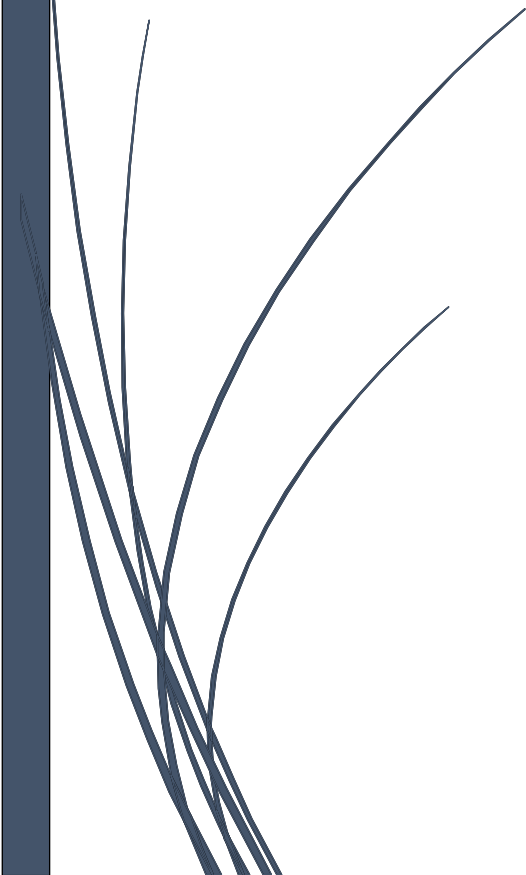


WEEKLY LESSON NOTES-WEEK ELEVEN (11)
BASIC THREE



WEEKLY SCHEME OF LEARNING- WEEK ELEVEN (11)

BASIC THREE

Name of School.....

Week Ending	22 nd November, 2019.		
Class	Three		
Subject	ENGLISH LANGUAGE		
Reference	English language curriculum		
Learning Indicator(s)	B3.1.4.1.3. B3.2.4.1.1. B3.4.5.1.2. B3.5.4.1.3		
Performance Indicator	<ul style="list-style-type: none"> A. Learners can create own events to extend stories heard B. Learners can use diphthongs to build words C. Learners can write simple meaningful sentences to express feelings and opinions about people and things D. Learners can use simple past and the past continuous forms of verbs to express past actions E. Learners can read a variety of age and level appropriate books and summarize them 		
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving			
DAYS	PHASE 1: STARTER 10 <i>MINS</i> (Preparing The Brain For Learning)	PHASE 2: MAIN 40 <i>MINS</i> (New Learning Including Assessment)	PHASE 3: REFLECTION 10 <i>MINS</i> (Learner And Teacher)

<p>Monday</p>	<p>Choose 5-6 letters that the learners know and make 510 cards with each sound on. Give each child a card and ask them to remember the sounds and hide it. They walk around the classroom making that sound and find other children saying the same sound. They form groups of the same sound</p>	<p>A. <u>ORAL LANGUAGE</u></p> <p>Let learners retell some stories they have read or heard. E.g. Ananse and the wisdom pot.</p> <p>Pair up learners and have them create their own events to extend a story of their choice.</p> <p>Invite representatives of the groups to share the part of the story they have created with the class.</p>	<p>Review the lesson with learners</p>
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<p>Tuesday</p>	<p>Engage learners in the back to board game</p> <p>Display word cards on the teachers table in front of the class. Group class into three or four.</p> <p>Invite each leader from the group in turns to face the class with his/her back to the board. Write a letter on the board for the others to make its sound. The leader then search through the word cards to identify the letter</p>	<p>B. <u>READING</u></p> <p>Introduce diphthongs in context.</p> <p>Say, "Today, we are focusing on words with the /ow/. We call these sounds <i>diphthongs</i>."</p> <table border="1" data-bbox="740 541 1097 705"> <tr> <td>Out</td> <td>Cow</td> </tr> <tr> <td>Shout</td> <td>Now</td> </tr> <tr> <td>Found</td> <td>Brown</td> </tr> <tr> <td>Hound</td> <td>crown</td> </tr> </table> <p>Point to the Mini-Charts.</p> <p>Say, "What is the vowel sound in each of these words?" (/ow/) "What are the two ways we can spell the /ow/ sound?" (ou and o-w)</p> <p>Say, "What do you notice about every set of two words?" (They rhyme; they have the same spelling patterns)</p> <p>Say, "What is the common sound in the words out and shout?" /out/ "How is it spelled?" (o-u-t) "Who knows a word that rhymes with out and shout?" (about, route, spout, stout, without, scout)</p> <p>Write learners examples on the board and ask them to spell them aloud.</p> <p>Assessment: Divide the class into small groups. Give each group a few blank index cards and an index card with one of the Mini-Chart words. Ask the students to think of a word that rhymes with the word on their card and write it on the blank index card.</p> <p>Ask each group to check the spelling</p>	Out	Cow	Shout	Now	Found	Brown	Hound	crown	<p>Review the lesson with learners</p>
Out	Cow										
Shout	Now										
Found	Brown										
Hound	crown										

