

# **TERM TWO**

## **BASIC THREE**

### **WEEK THREE**

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WEEKLY SCHEME OF LEARNING- WEEK THREE

BASIC THREE

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Name of School.....

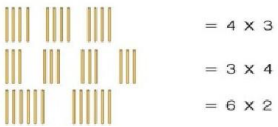
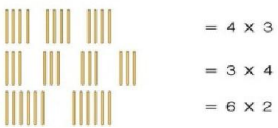
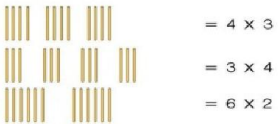
<b>Week Ending</b>			
<b>Class</b>		Three	
<b>Subject</b>		ENGLISH LANGUAGE	
<b>Reference</b>		English Language curriculum Page	
<b>Learning Indicator(s)</b>		B3.1.6.1.4 B3.2.6.1.2. B3.4.9.1.1 B3.5.4.1.2 B3.6.1.1.1	
<b>Performance Indicator</b>		A. Learners can Use a talk about different customs and cultural values B. Learners can Use knowledge of prefixes and suffixes to interpret unfamiliar words C. Learners can Select a topic on familiar themes (e.g. Myself), brainstorm and organise before writing D. Learners can Use the present continuous form of verbs to describe actions taking place at the time of speaking E. Learners can Read a variety of age and level-appropriate books and summarise them	
<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>
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE Using conversational posters on different customs and cultural practices, let learner’s think-pair-share, looking at the various illustrations on the poster. • Have them use expressions learnt and	What have we learnt today?  Ask learners to summarize the main points in the lesson

		<p>other new ones to talk about the customs and cultural practices.</p> <ul style="list-style-type: none"> <li>• Let learners, in groups, role-play the customs and cultural practices on the poster.</li> </ul> <p>Assessment: let learners use a wider variety of words to talk about different customs and cultural values</p>	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <p>Guide learners to Use knowledge of prefixes and suffixes to interpret unfamiliar words</p> <p>Assessment: let learners use knowledge of prefixes and suffixes to interpret unfamiliar words</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>Take learners through the writing process: Pre-writing stage</p> <ul style="list-style-type: none"> <li>• Consider composition writing as a process. That is, it should be done in stages.</li> <li>• Take learners through stages such as preparation, writing, editing and publishing.</li> <li>• Assist learners to prepare for writing by discussing the topic to write on, e.g. My School.</li> <li>• In groups, let learners discuss their ideas.</li> <li>• Use learner strategies such as brainstorming to help learners generate</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>ideas appropriate to the topic.</p> <p>Assessment: let learners organise points for writing on the topic “myself”</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE</p> <p>Through examples, assist learners to use the continuous forms of action words in sentences. e.g. Aba is singing. They are jumping.</p> <ul style="list-style-type: none"> <li>• Present action pictures for learners to write simple sentences about the actions taking place</li> </ul> <p>Assessment: let learners look at action pictures and write simple sentences about the actions taking place</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"> <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</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		level-appropriate books and summarise them	
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Week Ending			
Class		Three	
Subject		MATHEMATICS	
Reference		Mathematics curriculum Page	
Learning Indicator(s)		B3.1.2.5.1	
Performance Indicator		Learners can Represent and explain multiplication using equal groupings	
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	Learners make formation of sets of equal object from a given quantity. For example with 12 straws Learners make groupings such as: <div><div><div>    </div><div>    </div><div>    </div></div><div><div>    </div><div>    </div><div>    </div><div>    </div></div><div><div>     </div><div>     </div></div></div> <div><div>= 4 × 3</div><div>= 3 × 4</div><div>= 6 × 2</div></div>	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	Learners make formation of sets of equal object from a given quantity. For example with 12 straws Learners make groupings such as: <div><div><div>    </div><div>    </div><div>    </div></div><div><div>    </div><div>    </div><div>    </div><div>    </div></div><div><div>     </div><div>     </div></div></div> <div><div>= 4 × 3</div><div>= 3 × 4</div><div>= 6 × 2</div></div>	Review the lesson with Learners  Assessment: have learners to practice with more examples
Wednesday	Sing songs like:	Learners make formation of sets of equal object from a given quantity. For	Review the lesson with Learners

