

**TERM TWO**  
**BASIC THREE**  
**WEEK FIVE**

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# WEEKLY SCHEME OF LEARNING- WEEK FIVE

## BASIC THREE

Name of School.....

Week Ending			
Class		Three	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B3.1.6.2.1. B3.2.6.1.3 B3.4.9.2.1 B3.5.4.1.3 B3.6.1.1.1	
Performance Indicator		A. Learners can demonstrate turn-taking in conversation in different topics B. Learners can understand and use many of the frequently occurring words and chunks in the language, including both content words (nouns, verbs, adjectives and adverbs) and function words ( prepositions, articles) C. Learners can write ideas on a topic in simple sentences D. Learners can use simple past and the past cont actions 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 Let learners identify some familiar/interesting topics based on their environment for	What have we learnt today?

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		<p>discussion.eg, Flooding, Pollution.</p> <ul style="list-style-type: none"> <li>• Let learners give scenarios from the identified topics.</li> <li>• Let learners demonstrate taking turns in conversations.</li> <li>• Guide appropriate language use in conversation</li> </ul> <p>Assessment: let learners demonstrate turn-taking in conversation in different topics</p>	<p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <p>Revise learners RPK by asking them to use some sight words learnt in earlier lessons.</p> <ul style="list-style-type: none"> <li>• Introduce new words and have learners form sentences with them as you guide them with simple ways to find contextual meanings of words.</li> <li>• You may introduce game activities e.g. Lucky Dip to provide practice in identification and use of sight words.</li> </ul> <p>Assessment: let learners use many of the frequently occurring words and chunks in the language, including both content words (nouns, verbs, adjectives and adverbs) and function</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		words ( prepositions, articles) to form sentences	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. WRITING</p> <p>Have learners write their first draft in groups.</p> <ul style="list-style-type: none"> <li>• Let learners write their ideas as they appear, without taking particular note of corrections or editing.</li> <li>• Let learners add on new ideas that occur to them as they write</li> </ul> <p>Assessment: let learners write ideas on a topic in simple sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE</p> <p>Revise the use of the present simple and present continuous tenses.</p> <ul style="list-style-type: none"> <li>• Introduce the new form, one at a time, using examples and situations.</li> <li>• Provide examples for practice through drills and creation of situations.</li> </ul> <p>Assessment: let learners use simple past and the past continuous forms of verbs to express past actions</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>	<p>What have we learnt today?</p>

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		<ul style="list-style-type: none"> <li>• Have a variety of age/level-appropriate books for learners to make a choice from.</li> <li>• Introduce narratives, expository, procedural texts to learners.</li> <li>• Guide learners to select books for readings</li> </ul> <p>Assessment: let learners read a variety of age and level-appropriate books and summarise them</p>	<p>Ask learners to summarize the main points in the lesson</p>
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<b>Week Ending</b>			
<b>Class</b>		Three	
<b>Subject</b>		MATHEMATICS	
<b>Reference</b>		Mathematics curriculum Page	
<b>Learning Indicator(s)</b>		B3.1.2.6.1	
<b>Performance Indicator</b>		Learners can Use concrete and pictorial representations to explain division as equal sharing or partitioning equally into given groups and finding how many are in each group	
<b>Strand</b>		NUMBER	
<b>Sub strand</b>		Number Operations	
<b>Teaching/ Learning Resources</b>		Counters	
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b> Critical Thinking and Problem Solving.			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
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	Give a quantity of straws (e.g. 12) and invite 4 learners to share equally among themselves by picking one at a time in turns until all straws are finished and then asking each learner to count and tell the number of straws they received	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	Give a quantity of straws (e.g. 12) and invite 4 learners to share equally among themselves by picking one at a time in turns until all straws are finished and then asking each learner to count and tell the number of straws they received	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>Give a quantity of straws (e.g. 12) and invite 4 learners to share equally among themselves by picking one at a time in turns until all straws are finished and then asking each learner to count and tell the number of straws they received</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</p>	<p>Give a quantity of straws (e.g. 12) and invite 4 learners to share equally among themselves by picking one at a time in turns until all straws are finished and then asking each learner to count and tell the number of straws they received</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>Give a quantity of straws (e.g. 12) and invite 4 learners to share equally among themselves by picking one at a time in turns until all straws are finished and then asking each learner to count and tell the number of straws they received</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)		B3.3.2.1.1	
Performance Indicator		Learners can know the sun, earth and moon as parts of the solar system	
Strand		SYSTEMS	
Sub strand		THE SOLAR SYSTEM	
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	Show learners pictures, charts or drawings of parts of the solar system containing the sun, earth and moon. <ul style="list-style-type: none"><li>• Engage learners in a recital of the poem “I see the moon, and the moon sees me”.</li><li>• Assist learners to identify the sun, moon and earth in the pictures.</li><li>• Guide learners to mention the uses of the sun and moon.</li><li>• Assist learners to know that the earth moves around the sun, and the moon moves around the earth.</li></ul>	What have we learnt today?  Ask learners to summarize the important points of the lesson

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		Assessment: let learners mention the parts of the solar system.	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners in groups make a model of the solar system showing only the sun, earth and moon.</p> <p>Assessment: let learners mention the parts of the solar system.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

