

TERM TWO

BASIC THREE

WEEK SEVEN

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WEEKLY SCHEME OF LEARNING- WEEK SEVEN

BASIC THREE

Name of School.....

Week Ending			
Class		Three	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B3.1.6.2.3 B3.2.6.1.4 B3.4.9.3.1 B3.5.5.1.1. B3.6.1.1.1	
Performance Indicator		A. Learners can part more varied and more accurate language B. Learners can use dictionaries, glossaries and internet to clarify C. Learners can rev to or taking out ideas D. Learners can identify and use adjectives in short sentences to describe height, length, etc 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 Put learners in groups. Have each group discuss the conversation posters on issues such as situations, events, customs, etc. Assessment: let learners communicate using more varied and more accurate language	What have we learnt today? Ask learners to summarize the main points in the lesson

Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING Introduce learners to the dictionary and glossaries.</p> <ul style="list-style-type: none"> • Have learners find the dictionary meaning to key words in a comprehension passage. • Have learners make or build their own glossaries on the words learnt. • In groups, let learners practise finding key words and building their own word albums/dictionaries/glossaries. <p>Assessment: let learners use dictionaries, glossaries and internet to clarify word meanings</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 In groups, have learners revise their writing paying attention to little details.</p> <ul style="list-style-type: none"> • Have learners use these questions as a revision guide: <ul style="list-style-type: none"> i. Is my topic interesting? ii. Does the beginning catch the reader's attention? iii. Are the ideas easy to understand? iv. Are all the sentences saying something about the topic? • Encourage learners to make as many changes as necessary to improve their work. <p>Assessment: let learners review and revise the draft, adding to or taking out ideas</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>What have we learnt today?</p>

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		<p>Provide sentences with simple adjectives for learners to identify, e.g. I saw a tall tree.</p> <ul style="list-style-type: none"> • Put learners in groups to use the adjectives identified <p>Assessment: let learners identify and use adjectives in short sentences to describe height, length, etc</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)		B3.1.2.6.3	
Performance Indicator		Learners can 3 Use concrete and pictorial representation to explain division as inverse of multiplication	
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. 2 - Two pair, two pair come pair let us pair 3 - Turn around 4 - Follow me 5 - Fire	Explain that division can be carried out as an inverse of multiplication by the following process: For example, to solve $12 \div 3$	Review the lesson with Learners Assessment: have learners to practice with more examples
		<div><div>$12 \div 3$</div><div>what</div><div>=12</div></div>	
		Which means	
		<div><div>$3 \times$</div><div>what</div><div>= 12</div></div>	
		Learners use the multiplication chart to identify the number which multiplies 3 to obtain 12 Learners choose the number as the answer to the problem That is $12 \div 3 = 4$	

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Tuesday	<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>Explain that division can be carried out as an inverse of multiplication by the following process: For example, to solve $12 \div 3$</p> <table><tr><td>$12 \div 3$</td><td>what</td><td>=12</td></tr></table> <p>Which means</p> <table><tr><td>$3 \times$</td><td>what</td><td>= 12</td></tr></table> <p>Learners use the multiplication chart to identify the number which multiplies 3 to obtain 12 Learners choose the number as the answer to the problem That is $12 \div 3 = 4$</p>	$12 \div 3$	what	=12	$3 \times$	what	= 12	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
$12 \div 3$	what	=12							
$3 \times$	what	= 12							
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>Explain that division can be carried out as an inverse of multiplication by the following process: For example, to solve $12 \div 3$</p> <table><tr><td>$12 \div 3$</td><td>what</td><td>=12</td></tr></table> <p>Which means</p> <table><tr><td>$3 \times$</td><td>what</td><td>= 12</td></tr></table> <p>Learners use the multiplication chart to identify the number which multiplies 3 to obtain 12 Learners choose the number as the answer to the problem</p>	$12 \div 3$	what	=12	$3 \times$	what	= 12	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
$12 \div 3$	what	=12							
$3 \times$	what	= 12							

		That is $12 \div 3 = 4$							
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>Explain that division can be carried out as an inverse of multiplication by the following process: For example, to solve $12 \div 3$</p> <table><tr><td>$12 \div 3$</td><td>what</td><td>=12</td></tr></table> <p>Which means</p> <table><tr><td>$3 \times$</td><td>what</td><td>= 12</td></tr></table> <p>Learners use the multiplication chart to identify the number which multiplies 3 to obtain 12 Learners choose the number as the answer to the problem That is $12 \div 3 = 4$</p>	$12 \div 3$	what	=12	$3 \times$	what	= 12	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
$12 \div 3$	what	=12							
$3 \times$	what	= 12							
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>Explain that division can be carried out as an inverse of multiplication by the following process: For example, to solve $12 \div 3$</p> <table><tr><td>$12 \div 3$</td><td>what</td><td>=12</td></tr></table> <p>Which means</p> <table><tr><td>$3 \times$</td><td>what</td><td>= 12</td></tr></table>	$12 \div 3$	what	=12	$3 \times$	what	= 12	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
$12 \div 3$	what	=12							
$3 \times$	what	= 12							

