



WEEKLY SCHEME OF LEARNING- WEEK SEVEN (7)
BASIC THREE

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WEEKLY SCHEME OF LEARNING- WEEK SEVEN (7)

BASIC THREE

Name of school.....

Week Ending	25 th October, 2019.		
Class	Three		
Subject	ENGLISH LANGUAGE		
Reference	English language curriculum Page		
Learning Indicator(s)	B3.1.2.1.1. B3.2.3.1.2. B3.4.4.1.1 B3.5.2.1.3. B3.6.1.1.1.		
Performance Indicator	<ul style="list-style-type: none"> A. Learners can Compose short rhymes and tongue-twisters and recite them B. Learners can Use words containing digraphs to make meaningful sentences C. Learners can Make a list of objects found in the environment D. Learners can Identify and use the apostrophe to show possession 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	Revise some familiar rhymes and tongue-twisters taught. <u>BAA BAA BLACK SHEEP</u> Baa, baa, black sheep Have you any wool? Yes sir, yes sir, Three bags full One for my master And one for my dame And one for the little boy who lives down the lane.	A. ORAL LANGUAGE Revise some previously taught rhymes. Present the new rhymes and perform them as learners listen and observe. Read through the lines meaningfully with learners. Let learners read through the lines in groups and individually on their own.	What have we learnt today? Composing short rhymes and tongue twisters Review the lesson with learners.

		<p>Focus on rhyming words by helping learners to identify them.</p> <p>Assessment: Put learners in convenient groups. Assign them a rhyme and task them to compose a parallel one.</p> <p>Have groups recite their rhymes with the class.</p>	
Tuesday	<p>Engage learners to sing songs and recite some familiar rhymes they know</p> <p><u>THE WHEELS ON THE BUS</u> The wheels on the bus goes round and round Round and round; round and round The wheels on the bus goes round and round All through the town.</p> <p>The dog on the bus goes woof, woof, woof woof, woof, woof; woof, woof, woof The dog on the bus goes woof, woof, woof All day long.</p> <p><i>(Continue with sounds made by familiar animals)</i></p>	<p>B. <u>READING</u> Introduce learners to simple digraphs. Digraphs are two letters that make a third letter sound, when combined, such as /sh/, /ch/</p> <p>Consonant digraphs are those speech sounds made by groups of two consonants to make a single sound. Examples are /Sh/ as in shirt /Ch/ as in church /Gh/ as in Ghana /Ph/ as in phone</p> <p>Assessment: Have learners build as many words as possible with the digraphs and form meaningful sentences with some of the words.</p>	Review the lesson with learners
Wednesday	<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</p>	<p>C. <u>WRITING</u> Lead the class to make a list of objects found in a given thematic area.</p> <p>E.g. The Bus Stop.</p> <p>Let groups and pairs make similar lists from self-chosen or given areas. They may use invented spelling initially.</p>	Review the lesson with learners

	the sound that has been written.	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.	
Thursday	Engage learners to sing songs and recite some familiar rhymes they know <u>RAIN RAIN GO AWAY</u> Rain, rain, go away! Come again another day Little children wants to play Rain, rain, go away!	<u>D.WRITING CONVENTIONS & GRAMMAR USAGE</u> Introduce the apostrophe showing possession in context. e.g. Kofi's mother has travelled Have learners look out for words in their work books that has the apostrophe attached to them. Assessment: have learners to form sentences showing possession using the apostrophe sign	Review the lesson with learners
Friday	Guide learners to choose and read books during the library period	<u>E.EXTENSIVE READING</u> Using the Author's chair, introduce the reading/library time. Have a variety of age/level-appropriate books for learners to make a choice from. Introduce narratives, expository, procedural texts to learners. Guide learners to select books for readings	Have learners to tell what they read to the whole class

