

**THE GRANDFATHER**  
**TERM ONE**  
**BASIC THREE**  
**WEEK 1 - 13**

LESSON PLAN

**TERM ONE**  
**BASIC THREE**  
**WEEK 1 - 13**

LESSON PLAN

Termly Scheme of Learning (SOL) for B3 Term 1 ENGLISH LANGUAGE

WEEKS	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Reading	Phonics	B3.2.2.1.	B3.2.2.1.1	Word cards sentence cards, class library
	Writing	Penmanship/Handwriting	B3.4.2.1.	B3.4.2.1.1	
	Using Writing Conventions	Using Capitalisation	B3.5.1.1.	B3.5.1.1.1	
	Extensive Reading	Building the Love and Culture of Reading	B3.6.1.1.	B3.6.1.1.1	
2	Oral Language	Songs	B3.1.1.1.	B3.1.1.1.1	Word cards sentence cards, class library
	Reading	Phonics	B3.2.2.1.	B3.2.2.1.1	
	Writing	Penmanship/Handwriting	B3.4.2.1.	B3.4.2.1.1	
	Using Writing Conventions	Using Capitalisation	B3.5.1.1.	B3.5.1.1.1	
	Extensive Reading	Building the Love and Culture of Reading	B3.6.1.1.	B3.6.1.1.1	
3	Oral Language	Rhymes	B3.1.2.1.	B3.1.2.1.1	Word cards sentence cards, class library
	Reading	Word Families-Rhyming Endings and Common Digraphs	B3.2.3.1.	B3.2.3.1.1	
	Writing	Writing /Copying Letters – Small and Capital	B3.4.3.1.	B3.4.3.1.1	
	Using Writing Conventions	Using Punctuation	B3.5.2.1.	B3.5.2.1.1	
	Extensive Reading	Building the Love and Culture of Reading	B3.6.1.1.	B3.6.1.1.1	
4	Oral Language	Story Telling	B3.1.4.1.	B3.1.4.1.1	Word cards sentence cards, class library
	Reading	Word Families-Rhyming Endings and Common Digraphs	B3.2.3.1.	B3.2.3.1.1	
	Writing	Writing /Copying Letters – Small and Capital	B3.4.3.1.	B3.4.3.1.1	
	Using Writing Conventions	Using Punctuation	B3.5.2.1.	B3.5.2.1.1	
	Extensive Reading	Building the Love and Culture of Reading	B3.6.1.1.	B3.6.1.1.1	
5	Oral Language	Dramatisation and Role Play	B3.1.5.1.	B3.1.5.1.1	Word cards sentence cards, class library
	Reading	Diphthongs	B3.2.4.1.	B3.2.4.1.1	
	Writing	Labelling Items	B3.4.4.1.	B3.4.4.1.1	
	Using Writing Conventions	Using Action Words	B3.5.4.1.	B3.5.4.1.1	

	Extensive Reading	Building the Love and Culture of Reading	B3.6.1.1.	B3.6.1.1.1	
6	Oral Language	Dramatisation and Role Play	B3.1.5.1.	B3.1.5.1.1	Word cards sentence cards, class library
	Reading	Diphthongs	B3.2.4.1.	B3.2.4.1.1	
	Writing	Writing Simple Words and Sentences	B3.4.5.1.	B3.4.5.1.1	
	Using Writing Conventions	Using Action Words	B3.5.4.1.	B3.5.4.1.1	
	Extensive Reading	Building the Love and Culture of Reading	B3.6.1.1.	B3.6.1.1.1	
7	Oral Language	Conversation	B3.1.6.1..	B3.1.6.1.1.	Word cards sentence cards, class library
	Reading	Blends and Consonant Cluster	B3.2.5.1.	B3.2.5.1.1	
	Writing	Writing Simple Words and Sentences	B3.4.5.1.	B3.4.5.1.2	
	Using Writing Conventions	Using Qualifying Words – Adjectives	B3.5.5.1.	B3.5.5.1.1	
	Extensive Reading	Building the Love and Culture of Reading	B3.6.1.1.	B3.6.1.1.1	
8	Oral Language	Conversation	B3.1.6.1.	B3.1.6.1.2	Word cards sentence cards, class library
	Reading	Blends and Consonant Cluster	B3.2.5.1.	B3.2.5.1.1	
	Writing	Writing Simple Words and Sentences	B3.4.5.1.	B3.4.5.1.2	
	Using Writing Conventions	Using Qualifying Words – Adjectives	B3.5.5.1.	B3.5.5.1.1	
	Extensive Reading	Building the Love and Culture of Reading	B3.6.1.1.	B3.6.1.1.1	
9	Oral Language	Conversation	B3.1.6.1.	B3.1.6.1.3	Word cards sentence cards, class library
	Reading	Vocabulary	B3.2.6.1.	B3.2.6.1.1	
	Writing	Guided Composition	B3.4.8.1.	B3.4.8.1.1	
	Using Writing Conventions	Using Qualifying Words – Adverbs	B3.5.6.1.	B3.5.6.1.1	
	Extensive Reading	Building the Love and Culture of Reading	B3.6.1.1.	B3.6.1.1.1	
10	Oral Language	Conversation	B3.1.6.1.	B3.1.6.1.3	Word cards sentence cards, class library
	Reading	Vocabulary	B3.2.6.1.	B3.2.6.1.2	
	Writing	Guided Composition	B3.4.8.1.	B3.4.8.1.1	
	Using Writing Conventions	Using Qualifying Words – Adverbs	B3.5.6.1.	B3.5.6.1.1	
	Extensive Reading	Building the Love and Culture of Reading	B3.6.1.1.	B3.6.1.1.1	

11	Oral Language	Listening Comprehension	B3.1.7.1.	B3.1.7.1.1	Word cards sentence cards, class library
	Reading	Comprehension	B3.2.7.1.	B3.2.7.1.1	
	Writing	Writing as a Process	B3.4.9.1.	B3.4.9.1.1	
	Using Writing Conventions	Using Qualifying Words – Adverbs	B3.5.6.1.	B3.5.6.1.1	
	Extensive Reading	Building the Love and Culture of Reading	B3.6.1.1.	B3.6.1.1.1	
12	Oral Language	Listening Comprehension	B3.1.7.1.	B3.1.7.1.1	Word cards sentence cards, class library
	Reading	Comprehension	B3.2.7.1.	B3.2.7.1.1	
	Writing	Writing as a Process	B3.4.9.1.	B3.4.9.1.1	
	Using Writing Conventions	Using Qualifying Words – Adverbs	B3.5.6.1.	B3.5.6.1.1	
	Extensive Reading	Building the Love and Culture of Reading	B3.6.1.1.	B3.6.1.1.1	
13	Oral Language	Listening Comprehension	B3.1.7.1.	B3.1.7.1.1	Word cards sentence cards, class library
	Reading	Comprehension	B3.2.7.1.	B3.2.7.1.1	
	Writing	Writing as a Process	B3.4.9.1.	B3.4.9.1.1	
	Using Writing Conventions	Using Qualifying Words – Adverbs	B3.5.6.1.	B3.5.6.1.1	
	Extensive Reading	Building the Love and Culture of Reading	B3.6.1.1.	B3.6.1.1.1	

Termly Scheme of Learning (SOL) for B3 Term 1 SCIENCE

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	DIVERSITY OF MATTER	LIVING AND NON-LIVING THINGS	B3.1.1.1.	B3.1.1.1.1	Plants and animals in the environment, plastics, stones, pictures videos paper,
2	DIVERSITY OF MATTER	MATERIALS	B3.1.2.1.	B3.1.2.1.1	
3	DIVERSITY OF MATTER	MATERIALS	B3.1.2.1.	B3.1.2.1.2	Plants and animals in the environment, plastics, stones, pictures videos paper
4	DIVERSITY OF MATTER	EARTH SCIENCE	B3.2.1.1.	B3.2.1.1.1	
5	CYCLES	EARTH SCIENCE	B3.2.1.2.	B3.2.1.2.1	Plants and animals in the environment, plastics, stones, pictures videos paper
6	CYCLES	LIFE CYCLES OF ORGANISMS	B3.2. 2.1	B3.2. 2.1.2	
7	CYCLES	LIFE CYCLES OF ORGANISMS	B3.2. 2.1.	B3.2. 2.1.2	
8	SYSTEMS	THE HUMAN BODY SYSTEMS	B3.3.1.1.	B3.3.1.1.1	
9	SYSTEMS	THE SOLAR SYSTEM	B3.3.2.1.	B3.3.2.1.1	
10	SYSTEMS	THE SOLAR SYSTEM	B3.3.2.1.	B3.3.2.1.1	Plants and animals in the environment, plastics, stones, batteries, pictures videos paper
11	SYSTEMS	ECOSYSTEM	B3.3.3.1.	B3.3.3.1.1	
12	SYSTEMS	ECOSYSTEM	B3.3.3.1.	B3.3.3.1.1	
13	SYSTEMS	ECOSYSTEM	B3.3.3.1.	B3.3.3.1.1	

