

TERM TWO

BASIC THREE

WEEK SIX

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WEEKLY SCHEME OF LEARNING- WEEK SIX

BASIC THREE

Name of School.....

Week Ending			
Class		Three	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B3.1.6.2.2. 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 ask and answer questions for clarification about what other B. Learners can understand and 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 continuous forms of verbs to express past actions 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	A. ORAL LANGAUGE Revise topics previously discussed, e.g. Climate Change. • Ask questions on the topic discussed.	What have we learnt today? Ask learners to summarize the main points in the lesson

		<ul style="list-style-type: none"> • Let learners answer questions based on the topic discussed. • Guide and encourage learners to ask and answer questions for clarification on what other learners say. <p>Assessment: let learners ask and answer questions for clarification about what other people say</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"> • Introduce new words and have learners form sentences with them as you guide them with simple ways to find contextual meanings of words. • You may introduce game activities e.g. Lucky Dip to provide practice in identification and use of sight words. <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 words (prepositions, articles) to form sentences</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 write their first draft in groups.</p> <ul style="list-style-type: none"> • Let learners write their ideas as they appear, without taking particular note of corrections or editing. • Let learners add on new ideas that occur to them as they write <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"> • Introduce the new form, one at a time, using examples and situations. • Provide examples for practice through drills and creation of situations. <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> <ul style="list-style-type: none"> • Have a variety of age/level-appropriate 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>books for learners to make a choice from.</p> <ul style="list-style-type: none"> • 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>	
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Week Ending			
Class		Three	
Subject		MATHEMATICS	
Reference		Mathematics curriculum Page	
Learning Indicator(s)		B3.1.2.6.2	
Performance Indicator		Learners can use concrete and pictorial representations to explain division as repeated subtraction or determining the number of times given equal groups can be obtained in (i.e. goes into or can be subtracted from) a given number	
Strand		NUMBER	
Sub strand		Number Operations	
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.	1 Give a quantity of straws (e.g. 12) and have learners make equal groups formation of 3 straws in each group and then have learners count the number of equal groups formed.	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.	Give a quantity of straws (e.g. 12) and have learners make equal groups formation of 3 straws in each group and then have learners count the number of equal groups formed	Review the lesson with Learners Assessment: have learners to practice with more examples
Wednesday	Sing songs like: I'm counting one, what is one	Give a quantity of straws (e.g. 12) and have learners make equal groups formation of 3 straws in each group and	Review the lesson with Learners

	1 - One is one alone, alone it shall be.	then have learners count the number of equal groups formed.	Assessment: have learners to practice with more examples
Thursday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	Give a quantity of straws (e.g. 12) and have learners make equal groups formation of 3 straws in each group and then have learners count the number of equal groups formed.	Review the lesson with Learners Assessment: have learners to practice with more examples
Friday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair	1 Give a quantity of straws (e.g. 12) and have learners make equal groups formation of 3 straws in each group and then have learners count the number of equal groups formed.	Review the lesson with Learners Assessment: have learners to practice with more examples

Week Ending			
Class		Three	
Subject		SCIENCE	
Reference		Science curriculum Page	
Learning Indicator(s)		B3.3.3.1.1	
Performance Indicator		Learners can identify organisms in a habitat and describe why they live in a particular place	
Strand		SYSTEMS	
Sub strand		ECOSYSTEM	
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 pictures, videos and drawings of organisms in their various homes (habitats). <ul style="list-style-type: none">• Take learners on a field trip (or a tour of the school environment) to study about some ecosystems, e. g.<ol style="list-style-type: none">(1) Birds and insects on a tree(2) Frogs and fish in a pond/stream(3) Grasshoppers, insects on a grass field(4) Different plant on a farm. Assessment: let learners identify organisms in a habitat and describe why they live in a particular place	What have we learnt today? Ask learners to summarize the important points of the lesson

Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Assist learners to identify some observable features that enable organisms to live successfully in their habitat e.g. tilapia has fins to help it swim in a pond. Birds have wings to help them.</p> <ul style="list-style-type: none"> • Guide learners to discuss the following: <p>(1) is a frog a fish? (2) Why can't a fish live on land?</p> <p>Assessment: let learners identify organisms in a habitat and describe why they live in a particular place.</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)		B3.3.1.1.1.	
Performance Indicator		Learners can explain the reasons for studying the sacred scriptures of the three major religions among their followers	
Strand		OUR BELIEFS AND VALUES	
Sub strand		Worship	
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	Let learners recite texts from the scriptures 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 to talk about the moral lessons from the scriptures Assessment: let learners can 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

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	What is the difference between a fort and castle? Where can we locate the forts and castles? Who built them? When were they built? Why were they built? How have the uses of forts and castles changed over time Explain the differences between forts and castles 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	Explain the differences between forts and castles	What have we learnt today?

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		Assessment: let learners explain the differences between forts and castles	Ask learners to summarize the main points in the lesson
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Week Ending			
Class		Three	
Subject		PHYSICAL EDUCATION	
Reference		PE curriculum Page	
Learning Indicator(s)		B3.2.2.2.1:	
Performance Indicator		Learners can compare and contrast locomotor movements conducted to even and uneven beats.	
Strand		MOVEMENT CONCEPTS, PRINCIPLES AND STRATEGIES	
Sub strand		DYNAMICS,	
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 locomotor movements conducted to: i. Even beats; jumping, jogging, hopping, dancing etc; ii. Uneven beats; running, dancing, sliding, galloping, trotting, etc.	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)		B3.2.2.1.1	
Performance Indicator		Learners can describe how various festivals are celebrated	
Strand		Religious Practices and their Moral Implications	
Sub strand		Festivals in 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	Let learners dramatise activities that take place during the festivals. • Let learners draw scenes from festivals: durbar of chiefs, drumming and dancing, merrymaking, etc Assessment: let learners describe how various festivals are celebrated	What have we learnt today? Ask learners to summarize the main points in the lesson

Week Ending			
Class		Three	
Subject		CREATIVE ARTS	
Reference		Creative Arts curriculum	
Learning Indicator(s)		B3 2.2.3.3	
Performance Indicator		Learners can create own music, dance and drama performances using available instruments, resources and methods to express own views that reflect topical issues in other Africa communities	
Strand		PERFORMING ARTS	
Sub strand		Planning, Making and Composing	
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 to: ☐ use available instruments, elements, resources and techniques for public education and entertainment; 	

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		<p>concept of performances in Africa that reflect Topical issues such as plastic waste, drowning, flooding, safe road practices, use of ICT devices, etc.)</p> <p>Assessment: let learners create own music, dance and drama performances using available instruments, resources and methods to express own views</p>	<p>Ask learners to summarize the main points in the lesson</p>
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Learning Indicator (s) (Ref. No.)		B3.2.4.2.5 Read one-syllable words with consonant clusters. B3.2.5.1.1 Read texts aloud with correct pronunciation and tone.	
Performance Indicators		<ul style="list-style-type: none">• The learner should read one-syllable words with consonant clusters.• The learner should read texts aloud with correct pronunciation and tone.	
Week Ending			
Reference		Ghanaian Language curriculum	
Subject		GHANAIAN 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 letters of the alphabet.• Form one-syllable words and lead learners to say the words.• Join two of the one-syllable words to form a new word on the board.• Read several one-syllable words with consonant clusters to learners.• Allow learners to read one syllable words with consonant clusters. Assessment: let learners read one-syllable words with consonant clusters.	What have we learnt today? Review the lesson with learners

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	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Let learners say the letters of the alphabet as a group and then individually. • With correct pronunciation and tone read texts aloud. • Let learners read texts aloud with correct pronunciation and tone as a group and then individually <p>Assessment: let learners read texts aloud with correct pronunciation and tone</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 say the letters of the alphabet as a group and then individually. • With correct pronunciation and tone read texts aloud. • Let learners read texts aloud with correct pronunciation and tone as a group and then individually <p>Assessment: let learners read texts aloud with correct pronunciation and tone</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

