

SAMPLE LESSON NOTES-WEEK TWELVE (12)
BASIC THREE

Fayol Inc.

Thanks to all, for the support you have shown us. The annual, termly and weekly scheme of learning from Fayol Inc. are samples to guide the classroom teacher on the new curriculum.

We do not own any content of the curriculum.

See you next term. Merry Christmas

SAMPLE SCHEME OF LEARNING- WEEK TWELVE (12)

BASIC THREE

Name of School.....

Week Ending	29 th 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	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 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Choose 5-6 letters that the learners know and make 5-10 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	A. <u>ORAL LANGUAGE</u> Let learners retell some stories they have read or heard. E.g. Ananse and the wisdom pot. Pair up learners and have them create their own events to extend a story of their choice. Invite representatives of the groups to share the part of the story they have created with the class.	Review the lesson with learners
Tuesday	Engage learners in the back to board game Display word cards on the teachers table in	B. <u>READING</u> Introduce diphthongs in context. Say, "Today, we are focusing on words with the /ow/.	Review the lesson with learners

	<p>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>We call these sounds <i>diphthongs</i>.</p> <table border="1" data-bbox="708 296 1065 443"> <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?” (o-u 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 of any words they have written by looking in the dictionary</p>	Out	Cow	Shout	Now	Found	Brown	Hound	crown	
Out	Cow										
Shout	Now										
Found	Brown										
Hound	crown										
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. WRITING</p> <p>Guide learners, with examples, to write simple sentences to express their feelings and opinions about</p>	Review the lesson with learners								

	<p>CHUBBY CHEEKS 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>their peers and things found in the environment.</p> <p>Have the groups edit their work and publish them.</p>	
Thursday	<p>Engage learners to sing songs and recite familiar rhymes</p>	<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>	<p>Review the lesson with learners</p>
Friday	<p>Guide learners to choose and read books during the library period</p>	<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>	<p>Have learners to tell what they read to the whole class</p>

Week Ending	29 th November, 2019.		
Class	Three		
Subject	MATHEMATICS		
Reference	Mathematics curriculum Page		
Learning Indicator(s)	B3.3.3.2.1		
Performance Indicator	model and describe the relationship between the units Kilogram and gram as well as liters and milliliters		
Strand	Geometry and measurement		
Sub strand	Measurement – Length, Mass, Time		
Teaching/ Learning Resources	Scale, meter rule		
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 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Play games and recite rhymes to get learners ready for the lesson	Have learners to Identify objects that weigh approximately 1 g or 1 kilogram (or that hold 1 ml or 1 l).	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	Ask learners to estimate the mass, or capacity of given objects using these objects as a reference point or point of comparison	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	Have learners to Identify the appropriate standard unit (g or Kg; ml or l;) for measuring the mass or capacity of a given object	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	Ask learners to estimate, then measure, using a scale (or graduated cylinder) and recording the mass (capacity) of common, everyday objects to the nearest g or kg (or ml or l).	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	Have learners to explain the relationship between 1000 g and 1 kg using a model or balance or between 1000 ml	Review the lesson with learners

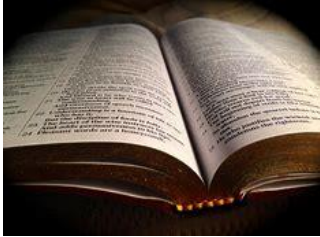

		and 1 / using a graduated cylinder	Assessment: Have learners to practice with more examples.
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Week Ending	29 th November, 2019.		
Class	Three		
Subject	SCIENCE		
Reference	Science curriculum Page 54		
Learning Indicator(s)	B3.2. 2.1.2		
Performance 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 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (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	29 th 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 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (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	29 th 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	29 th 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 together (Clap) A-C-E, (Clap) A-C-E, (Clap) A-C-E. And having fun together.....etc.</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>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.</p> <p>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</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>
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Week Ending	29 th November, 2019.		
Class	Three		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum Page		
Learning Indicator(s)	B3 2.4.6.1		
Performance Indicator	Learners can agree on guidelines for viewing artworks and expressing own feelings and thoughts about own and others' performances as representations of artworks produced or found in other African communities		
Strand	Visual and Performing Arts		
Sub strand	Appreciating and Appraising		
Teaching/ Learning Resources	Photos, videos, art paper, colors and traditional art tools , other materials available in the community		
Core Competencies: Decision Making Communication Collaboration Digital Literacy			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Have learners to watch videos and pictures on appreciating artworks	Set and spell out guidelines on expressing feelings and thoughts on artworks. Have Learners to agree to the guidelines to view, examine and come out with meaning from visual artworks; Have learners to display their artworks on the stage. Learners use the guidelines set to appreciate and appraise their friends artworks	What have we learnt today? Expressing feelings and thoughts about own and others' displayed visual artworks Have learners to summarize the important points in the lesson.
	Have learners to watch videos and pictures on appreciating artworks	Have learners to express their own feelings and ideas about own and others' displayed artworks. Have learners to come out with reasons for their feelings and thought.	What have we learnt today? Expressing feelings and thoughts about own and others' displayed visual artworks Have learners to summarize the important points in the lesson.

Week Ending	29 th November, 2019.		
Class	Three		
Subject	GHANAIAN LANGUAGE		
Reference	Ghanaian Language curriculum Page		
Learning Indicator(s)	B3.6.2.1.1		
Performance Indicator	Read short stories aloud correctly		
Strand	Extensive Reading		
Sub strand	Read Aloud With Children		
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card.		
Core Competencies: Personal development and leadership, communication and collaboration			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Sing a popular song with learners.	Read a short story aloud and correctly to learners. Discuss the story with learners and read the story again. Call them out one by one to read short stories aloud correctly. Call learners to read a sentence each from the story.	Review the lesson with learners
	Sing a popular song with learners.	Read a short story aloud and correctly to learners. Discuss the story with learners and read the story again. Call them out one by one to read short stories aloud correctly. Call learners to read a sentence each from the story.	Review the lesson with learners
	Sing a popular song with learners.	Read a short story aloud and correctly to learners. Discuss the story with learners and read the story again. Call them out one by one to read short stories aloud correctly. Call learners to read a sentence each from the story.	Review the lesson with learners

Week Ending	29 th November, 2019.		
Class	Three		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page		
Learning Indicator(s)	B3.5.1.5.1		
Performance Indicator	Set a personal goal to improve a motor skill and work toward that goal in non-school time.		
Strand	Values and Psycho-social Concepts, Principles and Strategies		
Sub strand	Self-Responsibility		
Teaching/ Learning Resources	Videos and Pictures		
Core Competencies: As learners set their own goals, they develop self-dependency, self-discipline and writing skills as they set a personal goal to improve a motor skill and work toward that goal in non-school time.			
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)
	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

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Visit lessonplanghana.com to download complied lesson plans (first term) from week1 to week12 for KG 1 to Basic 6.

See you next term. Merry Christmas