		of any words they have written by looking in the dictionary	
Wednesday	Engage learners to sing songs and recite familiar rhymes	C. WRITING Guide learners, with examples, to write simple sentences to express their	Review the lesson with learners

		feelings	
	<p><u>CHUBBY CHEEKS</u> Chubby cheeks, dimpled chin, Rosy lips teeth within, Curly hair, very fair. Eyes are blue lovely too. Teachers pet is that you? Yes, yes, yes!</p>	<p>and opinions about their peers and things found in the environment.</p> <p>Have the groups edit their work and publish them.</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D. WRITING CONVENTION AND GRAMMAR USAGE</p> <p>Revise the use of the present simple and present continuous tenses.</p> <p>Introduce the new form, one at a time, using examples and situations.</p> <p>Provide examples for practice through drills and creation of situations.</p>	Review the lesson with learners
Friday	Guide learners to choose and read books during the library period	<p>E. EXTENSIVE READING</p> <p>Using the Author's chair, introduce the reading/library time.</p> <p>Have a variety of age/level appropriate books for learners to make a choice from.</p> <p>Introduce narratives, expository, procedural texts to learners.</p> <p>Guide learners to select books for readings</p>	Have learners to tell what they read to the whole class

Week Ending	22 nd November, 2019.		
Class	Three		
Subject	MATHEMATICS		
Reference	Mathematics curriculum Page 68		
Learning Indicator(s)	B3.3.3.1.2 B3.3.3.1.3		
Performance Indicator	<ul style="list-style-type: none"> Learners can select and justify referents for meter and centimeter Learners can estimate lengths, heights and perimeter of regular and irregular shapes using referents and verify by measuring, using a ruler or tape. 		
Strand	Geometry and measurement		
Sub strand	Measurement – Length, Mass, Time		
Teaching/ Learning Resources			
Core Competencies: Problem Solving Skills; Critical Thinking Abilities; Justification of Ideas; Collaborative Learning; Attention to Precision; Look for Patterns and Relationships			
DAYS	PHASE 1: STARTER 10 <i>MINS</i> (Preparing The Brain For Learning)	PHASE 2: MAIN 40 <i>MINS</i> (New Learning Including Assessment)	PHASE 3: REFLECTION 10 <i>MINS</i> (Learner And Teacher)
Monday	Play games and recite rhymes to get learners ready for the lesson	Make or show a list of items in the learners environment and have learners select and justify the choice of referents for measuring the length of the item mentioned	Review the lesson with learners Assessment: Have learners to practice with more examples.
Tuesday	Play games and recite rhymes to get learners ready for the lesson	Measure and record the perimeter of a given regular or irregular shape and explain the strategy used	Review the lesson with learners Assessment: Have learners to practice with more examples.

Wednesday	Play games and recite rhymes to get learners ready for the lesson	Construct shapes for a given perimeter (cm or m); Construct more than one shape for the same given perimeter to demonstrate that many shapes are possible for a given perimeter	Review the lesson with learners Assessment: Have learners to practice with more examples.
Thursday	Play games and recite rhymes to get learners ready for the lesson	Estimate the perimeter of a given shape (cm, m) using personal reference points for length, then measure to assess the accuracy of the estimation	Review the lesson with learners Assessment: Have learners to practice with more examples.
Friday	Play games and recite rhymes to get learners ready for the lesson	Estimate the perimeter of a given shape (cm, m) using personal reference points for length, then measure to assess the accuracy of the estimation	Review the lesson with learners Assessment: Have learners to practice with more examples.

Week Ending	22 nd November, 2019.		
Class	Three		
Subject	SCIENCE		
Reference	Science curriculum Page 54		
Learning Indicator(s)	B3.2. 2.1.2		
Performance Indicator	Learners can observe the germination of maize and bean seeds		
Strand	Cycles		
Sub strand	Life Cycles Of Organisms		
Teaching/ Learning Resources	Plastic containers, cotton wool, water and viable maize and bean seeds		
Core Competencies: Collaboration and Communication. Critical Thinking and Problem Solving. Personal Development and Leadership Creativity and Innovation			
DAYS	PHASE 1: STARTER <i>10 MINS</i> (Preparing The Brain For Learning)	PHASE 2: MAIN <i>40MINS</i> (New Learning Including Assessment)	PHASE 3: REFLECTION <i>10MINS</i> (Learner And Teacher)



