

# **TERM TWO**

## **BASIC THREE**

### **WEEK NINE**

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# WEEKLY SCHEME OF LEARNING- WEEK NINE

## BASIC THREE

Name of School.....



Week Ending			
Class		Three	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B3.1.7.1.1. B3.2.7.1.1. B3.4.9.3.2 B3.5.6.1.1. B3.6.1.1.1	
Performance Indicator		A. Learners can listen to and interact actively within information t B. Learners can use self-correction strategies to make meaning when reading texts C. Learners can proofread draft to correct punctuation and spelling errors D. Learners can identify qualifying words E. Learners can read a variety of age and level-appropriate books and summarise them	
Teaching/ Learning Resources		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE Before reading, let learners think- pair- share, and talk about what they already know (K) about the topic .Have learners ask questions about what they want to know (W). • While you read the text, pause often to give the children the chance to	What have we learnt today?  Ask learners to summarize the main points in the lesson


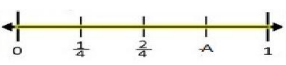
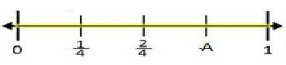
		<p>share what they have learned</p> <ul style="list-style-type: none"> <li>• Let learners answer the questions they asked before reading.</li> <li>• After the reading, have learners share what they have learned.</li> </ul> <p>Assessment: let learners listen to and interact actively within information texts Learners can</p>	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <p>Engage learners on before reading activities, e.g. review of background knowledge, discussion of title and accompanying pictures).</p> <ul style="list-style-type: none"> <li>• Model reading the text aloud and have learners echo-read the text (if necessary).</li> <li>• Read out words and sentences for learners to identify in the text.</li> <li>•</li> </ul> <p>Assessment: Let learners read and answer questions.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. WRITING</p> <p>Have learners proofread the revised draft of their writing for errors relating to the conventions of punctuation, capitalisation, spelling, etc.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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		<ul style="list-style-type: none"> <li>• Have learners check their editing through CUPS: C – Capitalisation U – language Usage P – Punctuation S – Spelling</li> <li>• Let learners do peer editing: learners check their partners' writing for punctuation and spelling errors.</li> </ul> <p>Assessment: Have learners write a neat final copy and read it once again to check for errors.</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE</p> <p>Provide sentences with simple adverbs for learners to identify.</p> <p>e.g.</p> <ol style="list-style-type: none"> <li>He walked quickly to the church.</li> <li>She danced beautifully.</li> </ol> <ul style="list-style-type: none"> <li>• Elicit other adverbs and provide practice</li> </ul> <p>Assessment: let learners identify qualifying words in sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.EXTENSIVE READING</p> <p>Using the Author's chair, introduce the reading/library time.</p> <ul style="list-style-type: none"> <li>• Have a variety of age/level-appropriate books for learners to make a choice from.</li> <li>• Introduce narratives, expository, procedural texts to learners.</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<ul style="list-style-type: none"> <li>• Guide learners to select books for readings</li> </ul> <p>Assessment: let learners read a variety of age and level-appropriate books and summarise them</p>	
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Week Ending			
Class		Three	
Subject		MATHEMATICS	
Reference		Mathematics curriculum Page	
Learning Indicator(s)		B3.1.3.1.2	
Performance Indicator		Learners can understand, explain and demonstrate that fractions can be used to represent parts of a group of objects, point on a line, or distances on a number line [Read and write fractions using words and symbols. (E.g. one-half, two halves, thirds, fifths etc.)]	
Strand		Number	
Sub strand		Fractions	
Teaching/ Learning Resources		Counters	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair 3 - Turn around 4 - Follow me 5 - Fire	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  	Review the lesson with Learners  Assessment: have learners to practice with more examples
Tuesday	Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair	Ask learners to colour given fractions of given groups of object or match fractions to given groups of objects  	Review the lesson with Learners  Assessment: have learners to practice with more examples

Wednesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p>	<p>Ask learners to cut given fractions from a given (e.g. 12cm long) card, bar or stick</p> 	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Thursday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p>	<p>Ask learners to locate the missing fractions on the number line</p> 	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Friday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone,</p>	<p>Ask learners to locate the missing fractions on the number line</p> 	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>

Week Ending			
Class		Three	
Subject		SCIENCE	
Reference		Science curriculum Page	
Learning Indicator(s)		B3.4.1.2.1	
Performance Indicator		Learners can know heat as a form of energy and identify some sources of heat	
Strand		FORCES AND ENERGY	
Sub strand		SOURCES AND FORMS OF ENERGY	
Teaching/ Learning Resources		Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes	Learners rub their palms together vigorously for a while and after that touch their cheeks with their palms. • learners describe how they feel in their palms when they touch their cheeks. • Ask learners to come out with other processes that can generate heat. e.g. lighting of fire, charging a laptop, charging a mobile phone, a bulb/light that is switched on for a long time. • Learners talk about heat as a form of energy  Assessment: let learners describe heat as a form of energy and identify some sources of heat	What have we learnt today?  Ask learners to summarize the important points of the lesson



Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners talk about heat as a form of energy.</p> <ul style="list-style-type: none"> <li>• Assist learners to mention some sources of heat energy. e.g. the sun, a lighted stove, lighted charcoal</li> </ul> <p>Assessment: let learners mention some sources of heat energy</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>
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Week Ending			
Class		Three	
Subject		OUR WORLD OUR PEOPLE	
Reference		Our World Our People curriculum Page	
Learning Indicator(s)		B3.3.4.1. 1.	
Performance Indicator		Learners can describe the youthful lives of the leaders of the three major religions in Ghana	
Strand		OUR BELIEFS AND VALUES	
Sub strand		Being a Leader	
Teaching/ Learning Resources		Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners talk about the youthful lives of the religious leaders:  (i). The Lord Jesus Christ (ii). The Holy Prophet Muhammad (S.A.W.) (iii). A Traditional Religious Leader                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               <	

		Assessment: let learners describe the occupations of the religious leaders	
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<b>Week Ending</b>			
<b>Class</b>		Three	
<b>Subject</b>		HISTORY	
<b>Reference</b>		History curriculum Page	
<b>Learning Indicator(s)</b>		B3.2.4.1.1	
<b>Performance Indicator</b>		Learners can identify the forts and castles built along the coast of Ghana	
<b>Strand</b>		My Country Ghana	
<b>Sub strand</b>		Major Historical Locations	
<b>Teaching/ Learning Resources</b>		Pictures	
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Discuss the use to which these forts and castles were put since Ghana gained independence  Assessment: let learners mention use to which these forts and castles were put since Ghana gained independence	What have we learnt today?  Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	Discuss the use to which these forts and castles were put since Ghana gained independence  Assessment: let learners mention use to which these forts and castles were put since Ghana gained independence	What have we learnt today?  Ask learners to summarize the main points in the lesson

Week Ending			
Class		Three	
Subject		PHYSICAL EDUCATION	
Reference		PE curriculum Page	
Learning Indicator(s)		B3.2.5.2.1	
Performance Indicator		Learners can identify the key elements for increasing accuracy in rolling a ball and throwing a ball.	
Strand		MOVEMENT CONCEPTS, PRINCIPLES AND STRATEGIES	
Sub strand		STRATEGIES	
Teaching/ Learning Resources		cones	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Learners identify elements for increasing accuracy in rolling and throwing as coordination, agility, strength, flexibility, timing, etc.	What have we learnt today?  Use answers to summarise the lesson.