	<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>example with 12 straws</p> <p>Learners make groupings such as:</p>  <p>= 4 × 3</p> <p>= 3 × 4</p> <p>= 6 × 2</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>Learners make formation of sets of equal object from a given quantity. For example with 12 straws</p> <p>Learners make groupings such as:</p>  <p>= 4 × 3</p> <p>= 3 × 4</p> <p>= 6 × 2</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>Learners make formation of sets of equal object from a given quantity. For example with 12 straws</p> <p>Learners make groupings such as:</p>  <p>= 4 × 3</p> <p>= 3 × 4</p> <p>= 6 × 2</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)		B3.2. 2.1.2	
Performance Indicator		Learners can observe the germination of maize and bean seeds	
Strand		CYCLES	
Sub strand		LIFE CYCLES OF ORGANISMS	
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	Begin this activity by asking learners to predict whether it is possible for bean and maize seeds to germinate/sprout in water without soil. <ul style="list-style-type: none"><li>Place learners into groups and give each group two transparent glasses or plastic containers (labeled A and B), cotton wool, water and viable maize and bean seeds.</li><li>Learners pack container A with the cotton wool and push one of each of the different seeds through the side of the container but not to touch the bottom.</li><li>Guide learners to pour a little water to soak the cotton wool. The setup is left to stand for one week</li></ul>	What have we learnt today?  Ask learners to summarize the important points of the lesson



		<p>while keeping the cotton wool always wet.</p> <p>Assessment: let learners describe the germination of maize and bean seeds</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Guide learners to prepare container B using the same method but with a dry cotton wool.</p> <ul style="list-style-type: none"> <li>• Learners observe the set-up critically and record whatever they see.</li> <li>• Challenge learners with the question: What made the seeds germinate in set-up A?</li> </ul> <p>Assessment: let learners explain what made the seeds germinate in set-up A.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

Week Ending			
Class		Three	
Subject		OUR WORLD OUR PEOPLE	
Reference		Our World Our People curriculum Page	
Learning Indicator(s)		B3.2.3.2.1	
Performance Indicator		Learners can make a sketch of the school compound and show locations of some landmarks	
Strand		ALL AROUND US	
Sub strand		Map Making and Land Marks	
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 <i>10 MINS</i> (Preparing The Brain For Learning)	PHASE 2: MAIN <i>40MINS</i> (New Learning Including Assessment)	PHASE 3: REFLECTION <i>10MINS</i> (Learner And Teacher)
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners to explore the school compound through a study tour and do the following: i. Identify the position of buildings in relation to one another. ii. Draw the outline of the classroom on the manila cards  Assessment: let learners make a sketch of the school compound	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 Draw the outline of the classroom on the chalk/white board. Call learners to come up to mark out their sitting positions on the outline  Assessment: let learners make a sketch of the school compound and	What have we learnt today?  Ask learners to summarize the main points in the lesson

		show locations of some landmarks	
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Week Ending			
Class		Three	
Subject		HISTORY	
Reference		History curriculum Page	
Learning Indicator(s)		B3.2.2.1.2	
Performance Indicator		Learners can name some of the items exchanged among the various groups	
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	Explain the medium of exchange  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
Thursday	Engage learners to sing songs and recite familiar rhymes	Explain the medium of exchange  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

