 23$ ,<br>think $70 + 22$<br><br>Give them task to solve individually and monitor their progress. | Give learners task to complete whiles you go round to guide those who don't understand.<br><br>Give remedial learning to those who special help. |

|                  |  |  |   |
|------------------|--|--|---|
| <p>Wednesday</p> | <p>Engage learners to draw the circles and shade any three.</p>   | <p>Engage learners in strategies to make 10s when one number is close to 10 or to multiples of 10 by shifting a quantity from one number to the other to create a multiple of 10</p> <p>e.g. for example, <math>28 + 47</math>,</p> <p>think <math>30 + 45</math>, which is the equivalent of moving 2 from 47 to 28</p> <p>or think <math>25 + 50</math>, which is the equivalent of moving 3 from 28 to 45</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> |
| <p>Thursday</p>  | <p>Engage learners to count the dots and write each number beside</p>   | <p>Engage learners in strategies in making 10s when the 2nd number is close to 10 or to a multiple of 10 by compensation i.e., adding something to the number, then adjusting the answer by adding the same amount to the answer</p> <p>e.g. for <math>48 - 19</math>,</p> <p>subtract: <math>48 - 20</math> which is 18, then add 1 to that answer to get 19.</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> |
| <p>Friday</p>    | <p>Engage learners to sing the song</p> <p><u>WE CAN COUNT</u><br/> We class three<br/> We can count<br/> We count 1,2,3,4,5<br/> We count 6,7,8,9,10<br/> We class three can count very well.</p> | <p>Engage learners in strategies to subtract by counting up in friendly jumps.</p> <p>Start at 2nd number and jump up by friendly jumps to get to the first number and add up all the friendly jumps made</p> <p>e.g., 71-36, start with 36 and make friendly jumps until you get to 71, for example <math>36 + 10 + 10 + 10 + 5</math> gives 71. The jumps made were <math>10 + 10 + 10 + 5</math>, or 35 places in total. So the difference between 71 and 36 is 35)</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>DAY:</b>  | <b>Subject:</b> Science   |                          |
| <b>Duration:</b> 60mins per lesson   |  | <b>Strand:</b> Diversity Of Matter  |                          |
| <b>Class:</b> B3   | <b>Class Size:</b>   | <b>Sub Strand:</b> Materials  |                          |
| <b>Content Standard:</b><br>B3.1.2.3 Know that substances can exist in different physical state (solid, liquid, Gas). Many substances can be changed from one state to another by heating or cooling |  | <b>Indicator:</b><br>B3.1.2.3.1 Explain how substances change state between solid, liquid and gas | <b>Lesson:</b><br>1 OF 1 |
| <b>Performance Indicator:</b><br>Learners can explain how substances change state between solid, liquid and gas  |  | <b>Core Competencies:</b><br>Problem Solving skills; Critical Thinking; Justification of Ideas;   |                          |
| <b>Teaching/ Learning Resources</b>  | Metals, woods plastics soil stones paper pencil crayons balloons |   |                          |
| <b>References:</b> Science Curriculum Pg. 51   |  |   |                          |

| <b>DAYS</b> | <b>PHASE 1: STARTER</b>  | <b>PHASE 2: MAIN</b>  | <b>PHASE 3: REFLECTION</b>  |
|-------------|--|---|---|
|             | <p>Teacher writes and lets students see the answer on the board, perhaps a picture of object on the board.</p> <p>The students must come up with questions in which the answer could be the object on the board.</p> | <p>Learners watch pictures and videos of solid, liquid and gaseous substances.</p> <p>Provide learners with solid and liquid substances such as shea butter, water, candle wax, ice</p> <p>Learners identify the physical states of the materials provided.</p> <p>Heat water for learners to observe how it changes to gas and cools down from gas to water (from liquid to gas and back to liquid).</p> | <p>Ask learners questions to review their understanding of the lesson.</p> <p>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.</p> |
|             | <p>Teacher introduces the lesson to learners. Students are to list all the words they associate with the topic to be treated. Ask them to put words together to form a definition</p>                                | <p>Engage learners to melt Shea butter and candle wax and let them observe how they change from solid to liquid and liquid to solid.</p> <p>Elaborate on their ideas to explain how substances change state.</p> <p>Share with learners, some everyday occurrences in which no new thing is formed.</p>   | <p>Ask learners questions to review their understanding of the lesson.</p> <p>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.</p> |

|   |                               |  |                          |
|---|-------------------------------|--|--------------------------|
| <b>Week Ending:</b>   | <b>DAY:</b>                   | <b>Subject:</b> OWOP   |                          |
| <b>Duration:</b> 60mins per lesson  |                               | <b>Strand:</b> All About Us  |                          |
| <b>Class:</b> B3  | <b>Class Size:</b>            | <b>Sub Strand:</b> My Family & The Community   |                          |
| <b>Content Standard:</b><br>B3.1.3.1. Show understanding of roles in the family and community                               |                               | <b>Indicator:</b><br>B3.1.3.1.1. Explain factors that promote good relationships at home, school and community | <b>Lesson:</b><br>1 OF 1 |
| <b>Performance Indicator:</b><br>Learners can explain factors that promote good relationships at home, school and community |                               | <b>Core Competencies:</b><br>Communication and Collaboration<br>Critical Thinking and Problem                  |                          |
| <b>Teaching/ Learning Resources</b>   | Pictures, Charts, Video Clips |  |                          |
| <b>References:</b> OWOP Curriculum Pg. 41   |                               |  |                          |

| <b>DAYS</b> | <b>PHASE 1: STARTER</b>   | <b>PHASE 2: MAIN</b>   | <b>PHASE 3: REFLECTION</b>   |
|-------------|---|--|--|
|             | Have learners to sing songs and recite rhymes related to the lesson   | Learners talk about good relationship.<br><br>In groups, guide learners to talk about things that promote good relationship, e.g. compartment, respect, love, obedience, humility, friendliness, honesty.<br><br>Learners role play behaviors that show good relationship.   | Ask learners questions to review their understanding of the lesson.<br><br>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. |
|             | Put students into groups of three 3 and number them 1-3.<br><br>Put three number statements up to the white board and ask students to explain the corresponding statements related to the lesson to their group.<br><br>The group who explains well wins. | Engage learners in a fishbowl activity to discuss about good human relationship.<br><br>In groups, guide learners to talk about things that promote good human relationship, e.g. compartment, respect, love, obedience, humility, friendliness, honesty.<br><br>Learners role play behaviors that show good relationship. | Ask learners questions to review their understanding of the lesson.<br><br>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. |
|             | Have learners to sing songs and recite rhymes related to the lesson   | In groups, learners talk about the need to promote good relationship<br>e.g. it promotes, peace, unity, development, friendliness, etc.<br>  | 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>DAY:</b>  | <b>Subject: REL &amp; MORAL EDUCATION</b>  |                          |
| <b>Duration:</b> 60mins   |  | <b>Strand:</b> God's Creation & Attributes   |                          |
| <b>Class:</b> B3  | <b>Class Size:</b>                                 | <b>Sub Strand:</b> Purpose of God's creation   |                          |
| <b>Content Standard:</b><br>B3.1.3.1. Explain the purpose of God's creation               |  | <b>Indicator:</b><br>B3.1.3.1.2: Give reasons for protecting God's creation.                 | <b>Lesson:</b><br>1 OF 1 |
| <b>Performance Indicator:</b><br>Learners can give reasons for protecting God's creation. |  | <b>Core Competencies:</b><br>Cultural Identity, Sharing Reconciliation, Togetherness, Unity. |                          |
| <b>Teaching/ Learning Resources</b>   | Wall charts, wall words, posters, video clip, etc. |  |                          |
| <b>References:</b> RME Curriculum Pg. 17  |  |  |                          |

| <b>DAYS</b> | <b>PHASE 1: STARTER</b>   | <b>PHASE 2: MAIN</b>   | <b>PHASE 3: REFLECTION</b>  |
|-------------|---|--|---|
|             | <p>Teacher introduces the lesson to learners.</p> <p>Students are to list all the words they associate with the topic to be treated.</p> <p>Ask them to put words together to form a definition</p> | <p>Call learners in turns to mention some creation of God.<br/>e.g. Trees, water bodies, animals, etc.</p> <p>Lead learners to think-pair-share on why we should protect God's creation:<br/>- <i>to preserve creation for generations,</i><br/>- <i>it is a command from God,</i><br/>- <i>our survival depends on other creation: food, medicine, shelter, air, etc. and</i><br/>- <i>it is service to God and humankind</i></p> <p>Share roles to learners to role play activities in protecting God's creation</p> | <p>Ask learners questions to review their understanding of the lesson.</p> <p>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.</p> |

|   |                    |   |                          |
|---|--------------------|---|--------------------------|
| <b>Week Ending:</b>   | <b>DAY:</b>        | <b>Subject:</b> History   |                          |
| <b>Duration:</b> 60mins per lesson  |                    | <b>Strand:</b> My country Ghana   |                          |
| <b>Class:</b> B3  | <b>Class Size:</b> | <b>Sub Strand:</b> The People Of Ghana  |                          |
| <b>Content Standard:</b><br>B3.2.1.1. Exhibit knowledge of the unique history of the major ethnic groups in Ghana |                    | <b>Indicator:</b><br>B3.2.1.1.1 discuss the origins of the major ethnic groups in Ghana | <b>Lesson:</b><br>I OF I |
| <b>Performance Indicator:</b><br>Learners can discuss the origins of the major ethnic groups in Ghana             |                    | <b>Core Competencies:</b><br>Learners to become critical thinkers and digital literates |                          |
| <b>Teaching/ Learning Resources</b>   |                    | Wall charts, word cards, posters, video clip, etc.                                      |                          |
| <b>References:</b> History Curriculum Pg. 15  |                    |   |                          |

| <b>DAYS</b> | <b>PHASE 1: STARTER</b>  | <b>PHASE 2: MAIN</b>  | <b>PHASE 3: REFLECTION</b>  |
|-------------|--|---|---|
|             | <p>Engage learners to sing some patriot songs they are familiar with.<br/>Example: Arise Ghana Youth.</p> <p>Ask learners questions about what they know about Ghana.</p>  | <p>Engage learners to identify some of the major ethnic groups in Ghana.<br/><i>E.g. Guan, Mole-Dagbanil, Gonja, Akan, Ga/Adangme, Ewe</i></p> <p>Use a map to trace the routes of how Ga/Adangme ethnic group travelled to get to their present-day locations in Ghana.</p> <p><i>The Ga-Dangmes are one ethnic group that lives primarily in the Greater Accra of Ghana. They were ruled by a king called King Ayi Kushi.</i><br/><i>The Ga people are organized into six independent towns (Ga Mashie, Osu, La, Teshie, Nungua and Tema).</i><br/><i>The Dangme people include the Ada, Kpone, Krobo, Ningo, Osudoku, Prampram and Shai</i></p> <p>In groups, learners discuss the origin of the major ethnic groups</p> | <p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Give learners individual or home task</p> |
|             | <p>Review the previous lesson with learners through questions and answers.</p> <p>Let learners sing songs and recite rhymes. Ensure that all learners take part in it.</p> | <p>Compose a song with names of the major ethnic groups and where they originated</p> <p>Draw a map to locate the migratory routes of the ethnic groups. (this can also be done on a manila card)</p> <p>Develop a timeline of the periods each ethnic group arrived in Ghana</p>   | <p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Give learners individual or home task</p> |



|  |   |  |                          |
|--|---|--|--------------------------|
| <b>Week Ending:</b>  | <b>DAY:</b>   | <b>Subject:</b> Creative Arts  |                          |
| <b>Duration:</b> 60mins per lesson   |   | <b>Strand:</b> Performing Arts   |                          |
| <b>Class:</b> B3   | <b>Class Size:</b>  | <b>Sub Strand:</b> Displaying and Sharing  |                          |
| <b>Content Standard:</b><br>Demonstrate understanding of how to generate own ideas for artistic expressions on the people.   |   | <b>Indicator:</b><br>B3.2.3.4.1 /B3.2.3.5.1 Perform own artworks to share creative experiences that reflect the history and culture of people in other African communities | <b>Lesson:</b><br>I OF I |
| <b>Performance Indicator:</b><br>Learners can perform own artworks to share creative experiences that reflect the history and culture of people in other African communities |   | <b>Core Competencies:</b><br>Decision Making Creativity, Innovation Communication  |                          |
| <b>Teaching/ Learning Resources</b>  | Photos, videos, art paper, colors and traditional art tools |  |                          |
| <b>References:</b> Creative Arts Curriculum Pg. 81 & 85  |   |  |                          |

| <b>DAYS</b> | <b>PHASE 1: STARTER</b>  | <b>PHASE 2: MAIN</b>  | <b>PHASE 3: REFLECTION</b>  |
|-------------|--|---|---|
|             | <p>Review the previous knowledge of the learners by making them answer questions on the previous lesson.</p> <p>Engage learners to play games and sing songs to begin the lesson</p> | <p>Learners are to watch pictures of performances that reflect the history and culture of the Ghanaian people.</p> <p>Let learners talk about the pictures and tell the class the part of the pictures that interest them most.</p> <p>Learners to perform parts of the video in groups.</p> <p>Discuss the need for performing compositions of own music, dance, drama, poetry, etc.</p> | <p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p> |
|             | <p>Review the previous knowledge of the learners by making them answer questions on the previous lesson.</p> <p>Engage learners to play games and sing songs to begin the lesson</p> | <p>Guide learners to plan a display of portfolio of own music, dance or drama</p> <p>Have learners talk about how they felt performing their own compositions.</p> <p>Learners to talk about<br/><i>i. what they learnt from the performance of other groups.</i><br/><br/><i>ii. what other things they would want to do to improve upon their compositions.</i></p>                     | <p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p> |

|   |  |   |                          |
|---|--|---|--------------------------|
| <b>Week Ending:</b>   | <b>DAY:</b>  | <b>Subject:</b> Ghanaian Language   |                          |
| <b>Duration:</b> 60mins per lesson  |  | <b>Strand:</b> Reading  |                          |
| <b>Class:</b> B3  | <b>Class Size:</b>   | <b>Sub Strand:</b> Phonics: letter and sound knowledge                      |                          |
| <b>Content Standard:</b><br>B3.2.4.1 Show an understanding of connecting sounds to letters and blending letters into syllables in order to read |  | <b>Indicator:</b><br>B3.2.4.1.1-3 Use alphabetic awareness to decode words. | <b>Lesson:</b><br>I OF I |
| <b>Performance Indicator:</b><br>Learners can use alphabetic awareness to decode words.   |  | <b>Core Competencies:</b><br>Creativity and innovation, Communication.      |                          |
| <b>Teaching/ Learning Resources</b>   | Word cards, sentence cards, letter cards, handwriting on a manila card |   |                          |
| <b>References:</b> Ghanaian Language Curriculum Pg. 98  |  |   |                          |

| <b>DAYS</b> | <b>PHASE 1: STARTER</b>  | <b>PHASE 2: MAIN</b>  | <b>PHASE 3: REFLECTION</b>  |
|-------------|--|---|---|
|             | Engage learners to sing songs and recite rhymes<br><br><b><u>Row, Row, Row Your Boat</u></b><br>Row, row, row your boat,<br>Gently down the stream.<br>Merrily, merrily, merrily,<br>merrily,<br>Life is but a dream.  | Lead learners to say the letters of the alphabet as a group.<br><br>Call learners to say the letters of the alphabet in turns.<br><br>Practice alphabetic awareness to decode words on the board for learners to observe.<br><br>Aid learners to use alphabetic awareness to decode simple words.   | Ask learners questions to review their understanding of the lesson.<br><br>Give learners task to do whiles you go round to guide those who need help. |
|             | Have learners play games and recite familiar rhymes to begin the lesson<br><br>Using questions and answers, review their understanding of the previous lesson  | Let learners say the letters of the alphabet as a group and individually.<br><br>Practice alphabetic awareness with learners to decode compound words on the board.<br><br>Assist learners to use alphabetic awareness to decode compound words.  | Ask learners to summarize what they have learnt.<br><br>Let learners say 5 words they remember from the lesson.                                       |
|             | Engage learners to sing songs and recite rhymes<br><br><b><u>Ding dong bell.</u></b><br>Pussy's at the well.<br>Who took her there?<br>Little Johnny Hare.<br>Who'll bring her in?<br>Little Tommy Thin.<br>What a jolly boy was that<br>To get some milk for pussy cat,<br>Who ne'er did any harm?<br>But played with the mice in his father's barn | Let learners say the letters of the alphabet.<br><br>Write and read simple short sentences that include compound words on the board.<br><br>Lead learners to read the sentences aloud.<br><br>Underline the compound words in the sentences and encourage learners to use the words to form simple short sentences that include compound words. | Ask learners to summarize what they have learnt.<br><br>Let learners say 5 words they remember from the lesson.                                       |

|  |                           |  |                          |
|--|---------------------------|--|--------------------------|
| <b>Week Ending:</b>  | <b>DAY:</b>               | <b>Subject:</b> PHYSICAL EDUCATION   |                          |
| <b>Duration:</b> 60mins  |                           | <b>Strand:</b> Motor Skill And Movement  |                          |
| <b>Class:</b> B3   | <b>Class Size:</b>        | <b>Sub Strand:</b> Rhythmic Skills   |                          |
| <b>Content Standard:</b><br>Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities. |                           | <b>Indicator:</b><br>B3.1.5.1.6: Balance while moving and manipulating an object on a ground-level balance beam. | <b>Lesson:</b><br>I OF I |
| <b>Performance Indicator:</b><br>Learners can balance while moving and manipulating an object on a ground-level balance beam.                    |                           | <b>Core Competencies:</b><br>Personal skills and core competencies such as agility, concentration, precision     |                          |
| <b>Teaching/ Learning Resources</b>  | Ball, videos and pictures |  |                          |
| <b>References:</b> PE Curriculum Pg. 33  |                           |  |                          |

| <b>DAYS</b> | <b>PHASE 1: STARTER</b>                              | <b>PHASE 2: MAIN</b>  | <b>PHASE 3: REFLECTION</b>  |
|-------------|--|---|---|
|             | Take learners through general and specific warm ups. | Learners lean forward and bounce balls while moving on ground level balance beam.<br><br>They roll ball with stick while moving.<br><br>Learners practice the skill at their own pace.<br><br>End the lesson with cool down | Have learners to practice individually and in groups.<br><br>Help those who find it difficult and help them<br><br><b>Assessment:</b><br>Organize mini game for learners for fun and enjoyment. |

## SCHEME OF LEARNING- WEEK 7

### BASIC THREE

Name of School.....

|  |   |  |
|--|---|--|
| <b>Week Ending:</b>  | <b>DAY:</b> MONDAY  | <b>Subject:</b> English Language   |
| <b>Duration:</b> 60mins  |   | <b>Strand:</b> Oral Language   |
| <b>Class:</b> B3   | <b>Class Size:</b>  | <b>Sub Strand:</b> Conversation  |
| <b>Content Standard:</b><br>B3.1.6.1: Explore using culturally acceptable language for communication |   | <b>Indicator:</b><br>B3.1.6.1.2 talk about events in the community       |
|  |   | <b>Lesson:</b><br>1 of 1   |
| <b>Performance Indicator:</b><br>Learners can talk about events in the community                     |   | <b>Core Competencies:</b><br>Communication and Collaboration, Leadership |
| <b>Key words</b>   | Events, story, picture  |  |
| <b>References:</b> English Language Curriculum For Primary Schools Pg. 73                            |   |  |
|  |   |  |
| <b>Phase/Duration</b>  | <b>Learners Activities</b>  | <b>Resources</b>   |
| <b>PHASE 1: STARTER</b>  | <p>Select 10 words and write them two different times on word cards.</p> <p>Place all the cards face down on the floor. 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> <ul style="list-style-type: none"> <li>• Did you enjoy the game?</li> <li>• What words did you hear in the game?</li> <li>• Make a list of ten words you heard.</li> </ul> <p>Share performance indicators with learners and introduce the lesson.</p> | Music box  |
| <b>PHASE 2: NEW LEARNING</b>   | <p>Show pictures of events in the community, e.g. durbar, festival, naming ceremony, birthday.</p> <p>Have learner's 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>   | Word cards, sentence cards, letter cards, handwriting on a manila card   |
| <b>PHASE 3: REFLECTION</b>   | <p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Take feedback from what have learnt and summarize the lesson.</p> <p>Next lesson: talk about important places in their communities</p>   | In our next lesson, we shall create our own stories using pictures.      |

| <b>Week Ending:</b>  | <b>DAY:</b> Tuesday   | <b>Subject:</b> English Language                                       |
|--|---|--|
| <b>Duration:</b> 60mins  |   | <b>Strand:</b> Reading   |
| <b>Class:</b> B3   | <b>Class Size:</b>  | <b>Sub Strand:</b> Vocabulary  |
| <b>Content Standard:</b><br>B3.2.6.1: Understand word meanings and usage   | <b>Indicator:</b><br>B3.2.6.1.2 use knowledge of prefixes and suffixes to interpret unfamiliar words  | <b>Lesson:</b><br>1 of 1   |
| <b>Performance Indicator:</b><br>Learners can use knowledge of prefixes and suffixes to interpret unfamiliar words |   | <b>Core Competencies:</b><br>Communication and Collaboration           |
| <b>References:</b> English Language Curriculum For Primary Schools Pg. 84  |   |  |
|  |   |  |
| Phase/Duration   | Learners Activities   | Resources  |
| <b>PHASE 1: STARTER</b>  | Engage learners to sing familiar rhymes.<br><br>Ask learners; <ul style="list-style-type: none"> <li>• Whether they enjoyed singing the songs?</li> <li>• What words did you hear in the songs?</li> <li>• Are these words food, animals, objects?</li> </ul> Share performance indicators with learners and introduce the lesson.        | flashcards   |
| <b>PHASE 2: NEW LEARNING</b>   | Guide learners to use knowledge of prefixes and suffixes to interpret unfamiliar words.<br><br>Create a story around a theme, using specific key words or vocabulary items you wish to teach.<br><br>Have learners use context to find the meaning of the key words.<br><br>Have learners make their own sentences using these key words. | Word cards, sentence cards, letter cards, handwriting on a manila card |
| <b>PHASE 3: REFLECTION</b>   | Ask learners to tell you what they have learnt and what they will like to learn in the next lesson<br><br>Take feedback from what have learnt and summarize the lesson.<br><br>Next lesson: use self-correction strategies to make meaning when reading texts.  |  |

| <b>Week Ending:</b>   | <b>DAY:</b> WEDNESDAY  | <b>Subject:</b> English Language  |                          |
|---|--|---|--------------------------|
| <b>Duration:</b> 60mins   |  | <b>Strand:</b> Writing  |                          |
| <b>Class:</b> B2  | <b>Class Size:</b>   | <b>Sub Strand:</b> Writing as a Process   |                          |
| <b>Content Standard:</b><br>B3.4.9.1: Apply the skills and strategies for idea generation, selection, development, organization and revision in writing |  | <b>Indicator:</b><br>B3.4.9.1.1 select a topic on familiar themes (e.g. myself), brainstorm and organize before writing | <b>Lesson:</b><br>2 of 2 |
| <b>Performance Indicator:</b><br>Learners can select a topic on familiar themes (e.g. myself), brainstorm and organize before writing.                  |  | <b>Core Competencies:</b><br>Communication and Collaboration, Personal Development                                      |                          |
| <b>References:</b> English Language Curriculum Pg. 92   |  |   |                          |
|   |  |   |                          |
| Phase/Duration  | Learners Activities  | Resources   |                          |
| <b>PHASE 1: STARTER</b>   | Engage learners to sing familiar songs. E.g. Five little ducks<br>Ask learners; <ul style="list-style-type: none"> <li>• Whether they enjoyed singing the song?</li> <li>• What words did you hear in the song?</li> <li>• Are these words food, animals, objects?</li> </ul> Share performance indicators with learners and introduce the lesson. |   |                          |
| <b>PHASE 2: NEW LEARNING</b>  | Take learners through the writing process: Pre-writing stage<br><br>Consider composition writing as a process. That is, it should be done in stages.<br><br>Take learners through stages such as preparation, writing, editing and publishing.   | Word cards, paper, letter cards,  |                          |
| <b>PHASE 3: REFLECTION</b>  | Summarize the important points in the lesson with learners.<br><br>Next lesson: write ideas on a topic in simple sentences   |   |                          |

| <b>Week Ending:</b>   |   | <b>DAY:</b> THURSDAY   | <b>Subject:</b> English Language |
|---|---|--|----------------------------------|
| <b>Duration:</b> 60mins   |   | <b>Strand:</b> Grammar Usage   |                                  |
| <b>Class:</b> B3  | <b>Class Size:</b>  | <b>Sub Strand:</b> Using Adjectives  |                                  |
| <b>Content Standard:</b><br>B3.5.5.1: Apply knowledge of adjectives in communication  |   | <b>Indicator:</b><br>B3.5.5.1.1. identify and use adjectives in short sentences to describe height, length, etc. | <b>Lesson:</b><br>1 of 1         |
| <b>Performance Indicator:</b><br>Learners can identify and use adjectives in short sentences to describe height, length, etc. |   | <b>Core Competencies:</b><br>Communication and Collaboration, Personal   |                                  |
| <b>References:</b> English Language Curriculum Pg. 100  |   |  |                                  |
|   |   |  |                                  |
| Phase/Duration  | Learners Activities   | Resources  |                                  |
| <b>PHASE 1: STARTER</b>   | <p>Review some adjectives with learners.</p> <p>Do an action for slow.<br/>Ask: What word is this? Pupils guess: slow.</p> <p>Do an action for loud.<br/>Ask: What word is this? Pupils guess: loud.</p> <p>Do an action for happy.<br/>Ask: What word is this? Pupils guess: happy</p> <p>Share performance indicators and introduce the lesson.</p> |  |                                  |
| <b>PHASE 2: NEW LEARNING</b>  | <p>Provide sentences with simple adjectives for learners to identify,<br/>e.g. I saw a <u>tall</u> tree.<br/>She is a <u>beautiful</u> girl.<br/>I have a <u>blue</u> pen.<br/>Look at the <u>short</u> man.</p> <p>Assessment: Put learners in groups to use the adjectives identified in simple sentences.</p>                                      | Word cards, sentence cards, letter cards, handwriting on a manila card   |                                  |
| <b>PHASE 3: REFLECTION</b>  | <p>Give learners a text with names of particular places and days of the week, beginning with small letters.</p> <p>Next lesson: identify and use qualifying words in sentences.</p>   |  |                                  |