Week Ending	25 th October, 2019.		
Class	Three		
Subject	MATHEMATICS		
Reference	Mathematics curriculum Page 62		
Learning Indicator(s)	B3.1.4.1.1.		
Performance Indicator	Learners can recognize Ghanaian coins, and currency notes to include at least 1 cedi, 2 cedis, 5 cedis, 10 cedis, 20 cedis and 50 cedis and determine the value of a collection of coins and notes up to at least 50 Ghana cedis		
Strand	Number		
Sub strand	Money		
Teaching/ Learning Resources	Currency notes and coins		
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	<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"> •Give me a heartbeat boom boom, a heartbeat boom boom.2x •Give me a heartbeat and a sneezing, boom boom eetiinn 3x •Give me a heartbeat, a sneezing and coughing, boom boom eetiinn, eeehee eeheee. 	<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 ₵1, ₵2 and ₵5, can be used to make ₵10</p>  <p>Have Learners to tell what each note can buy.</p> <p>Assessment: Have learners to use the learning shopping center to</p>	Review the lesson with Learners

		demonstrate buying and selling with the note	
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).</p> <p>Learners then show their fingers up to show the number</p>	<p>Find how many different ways the notes ₵1, ₵ 2 ₵5, and ₵10 can be used to make ₵20</p>  <p>Have Learners to tell what each note can buy.</p> <p>Assessment: Have learners to use the learning shopping center to demonstrate buying and selling with the note</p>	Review the lesson with Learners
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>Assessment: Have learners to use the learning shopping center to demonstrate buying and selling with the note</p>	Review the lesson with Learners

<p>Thursday</p>	<p>Engage learners to sing the song <u>WE CAN COUNT</u> We class three We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class three can count very well.</p>	<p>Find how many different ways the notes ¢5, ¢10 and ¢20 can be used to make ¢30</p>  <p>Have Learners to tell what each note can buy.</p> <p>Assessment: Have learners to use the learning shopping center to demonstrate buying and selling with the note</p>	<p>Review the lesson with Learners</p>
<p>Friday</p>	<p>Engage learners to sing <u>WE SHALL HAMMER</u> •We shall hammer with one hammer (learners to show one hand), hammer with one hammer, hammer with one hammer we all do the same. •We shall hammer with two hammers, hammer with two hammers, and hammer with two hammers we all do the same. <i>(continue to any desired number)</i></p>	<p>Find how many different ways the notes ¢5, ¢10 and ¢20 can be used to make ¢50</p>  <p>Have Learners to tell what each note can buy.</p> <p>Assessment: Have learners to use the learning shopping center to demonstrate buying and selling with the note</p>	<p>Review the lesson with Learners</p>

Week Ending	25 th October, 2019.		
Class	Three		
Subject	SCIENCE		
Reference	Science curriculum Page 52		
Learning Indicator(s)	B3.2.1.1.1		
Performance Indicator	Learners can describe some cyclic events like day and night, wet and dry seasons and their intervals/periods		
Strand	Cycles		
Sub strand	Earth science		
Teaching/ Learning Resources			
Core Competencies: Collaboration and Communication. Personal Development and Leadership Cultural Identity and Global Citizenship 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 videos and pictures of cycles of things they are familiar with	Prior to the lesson, task learners to find-out some different cyclic events from their homes (This should include day and night, wet and dry seasons, going to school, Independence Day celebrations, cultivation of crops [e.g. maize] and others). Have learners to describe some of the cycles identified Assessment: call out learners in turns to tell what they do throughout the day	What have we learnt today? Cycle of events. Have learners to summarize the main points of the lesson
	Engage learners to sing songs and recite some familiar rhymes they know <u>RAIN RAIN GO AWAY</u> Rain, rain, go away! Come again another day Little children wants to play Rain, rain, go away!	Revise with learners on some cycle of events identified in the previous lesson Guide Learners to mention and discuss the importance of some cyclic events	What have we learnt today? Cycle of events. Have learners to summarize the main points of the lesson