Termly Scheme of Learning (SOL) for B3 Term 1 RELIGIOUS AND MORAL EDUCATION

WEEKS	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	God, His Creation and Attributes	God the Creator	B3. 1.1.1.	B3. 1.1.1.1	wall charts, wall words, posters, video clip, etc
2	God, His Creation and Attributes	God the Creator	B3. 1.1.1.	B3. 1.1.1.1	wall charts, wall words, posters, video clip, etc
3	God, His Creation and Attributes	God the Creator	B3. 1.1.1.	B3. 1.1.1.1	wall charts, wall words, posters, video clip, etc
4	God, His Creation and Attributes	The Environment	B3.1.2.1.	B3.1.2.1.1	wall charts, wall words, posters, video clip, etc
5	God, His Creation and Attributes	The Environment	B3.1.2.1.	B3.1.2.1.1	wall charts, wall words, posters, video clip, etc
6	God, His Creation and Attributes	The Environment	B3.1.2.1.	B3.1.2.1.1	wall charts, wall words, posters, video clip, etc
7	God, His Creation and Attributes	The Purpose of God's Creation	B3.1.3.1.	B3.1.3.1.1:	wall charts, wall words, posters, video clip, etc
8	God, His Creation and Attributes	The Purpose of God's Creation	B3.1.3.1.	B3.1.3.1.1:	wall charts, wall words, posters, video clip, etc
9	God, His Creation and Attributes	The Purpose of God's Creation	B3.1.3.1.	B3.1.3.1.1:	wall charts, wall words, posters, video clip, etc
10	God, His Creation and Attributes	The Purpose of God's Creation	B3.1.3.1.	B3.1.3.1.2	wall charts, wall words, posters, video clip, etc
11	God, His Creation and Attributes	The Purpose of God's Creation	B3.1.3.1.	B3.1.3.1.2	wall charts, wall words, posters, video clip, etc
12	God, His Creation and Attributes	The Purpose of God's Creation	B3.1.3.1.	B3.1.3.1.2	wall charts, wall words, posters, video clip, etc
13	God, His Creation and Attributes	The Purpose of God's Creation	B3.1.3.1.	B3.1.3.1.2	wall charts, wall words, posters, video clip, etc

Termly Scheme of Learning (SOL) for B3 Term 1 MATHEMATICS

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	NUMBER	Counting, Representation, Cardinality & Ordinality	B3.1.1.1.	B3.1.1.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards
2	NUMBER	Counting, Representation, Cardinality & Ordinality	B3.1.1.1.	B3.1.1.1.1	
3	NUMBER	Counting, Representation, Cardinality & Ordinality	B3.1.1.1.	B3.1.1.1.2	Counters, bundle and loose straws, Paper strips, Cut out cards
4	NUMBER	Counting, Representation, Cardinality & Ordinality	B3.1.1.1.	B3.1.1.1.3	Counters, bundle and loose straws, Paper strips, Cut out cards
5	NUMBER	Counting, Representation, Cardinality & Ordinality	B3.1.1.1.	B3.1.1.1.3	Counters, bundle and loose straws, Paper strips, Cut out cards
6	NUMBER	Counting, Representation, Cardinality & Ordinality	B3.1.1.1.	B3.1.1.1.4	Counters, bundle and loose straws, Paper strips, Cut out cards
7	NUMBER	Counting, Representation, Cardinality & Ordinality	B3.1.1.2.	B3.1.1.2.1	Counters, bundle and loose straws, Paper strips, Cut out cards
8	NUMBER	Counting, Representation, Cardinality & Ordinality	B3.1.1.2.	B3.1.1.2.2	Counters, bundle and loose straws, Paper strips, Cut out cards
9	NUMBER	Counting, Representation, Cardinality & Ordinality	B3.1.1.3.	B3.1.1.3.1	Counters, bundle and loose straws, Paper strips, Cut out cards
10	NUMBER	Counting, Representation, Cardinality & Ordinality	B3.1.1.3.	B3.1.1.3.2	Counters, bundle and loose straws, Paper strips, Cut out cards



11	NUMBER	Counting, Representation, Cardinality & Ordinality	B3.1.2.1.	B3.1.2.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards
12	NUMBER	Counting, Representation, Cardinality & Ordinality	B3.1.2.1.	B3.1.2.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards
13	NUMBER	Counting, Representation, Cardinality & Ordinality	B3.1.2.1.	B3.1.2.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards

Termly Scheme of Learning (SOL) for B3 Term 1 HISTORY OF GHANA

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	My Country Ghana	The People of Ghana	B3.2.1.1.	B3.2.1.1.1	A map of Ghana, Posters, documentary
2	My Country Ghana	The People of Ghana	B3.2.1.1.	B3.2.1.1.1	A map of Ghana, Posters, documentary
3	My Country Ghana	The People of Ghana	B3.2.1.1.	B3.2.1.1.1	A map of Ghana, Posters, documentary
4	My Country Ghana	The People of Ghana	B3.2.1.1.	B3.2.1.1.1	A map of Ghana, Posters, documentary
5	My Country Ghana	The People of Ghana	B3.2.1.1.	B3.2.1.1.1	A map of Ghana, Posters, documentary
6	My Country Ghana	Inter-Group Relations	B3 2.2.1.1	B3 2.2.1.1	A map of Ghana, Posters, documentary
7	My Country Ghana	Inter-Group Relations	B3 2.2.1.1	B3 2.2.1.1	A map of Ghana, Posters, documentary
8	My Country Ghana	Inter-Group Relations	B3 2.2.1.	B3 2.2.1.1	A map of Ghana, Posters, documentary
9	My Country Ghana	Inter-Group Relations	B3.2.2.1.	B3.2.2.1.2	A map of Ghana, Posters, documentary

10	My Country Ghana	Inter-Group Relations	B3.2.2.1.	B3.2.2.1.2	A map of Ghana,  Posters, documentary
11	My Country Ghana	Inter-Group Relations	B3.2.2.1.	B3.2.2.1.2	A map of Ghana,  Posters, documentary
12	My Country Ghana	Inter-Group Relations	B3.2.2.1.	B3.2.2.1.2	A map of Ghana,  Posters, documentary
13	My Country Ghana	Inter-Group Relations	B3.2.2.1.	B3.2.2.1.2	A map of Ghana,  Posters, documentary

Termly Scheme of Learning (SOL) for B3 Term 1 OUR WORLD AND OUR PEOPLE

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	ALL ABOUT US	Nature of God	B3.1.1.1.	B3.1.1.1.1.	Pictures, Charts, Video Clip
2	ALL ABOUT US	Nature of God	B3.1.1.1..	B3.1.1.1.1.	Pictures, Charts, Video Clip
3	ALL ABOUT US	Myself	B3.1.2.1..	B3.1.2.1.1.	Pictures, Charts, Video Clip
4	ALL ABOUT US	My Family and the Community	B3.1.3.1.	B3.1.3.1. 1.	Pictures, Charts, Video Clip
5	ALL ABOUT US	Home and School	B3.1.4.1.	B3.1.4.1. 1.	Pictures, Charts, Video Clip
6	ALL AROUND US	The Environment and the Weather	B3.2.1.1.	B3.2.1.1. 1.	Pictures, Charts, Video Clip
7	ALL AROUND US	Plants and Animals	B3.2.2.1.	B3.2.2.1.1.	Pictures, Charts, Video Clip
8	ALL AROUND US	Map Making and Land Mark	B3.2.3.1..	B3.2.3.1. 1.	Pictures, Charts, Video Clip
9	ALL AROUND US	Population and Settlement	B3.2.4.1.	B3.2.4.1. 1.	Pictures, Charts, Video Clip
10	OUR BELIEFS AND VALUES	Worship	B3.3.1.1.	B3.3.1.1.1	Pictures, Charts, Video Clip
11	OUR BELIEFS AND VALUES	Worship	B3.3.1.1.	B3.3.1.1.1	Pictures, Charts, Video Clip
12	OUR BELIEFS AND VALUES	Worship	B3.3.1.1.	B3.3.1.1.1	Pictures, Charts, Video Clip
13	OUR BELIEFS AND VALUES	Worship	B3.3.1.1.	B3.3.1.1.1	Pictures, Charts, Video Clip

Termly Scheme of Learning (SOL) for B1 Term 1 PHYSICAL EDUCATION

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	MOTOR SKILL AND MOVEMENT PATTERNS	LOCOMOTOR SKILLS	B3.1.1.1.	B3.1.1.1.1	Balls, Videos and Picture,
2	MOTOR SKILL AND MOVEMENT PATTERNS	LOCOMOTOR SKILLS	B3.1.1.1.	B3.1.1.1.2	Drums, Speakers
3	MOTOR SKILL AND MOVEMENT PATTERNS	LOCOMOTOR SKILLS	B3.1.1.1.	B3.1.1.1.3	Balls, Videos and Picture,
4	MOTOR SKILL AND MOVEMENT PATTERNS	LOCOMOTOR SKILLS	B3.1.1.1.	B3.1.1.1.4	Drums, Speakers
5	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B3.1.2.1.	B3.1.2.1.1	Balls, Videos and Picture,
6	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B3.1.2.1.	B3.1.2.1.2	Drums, Speakers
7	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B3.1.2.1.	B3.1.2.1.3	Balls, Videos and Picture,
8	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B3.1.2.1.	B3.1.2.1.4	Drums, Speakers
9	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B3.1.2.1:	B3.1.2.1.5:	Balls, Videos and Picture, Drums, Speakers
10	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B3.1.2.1	B3.1.2.1.6	Balls, Videos and Picture, Drums, Speakers
11	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B3.1.2.1.	B3.1.2.1.7	Videos and Picture, Drums
12	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B3.1.2.1. B3.1.2.1.	B3.1.2.1.8 B3.1.2.1.9	Videos and Picture, Drums
13	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B3.1.2.1. B3.1.2.1.	B3.1.2.1.8 B3.1.2.1.9	Videos and Picture, Drums

WEEKS	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Visual arts	Thinking and exploring	B3 1.1.1.	B3 1.1.1.1	photos, videos, art paper, colours, and traditional art tools, materials and equipment available in the community
2	Performing arts	Thinking and exploring	B3 2.1.1.	B3 2.1.1.1	-do-
3	Visual arts	Planning, Making and Composing	B3 1.2.2.	B3 1.2.2.1	-do-
4	Performing arts	Planning, Making and Composing	B3.2.2.2.	B3.2.2.2.1	-do-
5	Visual arts	Planning, Making and Composing	B3 1.2.3.	B3 1.2.3.1	-do-
6	Performing arts	Planning, Making and Composing	B3 2.2.3.	B3 2.2.3.1	-do-
7	Visual arts	Displaying and Sharing	B3 1.3.5.	B3 1.3.4.1	-do-
8	Performing arts	Displaying and Sharing	B3 2.3.5.	B3 2.3.4.2	-do-
9	Visual and Performing Arts	Displaying and Sharing	B3 1.4.6. B3 2.4.6.	B3 1.3.4.2 B3 2.3.5.1	-do-
10	Visual and Performing Arts	Displaying and Sharing / Appreciating and Appraising	B3 1.4.7. B3 2.4.7.	B3 1.3.5.1 B3 2.4.7.2	-do-
11	Performing Arts	Appreciating and Appraising	B3 2.3.4.	B3 1.4.6.2 B3 2.4.6.2	-do-
12	Visual and Performing Arts	Appreciating and Appraising	B3.1.4.7. B3.2.4.7.	B3 1.4.6.2 B3 2.4.6.2	-do-
13	Visual and Performing Arts	Appreciating and Appraising	B3.1.4.7. B3.2.4.7.	B3 1.4.6.2 B3 2.4.6.2	-do-