|  |   |   |                          |
|--|---|---|--------------------------|
| <b>Week Ending:</b>  | <b>DAY:</b> Friday  | <b>Subject:</b> English Language  |                          |
| <b>Duration:</b> 60mins  |   | <b>Strand:</b> Extensive Reading  |                          |
| <b>Class:</b> B3   | <b>Class Size:</b>  | <b>Sub Strand:</b> Reading  |                          |
| <b>Content Standard:</b><br>B3.6.1.1: Read widely for pleasure and demonstrate independent reading and learning in the literary area |   | <b>Indicator:</b><br>B3.6.1.1.1. read a variety of age and level-appropriate books and summarize them | <b>Lesson:</b><br>1 of 1 |
| <b>Performance Indicator:</b><br>Learners can read a variety of age and level-appropriate books and summarize them                   |   | <b>Core Competencies:</b><br>Communication and Collaboration, Personal                                |                          |
| <b>References:</b> English Language Curriculum For Primary Schools Pg. 112   |   |   |                          |
|  |   |   |                          |
| <b>Phase/Duration</b>  | <b>Learners Activities</b>  | <b>Resources</b>  |                          |
| <b>PHASE 1: STARTER</b>  | Engage learners to sing familiar songs. E.g. Five little ducks<br>Ask learners; <ul style="list-style-type: none"> <li>• Whether they enjoyed singing the song?</li> <li>• What words did you hear in the song?</li> <li>• Are these words food, animals, objects?</li> </ul> Share performance indicators with learners and introduce the lesson.  |   |                          |
| <b>PHASE 2: NEW LEARNING</b>   | Using book tease or book talk, introduce the reading/ library time.<br><br>Have a variety of age appropriate books for learners to make a choice from.<br><br>Introduce picture or wordless books, pop-up and flip-the-page texts to learners.<br><br>Encourage them to read individually and in pairs, and provide support and encouragement.<br><br><u>Assessment</u><br>Using think-pair-share, learners retell their story books to their partners.<br>Have learners draw parts of the story they read. Let learners summarize the books they read to the whole class | Word cards, sentence cards, letter cards.   |                          |
| <b>PHASE 3: REFLECTION</b>   | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.<br><br>Take feedback from learners and summarize the lesson.   |   |                          |



|  |   |  |                          |
|--|---|--|--------------------------|
| <b>Week Ending:</b>  | <b>DAY:</b>   | <b>Subject:</b> Mathematics  |                          |
| <b>Duration:</b> 60mins per lesson   |   | <b>Strand:</b> Number  |                          |
| <b>Class:</b> B3   | <b>Class Size:</b>  | <b>Sub Strand:</b> Number Operations   |                          |
| <b>Content Standard:</b><br>B3.1.2.3 Develop and use strategies for mentally computing basic addition and subtraction facts within 100 |   | <b>Indicator:</b><br>B3.1.2.3.2 Use strategies to mentally add and subtract whole numbers within 100 | <b>Lesson:</b><br>1 OF 1 |
| <b>Performance Indicator:</b><br>Learners can use strategies to mentally add and subtract whole numbers within 100                     |   | <b>CORE COMPETENCE:</b><br>Problem Solving skills; Critical Thinking; Justification of Ideas;        |                          |
| <b>Teaching/ Learning Resources</b>  | Counters, bundle and loose straws base ten cut square, patterns |  |                          |
| <b>References:</b> Mathematics Curriculum Pg. 49   |   |  |                          |

| <b>DAYS</b> | <b>PHASE 1: STARTER</b>   | <b>PHASE 2: MAIN</b>  | <b>PHASE 3: REFLECTION</b>   |
|-------------|---|---|--|
|             | Engage learners to sing the song<br><u>WE CAN COUNT</u><br>We class three<br>We can count<br>We count 1,2,3,4,5<br>We count 6,7,8,9,10<br>We class three can count very well.   | Guide learners to use strategies to mentally add and subtract whole numbers.<br><br>Let learners look for doubles, and then change the subtraction question into an addition and solve it<br>e.g. <b>24 - 12</b> ,<br>think $12 + 12 = 24$<br>so $24 - 12$ is 12<br><br>Guide learners to practice with more examples.  | Give learners task to complete whiles you go round to guide those who don't understand.<br><br>Give remedial learning to those who special help. |
|             | Engage learners to sing songs and recite some familiar rhymes they know<br><br><u>GIVE ME A HEARTBEAT</u><br>•Give me a heartbeat boom boom, a heartbeat boom boom.2x<br><br>•Give me a heartbeat and a sneezing, boom boom eeetiinn 3x<br><br>•Give me a heartbeat, a sneezing and coughing, boom boom eeetiinn, eehee eeheee. | Guide learners to use strategies to mentally add and subtract whole numbers.<br><br>Let learners make doubles when the two numbers that are close together or close to doubles by:<br><br><i>-Compensating to make doubles:</i><br><br>e.g. <b>48 - 23</b> ,<br>think $48 - 24 = 24$ .<br>Then add 1 to 24 to get 25.<br><br>Guide learners to practice with more examples. | Give learners task to complete whiles you go round to guide those who don't understand.<br><br>Give remedial learning to those who special help. |
|             | Engage learners to Play show me a number game with learners (up to 10), with fingers.   | Guide learners to use strategies to mentally add and subtract whole numbers.  | Give learners task to complete whiles you go round to guide those who don't understand.<br><br>Give remedial learning to those who special help. |

|  |   |  |   |
|--|---|--|---|
|  | <p>Teacher mentions the number from (1 to 10). Learners then show their fingers up to show the number</p>   | <p>Let learners make doubles when the two numbers that are close together or close to doubles by:</p> <p><i>-Decomposing the second number to make doubles</i></p> <p>e.g. <b>48 – 25</b>,<br/>think 48 – 24 – 1</p> <p>Guide learners to practice with more examples.</p>   |   |
|  | <p>Engage learners to sing songs and recite some familiar rhymes they know<br/><u>ONE POTATO, TWO POTATOES</u><br/>One potato, two potatoes, three potatoes, four</p> <p>Five potatoes, six potatoes, seven potatoes, more.</p> | <p>Guide learners to use strategies to mentally add and subtract whole numbers.</p> <p>Let learners add on by friendly jumps strategy, where one of the numbers is decomposed into a friendlier number and added in “chunks”<br/>For example, when adding <b>326 + 232</b>, start with 326,</p> <p>Add 100 two times to get 526 (326 + 100 + 100), then add on 10 three times to get 556 (526 + 10 + 10 + 10) and then add on 2 to get 558. The answer is 558.</p> <p>Guide learners to practice with more examples.</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>DAY:</b>   | <b>Subject:</b> Science   |  |
| <b>Duration:</b> 60mins per lesson  |   | <b>Strand:</b> Cycles   |  |
| <b>Class:</b> B3  | <b>Class Size:</b>  | <b>Sub Strand:</b> Earth Science  |  |
| <b>Content Standard:</b><br>B3.2.1.1 Recognize that some events in our environment occur recurrently  | <b>Indicator:</b><br>B3.2.1.1.1 Describe some cyclic events like day and night, wet and dry seasons and their intervals/periods | <b>Lesson:</b><br>1 OF 1  |  |
| <b>Performance Indicator:</b><br>Learners can describe some cyclic events like day and night, wet and dry seasons and their intervals/periods |   | <b>Core Competencies:</b><br>Problem Solving skills; Critical Thinking; Justification of Ideas; |  |
| <b>Teaching/ Learning Resources</b>   |   | Torch candle matchstick lantern paper pencil pictures of well river                             |  |
| <b>References:</b> Science Curriculum Pg. 52  |   |   |  |

| <b>DAYS</b> | <b>PHASE 1: STARTER</b>   | <b>PHASE 2: MAIN</b>  | <b>PHASE 3: REFLECTION</b>   |
|-------------|---|---|--|
|             | Ask learners questions to review their understanding in the previous lesson   | <p>Prior to the lesson, task learners to find-out some different cyclic events from their homes</p> <p><i>Example: day and night, wet and dry seasons, going to school, Independence Day celebrations, cultivation of crops [e.g. maize]</i></p> <p>Have learners to describe some of the cycles identified</p> <p>Guide learners to identify some activities associated with each event and relate to them.</p> <p>Call out learners in turns to tell what they do throughout the day.</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>Get a viral picture, a trending news on twitter, Facebook, YouTube and other social media handles.</p> <p>Discuss what is trending and invite learners to share their opinions on them</p> | <p>Revise with learners on some cycle of events identified in the previous lesson</p> <p>Guide Learners to mention and discuss the importance of some cyclic events</p> <p>Write a few keywords on the board for learners.</p> <p>Learners draw any of the cycles e.g. day and night, wet and dry seasons</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> |

|   |                    |   |                          |
|---|--------------------|---|--------------------------|
| <b>Week Ending:</b>   | <b>DAY:</b>        | <b>Subject:</b> OWOP  |                          |
| <b>Duration:</b> 60mins per lesson  |                    | <b>Strand:</b> All About Us   |                          |
| <b>Class:</b> B3  | <b>Class Size:</b> | <b>Sub Strand:</b> Home And School  |                          |
| <b>Content Standard:</b><br>B3.1.4.1. Demonstrate understanding of the home and other important locations in the neighborhood   |                    | <b>Indicator:</b><br>B3.1.4.1. I. Sketch a map of the neighborhood showing major home, major routes and other important locations | <b>Lesson:</b><br>I OF I |
| <b>Performance Indicator:</b><br><ul style="list-style-type: none"> <li>Learners can sketch a map of the neighborhood showing major home, major routes and other important locations</li> </ul> |                    | <b>Core Competencies:</b><br>Communication and Collaboration<br>Critical Thinking and Problem                                     |                          |
| <b>Teaching/ Learning Resources</b>   |                    | Pictures, Charts, Video Clips   |                          |
| <b>References:</b> OWOP Curriculum Pg. 42   |                    |   |                          |

| <b>DAYS</b> | <b>PHASE 1: STARTER</b>   | <b>PHASE 2: MAIN</b>  | <b>PHASE 3: REFLECTION</b>  |
|-------------|---|---|---|
|             | Invite learners to tell stories of their mistakes they have committed in the past. Encourage learners to come up with how best they could do to prevent such mistakes and/ or solve them. | Engage Learners in a warm up- directions.<br>On the board, draw a rough map of the neighborhood, just a few streets and the school.<br><br>Ask “where is the school?”<br>Have learners to come to the map in turns and point it out.<br><br>Ask learners to locate other landmarks on the map.<br><br>Learners discuss location of their homes and other important places in their neighborhood.  | Learners to tell what was interesting about the lesson.<br><br>Have learners to read and spell the key words written on the board |
|             | Get a viral picture, a trending news on twitter, Facebook, YouTube and other social media handles.<br><br>Discuss what is trending and invite learners to share their opinions on them    | Introduce to learners the “directions vocabulary”<br><br>That is ‘right’ and ‘left’. Teach and demonstrate their meanings to learners with the proper pronunciation.<br><br>Ask learners to do some choral repetition. Call on learners to model pronunciation in order to check their progress on the level and do some quick comprehension test.<br>Ask learners to “Turn right” or “Turn left” with a demonstration.<br><br>Invite learners in turns and groups, by instructing them to “turn right, turn left” or “turn right, turn right, turn left” etc.<br><br>The group that gets all directions correctly wins | Learners to tell what was interesting about the lesson.<br><br>Have learners to read and spell the key words written on the board |

|  |  |  |  |
|--|--|--|--|
|  | <p>Invite learners to tell stories of their mistakes they have committed in the past. Encourage learners to come up with how best they could do to prevent such mistakes and/ or solve them.</p> | <p>Introduce to learners some “directional phrase”</p> <ul style="list-style-type: none"> <li>-turn right/left</li> <li>-go straight</li> <li>-you will see it on the right/left.</li> <li>-go across (the school, the park, the post office)</li> <li>-its next to (the school, the park, the post office)</li> </ul> <p>Guide learners to explain each of the phrase.</p> <p>Call out learners to give directions to their various homes using the “directions vocabulary and phrases”</p> <p>Have Learners sketch the direction to their homes on paper</p> | <p>Ask questions to review learners understanding of the lesson</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> |
|--|--|--|--|

|   |  |  |                          |
|---|--|--|--------------------------|
| <b>Week Ending:</b>   | <b>DAY:</b>  | <b>Subject:</b> REL & MORAL EDUCATION  |                          |
| <b>Duration:</b> 60mins   |  | <b>Strand:</b> God's Creation & Attributes   |                          |
| <b>Class:</b> B3  | <b>Class Size:</b>                                 | <b>Sub Strand:</b> Purpose of God's creation   |                          |
| <b>Content Standard:</b><br>B3.1.3.1. Explain the purpose of God's creation   |  | <b>Indicator:</b><br>B3.1.3.1.3: Explain the need for good relationship among people of different ethnic groups. | <b>Lesson:</b><br>I OF I |
| <b>Performance Indicator:</b><br>Learners can explain the need for good relationship among people of different ethnic groups. . |  | <b>Core Competencies:</b><br>Cultural Identity, Sharing Reconciliation, Togetherness, Unity.                     |                          |
| <b>Teaching/ Learning Resources</b>   | Wall charts, wall words, posters, video clip, etc. |  |                          |
| <b>References:</b> RME Curriculum Pg. 17  |  |  |                          |

| <b>DAYS</b> | <b>PHASE 1: STARTER</b>   | <b>PHASE 2: MAIN</b>   | <b>PHASE 3: REFLECTION</b>   |
|-------------|---|--|--|
|             | <p>Invite learners to tell stories of their mistakes they have committed in the past.</p> <p>Encourage learners to come up with how best they could do to prevent such mistakes and/ or solve them.</p> | <p>Lead learners to talk about good relationships.</p> <p>Let learners talk about things that promote good relationships: comporment, respect, love, obedience, humility, friendliness, etc.</p> <p>Let learners identify their friends and say things they like about them.</p> <p>Let learners discuss in groups, the need for good relationships.</p> <p>Let groups present their findings to the class: we are people created by God to ensure peace and unity, companionship, teamwork, caring for one another, etc.</p> <p>Let learners dramatize behaviors that show good relationships</p> | <p>Ask questions to review learners understanding of the lesson</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> |

|  |  |   |                          |
|--|--|---|--------------------------|
| <b>Week Ending:</b>  | <b>DAY:</b>  | <b>Subject:</b> History   |                          |
| <b>Duration:</b> 60mins per lesson   |  | <b>Strand:</b> My country Ghana   |                          |
| <b>Class:</b> B3   | <b>Class Size:</b>                                 | <b>Sub Strand:</b> Inter Group Relations  |                          |
| <b>Content Standard:</b><br>B3 2.2.1. Demonstrate knowledge of how intergroup alliances, conflicts and other exchanges |  | <b>Indicator:</b><br>B3 2.2.1.1 Discuss the nature of exchanges among the ethnic groups | <b>Lesson:</b><br>I OF I |
| <b>Performance Indicator:</b><br>Learners can discuss the nature of exchanges among the ethnic groups                  |  | <b>Core Competencies:</b><br>Learners to become critical thinkers and digital literates |                          |
| <b>Teaching/ Learning Resources</b>  | Wall charts, word cards, posters, video clip, etc. |   |                          |
| <b>References:</b> History Curriculum Pg. 16   |  |   |                          |

| <b>DAYS</b> | <b>PHASE 1: STARTER</b>  | <b>PHASE 2: MAIN</b>  | <b>PHASE 3: REFLECTION</b>   |
|-------------|--|---|--|
|             | <p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p> | <p>Revise with learners on the major ethnic groups in Ghana.</p> <p>Let them identify some characteristics of these ethnic groups.</p> <p>Identify the forms of exchanges including forms of trade, inter-marriage, conflict and alliances.</p> <p>Discuss the benefit of these exchanges</p> | <p>Ask questions to review learners understanding of the lesson</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>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p> | <p>Revise with learners on the major ethnic groups in Ghana.</p> <p>Let them identify some characteristics of these ethnic groups.</p> <p>Identify the forms of exchanges including forms of trade, inter-marriage, conflict and alliances.</p> <p>Discuss the benefit of these exchanges</p> | <p>Ask questions to review learners understanding of the lesson</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> |

|   |                    |  |                          |
|---|--------------------|--|--------------------------|
| <b>Week Ending:</b>   | <b>DAY:</b>        | <b>Subject:</b> Creative Arts  |                          |
| <b>Duration:</b> 60mins per lesson  |                    | <b>Strand:</b> Visual Arts   |                          |
| <b>Class:</b> B3  | <b>Class Size:</b> | <b>Sub Strand:</b> Appreciating and Appraising   |                          |
| <b>Content Standard:</b><br>Demonstrate understanding of how to generate own ideas for artistic expressions on the people.                  |                    | <b>Indicator:</b><br>B3 1.4.6.1/B3 1.4.7.1 Use the agreed guidelines to view and express own feelings and thoughts about visual artworks | <b>Lesson:</b><br>1 OF 1 |
| <b>Performance Indicator:</b><br>Learners can use the agreed guidelines to view and express own feelings and thoughts about visual artworks |                    | <b>Core Competencies:</b><br>Decision Making Creativity, Innovation Communication  |                          |
| <b>Teaching/ Learning Resources</b>   |                    | Photos, videos, art paper, colors and traditional art tools  |                          |
| <b>References:</b> Creative Arts Curriculum Pg. 81 & 85   |                    |  |                          |

| <b>DAYS</b> | <b>PHASE 1: STARTER</b>  | <b>PHASE 2: MAIN</b>  | <b>PHASE 3: REFLECTION</b>   |
|-------------|--|---|--|
|             | <p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p> | <p>Appreciating in art is the ability of people to look at a work of art and understand how the work was made.</p> <p>Explain to learners the guidelines and have them agree to it.</p> <ul style="list-style-type: none"> <li>➤ Description of the work: <i>this stage involves describing what the work is made of, size of the work and materials used.</i></li> <li>➤ The subject matter: <i>this stage talks about the meaning of the work.</i></li> <li>➤ Appraisal: <i>this stage talks of the use of the artwork.</i></li> <li>➤ Experience to share: <i>this stage talks about the design process</i></li> </ul> | <p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Learners to read and spell the key words on the board</p> |
|             | <p>Engage learners to sing songs and play games to get them ready for lesson.</p> <p>Use questions and answers to review learners understanding in the previous lesson</p>   | <p>Learners are to display selected works that reflect the history and culture of the people of Ghana.</p> <p>Talk about the works dispassionately using the developed guidelines.</p> <p>Use the outcome of the appreciation/appraisal to modify the product or to produce similar or different artworks.</p> <p>Record the activity and share using a social media platform accepted by the class/group.</p>  | <p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt.</p>   |



|  |  |  |                          |
|--|--|--|--------------------------|
| <b>Week Ending:</b>  | <b>DAY:</b>  | <b>Subject:</b> Ghanaian Language                                      |                          |
| <b>Duration:</b> 60mins per lesson   |  | <b>Strand:</b> Writing   |                          |
| <b>Class:</b> B3   | <b>Class Size:</b>   | <b>Sub Strand:</b> Penmanship  |                          |
| <b>Content Standard:</b><br>B3.3.1.1 Write and practice saying letters or words with which learners have difficulty; copy various sentences, verses and words of songs legibly |  | <b>Indicator:</b><br>B3.3.1.1.1-2 write letters and words.             | <b>Lesson:</b><br>I OF I |
| <b>Performance Indicator:</b><br>Learners can write letters and words.   |  | <b>Core Competencies:</b><br>Creativity and innovation, Communication. |                          |
| <b>Teaching/ Learning Resources</b>  | Word cards, sentence cards, letter cards, handwriting on a manila card |  |                          |
| <b>References:</b> Ghanaian Language Curriculum Pg. 103  |  |  |                          |

| <b>DAYS</b> | <b>PHASE 1: STARTER</b>  | <b>PHASE 2: MAIN</b>   | <b>PHASE 3: REFLECTION</b>   |
|-------------|--|--|--|
|             | <p>Have learners to sing songs and recite familiar rhymes they know.</p> <p><u>ALPHABET</u><br/>Now I know my<br/>A,B,C,D,E,F,G,H,I,J,K,L,M,<br/>N,O,P,Q,R,S,T,U,V,W,X,Y,Z.</p>  | <p>Let learners say the letters of the alphabet as a group and individually.</p> <p>Write letter and words boldly on the board.</p> <p>Give learners some letters and words to write on their own.</p> <p>Assist learners to write letters and words given them.</p>   | <p>Ask questions to review learners understanding of the lesson</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>Engage learners in the “What letter am I writing game”</p> <p>Put learners into groups of two. The teacher writes a letter in the air.</p> <p>Learners makes the letter sound and tell the teacher the sound that has been written.</p> | <p>Let learners say the letters of the alphabet as a group and individually.</p> <p>Write simple sentences boldly on the board.</p> <p>Lead learners to read the sentences aloud as a group.</p> <p>Let learners read the sentences aloud in turns.</p> <p>Let learners copy the simple sentences boldly and clearly in their books.</p> | <p>Ask questions to review learners understanding of the lesson</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> |

|  |                           |  |                          |
|--|---------------------------|--|--------------------------|
| <b>Week Ending:</b>  | <b>DAY:</b>               | <b>Subject:</b> PHYSICAL EDUCATION   |                          |
| <b>Duration:</b> 60mins  |                           | <b>Strand:</b> Movement Concepts   |                          |
| <b>Class:</b> B3   | <b>Class Size:</b>        | <b>Sub Strand:</b> Space Awareness   |                          |
| <b>Content Standard:</b><br>Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities. |                           | <b>Indicator:</b><br>B3.2.1.2.1: Identify general space  | <b>Lesson:</b><br>I OF I |
| <b>Performance Indicator:</b><br>Learners can identify general space   |                           | <b>Core Competencies:</b><br>Personal skills and core competencies such as agility, concentration, precision |                          |
| <b>Teaching/ Learning Resources</b>  | Ball, videos and pictures |  |                          |
| <b>References:</b> PE Curriculum Pg. 36  |                           |  |                          |

| <b>DAYS</b> | <b>PHASE 1: STARTER</b>  | <b>PHASE 2: MAIN</b>   | <b>PHASE 3: REFLECTION</b>   |
|-------------|--|--|--|
|             | Engage learners to sing songs and recite familiar rhymes in relation to the lesson | <p>General space is the space within a bounded area that a person can move through using any means of locomotion.</p> <p>Caution learners to keep their eyes up watching to avoid others. Learners identify general space by indicating the total working area.</p> <p>Learners move to indicate the general space;<br/>Look for and move to “open space”, thus where others are not.</p> <p><b>Assessment:</b> Engage Learners in a short activity to demonstrate open space by moving to free space within the demarcated working area.</p> <p>From their personal space, ask them to move (jog, run at varied speed) to open space within the working boundaries.</p> | <p>Ask questions to review learners understanding of the lesson</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> |

## SCHEME OF LEARNING- WEEK 8

### BASIC THREE

Name of School.....

| <b>Week Ending:</b>  | <b>DAY:</b> MONDAY  | <b>Subject:</b> English Language   |
|--|---|--|
| <b>Duration:</b> 60mins  |   | <b>Strand:</b> Oral Language   |
| <b>Class:</b> B3   | <b>Class Size:</b>  | <b>Sub Strand:</b> Conversation  |
| <b>Content Standard:</b><br>B3.1.6.1: Explore using culturally acceptable language for communication |   | <b>Indicator:</b><br>B3.1.6.1.3 talk about important places in their communities |
|  |   | <b>Lesson:</b><br>1 of 1   |
| <b>Performance Indicator:</b><br>Learners can talk about important places in their communities       |   | <b>Core Competencies:</b><br>Communication and Collaboration, Leadership         |
| <b>Key words</b>   | Events, story, picture  |  |
| <b>References:</b> English Language Curriculum For Primary Schools Pg. 73                            |   |  |
|  |   |  |
| Phase/Duration   | Learners Activities   | Resources  |
| <b>PHASE 1: STARTER</b>  | <p>Select 10 words and write them two different times on word cards.</p> <p>Place all the cards face down on the floor. 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> <ul style="list-style-type: none"> <li>• Did you enjoy the game?</li> <li>• What words did you hear in the game?</li> <li>• Make a list of ten words you heard.</li> </ul> <p>Share performance indicators with learners and introduce the lesson.</p> | Music box  |
| <b>PHASE 2: NEW LEARNING</b>   | <p>Show pictures of important places in their communities such as the <i>community center, the lorry station, the mission house, the market, the fire service station etc.</i></p> <p>Let learners' think-pair-share their views and opinions about the pictures.</p> <p>Put learners into groups according to the number of pictures.</p> <p>Have each group talk about the activities that go on in these places and their importance to the community and the nation.</p>                            | Word cards, sentence cards, letter cards, handwriting on a manila card           |
| <b>PHASE 3: REFLECTION</b>   | <p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Take feedback from what have learnt and summarize the lesson.</p> <p>Next lesson: listen to and interact actively within information texts</p>   | In our next lesson, we shall create our own stories using pictures.              |