		Write a few keywords on the board for learners.	
	Prepare a list of concepts, ideas or objects that relate to the lesson you are about to teach. Divide the class into four teams. The teacher presents the leaders from each group a concept. The leader then draw the concepts on the board, whilst his/her term guess what the object is. The team who guess correctly first wins.	Learners draw any of the cycles e.g. day and night, wet and dry seasons.	What have we learnt today? Cycle of events. Have learners to summarize the main points of the lesson

Week Ending	25 th October, 2019.		
Class	Three		
Subject	OUR WORLD OUR PEOPLE		
Reference	Our World Our People curriculum Page 42		
Learning Indicator(s)	B3.1.4.1. 1.		
Performance Indicator	Learners can sketch a map of the neighborhood showing major home, major routes and other important locations		
Strand	All about us		
Sub strand	Home and school		
Teaching/ Learning Resources			
Core Competencies: Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity and Global Citizenship Responsibility, Love, Sharing Honesty, Trust			
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 familiar rhymes <u>MINGLE MINGLE</u> •Mingle mingle – mingle 2x Two mingle (2 come together) •Mingle mingle – mingle 2x Three mingle (3 come together) •Mingle mingle – mingle 2x four mingle (4 come together)	Engage Learners in a warm up- directions. On the board, draw a rough map of the neighborhood, just a few streets and the school. Ask “where is the school?” Have learners to come to the map in turns and point it out. Ask learners to locate other landmarks on the map. Assessment: Learners discuss location of their homes and other important places in their neighborhood.	Review the lesson with learners Assessment: Learners draw/sketch a map of their neighborhood showing their home and other important places in the community e.g. the chief’s palace, post office, the market, police station n
	Engage learners to sing songs and recite familiar rhymes <u>WASH WASH WASH</u> •Wash, Wash, Wash •Wash your hands •In the morning – Wash your hands •After eating - Wash your hands	Introduce to learners the “directions vocabulary” That is ‘right’ and ‘left’. Teach and demonstrate their meanings to learners with the proper pronunciation. Ask learners to do some choral repetition. Call on learners to model pronunciation in order to check their progress on the level	Review the lesson with learners Assessment: Learners write simple sentences giving direction to their home and important places in the community

	<ul style="list-style-type: none"> •After visiting the washroom - Wash your hands •After playing - Wash your hands 	<p>and do some quick comprehension test. Ask learners to “Turn right” or “Turn left” with a demonstration.</p> <p>Assessment: invite learners in turns and groups, by instructing them to “turn right, turn left” or “turn right, turn right, turn left” etc.</p> <p>The group that gets all directions correctly wins</p>	
	<p>Engage learners to sing</p> <p><u>TOSA TOSA TOSA</u></p> <ul style="list-style-type: none"> •Tosa tosa tosa – tosa ^{3x} •(Pupil come to the floor dancing and spells his/her name) 	<p>Introduce to learners some “directional phrase”</p> <ul style="list-style-type: none"> -turn right/left -go straight -you will see it on the right/left. -its across from (the school, the park, the post office) -its next to (the school, the park, the post office) <p>Guide learners to explain each of the phrase and lead some pronunciation practice exercise.</p> <p>Call out learners to give directions to their various homes using the “directions vocabulary and phrases”</p> <p>Assessment: Have Learners sketch the direction to their homes on paper</p>	<p>What have we learnt today?</p> <p>Sketching a map of the neighborhood showing major home, major routes and other important locations.</p>