Scheme of Learning GHANAIAN LANGUAGE for P3 Term 1

Week	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Oral Language	Songs Rhymes	B3.1.1.1. B3.1.2.1.	B3.1.1.1.1 B3.1.2.1.1	Drums, drum sticks, recorded audios, Manila cards, recorded audio visuals
2.	Oral Language	Rhymes Poems Listening and Story Telling	B3.1.2.1. B3.1.3.1.. B3.1.4.1..	B3.1.2.1.2 B3.1.3.1.1. B3.1.4.1.1.	
3.	Oral Language	Listening and Story Telling Dramatisation and Role Play	B3.1.4.1. B3.1.4.1. B3.1.5.1.	B3.1.4.1.2 B3.1.4.1.3 B3.1.5.1.1	
4.	Reading	Phonological and Phonemic Awareness	B3.2.3.1. B3.2.3.1.	B3.2.3.1.1 B3.2.3.1.2	Manila cards, markers, recorded audio-visual
5.	Reading	Phonological and Phonemic Awareness Phonics: Letter and Sound Knowledge	B3.2.3.1. B3.2.4.1.	B3.2.3.1.3 B3.2.4.1.1	Manila cards, markers, recorded audio- visual
6.	Reading	Phonics: Letter and Sound Knowledge	B3.2.4.1. B3.2.4.1.	B3.2.4.1.2 B3.2.4.1.3	Manila Cards, Class reader
7.	Writing	Penmanship/Handwriting	B3.3.1.1 B3.3.1.1.	B3.3.1.1.1 B3.3.1.1.2	Manila Cards, Markers
8.	Writing Convention s/ Usage	Integrating Grammar in Written Language (Capitalization)	B3.5.1.1. B3.5.1.1. B3.5.1.1.	B3.5.1.1.1 B3.5.1.1.2 B3.5.1.1.3	Word cards, Manila card Markers Word Cards, Manila card,

9.	Writing Convention s/ Usage	Integrating Grammar in Written Language (Punctuation)	B3.5.2.1. B3.5.2.1.	B3.5.2.1.1 B3.5.2.1.2	Word cards, Manila card  Markers Word Cards, Manila card,
10.	Writing Convention s/ Usage	Integrating Grammar in Written Language (Punctuation)  Integrating Grammar in Written Language (Use of Action Words) CONTENT	B3.5.2.1.  B3.5.3.1.	B3.5.2.1.3  B3.5.3.1.1	Reading materials
11.	Extensive Reading/ Children Library	Building the Love and Culture of Reading	B3.6.1.1.	B3.6.1.1.1	Manila Cards, Markers
12.	Extensive Reading/ Children Library	Read Aloud with Children	B3.6.2.1.	B3.6.2.1.1	Manila Cards, Markers
13	Extensive Reading/ Children Library	Read Aloud with Children	B3.6.2.1.	B3.6.2.1.1	Manila Cards, Markers



**TERM ONE  
BASIC THREE  
WEEK 1**

LESSON PLAN

# WEEKLY LESSON PLAN- WEEK ONE

## BASIC THREE

Name of School.....

Week Ending			
Class		Three	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B3.2.2.1.1      B3.4.2.1.1.      B3.5.1.1.1. B3.6.1.1.1	
Performance Indicator		A. Learners can understand the relationship between spelling of words and sounds of speech B. Learners can copy short paragraphs clearly C. Learners can use capital letters to write initials and abbreviations D. 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)
Tuesday	Engage learners to sing songs and recite familiar rhymes	B. READING • Have learners revise writing out some words as you pronounce them. (You can also make them read words on the board or word cards). • Provide activities for learners to use letter names and sounds to spell and sound out words  Assessment: let learners use letter names and sounds to spell and sound out words	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	<p>C. WRITING</p> <ul style="list-style-type: none"> <li>• Model copying a short paragraph on the board drawing attention to features such as clarity, spacing and alignment of letters.</li> <li>• Let learners practise copying a short paragraph legibly and correctly on the board.</li> <li>• Have learners copy short paragraphs from a book into their exercise books</li> </ul> <p>Assessment: let learners copy short paragraphs clearly</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> <ul style="list-style-type: none"> <li>• Introduce initials and abbreviations in context.</li> <li>• Provide learners with sentences or texts containing initials and abbreviations for them to identify.</li> </ul> <p>e. g. WHO – World Health Organisation; K. S. Manu – Kofi Sakyi Manu</p> <ul style="list-style-type: none"> <li>• Give texts having full names of people and organisations.</li> <li>• Ask learners to rewrite the text and replace the full names of people and organisations with initials and abbreviations</li> </ul> <p>Assessment: let learners use capital letters to write initials and abbreviations</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>Use the Author's chair to introduce the reading/ library time.</p> <ul style="list-style-type: none"> <li>• Using the Author's chair, introduce the reading/library time.</li> <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>

Week Ending			
Class		Three	
Subject		MATHEMATICS	
Reference		Mathematics curriculum Page	
Learning Indicator(s)		B3.1.1.1.1	
Performance Indicator		Learners can Use number names and the counting sequence to count and estimate quantities up to 10,000.	
Strand		NUMBER	
Sub strand		Counting, Representation, Cardinality & Ordinality	
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)
Tuesday	Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be.	Skip count forwards and backwards from 0 to 10,000 by 10s, 50s 100s, 500s and 1000s starting at any point. Identify and correct errors or omissions in a skip counting sequence  Assessment: have learners to practice with more examples	Review the lesson with Learners
Wednesday	Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be.	Skip count forwards and backwards from 0 to 10,000 by 10s, 50s 100s, 500s and 1000s starting at any point. Identify and correct errors or omissions in a skip counting sequence  Assessment: have learners to practice with more examples	Review the lesson with Learners
Thursday	Sing songs like:  I'm counting one, what is one	Count to tell the number of objects in given collection of objects by selecting the most appropriate of three estimates for a given collection of objects and justify the choice	Review the lesson with Learners

	1 - One is one alone, alone it shall be.	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.	Count to tell the number of objects in given collection of objects by selecting the most appropriate of three estimates for a given collection of objects and justify the choice  Assessment: have learners to practice with more examples	Review the lesson with Learners

Week Ending			
Class		Three	
Subject		SCIENCE	
Reference		Science curriculum Page	
Learning Indicator(s)		B3.1.1.1.1	
Performance Indicator		Learners can classify living things into plants and animals by their life processes	
Strand		DIVERSITY OF MATTER	
Sub strand		LIVING AND NON-LIVING THINGS	
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)
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"><li>• Learners watch pictures and videos on living things.</li><li>• Learners collect and display cut-out pictures or flash cards of plants and animals</li><li>• Learners sort the living things into plants and animals through an activity.</li><li>• Draw two large circles and let learners place living things into different circles for plants and animals based on their life processes.</li><li>• Produce more materials for different activities.</li></ul> <p>Assessment: let learners draw two large circles and let learners place living things into different circles for plants and animals based on their life processes.</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		CREATIVE ARTS	
Reference		Creative Arts curriculum	
Learning Indicator(s)		B3 1.1.1.1	
Performance Indicator		Learners can study and talk about visual artworks produced or found in other African communities that reflect the history and culture of people in those areas in Africa	
Strand		VISUAL ARTS	
Sub strand		Thinking and Exploring Ideas	
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)
Wednesday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☐ watch documentaries on artworks from Africa; ☐ visit museums, galleries and art centres to see samples of visual artworks from other countries in Africa and the rest of the world; ☐ document the information gathered by taking pictures of artworks from Africa, photocopying them and by recording and downloading videos and images for future use; ☐ gather information through library research, surfing the Internet for artworks (e.g. mask, sculptures, painting, pottery, beads, body arts) from Africa; ☐ identify ideas and concepts for artistic expression from artworks produced by Africans; ☐ discuss the visual artworks of people in the identified communities in Africa.	What have we learnt today?  Ask learners to summarize the main points in the lesson

		Assessment: let learners describe visual artworks produced or found in other African communities that reflect the history and culture of people in those areas in Africa	
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LESSON PLAN



Week Ending			
Class		Three	
Subject		HISTORY	
Reference		History curriculum Page	
Learning Indicator(s)		B3.2.1.1.1	
Performance Indicator		Learners can discuss the origins of the major ethnic groups in Ghana.	
Strand		My Country Ghana	
Sub strand		The People of 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)
Tuesday	Engage learners to sing songs and recite familiar rhymes	1. Identify some of the major ethnic groups. e.g. Guan, Mole-Dagbani/ Gonja, Akan, Ga/Adangme, Ewe 2. Use a map to trace the routes the major ethnic groups travelled to get to their present-day locations in Ghana.  Assessment: let learners Identify some of the major ethnic groups on a map	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  What are the major ethnic groups in Ghana?	1. Identify some of the major ethnic groups. e.g. Guan, Mole-Dagbani/ Gonja, Akan, Ga/Adangme, Ewe 2. Use a map to trace the routes the major ethnic groups travelled to get to their present-day locations in Ghana.  Assessment: let learners Identify some of the major ethnic groups on a map	What have we learnt today?  Ask learners to summarize the main points in the lesson

Week Ending			
Class		Three	
Subject		OUR WORLD OUR PEOPLE	
Reference		Our World Our People curriculum Page	
Learning Indicator(s)		B3.1.1.1.1.	
Performance Indicator		Learners can examine the purpose of God’s creation of human beings	
Strand		ALL ABOUT US	
Sub strand		Nature of God	
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 talk about the creation of humankind. i. Who were the first people God created? ii. Who was created first? Learners tell creation stories. iii. Explain why God created human beings e.g. to take care of other creatures, to worship and serve Him, etc. Learners think-pair-share on why we should protect and care for God’s creation: i. to maintain creation for generations ii. it is a command from God iii. our survival depends on other creation: food, medicine, shelter, air, etc. iv. it is service to God and humankind  Assessment: Let learners explain why God created human beings	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	Group learners to discuss the usefulness of plants and animals to human beings using pictures, models (use videos where available). With pictures, learners identify uses of plants and animals.	What have we learnt today?