<b>Week Ending</b>			
<b>Class</b>		Three	
<b>Subject</b>		OUR WORLD OUR PEOPLE	
<b>Reference</b>		Our World Our People curriculum Page	
<b>Learning Indicator(s)</b>		B3.3.1.1.1.	
<b>Performance Indicator</b>		Learners can explain the reasons for studying the sacred scriptures of the three major religions among their followers	
<b>Strand</b>		OUR BELIEFS AND VALUES	
<b>Sub strand</b>		Worship	
<b>Teaching/ Learning Resources</b>		Pictures	
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners mention and talk about why they study the sacred scriptures: The Holy Bible (Christianity), The Holy Qur’an, Hadith (Islam), Sacred Myths, parables and taboos (Traditional Religion), etc.  Assessment: let learners explain the reasons for studying the sacred scriptures of the three major religions among their followers	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 recite simple texts from the scriptures: Al-fatihah (Islam), Psalm 23 (Christianity) and Sacred Myths, folktales,	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		<p>parables, etc. (Traditional Religion).</p> <p>Assessment: let learners explain the reasons for studying the sacred scriptures of the three major religions among their followers</p>	
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Week Ending			
Class		Three	
Subject		HISTORY	
Reference		History curriculum Page	
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 Relations	
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	Trace the origin of the name ‘cedi’.  Discuss intergroup wars such as Battle of Feyiase and the Krepi war of 1833. 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.  Assessment: let learners describe the conflicts and	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		alliances that existed among the ethnic groups in Ghana	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Discuss intergroup wars such as Battle of Feyiase and the Krepi war of 1833. 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>Assessment: let learners describe the conflicts and alliances that existed among the ethnic groups 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		PHYSICAL EDUCATION	
Reference		PE curriculum Page	
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		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 general space by indicating the total working area. Learners move to indicate the general space; Learners shade general space as a project	What have we learnt today?  Use answers to summarise the lesson.

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<b>Week Ending</b>			
<b>Class</b>		Three	
<b>Subject</b>		RELIGIOUS AND MORAL EDUCATION	
<b>Reference</b>		RME curriculum Page	
<b>Learning Indicator(s)</b>		B3.2.2.1.1	
<b>Performance Indicator</b>		Learners can describe how various festivals are celebrated	
<b>Strand</b>		Religious Practices and their Moral Implications	
<b>Sub strand</b>		Festivals in the Three Major Religions	
<b>Teaching/ Learning Resources</b>		Pictures	
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners mention religious festivals they have witnessed or heard about: - Islam-Eid-ul-Fitr, Eid-ul-Adha, etc. - Christianity-Easter, Christmas, Ash Wednesday, Pentecost Day, etc. - Traditional- Aboakyer, Hogbetsotso, Adaye, Fetu Afahye, Feok, etc.  • Let learners, in groups, describe how various festivals are celebrated.  Assessment: let learners describe how various festivals are celebrated	What have we learnt today?  Ask learners to summarize the main points in the lesson

<b>Week Ending</b>			
<b>Class</b>		Three	
<b>Subject</b>		CREATIVE ARTS	
<b>Reference</b>		Creative Arts curriculum	
<b>Learning Indicator(s)</b>		B3 1.2.3.2	
<b>Performance Indicator</b>		Learners can create own functional visual artworks by skilfully using available visual arts tools, material and methods to express own view about visual artworks that reflect the natural and manmade environments in other African communities	
<b>Strand</b>		VISUAL ARTS	
<b>Sub strand</b>		Planning, Making and Composing	
<b>Teaching/ Learning Resources</b>		Pictures	
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Create own functional visual artworks by skilfully using available visual arts tools, material and methods to express own view about visual artworks that reflect the natural and manmade environments in other African communities  Assessment: let learners create own functional visual 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	Create own functional visual artworks by skilfully using available visual arts tools, material and methods to express own	What have we learnt today?

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		<p>view about visual artworks that reflect the natural and manmade environments in other African communities</p> <p>Assessment: let learners create own functional visual artworks</p>	<p>Ask learners to summarize the main points in the lesson</p>
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<b>Learning Indicator (s) (Ref. No.)</b>		B3.2.4.2.3 Read two-syllable words. B3.2.4.2.4 Read three-syllable words and segment them into syllables	
<b>Performance Indicators</b>		<ul style="list-style-type: none"><li>• The learner should read two-syllable words.</li><li>• The learner should read three-syllable words and segment them into syllables</li></ul>	
Week Ending			
<b>Reference</b>		Ghanaian Language curriculum	
<b>Subject</b>		<b>GHANAIAN LANGUAGE</b>	
<b>Teaching/ Learning Resources</b>		Manila cards, markers, recorded audios visual	
<b>Core Competencies:</b> 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"><li>• Let learners say the letters of the alphabet.</li><li>• Form one-syllable words and lead learners to say the words.</li><li>• Join two of the one-syllable words to form a new word on the board.</li><li>• Lead learners to say the words.</li></ul> Assessment: Assist learners to read two syllable words	What have we learnt today?  Review the lesson with learners
	Engage leaners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"><li>• Let learners say the letters of the alphabet.</li><li>• Form one-syllable words and lead learners to say the words.</li></ul>	What have we learnt today?  Review the lesson with learners

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		<ul style="list-style-type: none"> <li>• Join two of the one-syllable words to form a new word on the board.</li> <li>• Lead learners to say the words.</li> <li>• Write three-syllable words on flashcards.</li> <li>• Show it to the learners to read the words and segment them into syllables</li> </ul> <p>Assessment: let learners read three-syllable words and segment them into syllables</p>	
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Let learners say the letters of the alphabet.</li> <li>• Form one-syllable words and lead learners to say the words.</li> <li>• Join two of the one-syllable words to form a new word on the board.</li> <li>• Lead learners to say the words.</li> <li>• Write three-syllable words on flashcards.</li> <li>• Show it to the learners to read the words and segment them into syllables</li> </ul> <p>Assessment: let learners read three-syllable words and segment them into syllables</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

