

TERM TWO
BASIC THREE
WEEK TWELVE

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WEEKLY SCHEME OF LEARNING- WEEK TWELVE

BASIC THREE

Name of School.....

Week Ending			
Class		Three	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B3.1.6.1.3 B3.2.7.1.3 B3.4.5.1.4. B3.5.6.1.1 B3.6.1.1.1	
Performance Indicator		A. Learners can talk about important places in their communities B. Learners can retell level-appropriate text in own, explain and illustrate C. Learners can copy various sentences, verses and words of songs legibly (writing should be bold and clear D. Learners can identify qualifying words E. Learners can read a variety 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 Show pictures of important places in their communities such as the community centre, the lorry station, the mission house, etc. <ul style="list-style-type: none">Let learners think-pair-share their views and	What have we learnt today? Ask learners to summarize the main points in the lesson

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		<p>opinions about the pictures.</p> <ul style="list-style-type: none"> • Put learners into groups according to the number of pictures. • Have each group talk about the activities that go on in these places and their importance to the community and the nation. <p>Assessment: let learners talk about important places in their communities</p>	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <p>Ask a few questions to review the text/story to be retold. • Have learners narrate or retell the story passage using the herring bone or story map strategy. The narration should be sequential to make the story understood.</p> <p>Assessment: let learners retell level-appropriate text in own, explain and illustrate</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>Explain the writing activity selected, stressing the need for accuracy, clarity, etc.</p> <ul style="list-style-type: none"> • As learners observe, demonstrate it. • Assign them to do the exercise. They may copy from the board and books. 	<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"> • Provide feedback after assessing learners' work. <p>Assessment: let learners copy various sentences, verses and words of songs legibly (writing should be bold and clear)</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>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		Assessment: let learners read a variety of age and level-appropriate books and summarise them	
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Week Ending			
Class		Three	
Subject		MATHEMATICS	
Reference		Mathematics curriculum Page	
Learning Indicator(s)		B3.2.1.1.1	
Performance Indicator		Learners can demonstrate an understanding of increasing and decreasing patterns by extending the next two or three terms and identifying errors or missing elements	
Strand		ALGEBRA	
Sub strand		Patterns and Relationship	
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	Identify the pattern rule used to create more complex increasing or decreasing pattern and extend the pattern for the next 2 or 3 terms e.g. - 3, 6, 9, 12, 15... - the rule is “add 3 or take 3 steps forward or - 30, 27, 24, 21, 18 ... - the rule is take 3 steps backwards or subtract 3)	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.	Create a pattern for a given pattern rule (e.g., create a pattern for the rule “add 10”)	Review the lesson with Learners Assessment: have learners to practice with more examples

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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>Identify errors or missing elements in an increasing or decreasing pattern and justify the answer e.g. - 5, 10, 20, 25, 30 ... or - 45, 40, 35, 30, __, 20 ...</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,</p>	<p>Locate and describe increasing or decreasing patterns in a 100s chart (horizontal, vertical, diagonal patterns, etc.)</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>Locate and describe increasing or decreasing patterns in a 100s chart (horizontal, vertical, diagonal patterns, etc.)</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	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. • 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. Assessment: let learners mention the everyday uses of heat	What have we learnt today? Ask learners to summarize the important points of the lesson

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Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Ask learners to explain why farmers need heat.</p> <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>
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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. 2.	
Performance Indicator		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	Learners talk about how they can apply the moral lessons they learnt from the lives of the religious leaders in their daily lives Assessment: let learners identify moral lessons of the lives of the religious leaders	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	Learners role play the moral lives of the religious leaders. Assessment: let learners identify moral lessons of the lives of the religious leaders	What have we learnt today? Ask learners to summarize the main points in the lesson

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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	Show and discuss a documentary/ slides on forts and castles in Ghana. 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	Show and discuss a documentary/ slides on forts and castles in Ghana. 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

Week Ending			
Class		Three	
Subject		PHYSICAL EDUCATION	
Reference		PE curriculum Page	
Learning Indicator(s)		B3.3.2.3.1	
Performance Indicator		Learners can perform continuous step ups.	
Strand		PHYSICAL FITNESS	
Sub strand		STRENGTH,	
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	After warm ups learners perform continuous step ups using stable platforms like block, bag of sand, etc. to test muscular strength in the legs. Put learners in pairs to count and record as the other performs	What have we learnt today? Use answers to summarise the lesson.

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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.</p> <ul style="list-style-type: none">- The Lord Jesus Christ as a carpenter,- The Holy Prophet Muhammad (S.A.W) as a businessman- A Traditional Religious Leader, e. g. Egya Ahor as a farmer. <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 can 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>

Week Ending			
Class		Three	
Subject		CREATIVE ARTS	
Reference		Creative Arts curriculum	
Learning Indicator(s)		B3 2.3.4.1	
Performance Indicator		Learners can plan a display of own performing artworks to share creative experiences based on ideas that reflect the history and culture of people in other African communities	
Strand		PERFORMING ARTS	
Sub strand		Displaying and Sharing	
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: ☐ watch a short video or live performances that reflect the history and culture of other African communities; ☐ discuss the need for performing compositions of own music, dance, drama, etc.;; Assessment: let learners mention the need for performing artworks	What have we learnt today? Ask learners to summarize the main points in the lesson
Wednesday	Engage learners to sing songs and recite familiar rhymes	Learners are to: plan a display of own music, dance and drama compositions to share ideas, educate and inform	What have we learnt today?

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		<p>the public on the history and culture of people in other parts of Africa.</p> <p>Assessment: let learners display their own performing artworks</p>	<p>Ask learners to summarize the main points in the lesson</p>
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Learning Indicator (s) (Ref. No.)		B3.6.2.1.1 Read short stories aloud correctly	
Performance Indicators		The learner should read short stories aloud correctly	
Week Ending			
Reference		Ghanaian Language curriculum	
Subject		GHANAIAIAN 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">• 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. <p>Assessment: let learners read short stories aloud correctly</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage leaners to sing songs and recite familiar rhymes	<ul style="list-style-type: none">• 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.	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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		<ul style="list-style-type: none"> • Call them out one by one to read short stories aloud correctly. • Call learners to read a sentence each from the story. <p>Assessment: let learners read short stories aloud correctly</p>	
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • 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. <p>Assessment: let learners read short stories aloud correctly</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>