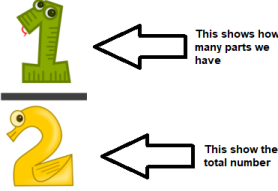

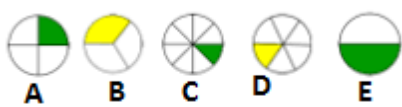
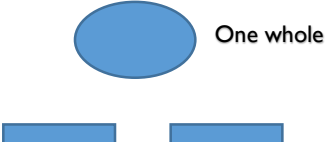
| <b>Week Ending:</b>   | <b>DAY:</b> Tuesday   | <b>Subject:</b> English Language                                       |
|---|---|--|
| <b>Duration:</b> 60mins   |   | <b>Strand:</b> Reading   |
| <b>Class:</b> B3  | <b>Class Size:</b>  | <b>Sub Strand:</b> Comprehension                                       |
| <b>Content Standard:</b><br>B3.2.7.1: Understand and analyze texts read   | <b>Indicator:</b><br>B3.2.7.1.1 use self-correction strategies to make meaning when reading texts   | <b>Lesson:</b><br>1 of 1   |
| <b>Performance Indicator:</b><br>Learners can use self-correction strategies to make meaning when reading texts |   | <b>Core Competencies:</b><br>Communication and Collaboration           |
| <b>References:</b> English Language Curriculum For Primary Schools Pg. 85                                       |   |  |
|   |   |  |
| Phase/Duration  | Learners Activities   | Resources  |
| <b>PHASE 1: STARTER</b>   | Engage learners to sing familiar rhymes.<br><br>Ask learners; <ul style="list-style-type: none"> <li>• Whether they enjoyed singing the songs?</li> <li>• What words did you hear in the songs?</li> <li>• Are these words food, animals, objects?</li> </ul> Share performance indicators with learners and introduce the lesson.  | flashcards   |
| <b>PHASE 2: NEW LEARNING</b>  | Engage learners on before reading activities, e.g. review of background knowledge, discussion of title and accompanying pictures).<br><br>Model reading the text aloud and have learners echo-read the text (if necessary).<br><br>Read out words and sentences for learners to identify in the text.<br><br>Let learners read aloud in groups and pairs and answer questions | Word cards, sentence cards, letter cards, handwriting on a manila card |
| <b>PHASE 3: REFLECTION</b>  | Ask learners to tell you what they have learnt and what they will like to learn in the next lesson<br><br>Take feedback from what have learnt and summarize the lesson.<br><br>Next lesson: ask and answer factual, inferential and vocabulary questions about level-appropriate texts.   |  |

|  |  |  |
|--|--|--|
| <b>Week Ending:</b>  | <b>DAY:</b> WEDNESDAY  | <b>Subject:</b> English Language   |
| <b>Duration:</b> 60mins  |  | <b>Strand:</b> Writing   |
| <b>Class:</b> B2   | <b>Class Size:</b>   | <b>Sub Strand:</b> Writing as a Process                                    |
| <b>Content Standard:</b><br>B3.4.9.2: Develop and express ideas coherently and cohesively in writing |  | <b>Indicator:</b><br>B3.4.9.2.1 write ideas on a topic in simple sentences |
| <b>Performance Indicator:</b><br>Learners can write ideas on a topic in simple sentences.            |  | <b>Lesson:</b><br>2 of 2   |
| <b>Core Competencies:</b><br>Communication and Collaboration, Personal Development                   |  |  |
| <b>References:</b> English Language Curriculum Pg. 93  |  |  |
| <b>Phase/Duration</b>  | <b>Learners Activities</b>   | <b>Resources</b>   |
| <b>PHASE 1: STARTER</b>  | Engage learners to sing familiar songs. E.g. Five little ducks<br>Ask learners; <ul style="list-style-type: none"> <li>• Whether they enjoyed singing the song?</li> <li>• What words did you hear in the song?</li> <li>• Are these words food, animals, objects?</li> </ul> Share performance indicators with learners and introduce the lesson. |  |
| <b>PHASE 2: NEW LEARNING</b>   | Have learners write their first draft in groups.<br><br>Let learners write their ideas as they appear, without taking particular note of corrections or editing.<br><br>Let learners add on new ideas that occur to them as they write   | Word cards, paper, letter cards,   |
| <b>PHASE 3: REFLECTION</b>   | Summarize the important points in the lesson with learners.<br><br>Next lesson: Add more details of a story structure to narrative stories   |  |

|  |   |  |
|--|---|--|
| <b>Week Ending:</b>  | <b>DAY:</b> THURSDAY  | <b>Subject:</b> English Language                                       |
| <b>Duration:</b> 60mins  |   | <b>Strand:</b> Grammar Usage   |
| <b>Class:</b> B3   | <b>Class Size:</b>  | <b>Sub Strand:</b> Using Adverbs                                       |
| <b>Content Standard:</b><br>B3.5.6.1:Apply knowledge of adverbs in communication | <b>Indicator:</b><br>B3.5.6.1.1 identify qualifying words   | <b>Lesson:</b><br>1 of 1   |
| <b>Performance Indicator:</b><br>Learners can identify qualifying words          |   | <b>Core Competencies:</b><br>Communication and Collaboration, Personal |
| <b>References:</b> English Language Curriculum Pg. 100                           |   |  |
|  |   |  |
| <b>Phase/Duration</b>  | <b>Learners Activities</b>  | <b>Resources</b>   |
| <b>PHASE 1: STARTER</b>  | <p>Review some adjectives with learners.</p> <p>Do an action for slow.<br/>Ask: What word is this? Pupils guess: slow.</p> <p>Do an action for loud.<br/>Ask: What word is this? Pupils guess: loud.</p> <p>Do an action for happy.<br/>Ask: What word is this? Pupils guess: happy</p> <p>Share performance indicators and introduce the lesson.</p> |  |
| <b>PHASE 2: NEW LEARNING</b>   | <p>Provide sentences with simple adverbs for learners to identify.</p> <p>e.g. i. He walked <u>quickly</u> to the church.<br/>ii. She danced <u>beautifully</u>.</p> <p>Elicit other adverbs and provide practice.</p>  | Word cards, sentence cards, letter cards, handwriting on a manila card |
| <b>PHASE 3: REFLECTION</b>   | <p>Give learners a text with names of particular places and days of the week, beginning with small letters.</p> <p>Next lesson: use adverbs correctly to express time.</p>  |  |

|  |  |   |                          |
|--|--|---|--------------------------|
| <b>Week Ending:</b>  | <b>DAY:</b> Friday   | <b>Subject:</b> English Language  |                          |
| <b>Duration:</b> 60mins  |  | <b>Strand:</b> Extensive Reading  |                          |
| <b>Class:</b> B3   | <b>Class Size:</b>   | <b>Sub Strand:</b> Reading  |                          |
| <b>Content Standard:</b><br>B3.6.1.1: Read widely for pleasure and demonstrate independent reading and learning in the literary area |  | <b>Indicator:</b><br>B3.6.1.1.1. read a variety of age and level-appropriate books and summarize them | <b>Lesson:</b><br>1 of 1 |
| <b>Performance Indicator:</b><br>Learners can read a variety of age and level-appropriate books and summarize them                   |  | <b>Core Competencies:</b><br>Communication and Collaboration, Personal                                |                          |
| <b>References:</b> English Language Curriculum For Primary Schools Pg. 112   |  |   |                          |
|  |  |   |                          |
| <b>Phase/Duration</b>  | <b>Learners Activities</b>   | <b>Resources</b>  |                          |
| <b>PHASE 1: STARTER</b>  | Engage learners to sing familiar songs. E.g. Five little ducks<br>Ask learners; <ul style="list-style-type: none"> <li>• Whether they enjoyed singing the song?</li> <li>• What words did you hear in the song?</li> <li>• Are these words food, animals, objects?</li> </ul> Share performance indicators with learners and introduce the lesson.   |   |                          |
| <b>PHASE 2: NEW LEARNING</b>   | Using book tease or book talk, introduce the reading/library time.<br><br>Have a variety of age appropriate books for learners to make a choice from.<br><br>Introduce picture or wordless books, pop-up and flip-the-page texts to learners.<br><br>Encourage them to read individually and in pairs, and provide support and encouragement.<br><br><u>Assessment</u><br>Using think-pair-share, learners retell their story books to their partners.<br>Have learners draw parts of the story they read. Let learners summarize the books they read to the whole class | Word cards, sentence cards, letter cards.   |                          |
| <b>PHASE 3: REFLECTION</b>   | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.<br><br>Take feedback from learners and summarize the lesson.  |   |                          |

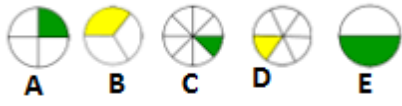
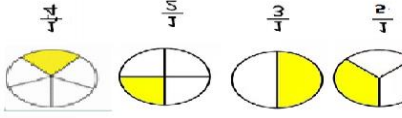
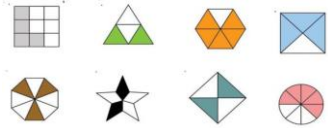
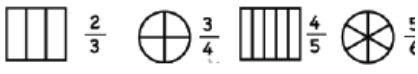
|  |                    |   |
|--|--------------------|---|
| <b>Week Ending:</b>  | <b>DAY:</b>        | <b>Subject:</b> Mathematics   |
| <b>Duration:</b> 60mins per lesson   |                    | <b>Strand:</b> Number   |
| <b>Class:</b> B3   | <b>Class Size:</b> | <b>Sub Strand:</b> Fractions  |
| <b>Content Standard:</b><br>B3.1.3.1 Develop an understanding of fractions using concrete and pictorial representations and write fractions in words and symbols |                    | <b>Indicator:</b><br>B3.1.3.1.1 understand a unit fraction                                    |
| <b>Performance Indicator:</b><br>• Learners can understand a unit fraction   |                    | <b>Lesson:</b><br>1 OF 1  |
| <b>Teaching/ Learning Resources</b>  |                    | <b>CORE COMPETENCE:</b><br>Problem Solving skills; Critical Thinking; Justification of Ideas; |
|  |                    | Counters, bundle and loose straws base ten cut square, patterns                               |
| <b>References:</b> Mathematics Curriculum Pg. 57   |                    |   |

| <b>DAYS</b> | <b>PHASE 1: STARTER</b>   | <b>PHASE 2: MAIN</b>  | <b>PHASE 3: REFLECTION</b>  |
|-------------|---|---|---|
| Monday      | <p>Put learners in two groups. Call out a number between 1 and 6. E.g. 3.</p> <p>Learners must call out the double (2x) of that number. In this case 6 is the answer. Try out more numbers. The group that answers more wins.</p> | <p>Have learners to know that fractions tell us how many parts of a whole we have. The fraction are normally written with one number up and another number down with a dash in between</p>  <p>Use several pictorial representations (or card cut outs) to introduce unit fractions like half, thirds, fifths, tenths, etc.</p>  <p>Half= <math>\frac{1}{2}</math><br/>Thirds= <math>\frac{1}{3}</math><br/>Fourths= <math>\frac{1}{4}</math><br/>Fifths= <math>\frac{1}{5}</math></p>  | <b>Assessment:</b> Have learners to practice with more examples             |
| Tuesday     | <p>Engage learners to Play show me a number game with learners (up to 10), with fingers.</p> <p>Teacher mentions the number from (1 to 10). Learners then show their fingers up to show the number</p>                            | <p>Introduce the fraction notation by explaining the fraction one-half as the quantity obtained by taking 1 part when a whole is partitioned into 2 equal parts and is represented by <math>\frac{1}{2}</math></p>    | Review lesson with learners by giving them task to solve in their workbooks |

One half

One half

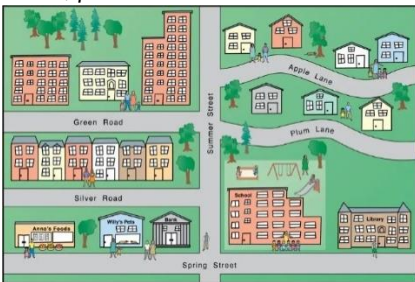


|           |   |   |  |
|-----------|---|---|--|
|           |   | <p><b>Assessment:</b> Ask learners to write symbols for the fractions A, B, C, D, and E</p>   |  |
| Wednesday | <p>Engage learners to sing the song<br/><u>WE CAN COUNT</u><br/>We class three<br/>We can count<br/>We count 1,2,3,4,5<br/>We count 6,7,8,9,10<br/>We class three can count very well.</p>  | <p>Ask learners to match pictorial representations of fractions to their symbols</p>  <p><b>Assessment:</b> Have learners to practice with more examples</p>  | <p>Review lesson with learners by giving them task to solve in their workbooks</p> |
| Thursday  | <p>Have learners to sing songs and recite rhymes in relation to the lesson</p>  | <p>Use several pictorial representations (or card cut outs) to introduce multiples of unit fractions like thirds, fifths, tenths, etc., show the notations <math>2/5, 3/8, 4/12</math>, etc. and ask learners to draw and label fractions with their symbols.</p>  | <p>Review lesson with learners by giving them task to solve in their workbooks</p> |
| Friday    | <p>Engage learners to sing<br/>I'm counting one, what is one</p> <ul style="list-style-type: none"> <li>• 1 - One is one alone, alone it shall be.</li> <li>• 2 - Two pair, two pair come pair let us pair</li> <li>• 3 - Turn around</li> <li>• 4 - Follow me</li> <li>• 5 - Fire</li> </ul> | <p>Ask learners to colour given fractions in given shapes with equal portions or match fractions to shaded regions</p>  <p><b>Assessment:</b> Have learners to practice with more examples</p>  | <p>Review lesson with learners by giving them task to solve in their workbooks</p> |

|  |                               |   |                          |
|--|-------------------------------|---|--------------------------|
| <b>Week Ending:</b>  | <b>DAY:</b>                   | <b>Subject:</b> Science   |                          |
| <b>Duration:</b> 60mins per lesson   |                               | <b>Strand:</b> Cycles   |                          |
| <b>Class:</b> B3   | <b>Class Size:</b>            | <b>Sub Strand:</b> Earth Science  |                          |
| <b>Content Standard:</b><br>B3.2.1.1 Recognize that some events in our environment occur recurrently |                               | <b>Indicator:</b><br>B3.2.1.2.1 Know the importance of the sun to the earth                     | <b>Lesson:</b><br>1 OF 1 |
| <b>Performance Indicator:</b><br>Learners can know the importance of the sun to the earth            |                               | <b>Core Competencies:</b><br>Problem Solving skills; Critical Thinking; Justification of Ideas; |                          |
| <b>Teaching/ Learning Resources</b>  | Pictures of the sun and earth |   |                          |
| <b>References:</b> Science Curriculum Pg. 52   |                               |   |                          |

| <b>DAYS</b> | <b>PHASE 1: STARTER</b>   | <b>PHASE 2: MAIN</b>  | <b>PHASE 3: REFLECTION</b>   |
|-------------|---|---|--|
|             | Engage learners to play games and sing songs to begin the lesson.   | <p>Begin by discussing with learners the role of the sun and its importance to life on earth.</p> <p>Ask the following questions:<br/>(a)what is the sun?<br/>(b)What are some of the ways through which the earth benefits from the sun?</p> <p>Learners perform outdoor activities to illustrate the importance of the sun.</p> | <p>Use questions to review learners understanding of the lesson.</p> <p>Ask learners to tell the class what they have learnt.</p> <p>Call learners to summarize the main points of the lesson.</p> |
|             | <p>Ask learners questions to review their understanding in the previous lesson</p> <p>Engage learners to play games and sing songs to begin the lesson.</p> | <p>Guide learners to know other major uses of the sun to the earth.</p> <p>Learners outline everyday uses of the sun.</p> <p>Evaluate the lesson by asking learners to draw a picture showing one benefit of the sun to life on earth (drying of clothes)</p>   | <p>Use questions to review learners understanding of the lesson.</p> <p>Ask learners to tell the class what they have learnt.</p> <p>Call learners to summarize the main points of the lesson.</p> |

|   |                               |   |                          |
|---|-------------------------------|---|--------------------------|
| <b>Week Ending:</b>   | <b>DAY:</b>                   | <b>Subject:</b> OWOP  |                          |
| <b>Duration:</b> 60mins per lesson  |                               | <b>Strand:</b> All About Us   |                          |
| <b>Class:</b> B3  | <b>Class Size:</b>            | <b>Sub Strand:</b> Home And School  |                          |
| <b>Content Standard:</b><br>B3.1.4.1. Demonstrate understanding of the home and other important locations in the neighborhood                 |                               | <b>Indicator:</b><br>B3.1.4.1. 1. Sketch a map of the neighborhood showing major home, major routes and other important locations | <b>Lesson:</b><br>1 OF 1 |
| <b>Performance Indicator:</b><br>Learners can sketch a map of the neighborhood showing major home, major routes and other important locations |                               | <b>Core Competencies:</b><br>Communication and Collaboration<br>Critical Thinking and Problem                                     |                          |
| <b>Teaching/ Learning Resources</b>   | Pictures, Charts, Video Clips |   |                          |
| <b>References:</b> OWOP Curriculum Pg. 42   |                               |   |                          |

| <b>DAYS</b> | <b>PHASE 1: STARTER</b>  | <b>PHASE 2: MAIN</b>   | <b>PHASE 3: REFLECTION</b>   |
|-------------|--|--|--|
|             | Invite learners to tell stories of their mistakes they have committed in the past. Encourage learners to come up with how best they could do to prevent such mistakes and/ or solve them.      | <p>Revise with learners on some “directional phrase”</p> <ul style="list-style-type: none"> <li>-turn right/left</li> <li>-go straight</li> <li>-you will see it on the right/left.</li> <li>-go across (the school, the park, the post office)</li> <li>-its next to (the school, the park, the post office)</li> </ul> <p>Guide learners to explain each of the phrase.</p> <p>Call out learners to give directions to their various homes using the “directions vocabulary and phrases”</p> | <p>Ask questions to review learners understanding of the lesson</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>Get a viral picture, a trending news on twitter, Facebook, YouTube and other social media handles.</p> <p>Discuss what is trending and invite learners to share their opinions on them.</p> | <p>Learners discuss location of their homes and other important places in their neighborhood.</p> <p>Learners sketch a map of their neighborhood showing their home and other important places in the community.<br/>e.g. the chief's palace, post office, the market, police station.</p>  <p>Learners write simple sentences giving direction to their home and important places in the community</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>  |

|   |  |  |                          |
|---|--|--|--------------------------|
| <b>Week Ending:</b>   | <b>DAY:</b>  | <b>Subject:</b> REL & MORAL EDUCATION  |                          |
| <b>Duration:</b> 60mins   |  | <b>Strand:</b> God's Creation & Attributes   |                          |
| <b>Class:</b> B3  | <b>Class Size:</b>                                 | <b>Sub Strand:</b> Purpose of God's creation   |                          |
| <b>Content Standard:</b><br>B3.1.3.1. Explain the purpose of God's creation   |  | <b>Indicator:</b><br>B3.1.3.1.3: Explain the need for good relationship among people of different ethnic groups. | <b>Lesson:</b><br>I OF I |
| <b>Performance Indicator:</b><br>Learners can explain the need for good relationship among people of different ethnic groups. . |  | <b>Core Competencies:</b><br>Cultural Identity, Sharing Reconciliation, Togetherness, Unity.                     |                          |
| <b>Teaching/ Learning Resources</b>   | Wall charts, wall words, posters, video clip, etc. |  |                          |
| <b>References:</b> RME Curriculum Pg. 17  |  |  |                          |

| <b>DAYS</b> | <b>PHASE 1: STARTER</b>  | <b>PHASE 2: MAIN</b>   | <b>PHASE 3: REFLECTION</b>   |
|-------------|--|--|--|
|             | <p>Invite learners to tell stories of their mistakes they have committed in the past. Encourage learners to come up with how best they could do to prevent such mistakes and/ or solve them.</p> | <p>Lead learners to talk about good relationships.</p> <p>Let learners talk about things that promote good relationships: comportsment, respect, love, obedience, humility, friendliness, etc.</p> <p>Let learners identify their friends and say things they like about them.</p> <p>Let learners discuss in groups, the need for good relationships.</p> <p>Let groups present their findings to the class: we are people created by God to ensure peace and unity, companionship, teamwork, caring for one another, etc.</p> <p>Let learners dramatize behaviors that show good relationships</p> | <p>Ask questions to review learners understanding of the lesson</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> |

|  |  |   |                          |
|--|--|---|--------------------------|
| <b>Week Ending:</b>  | <b>DAY:</b>  | <b>Subject:</b> History   |                          |
| <b>Duration:</b> 60mins per lesson   |  | <b>Strand:</b> My country Ghana   |                          |
| <b>Class:</b> B3   | <b>Class Size:</b>                                 | <b>Sub Strand:</b> Inter Group Relations  |                          |
| <b>Content Standard:</b><br>B3 2.2.1. Demonstrate knowledge of how intergroup alliances, conflicts and other exchanges |  | <b>Indicator:</b><br>B3 2.2.1.1 Discuss the nature of exchanges among the ethnic groups | <b>Lesson:</b><br>I OF I |
| <b>Performance Indicator:</b><br>Learners can discuss the nature of exchanges among the ethnic groups                  |  | <b>Core Competencies:</b><br>Learners to become critical thinkers and digital literates |                          |
| <b>Teaching/ Learning Resources</b>  | Wall charts, word cards, posters, video clip, etc. |   |                          |
| <b>References:</b> History Curriculum Pg. 16   |  |   |                          |

| <b>DAYS</b> | <b>PHASE 1: STARTER</b>  | <b>PHASE 2: MAIN</b>  | <b>PHASE 3: REFLECTION</b>   |
|-------------|--|---|--|
|             | <p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p> | <p>Revise with learners on the major ethnic groups in Ghana.</p> <p>Let them identify some characteristics of these ethnic groups.</p> <p>Identify the forms of exchanges including forms of trade, inter-marriage, conflict and alliances.</p> <p>Discuss the benefit of these exchanges</p> | <p>Ask questions to review learners understanding of the lesson</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>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p> | <p>Revise with learners on the major ethnic groups in Ghana.</p> <p>Let them identify some characteristics of these ethnic groups.</p> <p>Identify the forms of exchanges including forms of trade, inter-marriage, conflict and alliances.</p> <p>Discuss the benefit of these exchanges</p> | <p>Ask questions to review learners understanding of the lesson</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> |

|   |   |   |                          |
|---|---|---|--------------------------|
| <b>Week Ending:</b>   | <b>DAY:</b>   | <b>Subject:</b> Creative Arts   |                          |
| <b>Duration:</b> 60mins per lesson  |   | <b>Strand:</b> Performing Arts  |                          |
| <b>Class:</b> B3  | <b>Class Size:</b>  | <b>Sub Strand:</b> Appreciating and Appraising  |                          |
| <b>Content Standard:</b><br>Demonstrate understanding of how to generate own ideas for artistic expressions on the people.  |   | <b>Indicator:</b><br>B3 2.4.6.1/ B3 1.4.7.1 Agree on guidelines for viewing performing artworks and expressing own feelings and thoughts about own and others' performances | <b>Lesson:</b><br>1 OF 1 |
| <b>Performance Indicator:</b><br>Learners can agree on guidelines for viewing performing artworks and expressing own feelings and thoughts about own and others' performances |   | <b>Core Competencies:</b><br>Decision Making Creativity, Innovation Communication   |                          |
| <b>Teaching/ Learning Resources</b>   | Photos, videos, art paper, colors and traditional art tools |   |                          |
| <b>References:</b> Creative Arts Curriculum Pg. 89,91   |   |   |                          |

| <b>DAYS</b> | <b>PHASE 1: STARTER</b>   | <b>PHASE 2: MAIN</b>  | <b>PHASE 3: REFLECTION</b>   |
|-------------|---|---|--|
|             | <p>Use questions and answers to revise the previous lesson with learners.</p> <p>Engage learners to play games and sing songs to begin the lesson</p> | <p>The easiest way to understand and appreciate a performance is to develop a relevance and appropriate criteria or checklist</p> <p>Guide learners to create a checklist or criteria for appreciating and appraising a performance;</p> <ul style="list-style-type: none"> <li>➤ Creative process</li> <li>➤ Subject matter</li> <li>➤ Selection and use of instruments and elements</li> <li>➤ Styles and techniques</li> <li>➤ Originality or creativity</li> <li>➤ Use of space</li> <li>➤ Selection and use of costumes</li> <li>➤ Symbolism and cultural relevance</li> <li>➤ Aesthetic qualities</li> <li>➤ suitability</li> </ul> | <p>Use questions to review learners understanding of the lesson.</p> <p>Ask learners to tell the class what they have learnt.</p> <p>Call learners to summarize the main points of the lesson.</p> |
|             | <p>Show pictures of people performing a dance to learners'</p> <p>Let learners observe and talk about the pictures</p>                                | <p>Lead a discussion to explain the criteria with learners.</p> <p>Now let learners use the checklist to appreciate and appraise a previous art performance in class.</p> <p>Put learners into groups of 2 or 3 depending on the size of the class.</p> <p>Invite each group to perform any dance learnt as others will be observing.</p> <p>Set up a three member judge to use the checklist or criteria to appraise the performance of each group.</p>  | <p>Use questions to review learners understanding of the lesson.</p> <p>Ask learners to tell the class what they have learnt.</p> <p>Call learners to summarize the main points of the lesson.</p> |

|  |  |  |                          |
|--|--|--|--------------------------|
| <b>Week Ending:</b>  | <b>DAY:</b>  | <b>Subject:</b> Ghanaian Language  |                          |
| <b>Duration:</b> 60mins per lesson   |  | <b>Strand:</b> Writing Conventions   |                          |
| <b>Class:</b> B3   | <b>Class Size:</b>   | <b>Sub Strand:</b> Proper Nouns  |                          |
| <b>Content Standard:</b><br>B3.3.3.1 Write simple words/names of people and places (proper nouns). |  | <b>Indicator:</b><br>B3.3.3.1.1 Write simple words/names of people and places. | <b>Lesson:</b><br>I OF I |
| <b>Performance Indicator:</b><br>Learners can write simple words/names of people and places.       |  | <b>Core Competencies:</b><br>Creativity and innovation, Communication.         |                          |
| <b>Teaching/ Learning Resources</b>  | Word cards, sentence cards, letter cards, handwriting on a manila card |  |                          |
| <b>References:</b> Ghanaian Language Curriculum Pg. 104  |  |  |                          |

| <b>DAYS</b> | <b>PHASE 1: STARTER</b>  | <b>PHASE 2: MAIN</b>  | <b>PHASE 3: REFLECTION</b>  |
|-------------|--|---|---|
|             | <p>Use questions and answers to revise the previous lesson with learners.</p> <p>Engage learners to play games and sing songs to begin the lesson</p>  | <p>Let learners mention names of places and names of their friends.</p> <p>Create people and place names map on a cardboard.</p> <p>Show the map to learners and discuss it with them.</p> <p>Assist learners to write simple words or names of people and places in their books.</p> | <p>Use questions to review learners understanding of the lesson.</p> <p>Ask learners to tell the class what they have learnt.</p> <p>Call learners to summarize the main points of the lesson.</p> <p>Learners to read and spell the key words on the board</p> |
|             | <p>Engage learners to play the crossword game</p> <p>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</p> | <p>Let learners mention names of places and names of their friends.</p> <p>Create people and place names map on a cardboard.</p> <p>Show the map to learners and discuss it with them.</p> <p>Assist learners to write simple words or names of people and places in their books.</p> | <p>Use questions to review learners understanding of the lesson.</p> <p>Ask learners to tell the class what they have learnt.</p> <p>Call learners to summarize the main points of the lesson.</p> <p>Learners to read and spell the key words on the board</p> |

|  |                           |  |                          |
|--|---------------------------|--|--------------------------|
| <b>Week Ending:</b>  | <b>DAY:</b>               | <b>Subject:</b> PHYSICAL EDUCATION   |                          |
| <b>Duration:</b> 60mins  |                           | <b>Strand:</b> Movement Concepts   |                          |
| <b>Class:</b> B3   | <b>Class Size:</b>        | <b>Sub Strand:</b> Dynamics  |                          |
| <b>Content Standard:</b><br>Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities. |                           | <b>Indicator:</b><br>B3.2.2.2 compare and contrast locomotor movements conducted to even and uneven beats.   | <b>Lesson:</b><br>1 OF 1 |
| <b>Performance Indicator:</b><br>Learners can compare and contrast locomotor movements conducted to even and uneven beats.                       |                           | <b>Core Competencies:</b><br>Personal skills and core competencies such as agility, concentration, precision |                          |
| <b>Teaching/ Learning Resources</b>  | Ball, videos and pictures |  |                          |
| <b>References:</b> PE Curriculum Pg. 36  |                           |  |                          |

| <b>DAYS</b> | <b>PHASE 1: STARTER</b>  | <b>PHASE 2: MAIN</b>   | <b>PHASE 3: REFLECTION</b>  |
|-------------|--|--|---|
|             | Have learners to sing songs and recite familiar rhymes in relation to the lesson | <p>There are four locomotor skills (jumping, walking, hopping and running ) that can be performed to an <b>even beat</b>;</p> <p>Have learners to jump, jog, hop and dance to a recorded music to form even beat</p> <p>There are three locomotor skills (skipping, sliding and galloping.)that can be performed to an <b>uneven beat</b></p> <p>Have learners to skip, slide and gallop to form uneven beat</p> <div data-bbox="716 1241 1081 1514" data-label="Image"> </div> <p>Help those who finds it difficult and help them</p> | <p>Review the lesson with learners</p> <p>Call out learners to summarize the main points of the lesson</p> <p>Take learners through cool down to end the lesson</p> |