		<p>Guide learners to perform series of activities to consolidate learning e.g. draw and colour food plants and domestic animals</p> <p>Assessment: Let learners explain why we should protect and care for God's creation</p>	<p>Ask learners to summarize the main points in the lesson</p>
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Week Ending			
Class		Three	
Subject		PHYSICAL EDUCATION	
Reference		PE curriculum Page	
Learning Indicator(s)		B3.1.1.1.1	
Performance Indicator		Learners can Change direction from forward and back and right and left while walking, running, hopping, and jumping (i.e., locomotor skills).	
Strand		MOTOR SKILL AND MOVEMENT PATTERNS	
Sub strand		LOCOMOTOR 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	Mark points on the court with cones/skittles with directions. After warm ups lead learners to direction from forward to backward, right to left whiles starting with walking, to running, hopping to jumping, etc. in a fun way. Allow learners to progress at their own pace. Observe learner’s performance and give corrective feedback to improve performance. End the lesson by leading learners to jog slowly to walking with fun whiles flexing the body parts for quick recovery.	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. 1.1.1.1:	
Performance Indicator		Learners can narrate the creation stories of the three main religions of Ghana.	
Strand		God, His Creation and Attributes	
Sub strand		God the Creator	
Teaching/ Learning Resources		Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. Communication and Collaboration			
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	<ul style="list-style-type: none"><li>• Using Think-Pair-Share, let learners talk about things around them.</li><li>• Let learners talk about who created the things around them</li></ul> <p>Assessment: let learners narrate who created the things around them.</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>		B3.1.1.1.1 Sing songs with the correct rhythms and discuss the meaning and moral values of the song B3.1.2.1.1 Recognise rhyming words	
<b>Performance Indicators</b>		<ul style="list-style-type: none"><li>• Learners should sing songs with the correct rhythms and discuss the meaning and moral values of the song</li><li>• Learners should recognise rhyming words</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			
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>• Let learners sing a familiar occupational song they know.</li><li>• Play familiar traditional songs on a tape/clip for learners to listen.</li><li>• Teach learners the song and let them sing the song alone.</li><li>• Allow learners to sing the song with correct rhythms.</li><li>• Lead learners to brainstorm the meaning of the song.</li><li>• Lead learners through discussion to tell the moral values in the song.</li></ul> <p>Assessment: let learners sing songs with the correct rhythms and discuss the meaning and moral values of the song</p>	What have we learnt today?   <

	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Let learners sing a popular play song they know.</li> <li>• Read aloud a rhyme to learners.</li> <li>• Let learners read aloud the rhyme in turns.</li> <li>• Lead learners through discussions to recognise rhyming words in the rhyme.</li> </ul> <p>Assessment: let learners identify rhyming words</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
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**TERM ONE**  
**BASIC THREE**  
**WEEK 2**

LESSON PLAN



# WEEKLY LESSON PLAN- WEEK TWO

## 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>		B3.1.1.1.1.      B3.2.2.1.1      B3.4.2.1.1.      B3.5.1.1.1.      B3.6.1.1.1	
<b>Performance Indicator</b>		A. Learners can talk about the benefits of songs B. Learners can understand the relationship between spelling of words and sounds of speech C. Learners can copy short paragraphs clearly D. Learners can use capital letters to write initials and abbreviations 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 LANGUAGE <ul style="list-style-type: none"><li>Let learners identify some familiar songs e.g. patriotic songs such as “The National Anthem”.</li><li>Teach the songs identified, e. g. “The National Anthem”</li><li>Let learners sing rhythmically, using claps, gestures and dance where necessary.</li><li>Let learners, in convenient groups, identify and talk about the moral lessons in the songs.</li></ul>	What have we learnt today?  Ask learners to summarize the main points in the lesson

		<ul style="list-style-type: none"> <li>• Have learners think-pair-share the benefits of songs. Let the pairs then share their views with the whole class.</li> </ul> <p>Assessment: let learners talk about the benefits of songs</p>	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p><b>B. READING</b></p> <ul style="list-style-type: none"> <li>• Have learners revise writing out some words as you pronounce them. (You can also make them read words on the board or word cards).</li> <li>• Provide activities for learners to use letter names and sounds to spell and sound out words.</li> </ul> <p>Assessment: let learners use letter names and sounds to spell and sound out 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><b>C. WRITING</b></p> <ul style="list-style-type: none"> <li>• Have learners revise writing out some words as you pronounce them. (You can also make them read words on the board or word cards).</li> <li>• Provide activities for learners to use letter names and sounds to spell and sound out words</li> </ul> <p>Assessment: let learners copy short paragraphs clearly</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><b>D. WRITING CONVENTIONS AND GRAMMAR USAGE</b></p> <ul style="list-style-type: none"> <li>• Introduce initials and abbreviations in context.</li> <li>• Provide learners with sentences or texts containing initials and abbreviations for them to identify. e. g. WHO – World Health Organisation; K. S. Manu – Kofi Sakyi Manu</li> <li>• Give texts having full names of people and organisations.</li> <li>• Ask learners to rewrite the text and replace the full names of people and organisations with initials and abbreviations</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		Assessment: let learners use capital letters to write initials and abbreviations	
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.EXTENSIVE READING</p> <p>Use the Author's chair to introduce the reading/ library time.</p> <ul style="list-style-type: none"> <li>• Using the Author's chair, introduce the reading/library time.</li> <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>

Week Ending			
Class		Three	
Subject		MATHEMATICS	
Reference		Mathematics curriculum Page	
Learning Indicator(s)		B3.1.1.1.1	
Performance Indicator		Learners can use number names and the counting sequence to count and estimate quantities up to 10,000.	
Strand		NUMBER	
Sub strand		Counting, Representation, Cardinality & Ordinality	
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	Represent numbers or quantities to 1000 with written numerals  Assessment: have learners to practice with more examples	Review the lesson with Learners
Tuesday	Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be.	Represent numbers or quantities to 1000 with written numerals  Assessment: have learners to practice with more examples	Review the lesson with Learners
Wednesday	Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be.	Write number words for given multiples of ten to 9999 and for multiples of 100 to 99990  Assessment: have learners to practice with more examples	Review the lesson with Learners
Thursday	Sing songs like:	Write number words for given multiples of ten to 9999 and for multiples of 100 to 99990	Review the lesson with Learners

	I'm counting one, what is one 1 - One is one alone, alone it shall be.	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.	Write number words for given multiples of ten to 9999 and for multiples of 100 to 99990  Assessment: have learners to practice with more examples	Review the lesson with Learners

Week Ending			
Class		Three	
Subject		SCIENCE	
Reference		Science curriculum Page	
Learning Indicator(s)		B3.1.2.1.1	
Performance Indicator		Learners can identify the uses of everyday materials and link the uses to their properties	
Strand		DIVERSITY OF MATTER	
Sub strand		MATERIALS	
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	<ul style="list-style-type: none"><li>• Show learners pictures and videos of common materials e.g. wood, plastics, paper, metals, leather, cotton, etc.</li><li>• Learners collect everyday materials in their environment e.g. wood, plastics, paper, metals, leather, cotton, etc. and bring them to class.</li><li>• Learners use think-pair-share to discuss the uses of the materials collected.</li><li>• Brainstorm with learners to come out with the uses of the materials in relation to their properties, e.g. metals are used for making car bodies because they are hard, plastics are used for making bottles, buckets, bowls because they can be moulded into different shapes</li></ul> <p>Assessment: let learners identify the uses of everyday materials and link the uses to their properties</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>
Thursday	Engage learners to sing songs and	<ul style="list-style-type: none"><li>• Engage learners in an activity to match some products such as buckets, cups, books, tables with their</li></ul>	What have we learnt today?

	recite familiar rhymes	<p>material sources such as metals, clay, glass, wood, plastics.</p> <ul style="list-style-type: none"> <li>• Provide a lot of materials for the learners to do more activities.</li> </ul> <p>Assessment: let learners identify the uses of everyday materials and link the uses to their properties</p>	Ask learners to summarize the important points of the lesson
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Week Ending			
Class		Three	
Subject		CREATIVE ARTS	
Reference		Creative Arts curriculum	
Learning Indicator(s)		B3 2.1.1.1	
Performance Indicator		Learners can study and talk about performing artworks produced or performed in other African communities that reflect the history and culture or way of life of people in those areas in Africa	
Strand		PERFORMING ARTS	
Sub strand		Thinking and Exploring Ideas	
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:  ☐ gather information through library research, surfing the internet for African music, dances and drama;  ☐ watch short documentaries on the performing arts of Africa;  ☐ discuss the resources that are used (e.g. instruments, elements, costumes, props) for composing and performing music, dance and drama in Africa and the rest of the world;  ☐ imitate the skills and techniques that the composers, arrangers and performers use;  ☐ discuss the subject matter, the occasions on which they are performed – festivals, entertainment shows, sporting activities, independence anniversary celebrations and their social and cultural importance;   Assessment: let learners describe performing artworks produced or performed in other African	What have we learnt today?  Ask learners to summarize the main points in the lesson



		communities that reflect the history and culture or way of life of people in those areas in Africa	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to: develop ideas and concepts for composing and performing music, dance and drama from the compositions and performances from Africa.</p> <p>Assessment: let learners describe performing artworks produced or performed in other African communities that reflect the history and culture or way of life of people in those areas in Africa</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		HISTORY	
Reference		History curriculum Page	
Learning Indicator(s)		B3.2.1.1.1	
Performance Indicator		Learners can discuss the origins of the major ethnic groups in Ghana.	
Strand		My Country Ghana	
Sub strand		The People of 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)
Tuesday	Engage learners to sing songs and recite familiar rhymes  What are the major ethnic groups in Ghana?	In groups, learners discuss the origin of the major ethnic groups.  Assessment: let learners mention the origin of the major ethnic 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  What are the major ethnic groups in Ghana?	In groups, learners discuss the origin of the major ethnic groups.  Assessment: let learners the origin of the major ethnic groups	What have we learnt today?  Ask learners to summarize the main points in the lesson