Week Ending			
Class		Three	
Subject		PHYSICAL EDUCATION	
Reference		PE curriculum Page	
Learning Indicator(s)		B3.1.3.1.1	
Performance Indicator		Learners can Clap, sing and dance to a rhythm	
Strand		MOTOR SKILL AND MOVEMENT PATTERNS	
Sub strand		LOCOMOTOR, MANIPULATIVE AND RHYTHMIC SKILLS	
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 clap, sing and dance to a rhythm. Emphasise on coordination in clapping to the beat and coordination dancing. Give learners corrective feedback to improve their coordination. Allow them to progress at their own pace with fun and enjoyment	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 2.1.1.2:	
Performance Indicator		Learners can give reasons for studying the sacred scriptures of the three major religions among their followers	
Strand		Religious Practices and their Moral Implications	
Sub strand		Religious Worship in the Three Major Religions in Ghana	
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 talk about the religion they belong to. <ul style="list-style-type: none"><li>• Let learners mention the scriptures their religion uses.</li><li>• Discuss the importance of studying the sacred scriptures:<ul style="list-style-type: none"><li>- they lead us to God,</li><li>- they help us to know the Truthfulness about God and the world,</li><li>- they help us to lead good moral lives,</li><li>- they give us messages from God, etc.</li></ul></li></ul> Assessment: let learners give 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		CREATIVE ARTS	
Reference		Creative Arts curriculum	
Learning Indicator(s)		B3 1.2.2.2	
Performance Indicator		Learners can plan to create own artworks that represent visual artworks produced or found in other communities in Africa, by experimenting with available tools, materials and methods for creating artworks that reflect the natural and manmade environments in those areas in Africa	
Strand		VISUAL 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 are to: ☐ experiment with available tools, materials, resources and techniques based on an assigned task to determine their nature and suitability for designing and making visual artworks; cut and organise various coloured objects from natural and manmade sources (e.g. shells, sand, seeds, bamboo twigs, fibres, fabric, paper, beads, yarns) to create pictorial images having backgrounds, image	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		<p>grounds and foregrounds;          2 enhance the surface appearance of objects by using a combination of skills such as scribbling, shading, painting, marbling, spraying, blowing, glazing, embossing, etc.;</p> <p>Assessment: let learners write a plan on how to create own artworks that represent visual artworks</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to: discuss the visual artworks created that reflect natural and manmade environments in other African cultures.</p> <p>Assessment: let learners describe the visual artworks created that reflect natural and manmade environments in other African cultures.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>



<b>Learning Indicator (s) (Ref. No.)</b>		B3.1.8.1.1 Recount what the story is about and answer simple B3.1.8.1.2 Explain the meaning of key words and give simple summary of a short text. B3.1.9.1.1. Answer questions on, ‘who”, “what”, “where” and” when”	
<b>Performance Indicators</b>		<ul style="list-style-type: none"><li>• The learner should recount what the story is about and answer simple</li><li>• The learner should explain the meaning of key words and give simple summary of a short text.</li><li>• The learner should answer questions on, ‘who”, “what”, “where” and” when”</li></ul>	
Week Ending			
<b>Reference</b>		Ghanaian Language curriculum	
<b>Subject</b>		<b>GHANAIAIN 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>• Lead learners to sing a song.</li><li>• Tell/show an interesting story.</li><li>• Discuss the story with learners.</li><li>• Lead learners to discuss what the story is about.</li></ul> Assessment Ask questions based on the story for learners to answer	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>• Lead learners to sing a song.</li><li>• Read a story.</li></ul>	What have we learnt today?

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		<ul style="list-style-type: none"> <li>• Let learners read the story as a group and in turns.</li> <li>• Write the key words in the story on the board.</li> <li>• Use keywords from the story in different contexts.</li> <li>• Let learners also use the key words to form sentences.</li> <li>• Allow learners to give contextual meaning of some key words.</li> <li>• Give a summary of the text read.</li> <li>• Let learners read the text again.</li> <li>• Group learners and encourage them to write a simple summary of the short text.</li> </ul> <p>Assessment: let learners write a simple summary of the short text.</p>	Review the lesson with learners
	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>• Write the question words on flashcards.</li> <li>• Lead learners to read the question words.</li> <li>• Use the question words to form questions and lead learners to read.</li> <li>• Use the flashcards to assist learners to recognise when to use question words. "what", "who", "where", "when".</li> <li>• Let learners form their own questions using the question words discussed.</li> </ul>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

		Assessment: let learners answer questions on, 'who", "what", "where" and" when	
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