## SCHEME OF LEARNING- WEEK 9

### BASIC THREE

Name of School.....

|   |   |  |
|---|---|--|
| <b>Week Ending:</b>   | <b>DAY:</b> MONDAY  | <b>Subject:</b> English Language   |
| <b>Duration:</b> 60mins   |   | <b>Strand:</b> Oral Language   |
| <b>Class:</b> B3  | <b>Class Size:</b>  | <b>Sub Strand:</b> Listening Comprehension   |
| <b>Content Standard:</b><br>B3.1.7.1: Use appropriate skills and strategies to process meaning from texts |   | <b>Indicator:</b><br>B3.1.7.1.1 listen to and interact actively within information texts |
| <b>Performance Indicator:</b><br>Learners can listen to and interact actively within information texts    |   | <b>Lesson:</b><br>1 of 1   |
| <b>Core Competencies:</b><br>Communication and Collaboration, Leadership                                  |   |  |
| <b>Key words</b>  | Events, story, picture  |  |
| <b>References:</b> English Language Curriculum For Primary Schools Pg. 76                                 |   |  |
|   |   |  |
| <b>Phase/Duration</b>   | <b>Learners Activities</b>  | <b>Resources</b>   |
| <b>PHASE 1: STARTER</b>   | <p>Select 10 words and write them two different times on word cards.</p> <p>Place all the cards face down on the floor. 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> <ul style="list-style-type: none"> <li>• Did you enjoy the game?</li> <li>• What words did you hear in the game?</li> <li>• Make a list of ten words you heard.</li> </ul> <p>Share performance indicators with learners and introduce the lesson.</p> | Music box  |
| <b>PHASE 2: NEW LEARNING</b>  | <p>Show learners conversational posters to talk about. E.g. causes of road accidents.</p> <p>Let learners role-play topics or themes discussed.</p> <p>Discuss the importance of expressing a variety of communicative meanings/telling people about their feelings, etc.) e. g. apologizing, agreeing or disagreeing with partners on issues.</p> <p>Guide learners to express a variety of communicative meanings.</p>  | Word cards, sentence cards, letter cards, handwriting on a manila card                   |
| <b>PHASE 3: REFLECTION</b>  | <p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Take feedback from what have learnt and summarize the lesson.</p> <p>Next lesson: ask and answer questions for clarifications about given topics</p>   | In our next lesson, we shall create our own stories using pictures.                      |

|  |   |  |
|--|---|--|
| <b>Week Ending:</b>  | <b>DAY:</b> Tuesday   | <b>Subject:</b> English Language                                       |
| <b>Duration:</b> 60mins  |   | <b>Strand:</b> Reading   |
| <b>Class:</b> B3   | <b>Class Size:</b>  | <b>Sub Strand:</b> Comprehension                                       |
| <b>Content Standard:</b><br>B3.2.7.1: Understand and analyze texts read  | <b>Indicator:</b><br>B3.2.7.1.2 ask and answer factual, inferential and vocabulary questions about level-appropriate texts  | <b>Lesson:</b><br>1 of 1   |
| <b>Performance Indicator:</b><br>Learners can ask and answer factual, inferential and vocabulary questions about level-appropriate texts |   | <b>Core Competencies:</b><br>Communication and Collaboration           |
| <b>References:</b> English Language Curriculum For Primary Schools Pg. 86  |   |  |
| <b>Phase/Duration</b>  | <b>Learners Activities</b>  | <b>Resources</b>   |
| <b>PHASE 1: STARTER</b>  | Engage learners to sing familiar rhymes.<br><br>Ask learners; <ul style="list-style-type: none"> <li>• Whether they enjoyed singing the songs?</li> <li>• What words did you hear in the songs?</li> <li>• Are these words food, animals, objects?</li> </ul> Share performance indicators with learners and introduce the lesson.  | flashcards   |
| <b>PHASE 2: NEW LEARNING</b>   | Have learners read a text and identify its purpose and features. Guide them with questions to do this.<br>Let learners transfer the same ideas to other types of texts.<br><br>Use think-pair-share to have learners compare ideas.<br><br>Have learners play simple mental or guessing games like Bingo and matching games.<br><br>Guide learners to form mental images as they read a text, to help them make meaning from the text | Word cards, sentence cards, letter cards, handwriting on a manila card |
| <b>PHASE 3: REFLECTION</b>   | Ask learners to tell you what they have learnt and what they will like to learn in the next lesson<br><br>Take feedback from what have learnt and summarize the lesson.<br><br>Next lesson: retell level-appropriate text in own, explain and illustrate  |  |

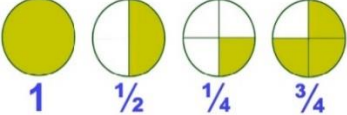
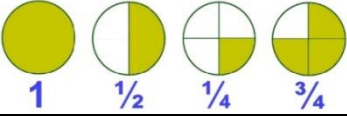
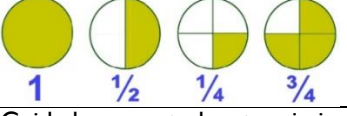
|  |  |   |
|--|--|---|
| <b>Week Ending:</b>  | <b>DAY:</b> WEDNESDAY  | <b>Subject:</b> English Language  |
| <b>Duration:</b> 60mins  |  | <b>Strand:</b> Writing  |
| <b>Class:</b> B2   | <b>Class Size:</b>   | <b>Sub Strand:</b> Narrative Writing  |
| <b>Content Standard:</b><br>B3.4.10.1: Narrate situations, express feelings and convey point of view about the world/fictional world |  | <b>Indicator:</b><br>B3.4.10.1.1 add more details of a story structure to narrative stories |
| <b>Performance Indicator:</b><br>Learners can add more details of a story structure to narrative stories.                            |  | <b>Lesson:</b><br>2 of 2  |
| <b>Core Competencies:</b><br>Communication and Collaboration, Personal Development   |  |   |
| <b>References:</b> English Language Curriculum Pg. 94  |  |   |
| <b>Phase/Duration</b>  | <b>Learners Activities</b>   | <b>Resources</b>  |
| <b>PHASE 1: STARTER</b>  | Engage learners to sing familiar songs. E.g. Five little ducks<br>Ask learners; <ul style="list-style-type: none"> <li>• Whether they enjoyed singing the song?</li> <li>• What words did you hear in the song?</li> <li>• Are these words food, animals, objects?</li> </ul> Share performance indicators with learners and introduce the lesson.   |   |
| <b>PHASE 2: NEW LEARNING</b>   | Discuss with learners their previous writing and give them feedback on some errors they committed.<br><br>Have learners choose and write on another topic. e.g. the need to respect school authorities.<br><br>Guide them with the vocabulary they may use. Let learners present a draft of their write up.<br><br>Have learners write a neat final copy and read it once again to check for errors.<br><br>Have learners publish their work by showing it to others in small groups or in pairs or posting it on the class or school notice board for others to view. | Word cards, paper, letter cards,  |
| <b>PHASE 3: REFLECTION</b>   | Summarize the important points in the lesson with learners.<br><br>Next lesson: describe places in a coherent paragraph  |   |

|   |  |  |
|---|--|--|
| <b>Week Ending:</b>   | <b>DAY:</b> THURSDAY   | <b>Subject:</b> English Language                                       |
| <b>Duration:</b> 60mins   |  | <b>Strand:</b> Grammar Usage   |
| <b>Class:</b> B3  | <b>Class Size:</b>   | <b>Sub Strand:</b> Using Adverbs                                       |
| <b>Content Standard:</b><br>B3.5.6.1: Apply knowledge of adverbs in communication   | <b>Indicator:</b><br>B3.5.6.1.2 use adverbs correctly to express time  | <b>Lesson:</b><br>1 of 1   |
| <b>Performance Indicator:</b><br>Learners can use adverbs correctly to express time |  | <b>Core Competencies:</b><br>Communication and Collaboration, Personal |
| <b>References:</b> English Language Curriculum Pg. 101                              |  |  |
| <b>Phase/Duration</b>   | <b>Learners Activities</b>   | <b>Resources</b>   |
| <b>PHASE 1: STARTER</b>   | <p>Review some adjectives with learners.</p> <p>Do an action for slow.<br/>Ask: What word is this? Pupils guess: slow.</p> <p>Do an action for loud.<br/>Ask: What word is this? Pupils guess: loud.</p> <p>Do an action for happy.<br/>Ask: What word is this? Pupils guess: happy</p> <p>Share performance indicators and introduce the lesson.</p>  |  |
| <b>PHASE 2: NEW LEARNING</b>  | <p>Write some sentences on the board.<br/>Examples:</p> <ul style="list-style-type: none"> <li>• This is a very slow cat.</li> <li>• The school bell is loud.</li> <li>• My father is happy.</li> </ul> <p>Have learners read the sentences aloud and explain them in context. Drill learners for the correct pronunciation and meaning of key words.</p> <p>Have learners identify all the adjectives in the sentences.<br/>Example: slow, loud, happy.</p> <p>Ask, what does the words (slow, loud, and happy) describe?<br/>Expected Answers: they describe the nouns (cat bell, father).</p> <p>Write another set of sentences on the board.<br/>It walks <u>slowly</u> across the road.<br/>It rang <u>loudly</u> this morning.<br/>He is whistling <u>happily</u>.</p> <p>Brainstorm learners to identify the part of speech of the underlined words and tell its function.<br/>Example: the slowly is an adverb and it describes how the object walks(verb)</p> | Word cards, sentence cards, letter cards, handwriting on a manila card |

|                                       |   |  |
|---------------------------------------|---|--|
|                                       | <p>Guide learners to explain adverb as a word that qualifies a verb.</p> <p>Introduce learners to Adverbs of time as words that change or qualify the meaning of a sentence by telling us when things happen.</p> <p>e.g. -They <u>often</u> play music together<br/> -He researched late into the <u>night</u>.<br/> -On the day of report, he arrived at school <u>early</u></p> <p>Have learners listen to and read several sentences containing adverbs of time.</p> <p>Learners sit in groups to discuss issues involving the use of adverbs of time.</p> <p><u>Assessment</u><br/> Give learners individual or home task to underline the adverbs</p> <ul style="list-style-type: none"> <li>• She stayed at her grandmother's house <u>all day</u></li> <li>• The newspaper arrives <u>daily</u></li> <li>• They go out to dinner <u>weekly</u>.</li> <li>• Are you coming to work <u>tomorrow</u>?</li> </ul> |  |
| <p><b>PHASE 3:<br/>REFLECTION</b></p> | <p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> <li>1. Tell the class what you learnt during the lesson.</li> <li>2. Tell the class how you will use the knowledge they acquire during the lesson.</li> <li>3. Which aspects of the lesson did you not understand?</li> </ol> <p>Next Lesson: Identify prepositions in sentences to indicate directions and means</p>   |  |

|  |   |   |                          |
|--|---|---|--------------------------|
| <b>Week Ending:</b>  | <b>DAY:</b> Friday  | <b>Subject:</b> English Language  |                          |
| <b>Duration:</b> 60mins  |   | <b>Strand:</b> Extensive Reading  |                          |
| <b>Class:</b> B3   | <b>Class Size:</b>  | <b>Sub Strand:</b> Reading  |                          |
| <b>Content Standard:</b><br>B3.6.1.1: Read widely for pleasure and demonstrate independent reading and learning in the literary area |   | <b>Indicator:</b><br>B3.6.1.1.1. read a variety of age and level-appropriate books and summarize them | <b>Lesson:</b><br>1 of 1 |
| <b>Performance Indicator:</b><br>Learners can read a variety of age and level-appropriate books and summarize them                   |   | <b>Core Competencies:</b><br>Communication and Collaboration, Personal                                |                          |
| <b>References:</b> English Language Curriculum For Primary Schools Pg. 112   |   |   |                          |
|  |   |   |                          |
| <b>Phase/Duration</b>  | <b>Learners Activities</b>  | <b>Resources</b>  |                          |
| <b>PHASE 1: STARTER</b>  | Engage learners to sing familiar songs. E.g. Five little ducks<br>Ask learners; <ul style="list-style-type: none"> <li>• Whether they enjoyed singing the song?</li> <li>• What words did you hear in the song?</li> <li>• Are these words food, animals, objects?</li> </ul> Share performance indicators with learners and introduce the lesson.  |   |                          |
| <b>PHASE 2: NEW LEARNING</b>   | Using book tease or book talk, introduce the reading/ library time.<br><br>Have a variety of age appropriate books for learners to make a choice from.<br><br>Introduce picture or wordless books, pop-up and flip-the-page texts to learners.<br><br>Encourage them to read individually and in pairs, and provide support and encouragement.<br><br><u>Assessment</u><br>Using think-pair-share, learners retell their story books to their partners.<br>Have learners draw parts of the story they read. Let learners summarize the books they read to the whole class | Word cards, sentence cards, letter cards.   |                          |
| <b>PHASE 3: REFLECTION</b>   | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.<br><br>Take feedback from learners and summarize the lesson.   |   |                          |

|  |                             |   |                          |
|--|-----------------------------|---|--------------------------|
| <b>Week Ending:</b>  | <b>DAY:</b>                 | <b>Subject:</b> Mathematics   |                          |
| <b>Duration:</b> 60mins per lesson   |                             | <b>Strand:</b> Number   |                          |
| <b>Class:</b> B3   | <b>Class Size:</b>          | <b>Sub Strand:</b> Fractions  |                          |
| <b>Content Standard:</b><br>B3.1.3.1 Develop an understanding of fractions using concrete and pictorial representations and write fractions in words and symbols |                             | <b>Indicator:</b><br>B3.1.3.1.2 understand, explain and demonstrate fractions                 | <b>Lesson:</b><br>1 OF 1 |
| <b>Performance Indicator:</b><br>Learners can understand, explain and demonstrate fractions  |                             | <b>CORE COMPETENCE:</b><br>Problem Solving skills; Critical Thinking; Justification of Ideas; |                          |
| <b>Teaching/ Learning Resources</b>  | Paper strips, cut out cards |   |                          |
| <b>References:</b> Mathematics Curriculum Pg. 59   |                             |   |                          |

| <b>DAYS</b> | <b>PHASE 1: STARTER</b>  | <b>PHASE 2: MAIN</b>  | <b>PHASE 3: REFLECTION</b>   |
|-------------|--|---|--|
| Monday      | Engage learners to sing the songs, rhymes and play games to begin the lesson | <p>Use concrete objects and pictorial representations to explain the fraction half as the quantity obtained by taking 1 part when a group of object is partitioned into two equal parts.</p> <p>Read and write fractions using words and symbols. E.g. one-half, two halves, thirds, fifths etc.</p>   | <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p> |
| Tuesday     | Engage learners to sing the songs, rhymes and play games to begin the lesson | <p>Use concrete objects and pictorial representations to explain the fraction half as the quantity obtained by taking 1 part when a group of object is partitioned into two equal parts.</p> <p>Read and write fractions using words and symbols. E.g. one-half, two halves, thirds, fifths etc.</p>  | <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p> |
| Wednesday   | Engage learners to sing the songs, rhymes and play games to begin the lesson | <p>Ask learners to color given fractions of given groups of object or match fractions to given groups of objects.</p> <p>Ask learners to cut given fractions from a given (e.g. 12cm long) card, bar or stick.</p>    | <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p> |
| Thursday    | Engage learners to sing the songs, rhymes and play games to begin the lesson | <p>Guide learners to locate missing fractions on a number.</p> <p>Draw and ask learners to locate the missing fractions on the number line</p>  | <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p> |

|        |  |  |   |
|--------|--|--|---|
| Friday | Engage learners to sing the songs, rhymes and play games to begin the lesson | Guide learners to locate missing fractions on a number line.<br><br>Draw and ask learners to locate the missing fractions on the number line | Ask learners to tell you what they have learnt<br><br>Give learners individual or home task |
|--------|--|--|---|




|  |                               |   |
|--|-------------------------------|---|
| <b>Week Ending:</b>  | <b>DAY:</b>                   | <b>Subject:</b> Science   |
| <b>Duration:</b> 60mins per lesson   |                               | <b>Strand:</b> Cycles   |
| <b>Class:</b> B3   | <b>Class Size:</b>            | <b>Sub Strand:</b> Earth Science  |
| <b>Content Standard:</b><br>B3.2.1.3 Show understanding of the roles of condensation, evaporation, transpiration and precipitation in the hydrological (water) cycle |                               | <b>Indicator:</b><br>B3.2.1.3.1 Identify the types of precipitation and describe the differences among them |
| <b>Performance Indicator:</b><br>Learners can identify the types of precipitation and describe the differences among them  |                               | <b>Lesson:</b><br>I OF I  |
| <b>Core Competencies:</b><br>Problem Solving skills; Critical Thinking; Justification of Ideas;  |                               |   |
| <b>Teaching/ Learning Resources</b>  | Pictures of the sun and earth |   |
| <b>References:</b> Science Curriculum Pg. 53   |                               |   |


| <b>DAYS</b> | <b>PHASE 1: STARTER</b>   | <b>PHASE 2: MAIN</b>  | <b>PHASE 3: REFLECTION</b>   |
|-------------|---|---|--|
|             | <p>Use questions and answers to review learners understanding in the previous lesson</p> <p>Engage learners to sing songs and play games to get them ready for lesson</p> | <p>Explore the previous knowledge of learners on this topic, e.g., learners know of iced water, 'ice block' and rainfall.</p> <p>Provide learners with cut-out pictures or videos of the other forms of precipitation (snow, hail, sleet, these may be foreign to them.</p> <p>Learners examine the pictures and communicate their ideas on the different types of precipitation.</p>   | <p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Learners to read and spell the key words on the board.</p> |
|             | <p>Use questions and answers to review learners understanding in the previous lesson</p> <p>Engage learners to sing songs and play games to get them ready for lesson</p> | <p>Guide learners to explain each term. For example: Sleet is ice pellets that fall from clouds.</p> <p><b>Hail:</b> precipitation in the form of balls or irregular lumps of ice (5 mm or more in diameter – anything smaller is considered an "ice pellet").</p> <p><b>Snow:</b> precipitation composed of white or translucent ice crystals, chiefly in the form of snowflakes.</p> <p><b>Sleet:</b> a mixture of rain and snow.</p> <p><b>Freezing rain:</b> rain that falls when surface temperatures are below freezing – the liquid precipitation freezes when it hits the super-cold surface.</p> | <p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Learners to read and spell the key words on the board.</p> |

|  |   |  |  |
|--|---|--|--|
|  |   | <b>Assessment:</b> Assist learners to build vocabulary on precipitation.   |  |
|  | <p>Use questions and answers to review learners understanding in the previous lesson</p> <p>Engage learners to sing songs and play games to get them ready for lesson</p> | <p>With the aid of flashcards, learners work in groups to match pictures showing different types of precipitation with their correct names.</p> <p>Learners draw a picture showing a rainy day.</p> <p><b>Project:</b> Assist learners to undertake an activity to create artificial rain in the school.</p> | <p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Learners to read and spell the key words on the board.</p> |

|   |                               |   |                          |
|---|-------------------------------|---|--------------------------|
| <b>Week Ending:</b>   | <b>DAY:</b>                   | <b>Subject:</b> OWOP  |                          |
| <b>Duration:</b> 60mins per lesson  |                               | <b>Strand:</b> All About Us   |                          |
| <b>Class:</b> B3  | <b>Class Size:</b>            | <b>Sub Strand:</b> The Environment And The Weather  |                          |
| <b>Content Standard:</b><br>B3.2.1.1. Appreciate the problems associated with the use of land and water |                               | <b>Indicator:</b><br>B3.2.1.1.1. Explain problems with the use of land and water              | <b>Lesson:</b><br>I OF I |
| <b>Performance Indicator:</b><br>• Learners can explain problems with the use of land and water         |                               | <b>Core Competencies:</b><br>Communication and Collaboration<br>Critical Thinking and Problem |                          |
| <b>Teaching/ Learning Resources</b>   | Pictures, Charts, Video Clips |   |                          |
| <b>References:</b> OWOP Curriculum Pg. 43   |                               |   |                          |

| <b>DAYS</b> | <b>PHASE 1: STARTER</b>   | <b>PHASE 2: MAIN</b>  | <b>PHASE 3: REFLECTION</b>   |
|-------------|---|---|--|
|             | <p>Use questions and answers to review learners understanding in the previous lesson</p> <p>Engage learners to sing songs and play games to get them ready for lesson</p> | <p>In groups lead learners in a picture discussion to talk about problems with the use of land and water.<br/><i>E.g. Galamsey sites, indiscriminate dumping of refuse, choked gutters, roads with potholes etc.</i></p>  <p>Learners to compare situations in the pictures with what pertains in their area and relate to them.</p> | <p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> |
|             | <p>Use questions and answers to review learners understanding in the previous lesson</p> <p>Engage learners to sing songs and play games to get them ready for lesson</p> | <p>Learners talk about the problems with the use of land in their community.</p> <p>Engage learners to describe activities taking place on land in your community. Examples: bush burning, sand winning, quarrying, etc.</p> <p>Teacher shows pictures of water bodies or conduct a study tour to observe water bodies within their communities.</p>  | <p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> |
|             | <p>Use questions and answers to review learners understanding in the previous lesson</p> <p>Engage learners to sing songs and play games to get them ready for lesson</p> | <p>Learners talk about activities taking place around water bodies in their community<br/>e.g. fishing, swimming, irrigation, farming, throwing waste in water bodies, defecating in streams.</p> <p>Learners come out with how best they can use and conserve the land and water.</p>  | <p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> |


|  |   |  |
|--|---|--|
| <b>Week Ending:</b>  | <b>DAY:</b>   | <b>Subject:</b> REL & MORAL EDUCATION  |
| <b>Duration:</b> 60mins  |   | <b>Strand:</b> Religious Practices   |
| <b>Class:</b> B3   | <b>Class Size:</b>  | <b>Sub Strand:</b> Religious Worship   |
| <b>Content Standard:</b><br>B3.2.1.1. Appreciate the importance of religious worship                   | <b>Indicator:</b><br>B3.2.1.1.1: Name the sacred scriptures of the three major religions. | <b>Lesson:</b><br>1 OF 1   |
| <b>Performance Indicator:</b><br>Learners can name the sacred scriptures of the three major religions. |   | <b>Core Competencies:</b><br>Cultural Identity, Sharing Reconciliation, Togetherness, Unity. |
| <b>Teaching/ Learning Resources</b>  | Wall charts, wall words, posters, video clip, etc.  |  |
| <b>References:</b> RME Curriculum Pg. 17   |   |  |

| <b>DAYS</b> | <b>PHASE 1: STARTER</b>   | <b>PHASE 2: MAIN</b>   | <b>PHASE 3: REFLECTION</b>   |
|-------------|---|--|--|
|             | <p>Use questions and answers to review learners understanding in the previous lesson</p> <p>Engage learners to sing songs and play games to get them ready for lesson</p> | <p>Guide learners to mention the sacred scriptures of the christians: The Holy Bible</p> <p>Let learners in groups, talk about the Holy bible and some lessons the Bible teaches.</p> <p>Guide learners to recite simple texts from the scriptures:</p>  <p>Let learners write simple texts from the sacred scriptures.</p> | <p>Ask learners series of questions to review their understanding of the lesson</p> <p>Call learners to talk about what they have learnt and how they will apply it.</p> |