Week Ending	25 th October, 2019.		
Class	Three		
Subject	RELIGIOUS AND MORAL EDUCATION		
Reference	RME curriculum Page 17		
Learning Indicator(s)	B3.1.3.1.3:		
Performance Indicator	Learners can explain the need for good relationship among people of different ethnic groups.		
Strand	God his creation and attributes		
Sub strand	Purpose of God's creation		
Teaching/ Learning Resources	Videos and pictures		
Core Competencies: Problem-Solving 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 familiar rhymes <u>HAPPY TO SEE YOU</u> Welcome, welcome how do you do? x2 Happy to see you Happy to meet you Welcome, welcome how do you do? Happy to see you my friend.	Lead learners to talk about good relationships. Let learners talk about things that promote good relationships: compoment, respect, love, obedience, humility, friendliness, etc. Let learners identify their friends and say things they like about them.	What have we learnt today? The need for good relationship among people of different ethnic groups Have learners to summarize the main points in the lesson
	Engage learners to sing songs and recite familiar rhymes <u>SOMETHING PASS</u> •Something pass •Response: something pass through my body to my heart. •Something pass •Response: something pass through my mouth to my stomach. •Lalala laaa •Response: lala laa lala lala lala la •Lololo loo •Response: lolo loo lolo lolo lolo lo	Let learners discuss in groups, the need for good relationships. 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. Let learners dramatize behaviors that show good relationships.	What have we learnt today? The need for good relationship among people of different ethnic groups Have learners to summarize the main points in the lesson Learners talk about what was interesting and made meaning to them in the lesson and what they will change and do differently

Week Ending	25 th October, 2019.		
Class	Three		
Subject	HISTORY		
Reference	History curriculum Page 16		
Learning Indicator(s)	B3 2.2.1.1		
Performance Indicator	Learners can discuss the nature of exchanges among the ethnic groups		
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)
	Engage learners to sing songs and recite familiar rhymes <u>HAPPY TO SEE YOU</u> Welcome, welcome how do you do? ^{x2} Happy to see you Happy to meet you Welcome, welcome how do you do? Happy to see you my friend.	Identify the forms of exchanges including forms of trade, inter-marriage, conflict and alliances. Assessment: share roles and have learners to role-play some of the exchanges	Review the lesson with learners
	Have learners to watch videos and pictures on some exchanges among the ethnic groups	Discuss the benefit of these exchanges. Assessment: share roles and have learners to role-play the benefit of these exchanges	Review the lesson with learners

Week Ending	25 th October, 2019.		
Class	Three		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum Page 87		
Learning Indicator(s)	B3 1.4.6.1		
Performance Indicator	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		
Strand	Visual Arts		
Sub strand	Appreciating and Appraising		
Teaching/ Learning Resources	Photos, videos, art paper, colours and traditional art tools , other materials available in the community		
Core Competencies: Decision Making Communication Collaboration Digital Literacy			
DAYS	PHASE 1: STARTER <i>10 MINS</i> (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION <i>10MINS</i> (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	25 th October, 2019.		
Class	Three		
Subject	GHANAIAN LANGUAGE		
Reference	Ghanaian Language curriculum Page 103		
Learning Indicator(s)	B3.3.1.1.1 B3.3.1.1.2		
Performance Indicator	<ul style="list-style-type: none"> Learners can write letters and words. Learners can copy simple sentences boldly and clearly. 		
Strand	Writing		
Sub strand	Penmanship/handwriting		
Teaching/ Learning Resources	Manila cards, markers, recorded audios visual		
Core Competencies: 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)
	<p>Have learners to sing songs and recite familiar rhymes they know.</p> <p><u>ALPHABET</u> Now I know my A,B,C,D,E,F,G,H,I,J,K,L,M,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>What have we learnt today?</p> <p>Writing letters and words.</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>What have we learnt today?</p> <p>Copying simple sentences boldly and clearly.</p>

Week Ending	25 th October, 2019.		
Class	Three		
Subject	PHYSICAL EDUCATION		
Reference	Physical Education curriculum Page 36		
Learning Indicator(s)	B3.2.1.2.1:		
Performance Indicator	Learners can Identify general space.		
Strand	Movement Concepts, Principles And Strategies		
Sub strand	Space Awareness		
Teaching/ Learning Resources	Videos and pictures		
Core Competencies: personal and critical thinking			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	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.</p> <p>Learners identify general space by indicating the total working area.</p> <p>Learners move to indicate the general space; Look for and move to “open space”, thus where others are not.</p> <p>Assessment: 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>	Review the lesson with learners