Week Ending			
Class		Three	
Subject		OUR WORLD OUR PEOPLE	
Reference		Our World Our People curriculum Page	
Learning Indicator(s)		B3.1.1.1.1.	
Performance Indicator		Learners can examine the purpose of God’s creation of human beings	
Strand		ALL ABOUT US	
Sub strand		Nature of God	
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 talk about ways of caring for the environment: tree planting, proper disposal of waste, legal mining, clean-up exercises, avoiding environmental pollution, etc. Learners draw and colour some of the creations of God in the environment  Assessment: Let learners mention ways of caring for the environment	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	Group learners to discuss the usefulness of plants and animals to human beings using pictures, models (use videos where available). With pictures, learners identify uses of plants and animals.  Guide learners to perform series of activities to consolidate learning e.g. draw and colour food plants and domestic animals  Learners talk about ways of caring for the environment: tree planting, proper disposal of	What have we learnt today?  Ask learners to summarize the main points in the lesson

		<p>waste, legal mining, clean-up exercises, avoiding environmental pollution, etc.</p> <p>Learners organise and do clean-up exercises in the school environment.</p> <p>Learners, in groups, to do a project on clearing a rubbish dump, planting trees, checking erosion, clearing choked gutters, etc.</p> <p>Assessment: Let learners explain the usefulness of plants and animals to human beings</p>	
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Week Ending			
Class		Three	
Subject		PHYSICAL EDUCATION	
Reference		PE curriculum Page	
Learning Indicator(s)		B3.1.1.1.2	
Performance Indicator		Learners can Jump continuously forward and backward over a turning rope	
Strand		MOTOR SKILL AND MOVEMENT PATTERNS	
Sub strand		LOCOMOTOR 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 find free space and skip 10 times always landing on the balls of both feet. Learners find free space and skip 5 times on one foot always landing on the balls of the same foot. Alternate feet. With a jump rope, each learner skips 5 times always landing on the balls of the same foot. Alternate feet. With a jump rope, each learner skips 10 times always landing on the balls of both feet. In groups of three, two holding each end of the rope, a learner jumps continuously a forward-turning rope 10 times after which they change roles. In groups of three, two holding each end of the rope, a learner jumps continuously a backward-turning rope 10 time after which they change roles. In groups of three a learner jumps continuously, a forward and backward-turning rope 10 times. Alternate roles. End lesson with cool down activities.	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. 1.1.1.1:	
Performance Indicator		Learners can narrate the creation stories of the three main religions of Ghana.	
Strand		God, His Creation and Attributes	
Sub strand		God the Creator	
Teaching/ Learning Resources		Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. Communication and Collaboration			
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, let learners narrate the creation story of each religion  As project work, let learners create things from corn husk and cob, palm fronds, clay, pebbles, etc.  Assessment: let learners narrate the creation stories of the three main religions of Ghana.	What have we learnt today?  As project work, let learners create things from corn husk and cob, palm fronds, clay, pebbles, etc.

<b>Learning Indicator (s) (Ref. No.)</b>		B3.1.2.1.2 Produce own rhyming words B3.1.3.1.1. Explore poems and note the words and discuss what the poem is about B3.1.4.1.1. Mention some of the key words in a story.	
<b>Performance Indicators</b>		<ul style="list-style-type: none"><li>• Learners should produce own rhyming words</li><li>• Learners should explore poems and note the words and discuss what the poem is about</li><li>• Learners should mention some of the key words in a story.</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			
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>• Let learners sing a popular work song they know.</li><li>• Write your own rhyme and read it to the learners.</li><li>• Lead learners to read the rhyme in turns.</li><li>• Discuss the skills involved in writing a rhyme with learners.</li><li>• Encourage learners to produce their own rhyming words.</li></ul> <p>Assessment: let learners write own rhyming words</p>	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>• Explore poems to learners.</li><li>• As you read the poem, allow them to note words in the poem.</li><li>• Let learners explore poems and take note of the words.</li><li>• Lead learners to explore the poem with gestures.</li><li>• Let learners tell what the poem is about</li></ul>	What have we learnt today?  Review the lesson with learners

		Assessment: let learners describe what the poem is about	
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Revise occupational songs with learners.</li> <li>• Tell/show an interesting story.</li> <li>• Discuss the story with learners.</li> <li>• Help learners to mention some of the key words in the story.</li> </ul> <p>Assessment: let learners mention some of the key words in a story.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>



**TERM ONE  
BASIC THREE  
WEEK 3**

LESSON PLAN

# WEEKLY LESSON PLAN- WEEK THREE

## BASIC THREE

Name of School.....

Week Ending			
Class		Three	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B3.1.2.1.1      B3.2.3.1.1      B3.4.3.1.1.      B3.5.2.1.1. B3.6.1.1.1	
Performance Indicator		A. Learners can compose short rhymes and tongue-twisters and recite them B. Learners can use common rhyming/endings words for decoding of words C. Learners can use letter-sound relationships to represent most letters in words correctly D. Learners can use full stops in initials and abbreviations 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 LANGUAGE • Revise some previously taught rhymes. • Present the new rhymes and perform them as learners listen and observe. • Read through the lines meaningfully with learners. • Let learners read through the lines in groups and individually on their own.	What have we learnt today?  Ask learners to summarize the main points in the lesson

		<ul style="list-style-type: none"> <li>• Focus on rhyming words by helping learners to identify them.</li> <li>• Put learners in convenient groups. Assign them a rhyme and task them to compose a parallel one.</li> <li>• Have groups recite their rhymes with the class.</li> </ul> <p>Assessment: let learners compose short rhymes and tongue-twisters and recite them</p>	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p><b>B. READING</b></p> <ul style="list-style-type: none"> <li>• Introduce learners to simple word formation by changing the beginning letter. e.g. pin, sin, fin</li> <li>• Have learners build on these rhyming endings and read out the words to their group members.</li> <li>• Have learners form sentences with these rhyming words.</li> </ul> <p>Assessment: let learners form sentences with these rhyming 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><b>C. WRITING</b></p> <ul style="list-style-type: none"> <li>• Let learners play the alphabet sound game.</li> <li>• Dictate words and simple sentences for learners to write</li> </ul> <p>Assessment: let learners use letter-sound relationships to represent most letters in words correctly</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><b>D. WRITING CONVENTIONS AND GRAMMAR USAGE</b></p> <ul style="list-style-type: none"> <li>• Revise the use of the full stop (.).</li> <li>• Provide a short passage of about four sentences.</li> <li>• Pair learners place a full stop at the end of each sentence.</li> <li>• Introduce full stops in initials and abbreviations.</li> </ul> <p>e.g. Mr. Badu - Mister Badu,</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>A. O. Boateng – Adom Opoku Boateng</p> <ul style="list-style-type: none"> <li>• Provide opportunities for learners to practise using full stops in initials of their names, and abbreviations.</li> </ul> <p>Assessment: let learners use full stops in initials and abbreviations</p>	
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.EXTENSIVE READING</p> <p>Use the Author’s chair to introduce the reading/ library time.</p> <ul style="list-style-type: none"> <li>• Using the Author’s chair, introduce the reading/library time.</li> <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>

Week Ending																							
Class		Three																					
Subject		MATHEMATICS																					
Reference		Mathematics curriculum Page																					
Learning Indicator(s)		B3.1.1.1.2																					
Performance Indicator		Learners can identify numbers in different positions around a given number in a number chart																					
Strand		NUMBER																					
Sub strand		Counting, Representation, Cardinality & Ordinality																					
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	Display a number chart with numbers between 0 and 10,000 and have learners identify numbers in different positions around a given number. Put learners in convenient groups and give each group a number grid and have them identify numbers in different positions around a chosen number. For example, choose 34 and identify numbers above, below, to the right or to the left etc. <table border="1"><tr><td>1204</td><td>1204</td><td>1204</td><td>1204</td></tr><tr><td>253</td><td>253</td><td>253</td><td>253</td></tr><tr><td>4615</td><td>4615</td><td>4615</td><td>4615</td></tr><tr><td>6320</td><td>6320</td><td>6320</td><td>6320</td></tr><tr><td>910</td><td>910</td><td>910</td><td>910</td></tr></table>  Assessment: have learners to practice with more examples	1204	1204	1204	1204	253	253	253	253	4615	4615	4615	4615	6320	6320	6320	6320	910	910	910	910	Review the lesson with Learners
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	<p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p>	<p>example, choose 34 and identify numbers above, below, to the right or to the left etc.</p> <table border="1"> <tr><td>1204</td><td>1204</td><td>1204</td><td>1204</td></tr> <tr><td>253</td><td>253</td><td>253</td><td>253</td></tr> <tr><td>4615</td><td>4615</td><td>4615</td><td>4615</td></tr> <tr><td>6320</td><td>6320</td><td>6320</td><td>6320</td></tr> <tr><td>910</td><td>910</td><td>910</td><td>910</td></tr> </table> <p>Assessment: have learners to practice with more examples</p>	1204	1204	1204	1204	253	253	253	253	4615	4615	4615	4615	6320	6320	6320	6320	910	910	910	910	
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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>Display a number chart with numbers between 0 and 10,000 and have learners identify numbers in different positions around a given number. Put learners in convenient groups and give each group a number grid and have them identify numbers in different positions around a chosen number. For example, choose 34 and identify numbers above, below, to the right or to the left etc.</p> <table border="1"> <tr><td>1204</td><td>1204</td><td>1204</td><td>1204</td></tr> <tr><td>253</td><td>253</td><td>253</td><td>253</td></tr> <tr><td>4615</td><td>4615</td><td>4615</td><td>4615</td></tr> <tr><td>6320</td><td>6320</td><td>6320</td><td>6320</td></tr> <tr><td>910</td><td>910</td><td>910</td><td>910</td></tr> </table> <p>Assessment: have learners to practice with more examples</p>	1204	1204	1204	1204	253	253	253	253	4615	4615	4615	4615	6320	6320	6320	6320	910	910	910	910	Review the lesson with Learners
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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>Display a number chart with numbers between 0 and 10,000 and have learners identify numbers in different positions around a given number. Put learners in convenient groups and give each group a number grid and have them identify numbers in different positions around a chosen number. For example, choose 34 and identify numbers above, below, to the right or to the left etc.</p> <table border="1"> <tr> <td>1204</td><td>1204</td><td>1204</td><td>1204</td></tr> <tr> <td>253</td><td>253</td><td>253</td><td>253</td></tr> <tr> <td>4615</td><td>4615</td><td>4615</td><td>4615</td></tr> <tr> <td>6320</td><td>6320</td><td>6320</td><td>6320</td></tr> <tr> <td>910</td><td>910</td><td>910</td><td>910</td></tr> </table> <p>Assessment: have learners to practice with more examples</p>	1204	1204	1204	1204	253	253	253	253	4615	4615	4615	4615	6320	6320	6320	6320	910	910	910	910	Review the lesson with Learners
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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>		B3.1.2.1.2	
<b>Performance Indicator</b>		Learners can demonstrate an understanding that an object is made of one or more materials	
<b>Strand</b>		DIVERSITY OF MATTER	
<b>Sub strand</b>		MATERIALS	
<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>
Monday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"><li>• Display objects such as computer, football, clothes, mobile phone, pencils etc.</li><li>• Provide materials such as glass, plastics, wood, metals etc.</li><li>• Assist learners to identify that an object such as computer is made up of materials such as plastics, glass and metals.</li><li>• Engage learners to give examples of objects and the materials used to make them.</li><li>• Do more activities with learners to build the concepts of objects and materials.</li></ul> <p>Assessment: let learners give examples of objects and the materials used to make them</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>
Thursday	Engage learners to sing songs and recite	<ul style="list-style-type: none"><li>• Display objects such as computer, football, clothes, mobile phone, pencils etc.</li><li>• Provide materials such as glass, plastics, wood, metals etc.</li></ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>



