

TERM TWO

BASIC THREE

WEEK TEN

Downloaded From : <https://avenuegh.com/download-ges-lesson-plan-notes-kg-basic-1-to-6-week-1-to-week-12-all-subjects/>

WEEKLY SCHEME OF LEARNING- WEEK TEN

BASIC THREE

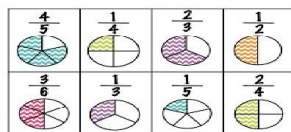
Name of School.....

Week Ending			
Class		Three	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B3.1.7.1.2 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 recognise and relate the sequence of even B. Learners can use 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	Read a narrative text aloud to learners. • Put learners in groups to identify and talk about the parts of the story (e.g. beginning, middle and end).	What have we learnt today? Ask learners to summarize the main points in the lesson

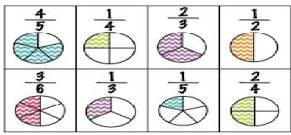
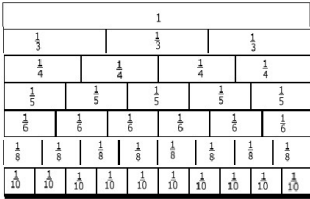
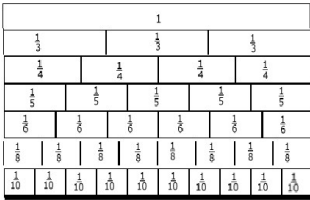
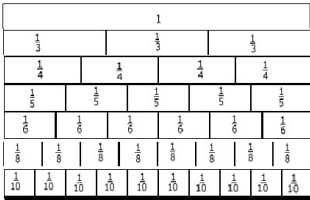
		Assessment: let learners identify the sequence of events in stories	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <p>Engage learners on before reading activities, e.g. review of background knowledge, discussion of title and accompanying pictures).</p> <ul style="list-style-type: none"> • Model reading the text aloud and have learners echo-read the text (if necessary). • Read out words and sentences for learners to identify in the text. • Let learners read aloud in groups and pairs and answer questions. <p>Assessment: let learners use self-correction strategies to make meaning when reading texts</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> <ul style="list-style-type: none"> • Have learners check their editing through CUPS: <p>C – Capitalisation U – language Usage P – Punctuation S – Spelling</p> <ul style="list-style-type: none"> • Let learners do peer editing: learners check their partners' writing for 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

If you find this file helpful for your work, kindly donate to the MTN no. 0245350591 (Nana Fiifi Acquah) to support the team

		<p>punctuation and spelling errors.</p> <ul style="list-style-type: none"> • Have learners write a neat final copy and read it once again to check for errors. <p>Assessment: let learners proofread draft to correct punctuation and spelling 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. e.g. i. He walked quickly to the church. ii. She danced beautifully. • Elicit other adverbs and provide practice</p> <p>Assessment: let learners can 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"> • 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 <p>Assessment: let learners read a variety of age and level-appropriate books and summarise them</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Week Ending			
Class		Three	
Subject		MATHEMATICS	
Reference		Mathematics curriculum Page	
Learning Indicator(s)		B3.1.3.1.3	
Performance Indicator		Learners can Compare and order unit fractions and fractions with like denominators by using concrete models, pictorial representations and number line	
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 pictorial representations to compare pairs of fractions. Which is larger, $\frac{3}{8}$ and $\frac{1}{4}$? Arrange from smallest to largest $\frac{3}{6}$, $\frac{2}{3}$, and $\frac{5}{6}$ 	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	Use pictorial representations to compare pairs of fractions. Which is larger, $\frac{3}{8}$ and $\frac{1}{4}$? Arrange from smallest to largest $\frac{3}{6}$, $\frac{2}{3}$, and $\frac{5}{6}$	Review the lesson with Learners Assessment: have learners to practice with more examples

If you find this file helpful for your work, kindly donate to the MTN no. 0245350591 (Nana Fiifi Acquah) to support the team