|  |  |  |                          |
|--|--|--|--------------------------|
| <b>Week Ending:</b>  | <b>DAY:</b>  | <b>Subject:</b> History  |                          |
| <b>Duration:</b> 60mins per lesson   |  | <b>Strand:</b> My country Ghana  |                          |
| <b>Class:</b> B3   | <b>Class Size:</b>                                 | <b>Sub Strand:</b> Inter Group Relations   |                          |
| <b>Content Standard:</b><br>B3 2.2.1. Demonstrate knowledge of how intergroup alliances, conflicts and other exchanges |  | <b>Indicator:</b><br>B3.2.2.1.2 Name some of the items exchanged among the various groups. | <b>Lesson:</b><br>I OF I |
| <b>Performance Indicator:</b><br>Learners can name some of the items exchanged among the various groups.               |  | <b>Core Competencies:</b><br>Learners to become critical thinkers and digital literates    |                          |
| <b>Teaching/ Learning Resources</b>  | Wall charts, word cards, posters, video clip, etc. |  |                          |
| <b>References:</b> History Curriculum Pg. 16   |  |  |                          |

| <b>DAYS</b> | <b>PHASE 1: STARTER</b>  | <b>PHASE 2: MAIN</b>  | <b>PHASE 3: REFLECTION</b>   |
|-------------|--|---|--|
|             | <p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p> | <p>Identify trade items that were exchanged among ethnic groups: salt, fish, gold, kola, Shea butter, pottery and cloth and iron utensils</p> <p>Match items with the areas / sources where the items were obtained.<br/>e.g. Shea butter - savannah belt</p> <p>Explain the medium of exchange: from barter system to the use of cowry shells as a medium of exchange.</p> | <p>Ask questions to review learners understanding of the lesson</p> <p>Learners to tell what was interesting about the lesson.</p> |
|             | <p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p> | <p>Identify trade items that were exchanged among ethnic groups: salt, fish, gold, kola, Shea butter, pottery and cloth and iron utensils</p> <p>Match items with the areas / sources where the items were obtained.<br/>e.g. Shea butter - savannah belt</p> <p>Explain the medium of exchange: from barter system to the use of cowry shells as a medium of exchange.</p> | <p>Ask questions to review learners understanding of the lesson</p> <p>Learners to tell what was interesting about the lesson.</p> |

|  |                    |  |
|--|--------------------|--|
| <b>Week Ending:</b>  | <b>DAY:</b>        | <b>Subject:</b> Creative Arts  |
| <b>Duration:</b> 60mins per lesson   |                    | <b>Strand:</b> Visual Arts& Performing   |
| <b>Class:</b> B3   | <b>Class Size:</b> | <b>Sub Strand:</b> Thinking and Exploring Ideas(School based project)  |
| <b>Content Standard:</b><br>Demonstrate understanding of how to generate own ideas for artistic expressions on the people. |                    | <b>Indicator:</b><br>B3 1.1.1.1 /B3 2.1.1.1 study and make artworks produced or found in other African communities |
| <b>Performance Indicator:</b><br>Learners can study and make artworks produced or found in other African communities       |                    | <b>Lesson:</b><br>1 OF 1   |
| <b>Teaching/ Learning Resources</b>  |                    | Photos, videos, art paper, colors and traditional art tools  |
| <b>References:</b> Creative Arts Curriculum Pg. 65 & 68  |                    |  |

| <b>DAYS</b> | <b>PHASE 1: STARTER</b>  | <b>PHASE 2: MAIN</b>   | <b>PHASE 3: REFLECTION</b>  |
|-------------|--|--|---|
|             | <p>Engage learners to play games and sing songs to begin the lesson.</p> <p>Learners to sing songs and play games to get them ready for the lesson</p> | <p>Learners are to gather information through library research on some African music.<br/>e.g. Afrobeat music.<br/><i>Afrobeat is a music genre which involves the combination of elements of west african musical styles such as Fuji music and highlife with American jazz and later soul and funk influences. This term was introduced by the Nigerians in 1960s.</i></p> <p>Play and let learners listen to some music from Mafikizolo.<br/><i>E.g. Mafikizolo ft Uhuru - Khona.</i></p>  <p>Discuss the resources that are used for performing the Afrobeat music.</p> <p>Let learners imitate the skills and techniques that the composers used to perform a variety show.</p> <p>Learners to develop ideas and concepts for composing and performing their own music.</p> | <p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> |

|  |                    |  |   |
|--|--------------------|--|---|
| <b>Week Ending:</b>  | <b>DAY:</b>        | <b>Subject:</b> Ghanaian Language  |   |
| <b>Duration:</b> 60mins per lesson   |                    | <b>Strand:</b> Writing Conventions   |   |
| <b>Class:</b> B3   | <b>Class Size:</b> | <b>Sub Strand:</b> Capitalization  |   |
| <b>Content Standard:</b><br>B3.5.1.1 Exhibit knowledge of using capital letters appropriately              |                    | <b>Indicator:</b><br>B3.5.1.1.1-3 Understand the use of capital letters to write proper nouns. | <b>Lesson:</b><br>1 OF 1  |
| <b>Performance Indicator:</b><br>Learners can understand the use of capital letters to write proper nouns. |                    |  | <b>Core Competencies:</b><br>Creativity and innovation,<br>Communication. |
| <b>Teaching/ Learning Resources</b>  |                    | Word cards, sentence cards, letter cards, handwriting on a manila card                         |   |
| <b>References:</b> Ghanaian Language Curriculum Pg. 106  |                    |  |   |

| <b>DAYS</b> | <b>PHASE 1: STARTER</b>   | <b>PHASE 2: MAIN</b>  | <b>PHASE 3: REFLECTION</b>  |
|-------------|---|---|---|
|             | Write words on th board and cover parts with a smiley for learners to guess the word<br><br>Have learners sing songs to begin the lesson                                      | Let learners sing any play song they know.<br><br>Create a game that helps to use capital letters to write proper nouns.<br><br>Through the game help learners to understand the use of capital letters to write proper nouns.  | Ask learners questions to review their understanding of the lessson.<br><br>Give learners task to do whiles you go round to guide those who need help.                          |
|             | Have learners play games and recite familiar rhymes to begin the lesson<br><br>Using questions and answers, review their understanding of the previous lesson                 | Let learners sing any play song they know.<br><br>Create a game that helps learners to use capital letters to write sentences.<br><br>Help learners to understand the use of capital letters to write correct sentences.  | Ask learners series of questions to review their understanding of the lesson<br><br>Ask learners to tell you what they have learnt<br><br>Give learners individual or home task |
|             | Review the previous knowledge of the learners by making them answer questions on the previous lesson.<br><br>Engage learners to play games and sing songs to begin the lesson | Let a learner lead the class to sing a popular song they know.<br><br>Tell learners why we use capital letters after sentences and full stops.<br><br>Help learners to understand the use of capital letters after sentences and full stops using illustrations on the board. | Ask learners to summarize what they have learnt.<br><br>Let learners say 5 words they remember from the lesson.   |

|  |  |  |                                 |
|--|--|--|---------------------------------|
| <b>Week Ending:</b>  | <b>DAY:</b>  | <b>Subject:</b> PHYSICAL EDUCATION   |                                 |
| <b>Duration:</b> 60mins  |  | <b>Strand:</b> Physical Fitness  |                                 |
| <b>Class:</b> B3   | <b>Class Size:</b>   | <b>Sub Strand:</b> Aerobic Capacity  |                                 |
| <b>Content Standard:</b><br>Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities. |  | <b>Indicator:</b><br>B3.3.1.3.1: Perform 10 minutes dance with music.  | <b>Lesson:</b><br>1 OF 1        |
| <b>Performance Indicator:</b><br>Learners can Perform 10 minutes dance with music.   |  | <b>Core Competencies:</b><br>Personal skills and core competencies such as agility, concentration, precision           |                                 |
| <b>Teaching/ Learning Resources</b>  | Drums, laptop, speakers  |  |                                 |
| <b>References:</b> PE Curriculum Pg. 38  |  |  |                                 |
| <b>DAYS</b>  | <b>PHASE 1: STARTER</b>  | <b>PHASE 2: MAIN</b>   | <b>PHASE 3: REFLECTION</b>      |
|  | Have learners to watch a short video on a popular dance in the locality. | Learners perform 10minute dance with music at their own pace for recreation and improvement of their physical fitness. | Review the lesson with learners |



## SCHEME OF LEARNING- WEEK 10

### BASIC THREE

Name of School.....

|  |   |  |
|--|---|--|
| <b>Week Ending:</b>  | <b>DAY:</b> MONDAY  | <b>Subject:</b> English Language   |
| <b>Duration:</b> 60mins  |   | <b>Strand:</b> Oral Language   |
| <b>Class:</b> B3   | <b>Class Size:</b>  | <b>Sub Strand:</b> Asking and Answering Questions  |
| <b>Content Standard:</b><br>B3.1.8.1: Demonstrate understanding in asking and answering questions            |   | <b>Indicator:</b><br>B3.1.8.1.1 ask and answer questions for clarifications about given topics |
|  |   | <b>Lesson:</b><br>1 of 1   |
| <b>Performance Indicator:</b><br>Learners can ask and answer questions for clarifications about given topics |   | <b>Core Competencies:</b><br>Communication and Collaboration, Leadership                       |
| <b>Key words</b>   | Events, story, picture  |  |
| <b>References:</b> English Language Curriculum For Primary Schools Pg. 75                                    |   |  |
|  |   |  |
| <b>Phase/Duration</b>  | <b>Learners Activities</b>  | <b>Resources</b>   |
| <b>PHASE 1: STARTER</b>  | <p>Select 10 words and write them two different times on word cards.</p> <p>Place all the cards face down on the floor. 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> <ul style="list-style-type: none"> <li>• Did you enjoy the game?</li> <li>• What words did you hear in the game?</li> <li>• Make a list of ten words you heard.</li> </ul> <p>Share performance indicators with learners and introduce the lesson.</p> | Music box  |
| <b>PHASE 2: NEW LEARNING</b>   | <p>Let learners select topics of interest for discussion.</p> <p>Put learners in groups and have them ballot for topics.</p> <p>Let members of each group discuss topics respecting rules of conversation.</p> <p>Encourage learners to ask and answer questions for clarifications on issues raised in their discussion</p>  | Word cards, sentence cards, letter cards, handwriting on a manila card                         |
| <b>PHASE 3: REFLECTION</b>   | <p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> <li>1. Tell the class what you learnt during the lesson.</li> <li>2. Tell the class how you will use the knowledge they acquire during the lesson.</li> <li>3. Which aspects of the lesson did you not understand?</li> </ol> <p>Next lesson: give and respond to commands, instructions and directions</p>   | In our next lesson, we shall create our own stories using pictures.                            |

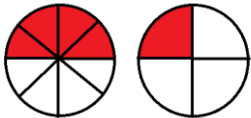

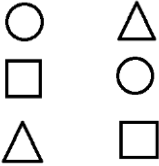
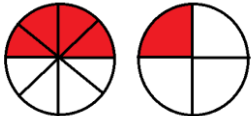

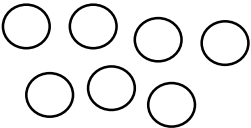
|  |  |  |
|--|--|--|
| <b>Week Ending:</b>  | <b>DAY:</b> Tuesday  | <b>Subject:</b> English Language                                       |
| <b>Duration:</b> 60mins  |  | <b>Strand:</b> Reading   |
| <b>Class:</b> B3   | <b>Class Size:</b>   | <b>Sub Strand:</b> Comprehension                                       |
| <b>Content Standard:</b><br>B3.2.7.1: Understand and analyze texts read                                    | <b>Indicator:</b><br>B3.2.7.1.3 retell level-appropriate text in own, explain and illustrate   | <b>Lesson:</b><br>1 of 1   |
| <b>Performance Indicator:</b><br>Learners can retell level-appropriate text in own, explain and illustrate |  | <b>Core Competencies:</b><br>Communication and Collaboration           |
| <b>References:</b> English Language Curriculum For Primary Schools Pg. 86                                  |  |  |
|  |  |  |
| <b>Phase/Duration</b>  | <b>Learners Activities</b>   | <b>Resources</b>   |
| <b>PHASE 1: STARTER</b>  | Engage learners to sing familiar rhymes.<br><br>Ask learners; <ul style="list-style-type: none"> <li>• Whether they enjoyed singing the songs?</li> <li>• What words did you hear in the songs?</li> <li>• Are these words food, animals, objects?</li> </ul> Share performance indicators with learners and introduce the lesson. | flashcards   |
| <b>PHASE 2: NEW LEARNING</b>   | Ask a few questions to review the text/story to be retold.<br><br>Have learners narrate or retell the story passage using the herring bone or story map strategy.<br><br>The narration should be sequential to make the story understood.<br><br>In groups, let learners re tell the story by adding more details to it.           | Word cards, sentence cards, letter cards, handwriting on a manila card |
| <b>PHASE 3: REFLECTION</b>   | Ask learners to tell you what they have learnt and what they will like to learn in the next lesson<br><br>Take feedback from what have learnt and summarize the lesson.<br><br>Next Lesson: read long texts with good pace, accuracy and expression  |  |

|  |  |  |
|--|--|--|
| <b>Week Ending:</b>  | <b>DAY:</b> WEDNESDAY  | <b>Subject:</b> English Language   |
| <b>Duration:</b> 60mins  |  | <b>Strand:</b> Writing   |
| <b>Class:</b> B3   | <b>Class Size:</b>   | <b>Sub Strand:</b> Descriptive Writing                                   |
| <b>Content Standard:</b><br>B3.4.12.1: Demonstrate knowledge of description of writing |  | <b>Indicator:</b><br>B3.4.12.1.1 describe places in a coherent paragraph |
| <b>Performance Indicator:</b><br>Learners can describe places in a coherent paragraph  |  | <b>Lesson:</b><br>2 of 2   |
| <b>Core Competencies:</b><br>Communication and Collaboration, Personal Development     |  |  |
| <b>References:</b> English Language Curriculum Pg. 95                                  |  |  |
| <b>Phase/Duration</b>  | <b>Learners Activities</b>   | <b>Resources</b>   |
| <b>PHASE 1: STARTER</b>  | Engage learners to sing familiar songs. E.g. Five little ducks<br>Ask learners; <ul style="list-style-type: none"> <li>• Whether they enjoyed singing the song?</li> <li>• What words did you hear in the song?</li> <li>• Are these words food, animals, objects?</li> </ul> Share performance indicators with learners and introduce the lesson.   |  |
| <b>PHASE 2: NEW LEARNING</b>   | Have learners recall periods, times or moments that they had been happy or sad. Discuss personal experiences with learners. Guide them to state categorically some personal experiences they have encountered in their lives.<br><br>Have learners share their experiences using simple descriptive words. Discuss lessons learnt from the experiences shared.   | Word cards, paper, letter cards,   |
| <b>PHASE 3: REFLECTION</b>   | Ask learners to do the following by ways of reflecting on the lesson: <ol style="list-style-type: none"> <li>1. Tell the class what you learnt during the lesson.</li> <li>2. Tell the class how you will use the knowledge they acquire during the lesson.</li> <li>3. Which aspects of the lesson did you not understand?</li> </ol> Next lesson: write a short paragraph to support an opinion or claims with clear reasons |  |

|  |  |  |
|--|--|--|
| <b>Week Ending:</b>  | <b>DAY:</b> THURSDAY   | <b>Subject:</b> English Language                                       |
| <b>Duration:</b> 60mins  |  | <b>Strand:</b> Grammar Usage   |
| <b>Class:</b> B3   | <b>Class Size:</b>   | <b>Sub Strand:</b> Using Simple Prepositions                           |
| <b>Content Standard:</b><br>B3.5.7.1: Apply the knowledge of simple prepositions in oral and written communication | <b>Indicator:</b><br>B3.5.7.1.1 Identify prepositions in sentences to indicate directions and means  | <b>Lesson:</b><br>1 of 1   |
| <b>Performance Indicator:</b><br>Learners can Identify prepositions in sentences to indicate directions and means  |  | <b>Core Competencies:</b><br>Communication and Collaboration, Personal |
| <b>References:</b> English Language Curriculum Pg. 101   |  |  |
|  |  |  |
| <b>Phase/Duration</b>  | <b>Learners Activities</b>   | <b>Resources</b>   |
| <b>PHASE 1: STARTER</b>  | <p>Review some adjectives with learners.</p> <p>Do an action for slow.<br/>Ask: What word is this? Pupils guess: slow.</p> <p>Do an action for loud.<br/>Ask: What word is this? Pupils guess: loud.</p> <p>Do an action for happy.<br/>Ask: What word is this? Pupils guess: happy</p> <p>Share performance indicators and introduce the lesson.</p>  |  |
| <b>PHASE 2: NEW LEARNING</b>   | <p>Provide sample sentences.<br/>e.g. means<br/>- <i>We are going home by bus.</i> direction<br/>- <i>The monkey is climbing up the tree.</i></p> <p>Guide learners to discover the meaning of the sentences.</p> <p>Draw learners' attention to the words as prepositions.</p> <p>Have learners complete sentences with given prepositions that indicate "means and direction".<br/>E.g. <i>Mr. Badu is travelling _____ train.</i></p> | Word cards, sentence cards, letter cards, handwriting on a manila card |
| <b>PHASE 3: REFLECTION</b>   | <p>Give learners a text with names of particular places and days of the week, beginning with small letters.</p> <p>Next lesson: Identify and use coordinating conjunctions to join similar ideas or contrasting ideas in sentences</p>   |  |


|  |   |   |                          |
|--|---|---|--------------------------|
| <b>Week Ending:</b>  | <b>DAY:</b> Friday  | <b>Subject:</b> English Language  |                          |
| <b>Duration:</b> 60mins  |   | <b>Strand:</b> Extensive Reading  |                          |
| <b>Class:</b> B3   | <b>Class Size:</b>  | <b>Sub Strand:</b> Reading  |                          |
| <b>Content Standard:</b><br>B3.6.1.1: Read widely for pleasure and demonstrate independent reading and learning in the literary area |   | <b>Indicator:</b><br>B3.6.1.1.1. read a variety of age and level-appropriate books and summarize them | <b>Lesson:</b><br>1 of 1 |
| <b>Performance Indicator:</b><br>Learners can read a variety of age and level-appropriate books and summarize them                   |   | <b>Core Competencies:</b><br>Communication and Collaboration, Personal                                |                          |
| <b>References:</b> English Language Curriculum For Primary Schools Pg. 112   |   |   |                          |
|  |   |   |                          |
| <b>Phase/Duration</b>  | <b>Learners Activities</b>  | <b>Resources</b>  |                          |
| <b>PHASE 1: STARTER</b>  | Engage learners to sing familiar songs. E.g. Five little ducks<br>Ask learners; <ul style="list-style-type: none"> <li>• Whether they enjoyed singing the song?</li> <li>• What words did you hear in the song?</li> <li>• Are these words food, animals, objects?</li> </ul> Share performance indicators with learners and introduce the lesson.  |   |                          |
| <b>PHASE 2: NEW LEARNING</b>   | Using book tease or book talk, introduce the reading/ library time.<br><br>Have a variety of age appropriate books for learners to make a choice from.<br><br>Introduce picture or wordless books, pop-up and flip-the-page texts to learners.<br><br>Encourage them to read individually and in pairs, and provide support and encouragement.<br><br><u>Assessment</u><br>Using think-pair-share, learners retell their story books to their partners.<br>Have learners draw parts of the story they read. Let learners summarize the books they read to the whole class | Word cards, sentence cards, letter cards.   |                          |
| <b>PHASE 3: REFLECTION</b>   | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.<br><br>Take feedback from learners and summarize the lesson.   |   |                          |

|   |   |   |
|---|---|---|
| <b>Week Ending:</b>   | <b>DAY:</b>   | <b>Subject:</b> Mathematics   |
| <b>Duration:</b> 60mins per lesson  |   | <b>Strand:</b> Number   |
| <b>Class:</b> B3  | <b>Class Size:</b>  | <b>Sub Strand:</b> Fractions  |
| <b>Content Standard:</b><br>B3.1.3.1 Develop an understanding of fractions using concrete and pictorial representations and write fractions in words and symbols                        | <b>Indicator:</b><br>B3.1.3.1.3 compare and order unit fractions and fractions with like denominators by using concrete models, pictorial representations and number line | <b>Lesson:</b><br>1 OF 1  |
| <b>Performance Indicator:</b><br>Learners can compare and order unit fractions and fractions with like denominators by using concrete models, pictorial representations and number line |   | <b>CORE COMPETENCE:</b><br>Problem Solving skills; Critical Thinking; Justification of Ideas; |
| <b>Teaching/ Learning Resources</b>   | Paper strips, cut out cards   |   |
| <b>References:</b> Mathematics Curriculum Pg. 59  |   |   |

| DAYS      | PHASE 1: STARTER  | PHASE 2: MAIN   | PHASE 3: REFLECTION  |
|-----------|---|---|--|
| Monday    | Engage learners to complete the pattern.<br>Which shape comes next?<br>Draw it<br><br>□ ○ □ ○ _   | Use pictorial representations to compare pairs of fractions.<br>E.g. Which is larger, $\frac{3}{8}$ and $\frac{1}{4}$ ?<br><br><br><br>Learners to compare which is bigger from the cut out.<br><br><br><br>Let learners compare $\frac{3}{6}$ and $\frac{2}{3}$ using pictorial drawings. | Ask learners to tell you what they have learnt and what they will like to learn in the next lesson<br><br>Give learners individual or home task. |
| Tuesday   | Have learners to match the shapes.<br><br>                       | Use fraction charts to compare pairs of fractions. Which is larger, $\frac{3}{8}$ and $\frac{1}{4}$ ?<br><br><br><br>Learners to compare which is bigger from the cut out.<br><br><br><br>Let learners compare $\frac{2}{3}$ and $\frac{5}{6}$ using pictorial drawings.                | Ask learners to tell you what they have learnt and what they will like to learn in the next lesson<br><br>Give learners individual or home task. |
| Wednesday | Engage learners to draw the circles and shade any three.<br><br> | Use the number line to compare fractions with the same denominator.<br><br>Fractions with the larger numerator is always the bigger fraction<br>e.g. compare $\frac{8}{3}$ , $\frac{5}{3}$ and $\frac{2}{3}$  | Ask learners to tell you what they have learnt and what they will like to learn in the next lesson<br><br>Give learners individual or home task. |

|          |  |   |   |
|----------|--|---|---|
|          |  | <p style="text-align: center;"> <math>\frac{2}{3} &lt; \frac{5}{3} &lt; \frac{8}{3}</math> </p>   |   |
| Thursday | <p>Engage learners to count the dots and write each number beside</p> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <span>—</span> </div> <div style="display: flex; align-items: center;"> <span>—</span> </div> | <p>Use the number line to compare fractions with the same numerator.</p> <p>Fractions with the smaller denominator is always the bigger fraction.</p> <p>e.g. compare <math>\frac{15}{3}</math>, <math>\frac{15}{5}</math> and <math>\frac{15}{8}</math></p> <p style="text-align: center;"> <math>\frac{15}{8} &lt; \frac{15}{5} &lt; \frac{15}{3}</math> </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>Engage learners to sing the song</p> <p><u>WE CAN COUNT</u><br/>         We class three<br/>         We can count<br/>         We count 1,2,3,4,5<br/>         We count 6,7,8,9,10<br/>         We class three can count very well.</p> | <p>Use fraction charts to compare pairs of fractions. Which is larger, <math>\frac{3}{8}</math> and <math>\frac{1}{4}</math>?</p> <p>Arrange from smallest to largest 3 6 , 2 3 and 5 6</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> |


|   |                    |   |                          |
|---|--------------------|---|--------------------------|
| <b>Week Ending:</b>   | <b>DAY:</b>        | <b>Subject:</b> Science   |                          |
| <b>Duration:</b> 60mins per lesson  |                    | <b>Strand:</b> Cycles   |                          |
| <b>Class:</b> B3  | <b>Class Size:</b> | <b>Sub Strand:</b> Earth Science  |                          |
| <b>Content Standard:</b><br>B3.2.1.4 Recognize water and air as important natural resources                             |                    | <b>Indicator:</b><br>B3.2.1.4.1-2 Identify things that make water impure and describe the properties of air | <b>Lesson:</b><br>I OF I |
| <b>Performance Indicator:</b><br>Learners can identify things that make water impure and describe the properties of air |                    | <b>Core Competencies:</b><br>Problem Solving skills; Critical Thinking; Justification of Ideas;             |                          |
| <b>Teaching/ Learning Resources</b>   |                    | Pictures of the sun and earth   |                          |
| <b>References:</b> Science Curriculum Pg. 53  |                    |   |                          |



| <b>DAYS</b> | <b>PHASE 1: STARTER</b>   | <b>PHASE 2: MAIN</b>   | <b>PHASE 3: REFLECTION</b>  |
|-------------|---|--|---|
|             | <p>Have learners to sing songs and recite familiar rhymes relating to the lesson</p> <p><u><b>WATER WE DRINK</b></u><br/>Water we drink and water we use, To wash our vessels, our clothes and shoes.<br/>With water we bathe, and wash our hair.<br/>But what do we do, when it isn't there!<br/>Shut the tap when you don't need it,<br/>Don't let water overflow.<br/>When you learn to save water, You will have enough and more.</p> | <p>Provide learners with cut-out pictures showing how water is polluted.</p> <p>This should include <i>leakages, flooding during rainy season which carries waste deposits into water bodies, Industrial waste dumped into water, mining, littering, pesticides application, fertilizer application, house hold chemicals, improper disposal of animal wastes.</i></p> <p>In groups, learners observe the pictures and communicate their ideas on what makes water impure.</p> | <p>What have we learnt today?</p> <p>Things that make water impure</p> <p>Ask learners to summarize the main points in the lesson</p> <p>Learners talk about what was interesting and made meaning to them in the lesson and what they will change and do differently</p> |
|             | <p>Teacher brings a bag into the classroom that contains an object that has a connection to the lesson.<br/>Then it is passed around and learners try to determine what is in the bag just by feeling it.</p> <p>The student who guess right wins, and hence introduce the lesson.</p>  | <p>Take learners on a trip to observe littered parts of the community to identify things that make water impure.</p>  <p>Ask learners what will happen if they drink impure water.</p> <p>It can cause diarrhea, fast heartbeat, loss of skin color and etc.</p>   | <p>What have we learnt today?</p> <p>Effects of drinking impure water<br/>Ask learners to summarize the main points in the lesson</p> <p>Learners talk about what was interesting and made meaning to them in the lesson and what they will change and do differently</p> |
|             | Learners to recite poems about Air  | <p>Have learners answer the following questions.</p> <p>➤ What is air?</p>   | What have we learnt today?  |