	Begin this activity by asking learners to predict whether it is possible for bean and maize seeds to germinate/sprout in water without soil.	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. 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. 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.	What have we learnt today? Germination of maize and bean seeds Ask learners to summarize the main points in the lesson
	Revise with learners on the previous lesson	Guide learners to prepare container B using the same method but with a dry cotton wool. Learners observe the set-up critically and record whatever they see.	What have we learnt today? Germination of maize and bean seeds Ask learners to summarize the main points in the lesson
	Revise with learners on the previous lesson	Challenge learners with the question: What made the seeds germinate in set-up A ?	Ask learners to summarize the main points in the lesson

Week Ending	22 nd November, 2019.
Class	Three
Subject	OUR WORLD OUR PEOPLE
Reference	OWOP curriculum Page 44
Learning Indicator(s)	B3.2.2.1.1.
Performance Indicator	Learners can explain how to make and maintain a garden
Strand	All Around Us
Sub strand	Plants and Animals
Teaching/ Learning Resources	Pictures, word cards , chart an videos
Core Competencies: Communication and Collaboration Creativity and Innovation Personal Development and Leadership Critical Thinking and Problem Solving	

DAYS	PHASE 1: STARTER <i>10 MINS</i> (Preparing The Brain For Learning)	PHASE 2: MAIN <i>40MINS</i> (New Learning Including Assessment)	PHASE 3: REFLECTION <i>10MINS</i> (Learner And Teacher)
	Learners watch pictures or films of gardens	Learners talk about the importance of gardens in the home, school and community Learners visit various gardens e.g. school garden, flower garden	What have we learnt today? Making and maintaining a garden Ask learners to summarize the main points in the lesson
	Learners watch pictures or films of gardens	Learners make a simple garden in the school and care for them e.g. flower pots, flower beds, vegetable beds	What have we learnt today? Making and maintaining a garden Ask learners to summarize the main points in the lesson
	Learners watch pictures or films of gardens	Learners make a simple garden in the school and care for them e.g. flower pots, flower beds, vegetable beds	What have we learnt today? Making and maintaining a garden Ask learners to summarize the main points in the lesson

Week Ending	22 nd November, 2019.
Class	Three
Subject	RELIGIOUS & MORAL EDUCATION
Reference	RME curriculum Page 18
Learning Indicator(s)	B3 2.1.1.2:


Performance Indicator	Learners can give reasons for studying the sacred scriptures of the three major religions among their followers.
Strand	Religious Practices and their Moral Implications
Sub strand	Religious Worship in the Three Major Religions in Ghana
Teaching/ Learning Resources	Pictures and Videos
Core Competencies: Faithfulness, Obedience Respect, Commitment, Humility, Togetherness Cultural Identity, Gratitude Communication and Collaboration, Personal Development and Leadership Creativity and Innovation and Global Citizenship	

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Have learners to sing songs and recite familiar rhymes relating to the lesson</p> <p><u>GOD IS THE CREATOR</u> God is the creator, who made all of us. He is the most high, in whom we put our trust. God always hears us, He help us to obey When we ask for help from him Sincerely everyday</p> 	<p>Let learners talk about the religion they belong to.</p> <p>Let learners mention the scriptures their religion uses.</p> <ul style="list-style-type: none"> • Discuss the importance of studying the sacred scriptures: • they lead us to God, • they help us to know the Truthfulness about God and the world, • they help us to lead good moral lives, <p>They give us messages from God, etc.</p> <p>Assessment: Let learners recite texts from the scriptures.</p> <p>Guide learners to talk about the moral lessons from the scriptures.</p>	<p>Review the lesson with learners</p> <p>Write short sample scriptures on sticky notes for learners to memorize them</p> 

