

**TERM TWO  
BASIC THREE  
WEEK ONE**

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WEEKLY SCHEME OF LEARNING- WEEK ONE

BASIC THREE

Name of School.....

<b>Week Ending</b>			
<b>Class</b>		Three	
<b>Subject</b>		ENGLISH LANGUAGE	
<b>Reference</b>		English Language curriculum Page	
<b>Learning Indicator(s)</b>		B3.2.6.1.1 B3.4.8.1.1 B3.5.4.1.1. B3.6.1.1.1	
<b>Performance Indicator</b>		<p>A. Learners can read level-appropriate sight words, understand and use them in meaningful complex sentences</p> <p>B. Learners can develop two coherent paragraphs on leading questions</p> <p>C. Learners can identify the present continuous form of action words in spoken and written communication</p> <p>D. Learners can read a variety of age and level-appropriate books and summarise them</p>	
<b>Teaching/ Learning Resources</b>		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
<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	<p>B.READING</p> <p>Provide learners with texts containing level-appropriate sight words.</p> <ul style="list-style-type: none"> <li>Put them into groups to identify, read and use sight words in meaningful sentences</li> </ul> <p>Assessment:: Let learners read and use sight words in meaningful sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

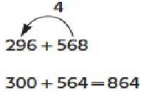
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. WRITING</p> <p>Have learners brainstorm to choose a topic, e. g. My Home</p> <ul style="list-style-type: none"> <li>• Write the topic on the board.</li> <li>• Ask questions for learners to generate ideas on the topic</li> <li>• Discuss the questions with learners for them to answer appropriately</li> </ul> <p>e.g. My home</p> <ol style="list-style-type: none"> <li>i. Where do you live?</li> <li>ii. How many of you live there?</li> <li>iii. What kind of buildings are there?</li> </ol> <p>Assessment: Let learners answer the questions :</p> <ol style="list-style-type: none"> <li>i. Where do you live?</li> <li>ii. How many of you live there?</li> <li>iii. What kind of buildings are there?</li> </ol>	<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>Through demonstration, assist learners to use the continuous form of the action words such as running, eating and sitting.</p> <p>Provide sentences and let learners identify the continuous form of the action words: e.g. Adongo is running with the ball.</p> <p>Assessment: let learners underline the continuous form of the action words in five different sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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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"> <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>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	MATHEMATICS		
<b>Reference</b>	Mathematics curriculum Page		
<b>Learning Indicator(s)</b>	B3.1.2.3.		
<b>Performance Indicator</b>	Learners can Use strategies to mentally add and subtract whole numbers within 100		
<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>
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 3 - Turn around 4 - Follow me 5 - Fire	Look for doubles, and then changing the subtraction question into an addition and solving it (e.g. for $24 - 12$ , think $12 + 12 = 24$ so $24 - 12$ is $12$ ) E.g. 2 Make doubles when the two numbers that are close together or close to doubles by: - Decomposing the second number to make doubles (e.g. when subtracting $48 - 25$ , think $48 - 24 - 1$ ) or - Compensating to make doubles: adding something to the second number to make a double, then adjusting the answer by adding the same amount to the answer (e.g. for $48 - 23$ think $48 - 24 = 24$ . Then add 1 to 24 to get 25,	Review the lesson with Learners  Assessment: have learners to practice with more examples

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		which i E.g. 3 is the answer)	
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>Adding on by friendly jumps strategy, where one of the numbers is decomposed into a friendlier number and added in "chunks" (for example, when adding <math>326 + 232</math>, start with <math>326</math>, add <math>100</math> two times to get <math>526</math> (<math>326 + 100 + 100</math>), then add on <math>10</math> three times to get <math>556</math> (<math>526 + 10 + 10 + 10</math>) and then add on <math>2</math> to get <math>558</math>. The answer is <math>558</math>.</p> <p>E.g. 3. Making 10s or 100s when adding a number that is close to a multiple of 10 or 100 by moving a quantity from one number to another, for example when adding <math>296 + 568</math>, move 4 from 568 to 296 to make 300</p>  <p style="text-align: center;"><math>296 + 568</math> <math>300 + 564 = 864</math></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><b>Compensation strategy</b> – adding more than is required to create an easier number to add – usually a multiple of 10 or 100 – and then subtracting that same amount from the answer (for example, when adding <math>126 + 39</math>, add 1 to 39 to create the expression <math>126 + 40</math>, which gives 166, then subtract from the answer the 1 that was</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>

