

TERM TWO
BASIC THREE
WEEK EIGHT

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WEEKLY SCHEME OF LEARNING- WEEK EIGHT

BASIC THREE

Name of School.....

Week Ending			
Class		Three	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B3.1.6.2.4. 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 express a greater variety of communicative meaning (e.g. apologising, agreeing or disagreeing) B. Learners can use dicti internet to clarify word meanings C. Learners can review and revise the draft, adding 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 Let learners role-play topics or themes discussed. • Discuss the importance of expressing a variety of communicative meanings/telling people about their feelings, etc.) e. g.	What have we learnt today? Ask learners to summarize the main points in the lesson


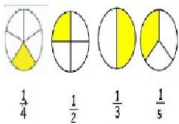
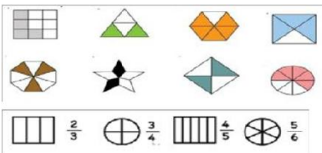
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		<p>apologising, agreeing or disagreeing with partners on issues.</p> <ul style="list-style-type: none"> • Guide learners to express a variety of communicative meanings <p>ASSESSMENT: let learners tell their partners about their feelings e. g. apologising, agreeing or disagreeing with partners on issues.</p>	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <p>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</p> <p>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? 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

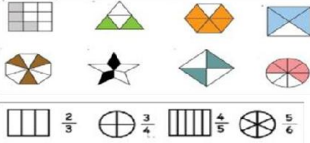
		<p>iv. Are all the sentences saying something about the topic?</p> <ul style="list-style-type: none"> • Encourage learners to make as many changes as necessary to improve their work. <p>ASSESSMENT: let learners review and revise a draft, adding to or taking out ideas</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE</p> <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>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>

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Week Ending			
Class		Three	
Subject		MATHEMATICS	
Reference		Mathematics curriculum Page	
Learning Indicator(s)		B3.1.3.1.1	
Performance Indicator		Learners can understand a unit fraction by explaining the fraction $\frac{1}{f}$ as the quantity obtained by taking 1 part when a whole is partitioned into f equal parts and that a fraction $\frac{1}{f}$ is the quantity obtained by taking parts of the $\frac{1}{f}$ size	
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 several pictorial representations (or card cut outs) to introduce unit fractions like half, thirds, fifths, tenths, etc. and ask learners to identify the fractions A, B, C, D, and Introduce the fraction notation by explaining the fraction one-half as the quantity obtained by taking 1 part when a whole is partitioned into 2 equal parts and is represented by $\frac{1}{2}$; ask learners to write symbols for the fractions A, B, C, D, and E	Review the lesson with Learners Assessment: have learners to practice with more examples

			
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>Ask learners to match pictorial representations of fractions to their symbols</p> 	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
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 several pictorial representations (or card cut outs) to introduce multiples of unit fractions like thirds, fifths, tenths, etc., show the notations $\frac{2}{5}, \frac{3}{8}, \frac{4}{12}$, etc. and ask learners to draw and label fractions with their symbols.</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 several pictorial representations (or card cut outs) to introduce multiples of unit fractions like thirds, fifths, tenths, etc., show the notations $\frac{2}{5}, \frac{3}{8}, \frac{4}{12}$, etc. and ask learners to draw and label fractions with their symbols.</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>

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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>Ask learners to colour given fractions in given shapes with equal portions or match fractions to shaded region</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)		B3.4.1.1.1	
Performance Indicator		Learners can know that light is a form of energy	
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	Ask learners to talk about light and where light comes from. • Engage learners to do the following activities: closing and opening the windows and doors of their classroom, switching on torch or lighting a candle to look for an object in a dark room, switching on the light in the classroom, etc. • Learners talk about their experiences based on the activities performed. 	

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Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Ask learners what will happen if there were no light on the earth.</p> <ul style="list-style-type: none"> • Assist learners to understand that light is a form of energy that helps us to see. <p>ASSESSMENT: let learners explain that light is a form of energy</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)		B3.3.3.1. 1	
Performance Indicator		Learners can describe ways of claiming one’s rights	
Strand		OUR BELIEFS AND VALUES	
Sub strand		Basic Human Rights	
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 small groups, learners talk about how to claim their rights. The individual can claim his/her rights through: joining civic clubs, reporting to Social Welfare, reporting to the law courts, reporting to CHRAJ, reporting to the police, embarking on lawful public demonstrations, using negotiation, reporting to relevant institutions, e.g. FIDA ASSESSMENT: let learners describe ways of claiming one’s rights	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 share experiences of cases they have experienced or seen	What have we learnt today?

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		<p>being handled by any of these institutions or agencies.</p> <p>ASSESSMENT: let learners describe ways of claiming one's rights</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 explain some of the uses to which these forts and castles have been put since they were built	
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	Explain some of the uses to which these forts and castles have been put since they were built. e.g. Seat of government, trading and education. ASSESSMENT: let learners explain some of the uses to which these forts and castles have been put since they were built	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 some of the uses to which these forts and castles have been put since they were built. e.g. Seat of government, trading and education.	What have we learnt today? Ask learners to summarize the main points in the lesson

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		ASSESSMENT: let learners explain some of the uses to which these forts and castles have been put since they were built	
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Week Ending			
Class		Three	
Subject		PHYSICAL EDUCATION	
Reference		PE curriculum Page	
Learning Indicator(s)		B3.2.3.2.1:	
Performance Indicator		Learners can explain the importance of a wide rather than a narrow base of support in balance activities	
Strand		MOVEMENT CONCEPTS, PRINCIPLES AND STRATEGIES	
Sub strand		RELATIONS	
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	Guide learners to identify that a wide base of support is more stable than a narrow base. During the practical lesson ask two learners to stand up, one with feet apart and other with feet together. Push the two with the same force for learners to observe. The one with the wider base is more stable than other.	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 2.2.1.2:	
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	In groups, guide learners to discuss the importance of festivals: to remember key events in the past, reconciliation, renewal of faith, thanksgiving, etc. • Let learners draw scenes they saw during the festival they witnessed. ASSESSMENT: let learners mention the importance of religious festivals	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 2.3.5.2	
Performance Indicator		Learners can perform own artworks to share creative experiences based on ideas that reflect the natural and manmade environments 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: • perform own music, dance and drama to share with, educate and inform the target audience on things that reflect the natural and manmade environments in other parts of Africa ASSESSMENT: let learners perform own artworks to share creative experiences	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: perform some of the music, dance and drama displayed in other African communities	What have we learnt today? Ask learners to summarize the main points in the lesson

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		ASSESSMENT: let learners perform own artworks to share creative experiences	
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Learning Indicator (s) (Ref. No.)		B3.3.3.2.1 Say and label items in the classroom and in the environment.	
Performance Indicators		The learner should say and label items in the classroom and in the environment.	
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">• Ask learners to sing a popular song they know.• Display some items in the environment in the classroom.• Call a learner to lead the class to discuss, recognise and name the items.• Draw the items on the board and write their names on a card.• Call learners to pick a card and fix it under the item the name written on the card refers to. <	

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	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Mention some items seen in the classroom and ask learners to point at the items mentioned. • Let learners mention and label more items in the classroom and in the environment. <p>ASSESSMENT: let learners label items in the classroom and in the environment</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"> • Mention some items seen in the classroom and ask learners to point at the items mentioned. • Let learners mention and label more items in the classroom and in the environment. <p>ASSESSMENT: let learners label items in the classroom and in the environment</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