|  |   |  |   |
|--|---|--|---|
|  | <p><u>AIR</u><br/>         We cannot see the air<br/>         We can only feel the air<br/>         When it moves, it is cool<br/>         When it stops, it is warm<br/>         To keep the air clean<br/>         Plant many trees green</p> | <ul style="list-style-type: none"> <li>➤ <i>Where does air come from?</i></li> <li>➤ <i>Can you see and touch air?</i></li> <li>➤ <i>What shows that there is air present in this classroom?</i></li> </ul> <p>Perform a simple demonstration on the properties of air<br/> <i>E.g. air has mass, occupies space, made up of more than one gas, pulls and pushes objects.</i></p> <p>Learners demonstrate how to make more air enter their classrooms in groups.</p> <p>Let each group present their findings.</p> | <p>Properties of air</p> <p>Ask learners to summarize the main points in the lesson</p> |
|--|---|--|---|

|   |                               |  |                          |
|---|-------------------------------|--|--------------------------|
| <b>Week Ending:</b>   | <b>DAY:</b>                   | <b>Subject:</b> OWOP   |                          |
| <b>Duration:</b> 60mins per lesson  |                               | <b>Strand:</b> All Around Us   |                          |
| <b>Class:</b> B3  | <b>Class Size:</b>            | <b>Sub Strand:</b> The Environment And The Weather   |                          |
| <b>Content Standard:</b><br>B3.2.1.1. Appreciate the problems associated with the use of land and water           |                               | <b>Indicator:</b><br>B3.2.1.1.2. Identify ways of protecting land and water as a responsible citizen | <b>Lesson:</b><br>I OF I |
| <b>Performance Indicator:</b><br>Learners can identify ways of protecting land and water as a responsible citizen |                               | <b>Core Competencies:</b><br>Communication and Collaboration Critical Thinking and Problem           |                          |
| <b>Teaching/ Learning Resources</b>   | Pictures, Charts, Video Clips |  |                          |
| <b>References:</b> OWOP Curriculum Pg. 43   |                               |  |                          |

| <b>DAYS</b> | <b>PHASE 1: STARTER</b>  | <b>PHASE 2: MAIN</b>  | <b>PHASE 3: REFLECTION</b>  |
|-------------|--|---|---|
|             | <p>Have learners to sing songs and recite familiar rhymes relating to the lesson</p> <p><u>WATER WE DRINK</u><br/>Water we drink and water we use,<br/>To wash our vessels, our clothes and shoes.<br/>With water we bathe, and wash our hair.<br/>But what do we do, when it isn't there!<br/>Shut the tap when you don't need it,<br/>Don't let water overflow.<br/>When you learn to save water,<br/>You will have enough and more.</p> | <p>Learners to identify some practices that pollute water</p> <ul style="list-style-type: none"> <li>• Industrial waste. Industries produce a huge amount of waste which contains toxic chemicals</li> <li>• Sewage and wastewater. The sewage and wastewater that is produced by each household and etc.</li> </ul>  | <p>What have we learnt today?</p> <p>Practices that pollute water</p> <p>Have learners to summarize the main points in the learners</p> <p>Learners talk about what was interesting and made meaning to them in the lesson and what they will change and do differently</p> |
|             | <p>Paste a chart of pictures showing of activities that pollute the land and water</p> <p>Have learners to talk about the picture</p> <p>Have learners to identify and relate to some of the pictures</p>  | <p>Learners to identify some practices that pollute land</p> <ul style="list-style-type: none"> <li>• Landfills and other sites</li> <li>• Construction activities</li> <li>• Soil erosion due to deforestation</li> <li>• Agricultural activities</li> </ul>   | <p>What have we learnt today?</p> <p>Practices that pollute land</p> <p>Have learners to summarize the main points in the learners</p> <p>Learners talk about what was interesting and made meaning to them in the lesson and what they will change and do differently</p>  |

|  |  |   |  |
|--|--|---|--|
|  |  | <ul style="list-style-type: none"> <li>• One of the largest causes of land pollution is mining activities</li> </ul>    |  |
|  | <p>Display an image on the board (relating to the topic) but cover it up.</p> <p>Every time a student answers a question then show a little bit of the image.</p> <p>The first person to guess the correct image wins.</p> | <p>Have learners to suggest ways in which these practices can be mitigated</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• do not cut down trees anyhow,</li> <li>• do not win sand along water bodies,</li> <li>• do not defecate in water bodies</li> </ul>  | <p>What have we learnt today?</p> <p>Practices that can prevent water and land pollution</p> <p>Have learners to summarize the main points in the learners</p> <p>Learners talk about what was interesting and made meaning to them in the lesson and what they will change and do differently</p> |


|  |  |  |                          |
|--|--|--|--------------------------|
| <b>Week Ending:</b>  | <b>DAY:</b>  | <b>Subject:</b> REL & MORAL EDUCATION  |                          |
| <b>Duration:</b> 60mins  |  | <b>Strand:</b> Religious Practices   |                          |
| <b>Class:</b> B3   | <b>Class Size:</b>                                 | <b>Sub Strand:</b> Religious Worship   |                          |
| <b>Content Standard:</b><br>B3.2.1.1. Appreciate the importance of religious worship                   |  | <b>Indicator:</b><br>B3.2.1.1.1: Name the sacred scriptures of the three major religions.    | <b>Lesson:</b><br>1 OF 1 |
| <b>Performance Indicator:</b><br>Learners can name the sacred scriptures of the three major religions. |  | <b>Core Competencies:</b><br>Cultural Identity, Sharing Reconciliation, Togetherness, Unity. |                          |
| <b>Teaching/ Learning Resources</b>  | Wall charts, wall words, posters, video clip, etc. |  |                          |
| <b>References:</b> RME Curriculum Pg. 18   |  |  |                          |

| <b>DAYS</b> | <b>PHASE 1: STARTER</b>   | <b>PHASE 2: MAIN</b>   | <b>PHASE 3: REFLECTION</b>   |
|-------------|---|--|--|
|             | <p>Use questions and answers to review learners understanding in the previous lesson</p> <p>Engage learners to sing songs and play games to get them ready for lesson</p> | <p>Guide learners to mention the sacred scriptures of the Moslems: The Quran</p> <p>Let learners in groups, talk about the Quran and some lessons the Quran teaches.</p> <p>Guide learners to recite simple texts from the Quran:</p>  <p>Let learners write simple texts from the Quran.</p> | <p>Ask learners series of questions to review their understanding of the lesson</p> <p>Call learners to talk about what they have learnt and how they will apply it.</p> |

|  |                    |  |                          |
|--|--------------------|--|--------------------------|
| <b>Week Ending:</b>  | <b>DAY:</b>        | <b>Subject:</b> History  |                          |
| <b>Duration:</b> 60mins per lesson   |                    | <b>Strand:</b> My country Ghana  |                          |
| <b>Class:</b> B3   | <b>Class Size:</b> | <b>Sub Strand:</b> Inter Group Relations   |                          |
| <b>Content Standard:</b><br>B3 2.2.1. Demonstrate knowledge of how intergroup alliances, conflicts and other exchanges                                     |                    | <b>Indicator:</b><br>B3.2.2.1.2 Name some of the items exchanged among the various groups. | <b>Lesson:</b><br>I OF I |
| <b>Performance Indicator:</b><br><ul style="list-style-type: none"> <li>Learners can name some of the items exchanged among the various groups.</li> </ul> |                    | <b>Core Competencies:</b><br>Learners to become critical thinkers and digital literates    |                          |
| <b>Teaching/ Learning Resources</b>  |                    | Wall charts, word cards, posters, video clip, etc.   |                          |
| <b>References:</b> History Curriculum Pg. 16   |                    |  |                          |

| <b>DAYS</b> | <b>PHASE 1: STARTER</b>  | <b>PHASE 2: MAIN</b>  | <b>PHASE 3: REFLECTION</b>   |
|-------------|--|---|--|
|             | <p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p> | <p>Identify trade items that were exchanged among ethnic groups: salt, fish, gold, kola, Shea butter, pottery and cloth and iron utensils</p> <p>Match items with the areas / sources where the items were obtained.<br/>e.g. Shea butter - savannah belt</p> <p>Explain the medium of exchange: from barter system to the use of cowry shells as a medium of exchange.</p> | <p>Ask questions to review learners understanding of the lesson</p> <p>Learners to tell what was interesting about the lesson.</p> |
|             | <p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p> | <p>Identify trade items that were exchanged among ethnic groups: salt, fish, gold, kola, Shea butter, pottery and cloth and iron utensils</p> <p>Match items with the areas / sources where the items were obtained.<br/>e.g. Shea butter - savannah belt</p> <p>Explain the medium of exchange: from barter system to the use of cowry shells as a medium of exchange.</p> | <p>Ask questions to review learners understanding of the lesson</p> <p>Learners to tell what was interesting about the lesson.</p> |

|  |   |  |                          |
|--|---|--|--------------------------|
| <b>Week Ending:</b>  | <b>DAY:</b>   | <b>Subject:</b> Creative Arts  |                          |
| <b>Duration:</b> 60mins per lesson   |   | <b>Strand:</b> Visual Arts& Performing   |                          |
| <b>Class:</b> B3   | <b>Class Size:</b>  | <b>Sub Strand:</b> Planning, Making and Composing (School based project)   |                          |
| <b>Content Standard:</b><br>Demonstrate understanding of how to generate own ideas for artistic expressions on the people.               |   | <b>Indicator:</b><br>B3 1.2.3.3 /B3 2.2.2.3 plan to create from own imagination, visual artworks that reflect topical issues in Africa | <b>Lesson:</b><br>I OF I |
| <b>Performance Indicator:</b><br>Learners can plan to create from own imagination, visual artworks that reflect topical issues in Africa |   | <b>Core Competencies:</b><br>Decision Making Creativity, Innovation Communication  |                          |
| <b>Teaching/ Learning Resources</b>  | Photos, videos, art paper, colors and traditional art tools |  |                          |
| <b>References:</b> Creative Arts Curriculum Pg. 65 & 68  |   |  |                          |

| <b>DAYS</b> | <b>PHASE 1: STARTER</b>   | <b>PHASE 2: MAIN</b>  | <b>PHASE 3: REFLECTION</b>  |
|-------------|---|---|---|
|             | <p>Learners to sing songs and play games to get them ready for the lesson</p> <p>Show pictures of visual artworks to learners for them to observe and talk about them</p> | <p>Learners are to recall and organize ideas on visual artworks and topical issues in Ghana.<br/>Example: poverty</p> <p>Have learners to recall images of visual artworks on the topical issues.</p>  <p>Guide learners to develop sketches from ideas and concepts of topical issues to make own visual artworks.</p> | <p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> |
|             | <p>Review learners understanding in the previous lesson using questions and answers</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>          | <p>Guide learners to recall all kinds of music, dance, drama that reflect the history and culture of the people.</p> <p>Have learners to sing familiar songs, or perform dances found in their community.</p> <p>Let learners put on their local costumes to perform the artwork in groups as teacher(s) observe.<br/>(Other teachers can be invited to observe)</p>  | <p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> |

|   |  |   |                          |
|---|--|---|--------------------------|
| <b>Week Ending:</b>   | <b>DAY:</b>  | <b>Subject:</b> Ghanaian Language   |                          |
| <b>Duration:</b> 60mins per lesson  |  | <b>Strand:</b> Writing Conventions  |                          |
| <b>Class:</b> B3  | <b>Class Size:</b>   | <b>Sub Strand:</b> Punctuation  |                          |
| <b>Content Standard:</b><br>B3.5.2.1 Show an understanding of using punctuation marks appropriately |  | <b>Indicator:</b><br>B3.5.2.1.1-3 Understand and use full stops and commas. | <b>Lesson:</b><br>1 OF 1 |
| <b>Performance Indicator:</b><br>Learners can understand and use full stops and commas..            |  | <b>Core Competencies:</b><br>Creativity and innovation,<br>Communication.   |                          |
| <b>Teaching/ Learning Resources</b>   | Word cards, sentence cards, letter cards, handwriting on a manila card |   |                          |
| <b>References:</b> Ghanaian Language Curriculum Pg. 107   |  |   |                          |

| <b>DAYS</b> | <b>PHASE 1: STARTER</b>  | <b>PHASE 2: MAIN</b>   | <b>PHASE 3: REFLECTION</b>   |
|-------------|--|--|--|
|             | <p>Review the previous knowledge of the learners by making them answer questions on the previous lesson.</p> <p>Engage learners to play games and sing songs to begin the lesson</p> | <p>Let a learner lead the class to sing a popular song they know.</p> <p>Create a game on the Show an understanding of the use of full stops and commas.</p> <p>Play the game with learners.</p> <p>Help learners to understand the use of full stops and commas.</p>                                    | <p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p> |
|             | <p>Write words on th board and cover parts with a smiley for learners to guess the word</p> <p>Have learners sing songs to begin the lesson</p>                                      | <p>Let the class sing a popular traditional occupational song they know.</p> <p>Create a game on the use of full stops.</p> <p>Play the game with learners and let learners play the game in groups.</p> <p>Help learners to show an understanding of the use of full stops at the end of sentences.</p> | <p>Ask learners questions to review their understanding of the lessson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>                          |
|             | <p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson</p>                 | <p>Let the class sing a popular traditional occupational song they know.</p> <p>Create a game on the use of punctuation marks.</p> <p>Play the game with learners and let learners play the game in groups.</p> <p>Help learners to recognize and use punctuation marks in sentences.</p>                | <p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>   |

|  |  |   |   |
|--|--|---|---|
| <b>Week Ending:</b>  | <b>DAY:</b>  | <b>Subject:</b> PHYSICAL EDUCATION  |   |
| <b>Duration:</b> 60mins  |  | <b>Strand:</b> Physical Fitness   |   |
| <b>Class:</b> B3   | <b>Class Size:</b>                                   | <b>Sub Strand:</b> Fitness  |   |
| <b>Content Standard:</b><br>Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities.                           |  | <b>Indicator:</b><br>B3.4.1.4.1: Sustain continuous movement for an increasing period of time while participating in moderate to vigorous physical activities   | <b>Lesson:</b><br>1 OF 1  |
| <b>Performance Indicator:</b><br>Learners can sustain continuous movement for an increasing period of time while participating in moderate to vigorous physical activities |  | <b>Core Competencies:</b><br>Personal skills and core competencies such as agility, concentration, precision  |   |
| <b>Teaching/ Learning Resources</b>  | Drums, laptop, speakers                              |   |   |
| <b>References:</b> PE Curriculum Pg. 38  |  |   |   |
| <b>DAYS</b>  | <b>PHASE 1: STARTER</b>                              | <b>PHASE 2: MAIN</b>  | <b>PHASE 3: REFLECTION</b>  |
|  | Take learners through general and specific warm ups. | Explain to learners during physical activities, that in order to sustain continuous movement for increasing periods of time with varying intensity, one needs improvement of muscular endurance through regular workout.<br><br>Have learners to perform some activities that requires muscular endurance | Review the lesson with learners<br><br>Call learners in turns to summarize the learners<br><br>Learners end the lesson with cool down |



## SCHEME OF LEARNING- WEEK 11

### BASIC THREE

Name of School.....

|  |   |   |
|--|---|---|
| <b>Week Ending:</b>  | <b>DAY:</b> MONDAY  | <b>Subject:</b> English Language  |
| <b>Duration:</b> 60mins  |   | <b>Strand:</b> Oral Language  |
| <b>Class:</b> B3   | <b>Class Size:</b>  | <b>Sub Strand:</b> Giving and Responding Directions                                       |
| <b>Content Standard:</b><br>B3.1.9.1: Demonstrate understanding in commands, instructions, directions and requests |   | <b>Indicator:</b><br>B3.1.9.1.1 give and respond to commands, instructions and directions |
|  |   | <b>Lesson:</b><br>1 of 1  |
| <b>Performance Indicator:</b><br>Learners can give and respond to commands, instructions and directions            |   | <b>Core Competencies:</b><br>Communication and Collaboration, Leadership                  |
| <b>Key words</b>   | Events, story, picture  |   |
| <b>References:</b> English Language Curriculum For Primary Schools Pg. 75  |   |   |
|  |   |   |
| <b>Phase/Duration</b>  | <b>Learners Activities</b>  | <b>Resources</b>  |
| <b>PHASE 1: STARTER</b>  | <p>Select 10 words and write them two different times on word cards.</p> <p>Place all the cards face down on the floor. 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> <ul style="list-style-type: none"> <li>• Did you enjoy the game?</li> <li>• What words did you hear in the game?</li> <li>• Make a list of ten words you heard.</li> </ul> <p>Share performance indicators with learners and introduce the lesson.</p> | Music box   |
| <b>PHASE 2: NEW LEARNING</b>   | <p>Model giving instructions and ask learners to follow them:</p> <p>Pair up learners to practice giving and following instructions, e.g. giving and following instructions to clean the classroom.</p> <p>Model giving directions and ask learners to follow them:</p> <p>Show directions flash cards (go straight, turn left/right) and ensure learners understand the words</p>  | Word cards, sentence cards, letter cards, handwriting on a manila card                    |
| <b>PHASE 3: REFLECTION</b>   | <p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Take feedback from what have learnt and summarize the lesson.</p> <p>Next lesson: present ideas logically</p>  | In our next lesson, we shall create our own stories using pictures.                       |



|   |   |  |
|---|---|--|
| <b>Week Ending:</b>   | <b>DAY:</b> Tuesday   | <b>Subject:</b> English Language                                       |
| <b>Duration:</b> 60mins   |   | <b>Strand:</b> Reading   |
| <b>Class:</b> B3  | <b>Class Size:</b>  | <b>Sub Strand:</b> Fluency   |
| <b>Content Standard:</b><br>B3.2.9.1: Read texts fluently   | <b>Indicator:</b><br>B3.2.9.1.1 read long texts with good pace, accuracy and expression   | <b>Lesson:</b><br>1 of 1   |
| <b>Performance Indicator:</b><br>Learners can read long texts with good pace, accuracy and expression |   | <b>Core Competencies:</b><br>Communication and Collaboration           |
| <b>References:</b> English Language Curriculum For Primary Schools Pg. 87                             |   |  |
|   |   |  |
| <b>Phase/Duration</b>   | <b>Learners Activities</b>  | <b>Resources</b>   |
| <b>PHASE 1: STARTER</b>   | Engage learners to sing familiar rhymes.<br><br>Ask learners; <ul style="list-style-type: none"> <li>• Whether they enjoyed singing the songs?</li> <li>• What words did you hear in the songs?</li> <li>• Are these words food, animals, objects?</li> </ul> Share performance indicators with learners and introduce the lesson.  | flashcards   |
| <b>PHASE 2: NEW LEARNING</b>  | Have learners read a text and identify its purpose and features. Guide them with questions to do this.<br>Let learners transfer the same ideas to other types of texts.<br><br>Use think-pair-share to have learners compare ideas.<br><br>Have learners play simple mental or guessing games like Bingo and matching games.<br><br>Guide learners to form mental images as they read a text, to help them make meaning from the text | Word cards, sentence cards, letter cards, handwriting on a manila card |
| <b>PHASE 3: REFLECTION</b>  | Ask learners to tell you what they have learnt and what they will like to learn in the next lesson<br><br>Take feedback from what have learnt and summarize the lesson.<br><br>Next Lesson: recognize more than two hundred high frequency words with automaticity  |  |


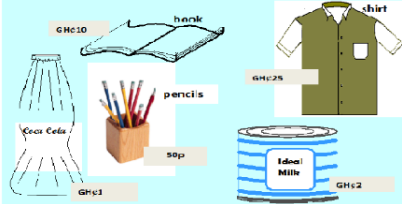
| <b>Week Ending:</b>  | <b>DAY:</b> WEDNESDAY  | <b>Subject:</b> English Language   |
|--|--|--|
| <b>Duration:</b> 60mins  |  | <b>Strand:</b> Writing   |
| <b>Class:</b> B3   | <b>Class Size:</b>   | <b>Sub Strand:</b> Argumentative Writing   |
| <b>Content Standard:</b><br>B3.4.13.1: Support an opinion in writing   | <b>Indicator:</b><br>B3.4.13.1.1 write a short paragraph to support an opinion or claims with clear reasons  | <b>Lesson:</b><br>2 of 2   |
| <b>Performance Indicator:</b><br>Learners can write a short paragraph to support an opinion or claims with clear reasons |  | <b>Core Competencies:</b><br>Communication and Collaboration, Personal Development |
| <b>References:</b> English Language Curriculum Pg. 96  |  |  |
|  |  |  |
| Phase/Duration   | Learners Activities  | Resources  |
| <b>PHASE 1: STARTER</b>  | Engage learners to sing familiar songs. E.g. Five little ducks<br>Ask learners; <ul style="list-style-type: none"> <li>• Whether they enjoyed singing the song?</li> <li>• What words did you hear in the song?</li> <li>• Are these words food, animals, objects?</li> </ul> Share performance indicators with learners and introduce the lesson. |  |
| <b>PHASE 2: NEW LEARNING</b>   | Choose a simple topic for an argument.<br>e.g. Which food is better; rice or fufu?<br><br>Let learners choose one of the meals and give reasons why they think it is better.<br><br>Put the class into two to argue on the topic.  | Word cards, paper, letter cards,   |
| <b>PHASE 3: REFLECTION</b>   | Summarize the important points in the lesson with learners.<br><br>Take feedback from what have learnt and summarize the lesson.<br><br>Next Lesson: make a radio/TV presentations/performances  |  |

| <b>Week Ending:</b>  |             | <b>DAY:</b> THURSDAY   |  | <b>Subject:</b> English Language                                       |                  |             |                   |                 |     |                            |                |  |  |  |
|--|-------------|--|--|--|------------------|-------------|-------------------|-----------------|-----|----------------------------|----------------|--|--|--|
| <b>Duration:</b> 60mins  |             |  |  | <b>Strand:</b> Grammar Usage   |                  |             |                   |                 |     |                            |                |  |  |  |
| <b>Class:</b> B3   |             | <b>Class Size:</b>   |  | <b>Sub Strand:</b> Using Simple and Compound Sentences                 |                  |             |                   |                 |     |                            |                |  |  |  |
| <b>Content Standard:</b><br>B3.5.9.1: Demonstrate understanding of compound sentences in writing   |             | <b>Indicator:</b><br>B3.5.9.1.1. Identify and use coordinating conjunctions to join similar ideas or contrasting ideas in sentences  |  | <b>Lesson:</b><br>1 of 1   |                  |             |                   |                 |     |                            |                |  |  |  |
| <b>Performance Indicator:</b><br>Learners can identify and use coordinating conjunctions to join similar ideas or contrasting ideas in sentences |             |  |  | <b>Core Competencies:</b><br>Communication and Collaboration, Personal |                  |             |                   |                 |     |                            |                |  |  |  |
| <b>References:</b> English Language Curriculum Pg. 101   |             |  |  |  |                  |             |                   |                 |     |                            |                |  |  |  |
| <b>Phase/Duration</b>  |             | <b>Learners Activities</b>   |  |  | <b>Resources</b> |             |                   |                 |     |                            |                |  |  |  |
| <b>PHASE 1: STARTER</b>  |             | Review some adjectives with learners.<br><br>Do an action for slow.<br>Ask: What word is this? Pupils guess: slow.<br>Do an action for loud.<br>Ask: What word is this? Pupils guess: loud.<br>Do an action for happy.<br>Ask: What word is this? Pupils guess: happy<br><br>Share performance indicators and introduce the lesson.  |  |  |                  |             |                   |                 |     |                            |                |  |  |  |
| <b>PHASE 2: NEW LEARNING</b>   |             | Demonstrate the structure of a compound sentence by joining simple sentences with “and”. <table border="1" data-bbox="479 1018 950 1260"> <thead> <tr> <th>Simple Sentence</th> <th>Conjunction</th> <th>Compound Sentence</th> </tr> </thead> <tbody> <tr> <td>The boy woke up</td> <td>and</td> <td>The boy woke up and prayed</td> </tr> <tr> <td>The boy prayed</td> <td></td> <td></td> </tr> </tbody> </table><br>Have learners identify the coordinating conjunction in the sentence.<br><br>Put learners in groups to form simple sentences.<br><br>Let learners join the simple sentences with “and” and “but”. |  |  | Simple Sentence  | Conjunction | Compound Sentence | The boy woke up | and | The boy woke up and prayed | The boy prayed |  |  | Word cards, sentence cards, letter cards, handwriting on a manila card |
| Simple Sentence  | Conjunction | Compound Sentence  |  |  |                  |             |                   |                 |     |                            |                |  |  |  |
| The boy woke up  | and         | The boy woke up and prayed   |  |  |                  |             |                   |                 |     |                            |                |  |  |  |
| The boy prayed   |             |  |  |  |                  |             |                   |                 |     |                            |                |  |  |  |
| <b>PHASE 3: REFLECTION</b>   |             | Ask learners to do the following by ways of reflecting on the lesson: <ol style="list-style-type: none"> <li>1. Tell the class what you learnt during the lesson.</li> <li>2. Tell the class how you will use the knowledge they acquire during the lesson.</li> <li>3. Which aspects of the lesson did you not understand?</li> </ol><br>Next Lesson: Spell phonically irregular words correctly  |  |  |                  |             |                   |                 |     |                            |                |  |  |  |