Week Ending	22 nd November, 2019.		
Class	Three		
Subject	HISTORY		
Reference	History curriculum Page 16		
Learning Indicator(s)	B3.2.2.1.3		
Performance Indicator	Learners can describe the conflicts and alliances that existed among the ethnic groups in Ghana		
Strand	My Country Ghana		
Sub strand	Inter Group Relation		
Teaching/ Learning Resources	Pictures of past events of the school, community and Ghana, Videos of past events of the school, community and Ghana		
Core Competencies: Appreciation of interdependence among ethnic groups and communicative skills by discussing intergroup relations			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Have learners sing songs and recite poems in relation to the lesson.</p> <p><u>PEACE</u> There is a way that we can live and peace is the way P-E-A-C-E, P-E-A-C-E, P-E-A-C-E E And peace is the way.</p> <p>PEACE is shaking someone's hand and being a good friend (Clap) E-A-C-E, (Clap) E-A-C-E, (Clap) E-A-C-E. And being a good friend</p> <p>PEACE is dancing to the beat and having fun</p>	<p>Discuss intergroup wars such as Battle of Feyiase and the Krepi war of 1833.</p> <p>Discuss instances where alliances were formed between different groups to fight a common enemy. E.g. The Battle of Akatamanso where the Asante army was defeated by an alliance made up of the British, Ga, Fante, Akyem, Akwamu, Krepi and Denkyira Anlo / Asante in the Ada War of 1869</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points of 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>together <i>(Clap)</i> A-C-E, <i>(Clap)</i> A-C-E, <i>(Clap)</i> A-C-E. And having fun together.....etc.</p>		
	<p>Have learners sing songs and recite poems in relation to the lesson.</p>	<p>Discuss intergroup wars such as Battle of the Kusasis and Mamprusis ethnic conflict in Bawku in the Upper east</p>	<p>What have we learnt today?</p>
		<p>Discuss instances where alliances were formed between different groups to fight a common enemy. E.g. The Battle of Akatamanso where the Asante army was defeated by an alliance made up of the British, Ga, Fante, Akyem, Akwamu, Krepi and Denkyira Anlo / Asante in the Ada War of 1869</p>	<p>Ask learners to summarize the main points of the lesson Learners talk about what was interesting and made meaning to them in the lesson and what they will change and do differently</p>

Week Ending	22 nd November, 2019.
Three	Three
Subject	CREATIVE ARTS
Reference	Creative Arts curriculum Page
Learning Indicator(s)	B3 1.3.4.1 B3 2.3.4.1
Performance Indicator	Leaners can plan a display of own artworks to share creative experiences based on ideas that reflect the history and way of life of people in other African communities
Strand	Visual Arts And Performing Arts
Sub strand	Displaying and Sharing

Teaching/ Learning Resources		Photos, videos, art paper, colors and traditional art tools , other materials available in the community	
Core Competencies: Decision Making, Creativity and Innovation			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Have Learners to watch a short video on an exhibition or visit an exhibition center or gallery	Have learners to trace and make drawings of different images of objects on manila cards. Show samples of Christmas cards to learners and have them do same on their own. Learners to make and color paper wall hangings for Christmas 	Teacher guides learners in any difficulties
	Prepare and set the stage for the exhibition	Have learners to display their artworks on the exhibition stage. Teacher(s) go round and observe artworks created by learners.	Teacher(s) express their judgments on the artworks
Week Ending		22 nd November, 2019.	
Class		Three	
Subject		GHANAIAN LANGUAGE	
Reference		Ghanaian Language curriculum Page 114	
Learning Indicator(s)		B3.6.1.1.1	

Performance Indicator		Learners can read short stories aloud correctly.	
Strand		Extensive Reading	
Sub strand		Building the love and culture of reading in learners	
Teaching/ Learning Resources		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library	
Core Competencies: 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 learners to sing songs and recite rhymes in relation to the lesson	Let learners explore a popular rhyme they know. Read a short story aloud and correctly to learners. Discuss the short story with learners. Call them out one by one to read short stories aloud correctly.	Review the lesson with learners. Have learners to answer questions based on the story read.
	Engage learners to sing songs and recite rhymes in relation to the lesson	Read a short story aloud and correctly to learners. Discuss the short story with learners. Call them out one by one to read short stories aloud correctly. Ask them questions based on the story read.	Review the lesson with learners. Have learners to answer questions based on the story read.
	Engage learners to sing songs and recite rhymes in relation to the lesson	Read a short story aloud and correctly to learners. Discuss the short story with learners. Call them out one by one to read short stories aloud correctly. Ask them questions based on the story read.	Review the lesson with learners. Have learners to answer questions based on the story read.
Week Ending		22 nd November, 2019.	
Class		Three	

Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page 40		
Learning Indicator(s)	B3.4.1.4.2		
Performance Indicator	Learners can describe the role of moderate to vigorous physical activity in achieving or maintaining good health		
Strand	Physical Fitness Concepts, Principles and Strategies		
Sub strand	Healthy Diet		
Teaching/ Learning Resources	Videos and Pictures		
Core Competencies: learners develop communication and collaboration skills such as listening, writing, speaking, etc.			
DAYS	PHASE 1: STARTER 10 <i>MINS</i> (Preparing The Brain For Learning)	PHASE 2: MAIN 40 <i>MINS</i> (New Learning Including Assessment)	PHASE 3: REFLECTION 10 <i>MINS</i> (Learner And Teacher)
	Revise with learners on the previous lesson Have learners watch videos and pictures of people training	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. Learners participate in regular physical activities	Review the lesson with learners