			
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>Use fraction charts to compare pairs of fractions.</p> <p>Which is larger, $\frac{3}{8}$ and $\frac{1}{4}$</p> <p>from smallest to largest $\frac{3}{6}$, $\frac{2}{3}$ and $\frac{5}{6}$</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>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>Use fraction charts to compare pairs of fractions.</p> <p>Which is larger, $\frac{3}{8}$ and $\frac{1}{4}$</p> <p>from smallest to largest $\frac{3}{6}$, $\frac{2}{3}$ and $\frac{5}{6}$</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, alone it shall be.</p> <p>2 - Two pair, two pair</p>	<p>Use fraction charts to compare pairs of fractions.</p> <p>Which is larger, $\frac{3}{8}$ and $\frac{1}{4}$</p> <p>from smallest to largest $\frac{3}{6}$, $\frac{2}{3}$ and $\frac{5}{6}$</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)		B3.4.1.2.2	
Performance Indicator		Learners can know the everyday uses 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	<p>Review previous lesson on heat energy and ask learners to cite everyday uses of heat energy in the home. e.g. for ironing, food preparation and preservation, heating of water.</p> <ul style="list-style-type: none">• Through think-pair-share, ask learners to mention one application of the use of heat energy by the following professions, farmers, nurses, hair dressers, blacksmiths, tailors and seamstresses. <p>Assessment: let learners mention the everyday uses of heat</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

If you find this file helpful for your work, kindly donate to the MTN no. 0245350591 (Nana Fiifi Acquah) to support the team

Thursday	Engage learners to sing songs and recite familiar rhymes	Ask learners to explain why farmers need heat. Assessment: let learners explain why farmers need heat	What have we learnt today? Ask learners to summarize the important points of the lesson
----------	--	--	--

Week Ending			
Class		Three	
Subject		OUR WORLD OUR PEOPLE	
Reference		Our World Our People curriculum Page	
Learning Indicator(s)		B3.3.4.1. 1. B3.3.4.1. 2.	
Performance Indicator		Learners can describe the youthful lives of the leaders of the three major religions in Ghana. Learners can identify moral lessons of the lives of the religious leaders	
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	In groups, learners write short paragraphs on the occupational lives of the religious leaders and present to class for discussion 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
Thursday	Engage learners to sing songs and recite familiar rhymes	Discuss with learners, the moral lessons of the youthful lives of the religious leaders: piety, honesty, sacrifice, patience, hard work,	What have we learnt today? Ask learners to summarize the main points in the lesson

If you find this file helpful for your work, kindly donate to the MTN no. 0245350591 (Nana Fiifi Acquah) to support the team

		<p>courage, perseverance, etc.</p> <p>Assessment: let learners identify moral lessons of the lives of the religious leaders</p>	
--	--	---	--

Week Ending			
Class		Three	
Subject		HISTORY	
Reference		History curriculum Page	
Learning Indicator(s)		B3.2.4.1.1	
Performance Indicator		Learners can identify the forts and castles built along the coast of Ghana	
Strand		My Country Ghana	
Sub strand		Major Historical Locations	
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	Match these forts and castles with where they can be located. Assessment: let learners identify the forts and castles built along the coast of Ghana	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	Match these forts and castles with where they can be located. Assessment: let learners identify the forts and castles built along the coast of Ghana	What have we learnt today? Ask learners to summarize the main points in the lesson

If you find this file helpful for your work, kindly donate to the MTN no. 0245350591 (Nana Fiifi Acquah) to support the team

Week Ending			
Class		Three	
Subject		PHYSICAL EDUCATION	
Reference		PE curriculum Page	
Learning Indicator(s)		B3.2.5.2.2	
Performance Indicator		Learners can explain the similar movement elements of the underhand throw and the underhand volleyball serve	
Strand		PHYSICAL FITNESS	
Sub strand		Aerobic capacity	
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 that the similarities between underhand throw and underhand volleyball serve movement elements are: i. Stance ii. Flexing of knees iii. Hand swing iv. Follow through	What have we learnt today? Use answers to summarise the lesson.