|  |   |   |                          |
|--|---|---|--------------------------|
| <b>Week Ending:</b>  | <b>DAY:</b> Friday  | <b>Subject:</b> English Language  |                          |
| <b>Duration:</b> 60mins  |   | <b>Strand:</b> Extensive Reading  |                          |
| <b>Class:</b> B3   | <b>Class Size:</b>  | <b>Sub Strand:</b> Reading  |                          |
| <b>Content Standard:</b><br>B3.6.1.1: Read widely for pleasure and demonstrate independent reading and learning in the literary area |   | <b>Indicator:</b><br>B3.6.1.1.1. read a variety of age and level-appropriate books and summarize them | <b>Lesson:</b><br>1 of 1 |
| <b>Performance Indicator:</b><br>Learners can read a variety of age and level-appropriate books and summarize them                   |   | <b>Core Competencies:</b><br>Communication and Collaboration, Personal                                |                          |
| <b>References:</b> English Language Curriculum For Primary Schools Pg. 112   |   |   |                          |
|  |   |   |                          |
| <b>Phase/Duration</b>  | <b>Learners Activities</b>  | <b>Resources</b>  |                          |
| <b>PHASE 1: STARTER</b>  | Engage learners to sing familiar songs. E.g. Five little ducks<br>Ask learners; <ul style="list-style-type: none"> <li>• Whether they enjoyed singing the song?</li> <li>• What words did you hear in the song?</li> <li>• Are these words food, animals, objects?</li> </ul> Share performance indicators with learners and introduce the lesson.  |   |                          |
| <b>PHASE 2: NEW LEARNING</b>   | Using book tease or book talk, introduce the reading/ library time.<br><br>Have a variety of age appropriate books for learners to make a choice from.<br><br>Introduce picture or wordless books, pop-up and flip-the-page texts to learners.<br><br>Encourage them to read individually and in pairs, and provide support and encouragement.<br><br><u>Assessment</u><br>Using think-pair-share, learners retell their story books to their partners.<br>Have learners draw parts of the story they read. Let learners summarize the books they read to the whole class | Word cards, sentence cards, letter cards.   |                          |
| <b>PHASE 3: REFLECTION</b>   | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.<br><br>Take feedback from learners and summarize the lesson.   |   |                          |

|   |                    |   |                          |
|---|--------------------|---|--------------------------|
| <b>Week Ending:</b>   | <b>DAY:</b>        | <b>Subject:</b> Mathematics   |                          |
| <b>Duration:</b> 60mins per lesson  |                    | <b>Strand:</b> Number   |                          |
| <b>Class:</b> B3  | <b>Class Size:</b> | <b>Sub Strand:</b> Money  |                          |
| <b>Content Standard:</b><br>B3.1.4.1.Determine the value of coins and notes in order to solve monetary transactions |                    | <b>Indicator:</b><br>B3.1.4.1.1 Use different denominations of money to buy and give change   | <b>Lesson:</b><br>1 OF 1 |
| <b>Performance Indicator:</b><br>Learners can use different denominations of money to buy and give change           |                    | <b>CORE COMPETENCE:</b><br>Problem Solving skills; Critical Thinking; Justification of Ideas; |                          |
| <b>Teaching/ Learning Resources</b>   |                    | Paper strips, cut out cards   |                          |
| <b>References:</b> Mathematics Curriculum Pg. 61  |                    |   |                          |

| <b>DAYS</b> | <b>PHASE 1: STARTER</b>  | <b>PHASE 2: MAIN</b>  | <b>PHASE 3: REFLECTION</b>  |
|-------------|--|---|---|
| Monday      | <p>Engage learners to sing songs and recite some familiar rhymes they know</p> <p><u>GIVE ME A HEARTBEAT</u></p> <ul style="list-style-type: none"> <li>•Give me a heartbeat boom boom, a heartbeat boom boom.2x</li> <li>•Give me a heartbeat and a sneezing, boom boom eeetiinn 3x</li> <li>•Give me a heartbeat, a sneezing and coughing, boom boom eeetiinn, eeheee eeheee.</li> </ul> | <p>Display the Ghanaian cedi (coins and notes) currently being used for transaction in Ghana and initiate discussion on the need for monetary transaction.</p> <p>Learners touch feel and say the features of each note.</p> <p>Find how many different ways the notes <math>\text{¢}1</math>, <math>\text{¢}2</math> and <math>\text{¢}5</math>, can be used to make <math>\text{¢}10</math></p>  <p>Have Learners to tell what each note can buy.</p> <p><b>Assessment:</b> Have learners to use the learning shopping center to demonstrate buying and selling with the note</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> |
| Tuesday     | <p>Engage learners to Play show me a number game with learners (up to 10), with fingers.</p> <p>Teacher mentions the number from (1 to 10). Learners then show their fingers up to show the number</p>   | <p>Find how many different ways the notes <math>\text{¢}1</math>, <math>\text{¢}2</math> <math>\text{¢}5</math>, and <math>\text{¢}10</math> can be used to make <math>\text{¢}20</math></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> |


|           |   | <p>Have Learners to tell what each note can buy.</p> <p><b>Assessment:</b> Have learners to use the learning shopping center to demonstrate buying and selling with the note</p>   |   |                |              |                   |    |        |          |  |    |       |         |  |    |      |           |  |    |       |                     |  |   |
|-----------|---|--|---|----------------|--------------|-------------------|----|--------|----------|--|----|-------|---------|--|----|------|-----------|--|----|-------|---------------------|--|---|
| Wednesday | <p>Engage learners to sing songs and recite some familiar rhymes they know</p> <p><u>ONE POTATO, TWO POTATOES</u></p> <p>One potato, two potatoes, three potatoes, four</p> <p>Five potatoes, six potatoes, seven potatoes, more.</p> | <p>Solve word problems involving money including ¢1, ¢2, ¢5, ¢10 and ¢20 cedi denominations</p>  <p>Have Learners to tell what each note can buy.</p> <p><b>Assessment:</b> Have learners to use the learning shopping center to demonstrate buying and selling with the note</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> |                |              |                   |    |        |          |  |    |       |         |  |    |      |           |  |    |       |                     |  |   |
| Thursday  | <p>Engage learners to Play show me a number game with learners (up to 10), with fingers.</p> <p>Teacher mentions the number from (1 to 10). Learners then show their fingers up to show the number</p>                                | <p>Solve word problems involving money including 1, 2, 5, 10 and 20 cedi denominations and giving change</p> <p>Display a chart with items and their prices as in the example below</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> |                |              |                   |    |        |          |  |    |       |         |  |    |      |           |  |    |       |                     |  |   |
| Friday    | <p>Engage learners to Play show me a number game with learners (up to 10), with fingers.</p> <p>Teacher mentions the number from (1 to 10). Learners then show their fingers up to show the number</p>                                | <p>Ask learners to copy and complete the table (based on items and their prices in the picture and find the change to receive in each case</p> <table border="1" data-bbox="672 1465 1094 1629"> <thead> <tr> <th></th> <th>Shopping money</th> <th>Items to buy</th> <th>Change to receive</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>GH¢100</td> <td>3 shirts</td> <td></td> </tr> <tr> <td>2.</td> <td>GH¢50</td> <td>4 books</td> <td></td> </tr> <tr> <td>3.</td> <td>GH¢5</td> <td>8 pencils</td> <td></td> </tr> <tr> <td>4.</td> <td>GH¢10</td> <td>4 bottles coca cola</td> <td></td> </tr> </tbody> </table> |   | Shopping money | Items to buy | Change to receive | 1. | GH¢100 | 3 shirts |  | 2. | GH¢50 | 4 books |  | 3. | GH¢5 | 8 pencils |  | 4. | GH¢10 | 4 bottles coca cola |  | <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> |
|           | Shopping money  | Items to buy   | Change to receive   |                |              |                   |    |        |          |  |    |       |         |  |    |      |           |  |    |       |                     |  |   |
| 1.        | GH¢100  | 3 shirts   |   |                |              |                   |    |        |          |  |    |       |         |  |    |      |           |  |    |       |                     |  |   |
| 2.        | GH¢50   | 4 books  |   |                |              |                   |    |        |          |  |    |       |         |  |    |      |           |  |    |       |                     |  |   |
| 3.        | GH¢5  | 8 pencils  |   |                |              |                   |    |        |          |  |    |       |         |  |    |      |           |  |    |       |                     |  |   |
| 4.        | GH¢10   | 4 bottles coca cola  |   |                |              |                   |    |        |          |  |    |       |         |  |    |      |           |  |    |       |                     |  |   |

|   |   |   |
|---|---|---|
| <b>Week Ending:</b>   | <b>DAY:</b>   | <b>Subject:</b> Science   |
| <b>Duration:</b> 60mins per lesson  |   | <b>Strand:</b> Cycles   |
| <b>Class:</b> B3  | <b>Class Size:</b>  | <b>Sub Strand:</b> Life Cycle Of Organism   |
| <b>Content Standard:</b><br>B3.2.2.1 Demonstrate understanding of life cycle of a plant       | <b>Indicator:</b><br>B3.2.2.1.2 Observe the germination of maize and bean seeds | <b>Lesson:</b><br>I OF I  |
| <b>Performance Indicator:</b><br>Learners can observe the germination of maize and bean seeds |   | <b>Core Competencies:</b><br>Problem Solving skills; Critical Thinking; Justification of Ideas; |
| <b>Teaching/ Learning Resources</b>   | Pictures of the sun and earth   |   |
| <b>References:</b> Science Curriculum Pg. 54  |   |   |

| <b>DAYS</b> | <b>PHASE 1: STARTER</b>  | <b>PHASE 2: MAIN</b>   | <b>PHASE 3: REFLECTION</b>  |
|-------------|--|--|---|
|             | <p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p> | <p>Begin this activity by asking learners to predict whether it is possible for bean and maize seeds to germinate in water without soil.</p> <p>Place learners into groups and give each group two transparent glasses or plastic containers (labeled A and B), cotton wool, water and viable maize and bean seeds.</p> <p>Learners pack container A with the cotton wool and push one of each of the different seeds through the side of the container but not to touch the bottom.</p> | <p>Ask learners questions to review their understanding of the lesson.</p> <p>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.</p> |
|             | <p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p> | <p>Guide learners to pour a little water to soak the cotton wool. The set-up is left to stand for one week while keeping the cotton wool always wet.</p> <p>Guide learners to prepare container B using the same method but with a dry cotton wool.</p> <p>Learners observe the set-up critically and record whatever they see.</p> <p>Challenge learners with the question: What made the seeds germinate in set-up A?</p>  | <p>Ask learners questions to review their understanding of the lesson.</p> <p>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.</p> |



|  |                               |  |
|--|-------------------------------|--|
| <b>Week Ending:</b>  | <b>DAY:</b>                   | <b>Subject:</b> OWOP   |
| <b>Duration:</b> 60mins per lesson   |                               | <b>Strand:</b> All Around Us   |
| <b>Class:</b> B3   | <b>Class Size:</b>            | <b>Sub Strand:</b> Plants And Animals                                      |
| <b>Content Standard:</b><br>B3.2.2.1. Demonstrate understanding of the importance of gardening |                               | <b>Indicator:</b><br>B3.2.2.1.1. Explain how to make and maintain a garden |
| <b>Performance Indicator:</b><br>• Learners can explain how to make and maintain a garden      |                               | <b>Lesson:</b><br>1 OF 1   |
| <b>Core Competencies:</b><br>Communication and Collaboration<br>Critical Thinking and Problem  |                               |  |
| <b>Teaching/ Learning Resources</b>  | Pictures, Charts, Video Clips |  |
| <b>References:</b> OWOP Curriculum Pg. 44  |                               |  |

| <b>DAYS</b> | <b>PHASE 1: STARTER</b>  | <b>PHASE 2: MAIN</b>  | <b>PHASE 3: REFLECTION</b>  |
|-------------|--|---|---|
|             | <p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p> | <p>Learners talk about the importance of gardens in the home, school and community</p> <p>Learners visit various gardens e.g. school garden, flower garden</p> <p>Learners make a simple garden in the school and care for them e.g. flower pots, flower beds, vegetable beds</p> | <p>Ask learners questions to review their understanding of the lesson.</p> <p>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.</p> |
|             | <p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p> | <p>Have learners to watch pictures of gardens and relate to them.</p>   | <p>Ask learners questions to review their understanding of the lesson.</p> <p>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.</p> |


|   |  |  |                          |
|---|--|--|--------------------------|
| <b>Week Ending:</b>   | <b>DAY:</b>  | <b>Subject: REL &amp; MORAL EDUCATION</b>  |                          |
| <b>Duration:</b> 60mins   |  | <b>Strand:</b> Religious Practices   |                          |
| <b>Class:</b> B3  | <b>Class Size:</b>                                 | <b>Sub Strand:</b> Religious Worship   |                          |
| <b>Content Standard:</b><br>B3.2.1.1. Appreciate the importance of religious worship  |  | <b>Indicator:</b><br>B3.2.1.1.2: Give reasons for studying the sacred scriptures of the three major religions among their followers. | <b>Lesson:</b><br>1 OF 1 |
| <b>Performance Indicator:</b><br>Learners can give reasons for studying the sacred scriptures of the three major religions among their followers. |  | <b>Core Competencies:</b><br>Cultural Identity, Sharing Reconciliation, Togetherness, Unity.   |                          |
| <b>Teaching/ Learning Resources</b>   | Wall charts, wall words, posters, video clip, etc. |  |                          |
| <b>References:</b> RME Curriculum Pg. 18  |  |  |                          |

| <b>DAYS</b> | <b>PHASE 1: STARTER</b>  | <b>PHASE 2: MAIN</b>   | <b>PHASE 3: REFLECTION</b>  |
|-------------|--|--|---|
|             | <p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p> | <p>Let learners talk about the religion they belong to.</p> <p>Let learners mention the scriptures their religion uses.</p> <p>Discuss the importance of studying the sacred scriptures:<br/> <i>i. they lead us to God,</i><br/> <i>ii. they help us to know the Truthfulness about God and the world,</i><br/> <i>iii. they help us to lead good moral lives,</i><br/> <i>iv. they give us messages from God,</i><br/> <i>etc.</i></p> <p>Let learners recite texts from the scriptures.</p> <p>Guide learners to talk about the moral lessons from the scriptures</p> | <p>Ask learners questions to review their understanding of the lesson.</p> <p>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.</p> |

|  |  |  |                          |
|--|--|--|--------------------------|
| <b>Week Ending:</b>  | <b>DAY:</b>  | <b>Subject:</b> History  |                          |
| <b>Duration:</b> 60mins per lesson   |  | <b>Strand:</b> My country Ghana  |                          |
| <b>Class:</b> B3   | <b>Class Size:</b>                                 | <b>Sub Strand:</b> Inter Group Relations   |                          |
| <b>Content Standard:</b><br>B3 2.2.1. Demonstrate knowledge of how intergroup alliances, conflicts and other exchanges |  | <b>Indicator:</b><br>B3.2.2.1.2 Name some of the items exchanged among the various groups. | <b>Lesson:</b><br>I OF I |
| <b>Performance Indicator:</b><br>Learners can name some of the items exchanged among the various groups.               |  | <b>Core Competencies:</b><br>Learners to become critical thinkers and digital literates    |                          |
| <b>Teaching/ Learning Resources</b>  | Wall charts, word cards, posters, video clip, etc. |  |                          |
| <b>References:</b> History Curriculum Pg. 16   |  |  |                          |

| <b>DAYS</b> | <b>PHASE 1: STARTER</b>  | <b>PHASE 2: MAIN</b>  | <b>PHASE 3: REFLECTION</b>   |
|-------------|--|---|--|
|             | <p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p> | <p>Identify trade items that were exchanged among ethnic groups: salt, fish, gold, kola, Shea butter, pottery and cloth and iron utensils</p> <p>Match items with the areas / sources where the items were obtained.<br/>e.g. Shea butter - savannah belt</p> <p>Explain the medium of exchange: from barter system to the use of cowry shells as a medium of exchange.</p> | <p>Ask questions to review learners understanding of the lesson</p> <p>Learners to tell what was interesting about the lesson.</p> |
|             | <p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p> | <p>Identify trade items that were exchanged among ethnic groups: salt, fish, gold, kola, Shea butter, pottery and cloth and iron utensils</p> <p>Match items with the areas / sources where the items were obtained.<br/>e.g. Shea butter - savannah belt</p> <p>Explain the medium of exchange: from barter system to the use of cowry shells as a medium of exchange.</p> | <p>Ask questions to review learners understanding of the lesson</p> <p>Learners to tell what was interesting about the lesson.</p> |

|  |   |  |                          |
|--|---|--|--------------------------|
| <b>Week Ending:</b>  | <b>DAY:</b>   | <b>Subject:</b> Creative Arts  |                          |
| <b>Duration:</b> 60mins per lesson   |   | <b>Strand:</b> Visual Arts& Performing   |                          |
| <b>Class:</b> B3   | <b>Class Size:</b>  | <b>Sub Strand:</b> Displaying and Sharing (School based project)   |                          |
| <b>Content Standard:</b><br>Demonstrate understanding of how to generate own ideas for artistic expressions on the people. |   | <b>Indicator:</b><br>B3.2.3.4. /B3.2.3.5. plan for a display of own artworks to share creative experiences | <b>Lesson:</b><br>I OF I |
| <b>Performance Indicator:</b><br>Learners can plan for a display of own artworks to share creative experiences             |   | <b>Core Competencies:</b><br>Decision Making Creativity, Innovation Communication                          |                          |
| <b>Teaching/ Learning Resources</b>  | Photos, videos, art paper, colors and traditional art tools |  |                          |
| <b>References:</b> Creative Arts Curriculum Pg. 65 & 68  |   |  |                          |

| <b>DAYS</b> | <b>PHASE 1: STARTER</b>   | <b>PHASE 2: MAIN</b>  | <b>PHASE 3: REFLECTION</b>   |
|-------------|---|---|--|
|             | <p>Show pictures and videos of the artwork to exhibit.</p> <p>Engage learners to sing songs about work.</p> | <p>Guide learners to plan an arrangement of own artworks to share, educate and inform the public on topical issues of the local community.</p> <p>Learners should select a theme for their art. E.g. go green or save trees.</p>  <p>Learners should plan their art in a sketch form.</p> | <p>Teacher moves round the class to monitor the progress of learners in their sketches.</p> <p>Encourage learners to come out with good sketches.</p> <p>Give out manual invitations cards to learners to be given to their parents.</p> |
|             | <p>Show pictures and videos of the artwork to exhibit.</p> <p>Engage learners to sing songs about work.</p> | <p>Organize a place for the exhibition.</p> <p>Invite other teachers to witness the artwork. Set the stage for learners to display their artwork.</p> <p>Evaluate individual art and allow pupils to talk about them in the form of appraisal.</p> <p>Discuss the moral lessons in the song.</p>  | <p>Appreciate and thank parents for their presence.</p> <p>Let learners organize themselves to clean up the place after the exhibition.</p>  |

|  |  |  |                          |
|--|--|--|--------------------------|
| <b>Week Ending:</b>  | <b>DAY:</b>  | <b>Subject:</b> Ghanaian Language                                      |                          |
| <b>Duration:</b> 60mins per lesson   |  | <b>Strand:</b> Extensive Reading                                       |                          |
| <b>Class:</b> B3   | <b>Class Size:</b>   | <b>Sub Strand:</b> Reading   |                          |
| <b>Content Standard:</b><br>B3.6.1.1 Demonstrate knowledge by reading short stories with correct intonation. |  | <b>Indicator:</b><br>B3.6.1.1.1 Read short stories aloud correctly.    | <b>Lesson:</b><br>1 OF 1 |
| <b>Performance Indicator:</b><br>Learners can read short stories aloud correctly.                            |  | <b>Core Competencies:</b><br>Creativity and innovation, Communication. |                          |
| <b>Teaching/ Learning Resources</b>  | Word cards, sentence cards, letter cards, handwriting on a manila card |  |                          |
| <b>References:</b> Ghanaian Language Curriculum Pg. 114  |  |  |                          |

| <b>DAYS</b> | <b>PHASE 1: STARTER</b>  | <b>PHASE 2: MAIN</b>  | <b>PHASE 3: REFLECTION</b>   |
|-------------|--|---|--|
|             | <p>Write words on th board and cover parts with a smiley for learners to guess the word</p> <p>Have learners sing songs to begin the lesson</p>                                      | <p>Let learners explore a popular rhyme they know.</p> <p>Read a short story aloud and correctly to learners.</p> <p>Discuss the short story with learners.</p> <p>Call them out one by one to read short stories aloud correctly.</p> <p>Ask them questions based on the story read.</p> | <p>Ask learners questions to review their understanding of the lessson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>                          |
|             | <p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson</p>                 | <p>Read a short story aloud and correctly to learners.</p> <p>Discuss the short story with learners.</p> <p>Call them out one by one to read short stories aloud correctly.</p> <p>Ask them questions based on the story read.</p>  | <p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>   |
|             | <p>Review the previous knowledge of the learners by making them answer questions on the previous lesson.</p> <p>Engage learners to play games and sing songs to begin the lesson</p> | <p>Read a short story aloud and correctly to learners.</p> <p>Discuss the short story with learners.</p> <p>Call them out one by one to read short stories aloud correctly.</p> <p>Ask them questions based on the story read.</p>  | <p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p> |

|  |                     |   |                          |
|--|---------------------|---|--------------------------|
| <b>Week Ending:</b>  | <b>DAY:</b>         | <b>Subject:</b> PHYSICAL EDUCATION  |                          |
| <b>Duration:</b> 60mins  |                     | <b>Strand:</b> Physical Fitness   |                          |
| <b>Class:</b> B3   | <b>Class Size:</b>  | <b>Sub Strand:</b> Healthy Diet   |                          |
| <b>Content Standard:</b><br>Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities.   |                     | <b>Indicator:</b><br>B3.4.1.4.2: Describe the role of moderate to vigorous physical activity in achieving or maintaining good health. | <b>Lesson:</b><br>I OF I |
| <b>Performance Indicator:</b><br>Learners can describe the role of moderate to vigorous physical activity in achieving or maintaining good health. |                     | <b>Core Competencies:</b><br>Personal skills and core competencies such as agility, concentration, precision                          |                          |
| <b>Teaching/ Learning Resources</b>  | Videos and Pictures |   |                          |
| <b>References:</b> PE Curriculum Pg. 40  |                     |   |                          |

| <b>DAYS</b> | <b>PHASE 1: STARTER 10 MINS<br/>(Preparing The Brain For Learning)</b>   | <b>PHASE 2: MAIN 40MINS<br/>(New Learning Including Assessment)</b>  | <b>PHASE 3:<br/>REFLECTION 10MINS<br/>(Learner And Teacher)</b>  |
|-------------|--|--|--|
|             | <p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson</p> | <p>Learners explain how moderate to vigorous physical activities improve aerobic capacity (ability of the body system to process oxygen) for maintenance and improvement of good health.</p> <p>Engage learners to participate in regular physical activities.</p> | <p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p> |

## SCHEME OF LEARNING- WEEK 12

### BASIC THREE

Name of School.....