	familiar rhymes	<ul style="list-style-type: none"> <li>• Assist learners to identify that an object such as computer is made up of materials such as plastics, glass and metals.</li> <li>• Engage learners to give examples of objects and the materials used to make them.</li> <li>• Do more activities with learners to build the concepts of objects and materials.</li> </ul> <p>Assessment: let learners give examples of objects and the materials used to make them</p>	<p>task learners to find out some different cyclic events from their homes</p> <p>This should include day and night, wet and dry seasons, going to school, Independence Day celebrations, cultivation of crops [e.g. maize] and others).</p>
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Week Ending			
Class		Three	
Subject		CREATIVE ARTS	
Reference		Creative Arts curriculum	
Learning Indicator(s)		B3 1.2.2.1	
Performance Indicator		Learners can plan own artworks that represent visual artworks produced or found in other communities in Africa, by making decisions on the tools, materials and methods the visual artists used to create artworks that reflect the people, their history and their way of life 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:  ☐ examine the history and culture of the people from other countries in Africa(beliefs, customs, religion, festivals, rites of passage, chieftaincy, symbols of authority) as a guide;  ☐ talk about artworks produced/performed in Africa (e.g. masks, beads sculptures, paintings, pottery wares, woven baskets and leather products);  ☐ identify and experiment with the tools, materials and methods of production the artists use   Assessment: let learners write plan to make own artworks that represent visual artworks produced or found in other communities in Africa, by making decisions on the tools, materials and methods the visual artists used to create artworks that reflect the people, their history and their way of life in those areas in Africa	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	<p>Learners are to: organise and develop ideas by sketching own creative ideas and concepts to make own visual artworks such as painting; collage; mosaic; montage, prints, patterns, letter collé, greeting cards, posters, cast, carved and modelled works, knitted, stitched, constructed, quilled (origami) and assembled stables, etc.</p> <p>Assessment: let learners write plan to make own artworks that represent visual artworks produced or found in other communities in Africa, by making decisions on the tools, materials and methods the visual artists used to create artworks that reflect the people, their history and their way of life in those areas in Africa</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>		B3.2.1.1.1	
<b>Performance Indicator</b>		Learners can discuss the origins of the major ethnic groups in Ghana.	
<b>Strand</b>		My Country Ghana	
<b>Sub strand</b>		The People of 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>
Tuesday	Engage learners to sing songs and recite familiar rhymes  Where did the major ethnic groups originate?	Compose a song with names of the major ethnic groups and where they originated (In the special schools, resource persons should assist the hearing impaired to sing).  Assessment: let learners mention the names of the major ethnic groups and where they originated	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  Where did the major ethnic groups originate?	Compose a song with names of the major ethnic groups and where they originated (In the special schools, resource persons should assist the hearing impaired to sing).  Assessment: let learners mention the names of the major ethnic groups and where they originated	What have we learnt today?  Ask learners to summarize the main points in the lesson

<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>		B3.1.2.1.1.	
<b>Performance Indicator</b>		Learners can explain ways of promoting personal hygiene and safety as a responsible citizen	
<b>Strand</b>		ALL ABOUT US	
<b>Sub strand</b>		Myself	
<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 talk about things they need to promote personal hygiene: water, soap, tooth brush and tooth paste, nail cutter, etc. Learners talk about things they do to show personal hygiene, through think-pair-share, e.g. bathing twice a day, brushing of the teeth, at least twice daily, washing of clothes regularly, washing of hands regularly, etc.  Assessment: Let learners explain ways of promoting personal hygiene and safety as a responsible citizen	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 draw items used in keeping our bodies clean. Learners sing and tell stories about the importance of keeping personal hygiene  Assessment: Let learners mention the importance of keeping personal hygiene	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. 1.1.1.3:	
Performance Indicator		Learners can jump continuously a self forward turning rope in a circle (skipping with rope).	
Strand		MOTOR SKILL AND MOVEMENT PATTERNS	
Sub strand		LOCOMOTOR 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	Take learners through 5 minutes jogging to warm the body up. Guide learners to pick their skipping ropes and find self-space. Hold the handle of the skipping rope side by side with the two hands with the middle of the rope on the ground or slightly above. Hop over it and swing the rope clockwise to turn round the body in circle as they continue series of step-hops starting with double take-off. Advance should progress to single step-hops and change clockwise rope movement to anti-clockwise. Allow learners to progress at their own pace. Give corrective feedback for skill improvement. End the lesson with cool down activities.	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. 1.1.1.1:	
Performance Indicator		Learners can narrate the creation stories of the three main religions of Ghana.	
Strand		God, His Creation and Attributes	
Sub strand		God the Creator	
Teaching/ Learning Resources		Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. Communication and Collaboration			
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	Through group activities, let learners talk about things they can also create out of God’s creation  Assessment: let learners mention things they can also create out of God’s creation	What have we learnt today?  Ask learners to summarize the main points in the lesson

<b>Learning Indicator (s) (Ref. No.)</b>		B3.1.4.1.2 Mention issues and morals in a story. B3.1.4.1.3 Dramatise the story. B3.1.5.1.1 Give details of characters and costumes for a drama	
<b>Performance Indicators</b>		<ul style="list-style-type: none"><li>• Learners should mention issues and morals in a story.</li><li>• Learners should dramatise the story.</li><li>• Learners should give details of characters and costumes for a drama</li><li>• Learners should</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			
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>• Let learners sing a song they know.</li><li>• Tell/show an interesting story.</li><li>• Discuss the setting of the story with learners.</li><li>• Help learners to mention issues and morals in the stories</li></ul> Assessment: let learners mention issues and morals in a story	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>• Let learners demonstrate an occasional greeting in pairs.</li><li>• Lead learners to sing a popular traditional song.</li><li>• Tell/play an interesting story.</li><li>• Discuss the story with learners.</li><li>• Assign roles to learners.</li><li>• Direct learners to dramatise the story.</li></ul> Assessment: let learners dramatise the story	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>• Tell or read an interesting story to learners.</li><li>• Discuss the story with learners and assign roles to them.</li></ul>	What have we learnt today?



		<ul style="list-style-type: none"> <li>• Direct learners to role play the story.</li> <li>• Lead learners to discuss details of characters and costumes for the drama.</li> </ul> <p>Assessment: let learners give details of characters and costumes for a drama</p>	Review the lesson with learners
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**TERM ONE**  
**BASIC THREE**  
**WEEK 4**

LESSON PLAN

# WEEKLY LESSON PLAN- WEEK FOUR

## BASIC THREE

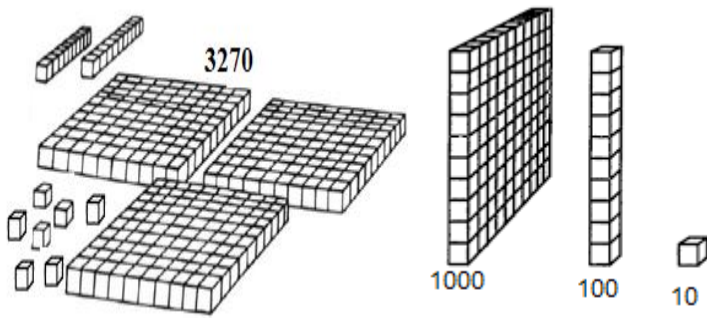
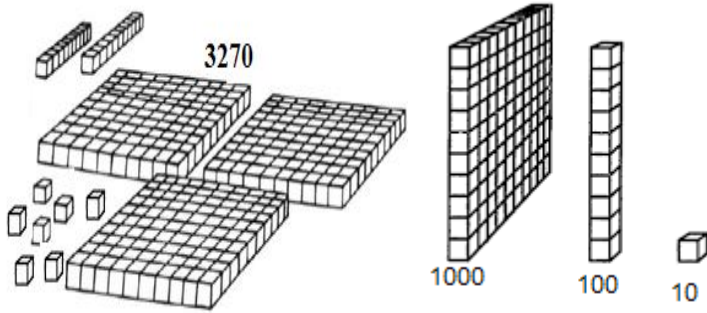
Name of School.....