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<b>Week Ending</b>			
<b>Class</b>		Three	
<b>Subject</b>		RELIGIOUS AND MORAL EDUCATION	
<b>Reference</b>		RME curriculum Page	
<b>Learning Indicator(s)</b>		B3.3.1.1.1	
<b>Performance Indicator</b>		Learners can describe the youthful lives of the leaders of the three major religions in Ghana.	
<b>Strand</b>		Religious Leaders	
<b>Sub strand</b>		The Youthful Life of the Leaders of the three Major Religions	
<b>Teaching/ Learning Resources</b>		Pictures	
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Engage learners to sing songs and recite familiar rhymes	Guide learners to talk about the youthful lives of the religious leaders: - The Lord Jesus Christ - The Holy Prophet Muhammad (S.A.W) - A Traditional Religious Leader • In groups, let learners talk about the occupations of the religious leaders. - The Lord Jesus Christ as a carpenter, - The Holy Prophet Muhammad (S.A.W) as a businessman - A Traditional Religious Leader, e. g. EgyaAhor as a farmer.  Assessment: let learners describe the youthful lives of the leaders of the three major religions in Ghana	What have we learnt today?  Ask learners to summarize the main points in the lesson

<b>Week Ending</b>			
<b>Class</b>		Three	
<b>Subject</b>		CREATIVE ARTS	
<b>Reference</b>		Creative Arts curriculum	
<b>Learning Indicator(s)</b>		B3 1.4.6.1                      B3 2.4.6.1	
<b>Performance Indicator</b>		Learners can agree on guidelines for viewing artworks and expressing own feelings and thoughts about own and others’ displayed visual artworks as representations of artworks produced or found in other African communities  Learners can agree on guidelines for viewing performing artworks and expressing own feelings and thoughts about own and others’ performances as representations of artworks produced or found in other African communities	
<b>Strand</b>		VISUAL ARTS      PERFORMING ARTS	
<b>Sub strand</b>		Appreciating and Appraising	
<b>Teaching/ Learning Resources</b>		Pictures	
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☐ agree to the guidelines for viewing, examining and reporting own feelings and thoughts about the displayed visual artworks; ☐ agree on how to use the guidelines to express own feelings and thoughts about own and others’ displayed artworks	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		Assessment: let learners agree on guidelines for viewing artworks	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <ul style="list-style-type: none"> <li>☐ agree on guidelines for viewing, examining and expressing own views about the music, dance and drama performances;</li> <li>☐ agree on how to use the agreed guidelines to express own feelings and thoughts about own and others' displayed music, dance and drama performances</li> </ul> <p>Assessment: let learners agree on guidelines for viewing performing artworks</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>



<b>Learning Indicator (s) (Ref. No.)</b>		B3.5.3.1.2 Write present continuous action words correctly B3.5.3.1.3 Use present continuous action words in simple sentences.	
<b>Performance Indicators</b>		<ul style="list-style-type: none"><li>• The learner should write present continuous action words correctly</li><li>• The learner should use present continuous action words in simple sentences.</li></ul>	
Week Ending			
<b>Reference</b>		Ghanaian Language curriculum	
<b>Subject</b>		<b>GHANAIA N LANGUAGE</b>	
<b>Teaching/ Learning Resources</b>		Manila cards, markers, recorded audios visual	
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Engage leaners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"><li>• Write present continuous action words on flashcards.</li><li>• Lead learners to say the words as a group and then individually.</li><li>• Use the flashcards to help learners to write present continuous action words in sentences.</li><li>• Give learners some action words and let learners write the present continuous forms. E.g. Sitting, walking, jumping and thinking.</li></ul> Assessment: let learners write present continuous action words correctly	What have we learnt today?  Review the lesson with learners

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	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Let learners sing a popular play song they know.</li> <li>• Through games help learners to use present continuous action words in sentences. E.g. I am sitting on a chair. I am walking home. Kojo is jumping.</li> </ul> <p>Assessment: let learners use present continuous action words in simple sentences.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Let learners sing a popular play song they know.</li> <li>• Through games help learners to use present continuous action words in sentences. E.g. I am sitting on a chair. I am walking home. Kojo is jumping.</li> </ul> <p>Assessment: let learners use present continuous action words in simple sentences.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