|   |   |  |
|---|---|--|
| <b>Week Ending:</b>   | <b>DAY:</b> MONDAY  | <b>Subject:</b> English Language                                       |
| <b>Duration:</b> 60mins   |   | <b>Strand:</b> Oral Language   |
| <b>Class:</b> B3  | <b>Class Size:</b>  | <b>Sub Strand:</b> Presentation  |
| <b>Content Standard:</b><br>B3.1.10.1: Plan and present information and ideas for a variety of purposes |   | <b>Indicator:</b><br>B3.1.10.1.1 present ideas logically               |
| <b>Performance Indicator:</b><br>Learners can present ideas logically                                   |   | <b>Lesson:</b><br>1 of 1   |
| <b>Core Competencies:</b><br>Communication and Collaboration, Leadership                                |   |  |
| <b>Key words</b>  | Events, story, picture  |  |
| <b>References:</b> English Language Curriculum For Primary Schools Pg. 75                               |   |  |
|   |   |  |
| <b>Phase/Duration</b>   | <b>Learners Activities</b>  | <b>Resources</b>   |
| <b>PHASE 1: STARTER</b>   | <p>Select 10 words and write them two different times on word cards.</p> <p>Place all the cards face down on the floor. 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> <ul style="list-style-type: none"> <li>• Did you enjoy the game?</li> <li>• What words did you hear in the game?</li> <li>• Make a list of ten words you heard.</li> </ul> <p>Share performance indicators with learners and introduce the lesson.</p> | Music box  |
| <b>PHASE 2: NEW LEARNING</b>  | <p>Discuss important people (e.g. teachers, footballers, farmer, police officer, etc.) in learners' community and what made them important.</p> <p>Ask learners to prepare presentations on what they would like to be important for and why.</p> <p>Have learners present their work logically.</p>  | Word cards, sentence cards, letter cards, handwriting on a manila card |
| <b>PHASE 3: REFLECTION</b>  | <p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> <li>1. Tell the class what you learnt during the lesson.</li> <li>2. Tell the class how you will use the knowledge they acquire during the lesson.</li> <li>3. Which aspects of the lesson did you not understand?</li> </ol>   | In our next lesson, we shall create our own stories using pictures.    |

|  |  |  |
|--|--|--|
| <b>Week Ending:</b>  | <b>DAY:</b> Tuesday  | <b>Subject:</b> English Language                                       |
| <b>Duration:</b> 60mins  |  | <b>Strand:</b> Reading   |
| <b>Class:</b> B3   | <b>Class Size:</b>   | <b>Sub Strand:</b> Fluency   |
| <b>Content Standard:</b><br>B3.2.9.1: Read texts fluently  | <b>Indicator:</b><br>B3.2.9.1.2 recognize more than two hundred high frequency words with automaticity   | <b>Lesson:</b><br>1 of 1   |
| <b>Performance Indicator:</b><br>Learners can recognize more than two hundred high frequency words with automaticity |  | <b>Core Competencies:</b><br>Communication and Collaboration           |
| <b>References:</b> English Language Curriculum For Primary Schools Pg. 87  |  |  |
|  |  |  |
| <b>Phase/Duration</b>  | <b>Learners Activities</b>   | <b>Resources</b>   |
| <b>PHASE 1: STARTER</b>  | Engage learners to sing familiar rhymes.<br><br>Ask learners; <ul style="list-style-type: none"> <li>• Whether they enjoyed singing the songs?</li> <li>• What words did you hear in the songs?</li> <li>• Are these words food, animals, objects?</li> </ul> Share performance indicators with learners and introduce the lesson.     | flashcards   |
| <b>PHASE 2: NEW LEARNING</b>   | Revise the knowledge of sight words through games.<br><br>Have learners identify sight words in texts using games such as Fishing and Lucky Dip.<br><br>Let learners use the sight words to construct meaningful sentences.  | Word cards, sentence cards, letter cards, handwriting on a manila card |
| <b>PHASE 3: REFLECTION</b>   | Ask learners to do the following by ways of reflecting on the lesson: <ol style="list-style-type: none"> <li>1. Tell the class what you learnt during the lesson.</li> <li>2. Tell the class how you will use the knowledge they acquire during the lesson.</li> <li>3. Which aspects of the lesson did you not understand?</li> </ol> |  |



|   |  |   |  |                                  |
|---|--|---|--|----------------------------------|
| <b>Week Ending:</b>   |  | <b>DAY:</b> WEDNESDAY   | <b>Subject:</b> English Language   |                                  |
| <b>Duration:</b> 60mins   |  |   | <b>Strand:</b> Writing   |                                  |
| <b>Class:</b> B2  | <b>Class Size:</b>   |   | <b>Sub Strand:</b> Academic Writing  |                                  |
| <b>Content Standard:</b><br>B3.4.14.1: Write on the events of the day                           |  | <b>Indicator:</b><br>B3.4.14.1.2 make a radio/TV presentations/performances |  | <b>Lesson:</b><br>2 of 2         |
| <b>Performance Indicator:</b><br>Learners can read aloud own writing to a group or whole class. |  |   | <b>Core Competencies:</b><br>Communication and Collaboration, Personal Development |                                  |
| <b>References:</b> English Language Curriculum Pg. 94   |  |   |  |                                  |
|   |  |   |  |                                  |
| <b>Phase/Duration</b>   | <b>Learners Activities</b>   |   |  | <b>Resources</b>                 |
| <b>PHASE 1: STARTER</b>   | Engage learners to sing familiar songs. E.g. Five little ducks<br>Ask learners; <ul style="list-style-type: none"> <li>• Whether they enjoyed singing the song?</li> <li>• What words did you hear in the song?</li> <li>• Are these words food, animals, objects?</li> </ul> Share performance indicators with learners and introduce the lesson. |   |  |                                  |
| <b>PHASE 2: NEW LEARNING</b>  | Let Learners rehearse presenting information on radio or TV.<br><br>Have learners generate ideas, plan and present them in groups as done on radio.<br><br>Assign groups to present their ideas to the whole class.<br><br>Plan for a live presentation/performance.   |   |  | Word cards, paper, letter cards, |
| <b>PHASE 3: REFLECTION</b>  | Ask learners to do the following by ways of reflecting on the lesson: <ol style="list-style-type: none"> <li>1. Tell the class what you learnt during the lesson.</li> <li>2. Tell the class how you will use the knowledge they acquire during the lesson.</li> <li>3. Which aspects of the lesson did you not understand?</li> </ol>             |   |  |                                  |

|   |   |  |
|---|---|--|
| <b>Week Ending:</b>   | <b>DAY:</b> THURSDAY  | <b>Subject:</b> English Language                                       |
| <b>Duration:</b> 60mins   |   | <b>Strand:</b> Grammar Usage   |
| <b>Class:</b> B3  | <b>Class Size:</b>  | <b>Sub Strand:</b> Spelling  |
| <b>Content Standard:</b><br>B3.5.10.1: Use phonics knowledge to spell words         | <b>Indicator:</b><br>B3.5.10.1.1. Spell phonically irregular words correctly  | <b>Lesson:</b><br>1 of 1   |
| <b>Performance Indicator:</b><br>Learners can use adverbs correctly to express time |   | <b>Core Competencies:</b><br>Communication and Collaboration, Personal |
| <b>References:</b> English Language Curriculum Pg. 100                              |   |  |
|   |   |  |
| <b>Phase/Duration</b>   | <b>Learners Activities</b>  | <b>Resources</b>   |
| <b>PHASE 1: STARTER</b>   | <p>Review some adjectives with learners.</p> <p>Do an action for slow.<br/>Ask: What word is this? Pupils guess: slow.</p> <p>Do an action for loud.<br/>Ask: What word is this? Pupils guess: loud.</p> <p>Do an action for happy.<br/>Ask: What word is this? Pupils guess: happy</p> <p>Share performance indicators and introduce the lesson.</p>   |  |
| <b>PHASE 2: NEW LEARNING</b>  | <p>Have learners play the Pick and Spell game to spell phonically irregular words. e. g. enough, answer, because, bought.</p> <p>Dictate the words for learners to spell. Have learners use these words in oral and written sentences.</p> <p>Provide sentences with blank spaces for learners to fill in the blanks using the words they have learnt to spell.<br/>E.g. bought, answer, because, etc.<br/>i. I drink — water.<br/>ii. Your ..... is wrong.<br/>iii. I miss the class..... I was late.<br/>iv. My father ..... chocolate.</p> | Word cards, sentence cards, letter cards, handwriting on a manila card |
| <b>PHASE 3: REFLECTION</b>  | <p>Ask learners to do the following by ways of reflecting on the lesson:</p> <ol style="list-style-type: none"> <li>1. Tell the class what you learnt during the lesson.</li> <li>2. Tell the class how you will use the knowledge they acquire during the lesson.</li> <li>3. Which aspects of the lesson did you not understand?</li> </ol>   |  |

|  |   |   |                          |
|--|---|---|--------------------------|
| <b>Week Ending:</b>  | <b>DAY:</b> Friday  | <b>Subject:</b> English Language  |                          |
| <b>Duration:</b> 60mins  |   | <b>Strand:</b> Extensive Reading  |                          |
| <b>Class:</b> B3   | <b>Class Size:</b>  | <b>Sub Strand:</b> Reading  |                          |
| <b>Content Standard:</b><br>B3.6.1.1: Read widely for pleasure and demonstrate independent reading and learning in the literary area |   | <b>Indicator:</b><br>B3.6.1.1.1. read a variety of age and level-appropriate books and summarize them | <b>Lesson:</b><br>1 of 1 |
| <b>Performance Indicator:</b><br>Learners can read a variety of age and level-appropriate books and summarize them                   |   | <b>Core Competencies:</b><br>Communication and Collaboration, Personal                                |                          |
| <b>References:</b> English Language Curriculum For Primary Schools Pg. 112   |   |   |                          |
|  |   |   |                          |
| <b>Phase/Duration</b>  | <b>Learners Activities</b>  | <b>Resources</b>  |                          |
| <b>PHASE 1: STARTER</b>  | Engage learners to sing familiar songs. E.g. Five little ducks<br>Ask learners; <ul style="list-style-type: none"> <li>• Whether they enjoyed singing the song?</li> <li>• What words did you hear in the song?</li> <li>• Are these words food, animals, objects?</li> </ul> Share performance indicators with learners and introduce the lesson.  |   |                          |
| <b>PHASE 2: NEW LEARNING</b>   | Using book tease or book talk, introduce the reading/ library time.<br><br>Have a variety of age appropriate books for learners to make a choice from.<br><br>Introduce picture or wordless books, pop-up and flip-the-page texts to learners.<br><br>Encourage them to read individually and in pairs, and provide support and encouragement.<br><br><u>Assessment</u><br>Using think-pair-share, learners retell their story books to their partners.<br>Have learners draw parts of the story they read. Let learners summarize the books they read to the whole class | Word cards, sentence cards, letter cards.   |                          |
| <b>PHASE 3: REFLECTION</b>   | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.<br><br>Take feedback from learners and summarize the lesson.   |   |                          |

|  |                             |  |                          |
|--|-----------------------------|--|--------------------------|
| <b>Week Ending:</b>  | <b>DAY:</b>                 | <b>Subject:</b> Mathematics  |                          |
| <b>Duration:</b> 60mins per lesson   |                             | <b>Strand:</b> Algebra   |                          |
| <b>Class:</b> B3   | <b>Class Size:</b>          | <b>Sub Strand:</b> Patterns and Relationship   |                          |
| <b>Content Standard:</b><br>B3.2.1.1 Recognize, create, extend, describe, and use patterns and rules to solve mathematical tasks |                             | <b>Indicator:</b><br>B3.2.1.1.1 Demonstrate an understanding of increasing and decreasing patterns | <b>Lesson:</b><br>1 OF 1 |
| <b>Performance Indicator:</b><br>Learners can demonstrate an understanding of increasing and decreasing patterns                 |                             | <b>CORE COMPETENCE:</b><br>Problem Solving skills; Critical Thinking; Justification of Ideas;      |                          |
| <b>Teaching/ Learning Resources</b>  | Paper strips, cut out cards |  |                          |
| <b>References:</b> Mathematics Curriculum Pg. 63   |                             |  |                          |


| <b>DAYS</b> | <b>PHASE 1: STARTER</b>   | <b>PHASE 2: MAIN</b>   | <b>PHASE 3: REFLECTION</b>  |
|-------------|---|--|---|
| Monday      | Engage learners to Play show me a number game with learners (up to 10), with fingers.<br><br>Teacher mentions the number from (1 to 10). Learners then show their fingers up to show the number | Guide learners to Identify the pattern rule used to create more complex increasing pattern and extend the pattern for the next 2 or 3 terms.<br>E.g. 3, 6, 9, 12, 15...<br>the rule is "add 3 or take 3 steps forward<br><br>E.g. 5, 10, 15, 20, 25....<br>Have learners determine the rule for the pattern. The rule is add 5 or take 5 steps forward.<br><br><b>Assessment:</b> Have learners to practice with more examples | What have we learnt today?<br><br>Identifying the pattern rule<br><br>Review the lesson with learners by giving them some task to complete in their workbooks |
| Tuesday     | Engage learners to sing the song<br><br><u>WE CAN COUNT</u><br>We class three<br>We can count<br>We count 1,2,3,4,5<br>We count 6,7,8,9,10<br>We class three can count very well.               | Identify the pattern rule used to create more complex decreasing pattern and extend the pattern for the next 2 or 3 terms.<br>E.g. 30, 27, 24, 21, 18 ...<br>the rule is take 3 steps backwards or subtract 3<br><br>E.g. 66, 55, 44, 33, 22...<br>Have learners determine the rule for the pattern. The rule is take 11 steps backwards or subtract 11<br><br><b>Assessment:</b> Have learners to practice with more examples | What have we learnt today?<br><br>Identifying the pattern rule<br><br>Review the lesson with learners by giving them some task to complete in their workbooks |
| Wednesday   | Engage learners to play the Dice game.<br><br>Put learners into pairs and give out two dice to each pair.   | Have learners to create more patterns for a given pattern rule on their own.<br><br><b>Assessment:</b> Have learners to practice with more examples  | What have we learnt today?<br><br>Identifying the pattern rule<br><br>Review the lesson with learners by giving them  |

|          |   |  |  |
|----------|---|--|--|
|          | Have a partner to toss the dice and the other add up the two numbers that shows up.   |  | some task to complete in their workbooks   |
| Thursday | <p>Engage learners to play the “double down game”.</p> <p>Put learners into pairs. Give out two dice to each pair. Have learners to roll their dice in turns.</p> <p>Each partner writes down the numbers displayed by the dice on their recording sheet. E.g. 2+3.</p> | <p>Identify errors or missing elements in an increasing or decreasing pattern and justify the answer e.g.</p> <p>- 5, 10, 20, 25, 30 ... or</p> <p>- 45, 40, 35, 30, __, 20 ...</p> <p><b>Assessment:</b> Have learners to practice with more examples</p> | <p>What have we learnt today?</p> <p>Identifying the pattern rule</p> <p>Review the lesson with learners by giving them some task to complete in their workbooks</p> |

|   |   |   |
|---|---|---|
| <b>Week Ending:</b>   | <b>DAY:</b>   | <b>Subject:</b> Science   |
| <b>Duration:</b> 60mins per lesson  |   | <b>Strand:</b> Cycles   |
| <b>Class:</b> B3  | <b>Class Size:</b>  | <b>Sub Strand:</b> Life Cycle Of Organism   |
| <b>Content Standard:</b><br>B3.2.2.1 Demonstrate understanding of life cycle of a plant       | <b>Indicator:</b><br>B3.2.2.1.2 Observe the germination of maize and bean seeds | <b>Lesson:</b><br>I OF I  |
| <b>Performance Indicator:</b><br>Learners can observe the germination of maize and bean seeds |   | <b>Core Competencies:</b><br>Problem Solving skills; Critical Thinking; Justification of Ideas; |
| <b>Teaching/ Learning Resources</b>   | Pictures of the sun and earth   |   |
| <b>References:</b> Science Curriculum Pg. 54  |   |   |

| <b>DAYS</b> | <b>PHASE 1: STARTER</b>  | <b>PHASE 2: MAIN</b>   | <b>PHASE 3: REFLECTION</b>  |
|-------------|--|--|---|
|             | <p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p> | <p>Begin this activity by asking learners to predict whether it is possible for bean and maize seeds to germinate in water without soil.</p> <p>Place learners into groups and give each group two transparent glasses or plastic containers (labeled A and B), cotton wool, water and viable maize and bean seeds.</p> <p>Learners pack container A with the cotton wool and push one of each of the different seeds through the side of the container but not to touch the bottom.</p> | <p>Ask learners questions to review their understanding of the lesson.</p> <p>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.</p> |
|             | <p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p> | <p>Guide learners to pour a little water to soak the cotton wool. The set-up is left to stand for one week while keeping the cotton wool always wet.</p> <p>Guide learners to prepare container B using the same method but with a dry cotton wool.</p> <p>Learners observe the set-up critically and record whatever they see.</p> <p>Challenge learners with the question: What made the seeds germinate in set-up A?</p>  | <p>Ask learners questions to review their understanding of the lesson.</p> <p>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.</p> |

|  |                               |  |                          |
|--|-------------------------------|--|--------------------------|
| <b>Week Ending:</b>  | <b>DAY:</b>                   | <b>Subject:</b> OWOP   |                          |
| <b>Duration:</b> 60mins per lesson   |                               | <b>Strand:</b> All Around Us   |                          |
| <b>Class:</b> B3   | <b>Class Size:</b>            | <b>Sub Strand:</b> Plants And Animals  |                          |
| <b>Content Standard:</b><br>B3.2.2.1. Demonstrate understanding of the importance of gardening |                               | <b>Indicator:</b><br>B3.2.2.1.1. Explain how to make and maintain a garden                 | <b>Lesson:</b><br>I OF I |
| <b>Performance Indicator:</b><br>Learners can explain how to make and maintain a garden        |                               | <b>Core Competencies:</b><br>Communication and Collaboration Critical Thinking and Problem |                          |
| <b>Teaching/ Learning Resources</b>  | Pictures, Charts, Video Clips |  |                          |
| <b>References:</b> OWOP Curriculum Pg. 44  |                               |  |                          |

| <b>DAYS</b> | <b>PHASE 1: STARTER</b>  | <b>PHASE 2: MAIN</b>  | <b>PHASE 3: REFLECTION</b>  |
|-------------|--|---|---|
|             | <p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p> | <p>Learners talk about the importance of gardens in the home, school and community</p> <p>Learners visit various gardens e.g. school garden, flower garden</p> <p>Learners make a simple garden in the school and care for them e.g. flower pots, flower beds, vegetable beds</p> | <p>Ask learners questions to review their understanding of the lesson.</p> <p>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.</p> |
|             | <p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p> | <p>Have learners to watch pictures of gardens and relate to them.</p>   | <p>Ask learners questions to review their understanding of the lesson.</p> <p>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.</p> |

|   |  |  |  |
|---|--|--|--|
| <b>Week Ending:</b>   | <b>DAY:</b>  | <b>Subject: REL &amp; MORAL EDUCATION</b>  |  |
| <b>Duration: 60mins</b>   |  | <b>Strand: Religious Practices</b>   |  |
| <b>Class: B3</b>  | <b>Class Size:</b>   | <b>Sub Strand: Religious Worship</b>   |  |
| <b>Content Standard:</b><br>B3.2.1.1. Appreciate the importance of religious worship  | <b>Indicator:</b><br>B3.2.1.1.2: Give reasons for studying the sacred scriptures of the three major religions among their followers. | <b>Lesson:</b><br>I OF I   |  |
| <b>Performance Indicator:</b><br>Learners can give reasons for studying the sacred scriptures of the three major religions among their followers. |  | <b>Core Competencies:</b><br>Cultural Identity, Sharing Reconciliation, Togetherness, Unity. |  |
| <b>Teaching/ Learning Resources</b>   | Wall charts, wall words, posters, video clip, etc.   |  |  |
| <b>References: RME Curriculum Pg. 18</b>  |  |  |  |



| <b>DAYS</b> | <b>PHASE 1: STARTER</b>  | <b>PHASE 2: MAIN</b>  | <b>PHASE 3: REFLECTION</b>  |
|-------------|--|---|---|
|             | <p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p> | <p>Let learners talk about the religion they belong to.</p> <p>Let learners mention the scriptures their religion uses.</p> <p>Discuss the importance of studying the sacred scriptures:<br/> <i>i. they lead us to God,</i><br/> <i>ii. they help us to know the Truthfulness about God and the world,</i><br/> <i>iii. they help us to lead good moral lives,</i><br/> <i>iv. they give us messages from God,</i><br/>           etc.</p> <p>Let learners recite texts from the scriptures.</p> <p>Guide learners to talk about the moral lessons from the scriptures</p> | <p>Ask learners questions to review their understanding of the lesson.</p> <p>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.</p> |



|  |  |  |                          |
|--|--|--|--------------------------|
| <b>Week Ending:</b>  | <b>DAY:</b>  | <b>Subject:</b> History  |                          |
| <b>Duration:</b> 60mins per lesson   |  | <b>Strand:</b> My country Ghana  |                          |
| <b>Class:</b> B3   | <b>Class Size:</b>                                 | <b>Sub Strand:</b> Inter Group Relations   |                          |
| <b>Content Standard:</b><br>B3 2.2.1. Demonstrate knowledge of how intergroup alliances, conflicts and other exchanges |  | <b>Indicator:</b><br>B3.2.2.1.2 Name some of the items exchanged among the various groups. | <b>Lesson:</b><br>I OF I |
| <b>Performance Indicator:</b><br>Learners can name some of the items exchanged among the various groups.               |  | <b>Core Competencies:</b><br>Learners to become critical thinkers and digital literates    |                          |
| <b>Teaching/ Learning Resources</b>  | Wall charts, word cards, posters, video clip, etc. |  |                          |
| <b>References:</b> History Curriculum Pg. 16   |  |  |                          |

| <b>DAYS</b> | <b>PHASE 1: STARTER</b>  | <b>PHASE 2: MAIN</b>  | <b>PHASE 3: REFLECTION</b>   |
|-------------|--|---|--|
|             | <p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p> | <p>Identify trade items that were exchanged among ethnic groups: salt, fish, gold, kola, Shea butter, pottery and cloth and iron utensils</p> <p>Match items with the areas / sources where the items were obtained.<br/>e.g. Shea butter - savannah belt</p> <p>Explain the medium of exchange: from barter system to the use of cowry shells as a medium of exchange.</p> | <p>Ask questions to review learners understanding of the lesson</p> <p>Learners to tell what was interesting about the lesson.</p> |
|             | <p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p> | <p>Identify trade items that were exchanged among ethnic groups: salt, fish, gold, kola, Shea butter, pottery and cloth and iron utensils</p> <p>Match items with the areas / sources where the items were obtained.<br/>e.g. Shea butter - savannah belt</p> <p>Explain the medium of exchange: from barter system to the use of cowry shells as a medium of exchange.</p> | <p>Ask questions to review learners understanding of the lesson</p> <p>Learners to tell what was interesting about the lesson.</p> |

|  |   |  |
|--|---|--|
| <b>Week Ending:</b>  | <b>DAY:</b>   | <b>Subject:</b> Creative Arts  |
| <b>Duration:</b> 60mins per lesson   |   | <b>Strand:</b> Visual Arts& Performing   |
| <b>Class:</b> B3   | <b>Class Size:</b>  | <b>Sub Strand:</b> Appreciating and Appraising (School based project)  |
| <b>Content Standard:</b><br>Demonstrate understanding of how to generate own ideas for artistic expressions on the people. |   | <b>Indicator:</b><br>B3.1.4.6 / B3.2.4.7 use the agreed guidelines to examine and derive meaning from own artworks |
| <b>Performance Indicator:</b><br>Learners can use the agreed guidelines to examine and derive meaning from own artworks    |   | <b>Lesson:</b><br>I OF I   |
| <b>Core Competencies:</b><br>Decision Making Creativity, Innovation Communication  |   |  |
| <b>Teaching/ Learning Resources</b>  | Photos, videos, art paper, colors and traditional art tools |  |
| <b>References:</b> Creative Arts Curriculum Pg. 65 & 68  |   |  |

| <b>DAYS</b> | <b>PHASE 1: STARTER</b>  | <b>PHASE 2: MAIN</b>  | <b>PHASE 3: REFLECTION</b>   |
|-------------|--|---|--|
|             | <p>Engage learners to play games and sing songs to begin the lesson.</p> <p>Review learners understanding in the previous lesson using questions and answers</p> | <p>Let learners use their senses to appreciate and appraise their own artworks.</p> <p>Make decisions on agreed guidelines to appreciate and appraise an artwork. E.g. clay pot</p> <p>Theme: <i>Unity</i><br/>Subject matter: <i>Historical</i><br/>Media: <i>Clay</i><br/>Techniques: <i>coiling method</i><br/>Uses: <i>for fetching and storing water</i><br/>Future modification: <i>addition of handles</i></p>  | <p>Assessment: Present learners with different artworks for them to use the guidelines in appreciating and appraising.</p> <p>Summarize lesson activities with learners.</p> |
|             | <p>Engage learners to play games and sing songs to begin the lesson.</p> <p>Review learners understanding in the previous lesson using questions and answers</p> | <p>Performing artworks include dance, music and drama.</p> <p>Let learners use their senses to appreciate and appraise their own artworks.</p> <p>Make decisions on agreed guidelines to appreciate and appraise an artwork. E.g. Agbadza dance</p>  <p>Let learners talk about the theme, gestures, makeup, costume, stage use and stage setting as they watch the video or pictures of the dance.</p>               | <p>Review the lesson activities through questions and answers.</p>   |

|   |  |  |                          |
|---|--|--|--------------------------|
| <b>Week Ending:</b>   | <b>DAY:</b>  | <b>Subject:</b> Ghanaian Language                                      |                          |
| <b>Duration:</b> 60mins per lesson  |  | <b>Strand:</b> Extensive Reading                                       |                          |
| <b>Class:</b> B3  | <b>Class Size:</b>   | <b>Sub Strand:</b> Reading   |                          |
| <b>Content Standard:</b><br>B3.6.2.1 Demonstrate knowledge by reading short stories with correct intonation |  | <b>Indicator:</b><br>B3.6.2.1.1 Read short stories aloud correctly.    | <b>Lesson:</b><br>1 OF 1 |
| <b>Performance Indicator:</b><br>Learners can read short stories aloud correctly.                           |  | <b>Core Competencies:</b><br>Creativity and innovation, Communication. |                          |
| <b>Teaching/ Learning Resources</b>   | Word cards, sentence cards, letter cards, handwriting on a manila card |  |                          |
| <b>References:</b> Ghanaian Language Curriculum Pg. 114   |  |  |                          |

| <b>DAYS</b> | <b>PHASE 1: STARTER</b>  | <b>PHASE 2: MAIN</b>  | <b>PHASE 3: REFLECTION</b>   |
|-------------|--|---|--|
|             | <p>Review the previous knowledge of the learners by making them answer questions on the previous lesson.</p> <p>Engage learners to play games and sing songs to begin the lesson</p> | <p>Sing a popular song with learners.</p> <p>Read a short story aloud and correctly to learners.</p> <p>Discuss the story with learners and read the story again.</p> <p>Call them out one by one to read short stories aloud correctly.</p> <p>Call learners to read a sentence each from the story.</p> | <p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>                           |
|             | <p>Write words on th board and cover parts with a smiley for learners to guess the word</p> <p>Have learners sing songs to begin the lesson</p>                                      | <p>Read a short story aloud and correctly to learners.</p> <p>Discuss the story with learners and read the story again.</p> <p>Call them out one by one to read short stories aloud correctly.</p> <p>Call learners to read a sentence each from the story.</p>   | <p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>   |
|             | <p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson</p>                 | <p>Read a short story aloud and correctly to learners.</p> <p>Discuss the story with learners and read the story again.</p> <p>Call them out one by one to read short stories aloud correctly.</p> <p>Call learners to read a sentence each from the story.</p>   | <p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p> |

|  |   |  |                                 |
|--|---|--|---------------------------------|
| <b>Week Ending:</b>  | <b>DAY:</b>                                 | <b>Subject:</b> PHYSICAL EDUCATION   |                                 |
| <b>Duration:</b> 60mins  |   | <b>Strand:</b> Values and Psycho-social Concepts   |                                 |
| <b>Class:</b> B3   | <b>Class Size:</b>                          | <b>Sub Strand:</b> Self-Responsibility   |                                 |
| <b>Content Standard:</b><br>Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities. |   | <b>Indicator:</b><br>B3.5.1.5.1 Set a personal goal to improve a motor skill and work toward that goal in non-school time.   | <b>Lesson:</b><br>1 OF 1        |
| <b>Performance Indicator:</b><br>Learners can set a personal goal to improve a motor skill and work toward that goal in non-school time.         |   | <b>Core Competencies:</b><br>Personal skills and core competencies such as agility, concentration, precision   |                                 |
| <b>Teaching/ Learning Resources</b>  | Videos and Pictures                         |  |                                 |
| <b>References:</b> PE Curriculum Pg. 40  |   |  |                                 |
| <b>DAYS</b>  | <b>PHASE 1: STARTER</b>                     | <b>PHASE 2: MAIN</b>   | <b>PHASE 3: REFLECTION</b>      |
|  | Revise with learners on the previous lesson | Guide learners during physical activities to set personal goals such as participate in 30 minutes physical activities at least three time a week, improve upon the number of push-ups(from 4-5 in 4 weeks) | Review the lesson with learners |