		<p><i>added; <math>166 - 1 = 165</math>, so the answer is 165)</i></p> <p><b>E.g. 5. Decomposing or splitting the second number</b> into partial subtractions that are easier to subtract (<i>e.g. when subtracting <math>127 - 38</math>, decompose 38 and subtract in friendlier jumps - <math>127 - 20 - 10 - 8</math> or see examples in text boxes)</i>)</p> <p><b>E.g. 6. Starting at the second number and counting up in friendly jumps</b> (<i>e.g., when subtracting <math>127 - 18</math>, start at 18 and count up by 100 to get 118, then count up 9 to get 127...so the answer is 109)</i>)</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <math display="block">\begin{array}{r} 856 - 325 \\ \swarrow \quad \searrow \\ 300 \quad 20 \quad 5 \end{array}</math> </div> <div style="text-align: center;"> <math display="block">\begin{array}{l} 856 - 300 = 556 \\ 556 - 20 = 536 \\ 536 - 5 = 531 \end{array}</math> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;"> <math display="block">\begin{array}{r} 843 - 254 \\ \swarrow \quad \searrow \\ 243 \quad 11 \end{array}</math> </div> <div style="text-align: center;"> <math display="block">\begin{array}{l} 843 - 243 = 600 \text{ (11 left to subtract)} \\ 600 - 11 = 589 \end{array}</math> </div> </div>	
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 come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>Compensation strategy - Subtracting more than is required (to turn the 2nd number into a friendlier number), then adding the extra amount to the answer (for example, when subtracting <math>547 - 296</math>, subtract <math>547 - 300 = 247</math>, then add 4 to the answer to get 251)</p> <p>Constant difference – Adding (or subtracting the same amount from each number to make one number “friendlier”,</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>

		knowing that it does not change the answer (e.g., instead of $158 - 47$ , do $161 - 50$ which is 111	
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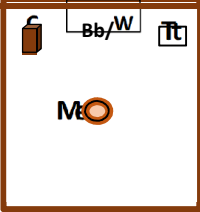
<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	SCIENCE		
<b>Reference</b>	Science curriculum Page		
<b>Learning Indicator(s)</b>	B3.2.1.4.1		
<b>Performance Indicator</b>	Learners can Identify things that make water impure		
<b>Strand</b>	CYCLES		
<b>Sub strand</b>	EARTH SCIENCE		
<b>Teaching/ 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>
Thursday	Engage learners to sing songs and recite familiar rhymes	Provide learners with cut-out pictures showing how water is polluted. This should include leakages, flooding during rainy season which carries waste deposits into water bodies, Industrial waste dumped into water, mining, littering, pesticides application, fertilizer application, house hold chemicals, improper disposal of animal wastes. • In groups, learners observe the pictures and communicate their ideas on what makes water impure  Take learners on a trip to observe littered parts of the community to identify	What have we learnt today?  Ask learners to summarize the important points of the lesson

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		<p>things that make water impure.</p> <ul style="list-style-type: none"><li>• Ask learners what will happen if they drink impure water</li></ul> <p>Assessment: Let learners identify things that make water impure</p>	
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<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>	B3.2.3.1. 1.		
<b>Performance Indicator</b>	Learners can Sketch the shape of the classroom and indicate the position of the teacher's desk		
<b>Strand</b>	ALL AROUND US		
<b>Sub strand</b>	Map Making and Land Marks		
<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 sketch the shape of the classroom. Through questions and answers, guide learners to indicate where they sit in the classroom, on their sketches with a small round shape. Learners show on their sketches the location of the following: i) Chalk/White board (Bb/Wb) ii) Cupboard iii) Teacher's table (Tt)  Assessment: Let learners sketch the shape of the classroom and indicate the position of the teacher's desk	What have we learnt today?  Ask learners to summarize the main points in the lesson

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<p>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners label their objects with abbreviations as in the list of objects</p> <div data-bbox="625 325 824 535" style="border: 2px solid brown; padding: 5px; margin: 10px auto; width: fit-content;">  </div> <p>Learners describe the shape of the cupboard.</p> <p>Assessment:  Let learners sketch the shape of the classroom, indicate the position of the following:</p> <ul style="list-style-type: none"> <li>i) Chalk/White board (Bb/Wb)</li> <li>ii) Cupboard</li> <li>iii) Teacher's table (Tt)</li> </ul> <p>and label their objects with abbreviations</p>	<p>What have we learnt today?</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>	HISTORY		
<b>Reference</b>	History curriculum Page		
<b>Learning Indicator(s)</b>	B3.2.2.1.2		
<b>Performance Indicator</b>	Learners can Name some of the items exchanged among the various groups		
<b>Strand</b>	My Country Ghana		
<b>Sub strand</b>	Inter-Group Relations		
<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	<p>What items were exchanged among the various ethnic groups? Why were these items exchanged? How and why did cowrie shells (cedie) become the most common.</p> <p>Identify trade items that were exchanged among ethnic groups: salt, fish, gold, kola, shea butter, pottery and cloth and iron utensils</p> <p>Assessment: : Let learners Name some of the items exchanged among the various groups</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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Thursday	Engage learners to sing songs and recite familiar rhymes	Identify trade items that were exchanged among ethnic groups: salt, fish, gold, kola, shea butter, pottery and cloth and iron utensils  Assessment: : Let learners name some of the items exchanged among the various groups	What have we learnt today?  Ask learners to summarize the main points in the lesson
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<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	PHYSICAL EDUCATION		
<b>Reference</b>	PE curriculum Page		
<b>Learning Indicator(s)</b>	B3.1.2.1.10		
<b>Performance Indicator</b>	Learners can Hand-dribble a ball continuously while moving around obstacles.		
<b>Strand</b>	MOTOR SKILL AND MOVEMENT PATTERNS		
<b>Sub strand</b>	LOCOMOTOR, MANIPULATIVE AND RHYTHMIC SKILLS		
<b>Teaching/ Learning Resources</b>	cones		
<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	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 move from stationary position with balls, bounce and continue bouncing while moving through obstacles from one point to another. Supervise and give corrective feedback. End lesson with cool down activities	What have we learnt today?  Use answers to summarise the lesson.