Week Ending			
Class		Three	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B3.1.4.1.1.      B3.2.3.1.1.      B3.4.3.1.1.      B3.5.2.1.1. B3.6.1.1.1	
Performance Indicator		A. Learners can respond to and ask questions based on stories heard B. Learners can use common rhyming/endings words for decoding of words C. Learners can use letter-sound relationships to represent most letters in words correctly D. Learners can use full stops in initials and abbreviations 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 LANGUAGE • Select a suitable story to tell or read to the class. e.g. Ananse and the family. • Let learners tell their favourite parts of the story.	What have we learnt today?  Ask learners to summarize the main points in the lesson

		<ul style="list-style-type: none"> <li>• Have learners respond to the story by asking and answering relevant questions to enhance comprehension.</li> </ul> <p>Assessment: let learners respond to questions based on stories heard</p>	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p><b>B. READING</b></p> <ul style="list-style-type: none"> <li>• Introduce learners to simple word formation by changing the beginning letter. e.g. pin, sin, fin</li> <li>• Have learners build on these rhyming endings and read out the words to their group members.</li> </ul> <p>Assessment: let learners form sentences with these rhyming 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><b>C. WRITING</b></p> <ul style="list-style-type: none"> <li>• Let learners play the alphabet sound game.</li> <li>• Dictate words and simple sentences for learners to write</li> </ul> <p>Assessment: Dictate words and simple sentences for learners to write</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><b>D. WRITING CONVENTIONS AND GRAMMAR USAGE</b></p> <ul style="list-style-type: none"> <li>• Revise the use of the full stop (.).</li> <li>• Provide a short passage of about four sentences.</li> <li>• Pair learners place a full stop at the end of each sentence.</li> <li>• Introduce full stops in initials and abbreviations. e.g. Mr. Badu - Mister Badu, A. O. Boateng – Adom Opoku Boateng</li> <li>• Provide opportunities for learners to practise using full stops in initials of their names, and abbreviations.</li> </ul> <p>Assessment: let learners use full stops in initials and abbreviations</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><b>E. EXTENSIVE READING</b></p> <p>Use the Author's chair to introduce the reading/ library time.</p>	<p>What have we learnt today?</p>

		<ul style="list-style-type: none"> <li>• Using the Author's chair, introduce the reading/library time.</li> <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>	Ask learners to summarize the main points in the lesson
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Week Ending			
Class		Three	
Subject		MATHEMATICS	
Reference		Mathematics curriculum Page	
Learning Indicator(s)		B3.1.1.1.3	
Performance Indicator		Learners can describe numbers and the relationship between numbers from 0 to 10,000 in equivalent ways using the place value concept	
Strand		NUMBER	
Sub strand		Counting, Representation, Cardinality & Ordinality	
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	Demonstrate a conceptual understanding of place value of whole numbers between 100 and 10,000 by: - explaining and showing - with bundles of hundreds, tens and ones - the meaning of each digit in a given 3-digit number (when the three digits are different, as well as when two or more of the digits are the same) and representing the number in a hundreds frame - explaining why the value of a digit depends upon its placement within a numeral.  using other possible representations of place value which include manipulatives such as threaded 100s, 10s, and loose bottle caps; and multi-base ten material (units, flats and squares)  Ask pupils to model number quantities up to 10,000 using square grid paper or multi-base materials. For instance, with multi-base block, a cube = 1 unit; a rod = 10; a flat = 100 and a block = 1000; learners model 327 with the appropriate materials	Review the lesson with Learners

		 <p>Assessment: have learners to practice with more examples</p>	
Tuesday	<p>Sing songs like:</p> <p>I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>Demonstrate a conceptual understanding of place value of whole numbers between 100 and 10,000 by:</p> <ul style="list-style-type: none"> <li>- explaining and showing - with bundles of hundreds, tens and ones - the meaning of each digit in a given 3-digit number (when the three digits are different, as well as when two or more of the digits are the same) and representing the number in a hundreds frame</li> <li>- explaining why the value of a digit depends upon its placement within a numeral.</li> </ul> <p>using other possible representations of place value which include manipulatives such as threaded 100s, 10s, and loose bottle caps; and multi-base ten material (units, flats and squares)</p> <p>Ask pupils to model number quantities up to 10,000 using square grid paper or multi-base materials. For instance, with multi-base block, a cube = 1 unit; a rod = 10; a flat = 100 and a block = 1000; learners model 327 with the appropriate materials</p>  <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners

Wednesday	Sing songs like: I'm counting one, what is one.	Decompose numbers up to 1000 into 100s, 10s, and 1s expressions (e.g.: $5000 = 1000 + 1000 + 1000 + 1000 + 1000$ or $4036 = 4000 + 30 + 6$ ; etc.)  Assessment: have learners to practice with more examples	Review the lesson with Learners
Thursday	Sing songs like:  I'm counting one, what is one 1	Decompose numbers up to 1000 into 100s, 10s, and 1s expressions (e.g.: $5000 = 1000 + 1000 + 1000 + 1000 + 1000$ or $4036 = 4000 + 30 + 6$ ; etc.)  Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like:  I'm counting one, what is one	Decompose numbers up to 1000 into 100s, 10s, and 1s expressions (e.g.: $5000 = 1000 + 1000 + 1000 + 1000 + 1000$ or $4036 = 4000 + 30 + 6$ ; etc.)  Assessment: have learners to practice with more examples	Review the lesson with Learners



<b>Week Ending</b>			
<b>Class</b>		Three	
<b>Subject</b>		SCIENCE	
<b>Reference</b>		Science curriculum Page	
<b>Learning Indicator(s)</b>		B3.2.1.1.1	
<b>Performance Indicator</b>		Learners can describe some cyclic events like day and night, wet and dry seasons and their intervals/periods	
<b>Strand</b>		DIVERSITY OF MATTER	
<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>
Monday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"><li>• Learners mention the importance of some cyclic events.</li><li>• Guide learners to identify some activities associated with each event.</li></ul> <p>Assessment: let learners describe some cyclic events like day and night and their intervals/periods</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners draw any of the cycles e.g. day and night, wet and dry seasons, etc</p> <p>Assessment: let learners describe some cyclic events like, wet and dry seasons and their intervals/periods</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		CREATIVE ARTS	
Reference		Creative Arts curriculum	
Learning Indicator(s)		B3 2.2.2.1	
Performance Indicator		Learners can plan own artworks that represent performing artworks produced or performed in other communities in Africa, by making decisions on the instruments, resources and techniques used by the performing artists for creating artworks that reflect the people, their history and their culture in those areas of Africa	
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 are to: ☐ organise and develop concepts from memory to come out with own creative ideas to compose own music, dance and drama based on knowledge and understanding of the: ☐ talk about the history and culture (e.g. beliefs, customs, religion, festivals, rites of passage, chieftaincy, symbols of authority, politics) of people from other parts of Africa; ☐ experiment with compositions produced/performed in other parts of Africa (Dances: Indlamu of South Africa, Moribayasa of Guinea, Eskista of Ethiopia, Atilogwu of Nigeria, Aduma of Kenya; Music: Afrobeat of Nigeria, Highlife of Ghana);	What have we learnt today?  Ask learners to summarize the main points in the lesson

		Assessment: let learners write plan to make own artworks that represent performing artworks produced or performed in other communities in Africa, by making decisions on the instruments, resources and techniques used by the performing artists for creating artworks that reflect the people, their history and their culture in those areas of Africa	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <ul style="list-style-type: none"> <li>☐ organise and develop concepts from memory to come out with own creative ideas to compose own music, dance and drama based on knowledge and understanding of the:</li> <li>☐ talk about the history and culture (e.g. beliefs, customs, religion, festivals, rites of passage, chieftaincy, symbols of authority, politics) of people from other parts of Africa;</li> <li>☐ experiment with compositions produced/performed in other parts of Africa (Dances: Indlamu of South Africa, Moribayasa of Guinea, Eskista of Ethiopia, Atilogwu of Nigeria, Aduma of Kenya; Music: Afrobeat of Nigeria, Highlife of Ghana);</li> </ul> <p>Assessment: let learners write plan to make own artworks that represent performing artworks produced or performed in other communities in Africa, by making decisions on the instruments, resources and techniques used by the performing artists for creating artworks that reflect the people, their history and their culture in those areas of Africa</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		HISTORY	
Reference		History curriculum Page	
Learning Indicator(s)		B3.2.1.1.1	
Performance Indicator		Learners can discuss the origins of the major ethnic groups in Ghana.	
Strand		My Country Ghana	
Sub strand		The People of 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)
Tuesday	Engage learners to sing songs and recite familiar rhymes  Why did they move to their present locations?	Draw a map to locate the migratory routes of the ethnic groups. (This can also be done on a manila card.)  Assessment: let learners draw a map to locate the migratory routes of the ethnic groups on a manila card	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  Why did they move to their present locations?	Draw a map to locate the migratory routes of the ethnic groups. (This can also be done on a manila card.)  Assessment: let learners draw a map to locate the migratory routes of the ethnic groups on a manila card	What have we learnt today?  Ask learners to summarize the main points in the lesson