		<p>Learners use the multiplication chart to identify the number which multiplies 3 to obtain 12</p> <p>Learners choose the number as the answer to the problem</p> <p>That is $12 \div 3 = 4$</p>	
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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	Learners plan, design and draw posters showing organisms in their natural homes 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	Learners plan, design and draw posters showing organisms in their natural homes 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

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Week Ending			
Class		Three	
Subject		OUR WORLD OUR PEOPLE	
Reference		Our World Our People curriculum Page	
Learning Indicator(s)		B3.3.2.1. 1.	
Performance Indicator		Learners can describe how various festivals are celebrated	
Strand		OUR BELIEFS AND VALUES	
Sub strand		Festivals	
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 mention religious festivals they have witnessed: i. Islam-Eid-ul-Fitr, Eid-ul-Adha ii. Christianity-Easter, Christmas, Ash Wednesday, Pentecost Day iii. Traditional- Aboakyer, Hogbetsotso, Aday, Fetu AfahyE, Feok, etc. Show pictures and videos of religious festivals <	

Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners narrate the events in the festivals they have participated in and their importance.</p> <p>Learners draw scenes they saw during the festival they witnessed</p> <p>Assessment: let learners describe how various festivals are celebrated</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
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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	With the use of internet, identify the major forts and castles on Ghana’s coast on a map (where they are located, which Europeans built them and when and why they were built 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	With the use of internet, identify the major forts and castles on Ghana’s coast on a map (where they are located, which Europeans built them and when and why they were built	What have we learnt today? Ask learners to summarize the main points in the lesson

		Assessment: let learners identify the forts and castles built along the coast of Ghana	
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Week Ending			
Class		Three	
Subject		PHYSICAL EDUCATION	
Reference		PE curriculum Page	
Learning Indicator(s)		B3.2.2.2.2	
Performance Indicator		Learners can identify steps and rhythm patterns for traditional and cultural dances.	
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	Show video of traditional and cultural dances of Ghana such as agbadza, adowa, etc and guide learners to identify the steps and rhythm patterns. Learners can also sing and drum their local traditional and cultural dances for above exercise. Basic dance steps are: balancing, closing, hesitating, pivoting, and rocking. Basic dance rhythms are: slow-quick, quick-quick, etc. Assessment: let learners	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 2.2.1.2:	
Performance Indicator		Learners can demonstrate the importance of religious festivals	
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	Show pictures and videos of religious festivals. <ul style="list-style-type: none">• Using pictures and or video clips etc., let learners demonstrate how festivals are celebrated.• Let learners talk about the scenes in the pictures or the videos.• Guide learners to narrate the events in the festivals they have participated in. Assessment: let learners demonstrate the importance of religious festivals	What have we learnt today? Ask learners to summarize the main points in the lesson

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Week Ending			
Class		Three	
Subject		CREATIVE ARTS	
Reference		Creative Arts curriculum	
Learning Indicator(s)		B3 1.3.5.2	
Performance Indicator		Learners can display own visual artworks to share creative experiences based on ideas that reflect the natural and manmade environments of other African communities	
Strand		VISUAL 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: ☐ display portfolio of own visual artworks to educate and inform the public on things that reflect the natural and manmade environment of other African cultures. Assessment: let learners display own 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	Learners are to: ☐ display portfolio of own visual artworks to educate and inform the public on things that reflect the natural and manmade environment of other African cultures.	What have we learnt today? Ask learners to summarize the main points in the lesson

		Assessment: let learners display own visual artworks	
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Learning Indicator (s) (Ref. No.)		B3.3.3.1.1 Write simple words/names of people and places.	
Performance Indicators		• The learner should write simple words/names of people and places.	
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 mention names of places and names of their friends.• Create people and place names map on a cardboard.• Show the map to learners and discuss it with them.• Assist learners to write simple words or names of people and places in their books <p>Assessment: let learners write simple words/names of people and places</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">• Let learners mention names of places and names of their friends.• Create people and place names map on a cardboard.• Show the map to learners and discuss it with them.• Assist learners to write simple words or names of	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

		<p>people and places in their books</p> <p>Assessment: let learners write simple words/names of people and places</p>	
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Let learners mention names of places and names of their friends. • Create people and place names map on a cardboard. • Show the map to learners and discuss it with them. • Assist learners to write simple words or names of people and places in their books <p>Assessment: let learners write simple words/names of people and places</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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