<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>	B3.2.1.1.1:		
<b>Performance Indicator</b>	Learners can Name the sacred scriptures of the three major religions.		
<b>Strand</b>	Religious Practices and their Moral Implications		
<b>Sub strand</b>	Religious Worship in the Three Major Religions in Ghana		
<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	<p>Guide learners to mention the sacred scriptures: The Holy Bible (Christianity), The Holy Qur'an, Hadith (Islam), Sacred Myths, parables and taboos (Traditional Religion), etc.</p> <ul style="list-style-type: none"> <li>• Let learners in groups, talk about the Holy Scriptures and which religion each belongs to.</li> <li>• Guide learners to recite simple texts from the scriptures: Al-Fātihah (Islam), Psalm 23 (Christianity) and Sacred Myths, folktales, parables, etc. (Traditional Religion).</li> </ul> <p>Assessment : Let learners Name the sacred scriptures of the three major religions.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>



<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 1.1.1.2		
<b>Performance Indicator</b>	Generate ideas from visual artworks produced or found in other African communities for making own visual artworks that reflect people in those areas in Africa		
<b>Strand</b>	VISUAL ARTS		
<b>Sub strand</b>	Thinking and Exploring Ideas		
<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>
Wednesday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <ul style="list-style-type: none"> <li>☑ study the artworks produced or found in other countries in Africa (e.g. masks, sculptures, pottery, fabric, beads, paintings);</li> <li>☑ examine the materials and tools for the production of the artworks under study and how they are acquired;</li> </ul> Learners are to: identify own ideas and concepts based on artistic decisions to make own 2-Dimensional artworks (e.g. drawing, collage, montage, painting,	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		<p>printmaking, lettering, pattern-making, collage, montage, letter collé);</p> <p>☑ identify 3-Dimensional artworks(modelling, casting, carving, sewing, stitching, weaving, knotting, construction, assemblage, quilling)</p> <p>Assessment: : Let learners generate ideas from visual artworks found in other African communities</p>	
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<b>Learning Indicator (s) (Ref. No.)</b>	B3.1.5.1.2 State opinion and feelings on events and characters in stories. B3.1.6.1.1 Discuss and demonstrate non-verbal forms of greeting		
<b>Performance Indicators</b>	<ul style="list-style-type: none"> <li>The learner should state opinion and feelings on events and characters in stories.</li> <li>The learner should discuss and demonstrate non-verbal forms of greeting</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			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS</b> (Preparing The Brain For Learning)	<b>PHASE 2: MAIN 40MINS</b> (New Learning Including Assessment)	<b>PHASE 3: REFLECTION 10MINS</b> (Learner And Teacher)
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Let learners sing a popular song they know.</li> <li>Tell or read an interesting story to learners.</li> <li>Help the learners to state their opinions and feelings on events and characters in the story</li> </ul> <p>Assessment: let learners state opinion and feelings on events and characters in stories.</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"> <li>Revise greetings with learners.</li> <li>Demonstrate some non-verbal forms of greetings for learners to see.</li> </ul>	<p>What have we learnt today?</p>

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		<ul style="list-style-type: none"> <li>• Let learners recognise the various non-verbal forms of greetings. E.g. Handshake, gestures for greeting and nodding of the head.</li> <li>• Allow learners to demonstrate the various non-verbal forms of greetings in groups and in pairs</li> </ul> <p>Assessment: let learners demonstrate non-verbal forms of greeting</p>	<p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> <li>• Revise greetings with learners.</li> <li>• Demonstrate some non-verbal forms of greetings for learners to see.</li> <li>• Let learners recognise the various non-verbal forms of greetings. E.g. Handshake, gestures for greeting and nodding of the head.</li> <li>• Allow learners to demonstrate the various non-verbal forms of greetings in groups and in pairs</li> </ul> <p>Assessment: let learners demonstrate non-verbal forms of greeting</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