Week Ending			
Class		Three	
Subject		RELIGIOUS AND MORAL EDUCATION	
Reference		RME curriculum Page	
Learning Indicator(s)		B3.3.1.1.1	
Performance Indicator		Learners can describe the youthful lives of the leaders of the three major religions in Ghana. •	
Strand		Religious Leaders	
Sub strand		The Youthful Life of the Leaders of the three Major Religions	
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)
Friday	Engage learners to sing songs and recite familiar rhymes	<p>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.</p> <p>• In groups, let learners write short paragraphs on the occupational lives of the religious leaders and present to class for discussion.</p> <p>Assessment: let learners describe the youthful lives of the leaders of the three major religions in Ghana</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

If you find this file helpful for your work, kindly donate to the MTN no. 0245350591 (Nana Fiifi Acquah) to support the team

Week Ending			
Class		Three	
Subject		CREATIVE ARTS	
Reference		Creative Arts curriculum	
Learning Indicator(s)		B3 1.4.7.1 B3 2.4.7.1	
Performance Indicator		Learners can use the agreed guidelines to make decisions on the beauty and usefulness of the displayed visual artworks as representations of artworks produced or found in other African communities Learners can use agreed guidelines to make informed decisions about the value and functions of own and others’ music, dance and drama performances that express own views of people in other African communities	
Strand		VISUAL ARTS	
Sub strand		Appreciating and Appraising	
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 are to: ☐ view and make informed decisions on the artworks using the senses and the agreed guidelines ☐ examine the features of the artworks based on the agreed guidelines (e.g. the theme, subject matter, media and techniques used); ☐ assess the beauty and usefulness of own and others’ displayed visual artworks as representations of	What have we learnt today? Ask learners to summarize the main points in the lesson

		<p>artworks produced or found in other African communities.</p> <p>Assessment: let learners can use the agreed guidelines to make decisions on the beauty and usefulness of the displayed visual artworks</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <ul style="list-style-type: none"> ☐ view and make informed decisions on agreed guidelines by using the senses and movement ☐ assess based on established guide for judging music, dance and drama by using the theme, subject matter, instruments, costumes, techniques, elements ☐ to respond, appreciate and appraise own and/or music, dance and drama, ☐ recognise the characteristics of own and others' music, dance and drama ☐ talk about the usefulness of the displayed music, dance and drama ☐ identify future modifications that can be done to enhance the usefulness 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

If you find this file helpful for your work, kindly donate to the MTN no. 0245350591 (Nana Fiifi Acquah) to support the team

		Assessment: let learners use agreed guidelines to make informed decisions about the value and functions of own and others' music, dance and drama performances	
--	--	--	--

Learning Indicator (s) (Ref. No.)		B3.5.4.1.1 Know and use comparative words/adjectives in sentences B3.5.4.1.2 Demonstrate knowledge of the use of adverbs B3.5.4.1.3 Recognise adverbs from a group of words.	
Performance Indicators		<ul style="list-style-type: none">• The learner should know and use comparative words/adjectives in sentences• The learner should demonstrate knowledge of the use of adverbs• The learner should recognise adverbs from a group of words.	
Week Ending			
Reference		Ghanaian Language curriculum	
Subject		GHANAIAI LANGUAGE	
Teaching/ Learning Resources		Manila cards, markers, recorded audios visual	
Core Competencies: 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">• Let learners say the names of the days of the week.• Use simple adjectives to form simple sentences and lead learners to read.• Underline the adjectives and discuss the adjectives with learners.• Help learners to understand and use adjectives to form simple sentences. E.g. Kofi is taller than Yaw. Ama is smaller than Adwoa. Assessment: let learners use comparative	What have we learnt today? Review the lesson with learners

If you find this file helpful for your work, kindly donate to the MTN no. 0245350591 (Nana Fiifi Acquah) to support the team

		words/adjectives in sentences	
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Revise the lesson on command and response with learners. • Write some action words on a card and lead learners to say the words aloud. • Discuss the action words with learners. • Use the action words to form sentences (the sentences should have adverbs in them). Through that help learners to understand adverbs and how they are used. <p>Assessment: let learners use of adverbs to form 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"> • Let learners mention some action words they know. • Write simple sentences with adverbs on the board/ card. • Lead learners to read the sentences. • Help learners to recognise adverbs from a group of words. • Put learners in groups to write about four adverbs and form sentences with them. 	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

		Assessment: let learners identify adverbs from a group of words.	
--	--	--	--