Week Ending			
Class		Three	
Subject		OUR WORLD OUR PEOPLE	
Reference		Our World Our People curriculum Page	
Learning Indicator(s)		B3.1.3.1. 1.	
Performance Indicator		Learners can explain factors that promote good relationships at home, school and community	
Strand		ALL ABOUT US	
Sub strand		My Family and the Community	
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 talk about good relationship. In groups, guide learners to talk about things that promote good relationship, e.g. comportment, respect, love, obedience, humility, friendliness, honesty.  Learners role play behaviours that show good relations  Assessment: Let learners explain factors that promote good relationships at home, school and community	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	In groups, learners talk about the need to promote good relationship e.g. it promotes, peace, unity, development, friendliness  Assessment: Let learners explain the need to promote good relationship	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)		B3.1.1.1.4:	
Performance Indicator		Learners can demonstrate the difference between a jog and a run, a hop and a jump, and a gallop and a slide.	
Strand		MOTOR SKILL AND MOVEMENT PATTERNS	
Sub strand		LOCOMOTOR 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	Learner demonstrate jogging and running and compare their similarities and differences. Do same for other hop and jump as well as gallop and slide. Demonstrate to confirm the similarities and differences.	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)		B3.1.2.1.1	
Performance Indicator		Learners can demonstrate ways to care for the environment.	
Strand		God, His Creation and Attributes	
Sub strand		The Environment	
Teaching/ Learning Resources		Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. Communication and Collaboration			
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	Use questions and answers for learners to explain the environment.  • Using Think-Pair-Share, let learners talk about ways of caring for the environment through: tree planting, proper disposal of waste, legal mining, clean-up exercises, avoiding environmental pollution, etc.  Assessment: let learners mention ways to care for the environment	What have we learnt today?  Ask learners to summarize the main points in the lesson

<b>Learning Indicator (s) (Ref. No.)</b>		B3.2.3.1.1 Recognise and separate syllables B3.2.3.1.2 Add individual sounds in simple one-syllable words to make up new words	
<b>Performance Indicators</b>		<ul style="list-style-type: none"><li>Learners should recognise and separate syllables</li><li>Learners should add individual sounds in simple one-syllable words to make up new words</li></ul>	
Week Ending			
<b>Reference</b>		Ghanaian Language curriculum	
<b>Subject</b>		<b>GHANAIAIAN 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 say the letters of the alphabet as a group.</li><li>Call learners to say the letters of the alphabet in turns.</li><li>Practice syllable recognition and separation with learners on the board.</li><li>Allow learners to apply the knowledge to recognise and separate syllables in words</li></ul> <p>Assessment: let learners identify and separate syllables in words</p>	What have we learnt today?   



	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Lead learners to say the letters of the alphabet as a group.</li> <li>• Call learners to say the letters of the alphabet in turns.</li> <li>• Practice adding individual sounds to one syllabic words.</li> <li>• Encourage learners to add sounds to one-syllabic words to form new words on their own. E.g. /ba/ + /g/ = bag /ba/ + /t/ = bat</li> </ul> <p>Assessment: let learners add individual sounds in simple one-syllable words to make up new words</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
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**TERM ONE**  
**BASIC THREE**  
**WEEK 5**

LESSON PLAN

WEEKLY LESSON PLAN- WEEK FIVE

BASIC THREE

<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>		B3.1.5.1.1.      B3.2.4.1.1      B3.4.4.1.1.      B3.5.4.1.1. B3.6.1.1.1	
<b>Performance Indicator</b>		A. Learners can dramatise and role-play stories heard and read B. Learners can use diphthongs to build words C. Learners can make a list of objects found in the environment D. Learners can identify the present continuous form of action words in spoken and written communication 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 LANGUAGE • Let learners mention titles of stories they have heard or read, e.g. The Magic Pot. • Let learners identify some characters in the stories mentioned. • Let learners dramatise or role-play stories they have heard, read or created, with appropriate characters. • Discuss stories dramatised or role-played. .	What have we learnt today?  Ask learners to summarize the main points in the lesson

		Assessment: let learners dramatise and role-play stories heard and read	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B. READING</p> <ul style="list-style-type: none"> <li>• Revise digraphs and have learners identify them in words.</li> <li>• Introduce diphthongs in context. e.g. ou-out, loud, cloud</li> <li>• Through think-pair-share, let learners generate diphthongs and build words with them.</li> </ul> <p>Assessment: let learners use diphthongs to build 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> <ul style="list-style-type: none"> <li>• Lead the class to make a list of objects found in a given thematic area. e.g. The Bus Stop.</li> <li>• Let groups and pairs make similar lists from self-chosen or given areas. They may use invented spelling initially.</li> <li>• Guide learners to edit and self-correct the errors before presenting their work to the class. They may use children's pictures, dictionaries and other sources.</li> </ul> <p>Assessment: let learners</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>Through demonstration, assist learners to use the continuous form of the action words such as running, eating and sitting. 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 make a list of objects found in the environment</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>Use the Author's chair to introduce the reading/library time.</p> <ul style="list-style-type: none"> <li>• Using the Author's chair, introduce the reading/library time.</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</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>	
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Week Ending													
Class		Three											
Subject		MATHEMATICS											
Reference		Mathematics curriculum Page											
Learning Indicator(s)		B3.1.1.1.3											
Performance Indicator		Learners can describe numbers and the relationship between numbers from 0 to 10,000 in equivalent ways using the place value concept											
Strand		NUMBER											
Sub strand		Counting, Representation, Cardinality & Ordinality											
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	Explain why the value of a digit depends upon its placement within a numeral.  Hundreds frame <table><tr><td>Ten Thousand</td><td>Thousand</td><td>Hundreds</td><td>Tens</td><td>Ones</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>  Read a given number up to 1000 by indicating the value of each digit (i.e., reading 435 as four hundred and thirty-five and not four three five  Assessment: have learners to practice with more examples	Ten Thousand	Thousand	Hundreds	Tens	Ones						Review the lesson with Learners
Ten Thousand	Thousand	Hundreds	Tens	Ones									
Tuesday	Sing songs like:  I'm counting one, what is one	Explain why the value of a digit depends upon its placement within a numeral.	Review the lesson with Learners										

	<p>1 - One is one alone, alone it shall be.</p>	<p>Hundreds frame</p> <table><tr><td>Ten Thousand</td><td>Thousand</td><td>Hundreds</td><td>Tens</td><td>Ones</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table> <p>Read a given number up to 1000 by indicating the value of each digit (i.e., reading 435 as four hundred and thirty-five and not four three five</p> <p>Assessment: have learners to practice with more examples</p>	Ten Thousand	Thousand	Hundreds	Tens	Ones						
Ten Thousand	Thousand	Hundreds	Tens	Ones									
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>Explain why the value of a digit depends upon its placement within a numeral.</p> <p>Hundreds frame</p> <table><tr><td>Ten Thousand</td><td>Thousand</td><td>Hundreds</td><td>Tens</td><td>Ones</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table> <p>Read a given number up to 1000 by indicating the value of each digit (i.e., reading 435 as four hundred and thirty-five and not four three five</p> <p>Assessment: have learners to practice with more examples</p>	Ten Thousand	Thousand	Hundreds	Tens	Ones						<p>Review the lesson with Learners</p>
Ten Thousand	Thousand	Hundreds	Tens	Ones									
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>Explain why the value of a digit depends upon its placement within a numeral.</p> <p>Hundreds frame</p>	<p>Review the lesson with Learners</p>										

		<table><tr><td>Ten Thousand</td><td>Thousand</td><td>Hundreds</td><td>Tens</td><td>Ones</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table> <p>Read a given number up to 1000 by indicating the value of each digit (i.e., reading 435 as four hundred and thirty-five and not four three five</p> <p>Assessment: have learners to practice with more examples</p>	Ten Thousand	Thousand	Hundreds	Tens	Ones						
Ten Thousand	Thousand	Hundreds	Tens	Ones									
Friday	<p>Sing songs like:</p> <p>I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>Explain why the value of a digit depends upon its placement within a numeral.</p> <p>Hundreds frame</p> <table><tr><td>Ten Thousand</td><td>Thousand</td><td>Hundreds</td><td>Tens</td><td>Ones</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table> <p>Read a given number up to 1000 by indicating the value of each digit (i.e., reading 435 as four hundred and thirty-five and not four three five</p> <p>Assessment: have learners to practice with more examples</p>	Ten Thousand	Thousand	Hundreds	Tens	Ones						<p>Review the lesson with Learners</p>
Ten Thousand	Thousand	Hundreds	Tens	Ones									



Week Ending			
Class		Three	
Subject		SCIENCE	
Reference		Science curriculum Page	
Learning Indicator(s)		B3.2.1.2.1	
Performance Indicator		Learners can know the importance of the sun to the earth	
Strand		CYCLES	
Sub strand		EARTH SCIENCE	
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	<ul style="list-style-type: none"><li>• Begin by discussing with learners the role of the sun and its importance to life on earth.</li><li>• Ask the following questions: (a) what is the sun? (b) What are some of the ways through which the earth benefits from the sun?</li><li>• Learners perform outdoor activities to illustrate the importance of the sun.</li></ul> <p>Assessment: let learners mention the importance of the sun to the earth</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"><li>• Guide learners to know other major uses of the sun to the earth.</li><li>• Learners outline everyday uses of the sun.</li><li>• Evaluate the lesson by asking learners to draw a picture showing one benefit of the sun to life on earth (drying of clothes).</li></ul> <p>Assessment: let learners draw a picture showing one benefit of the sun to life on earth (drying of clothes).</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		CREATIVE ARTS	
Reference		Creative Arts curriculum	
Learning Indicator(s)		B3 1.2.3.1	
Performance Indicator		Learners can create own functional visual artworks by skilfully using available visual arts tools, material and methods to express own views of visual artworks that reflect the history and culture of people in other African communities	
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:  ☐ Create own artworks based on the history and culture of the people from other countries in Africa (e.g. beliefs, customs, religion, festivals, rites of passage);  Assessment: let learners create own functional visual artworks by skilfully using available visual arts tools, material and methods to express own views of visual artworks that reflect the history and culture of people in other African communities	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: Create own artworks based on what is produced in other countries in Africa (e.g. masks, sculptures, paintings, pottery wares, woven, printed and dyed fabrics; leather products; beads).	What have we learnt today?  Ask learners to summarize the main points in the lesson

		Assessment: let learners create own functional visual artworks by skilfully using available visual arts tools, material and methods to express own views of visual artworks that reflect the history and culture of people in other African communities	
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Week Ending			
Class		Three	
Subject		HISTORY	
Reference		History curriculum Page	
Learning Indicator(s)		B3.2.1.1.1	
Performance Indicator		Learners can discuss the origins of the major ethnic groups in Ghana.	
Strand		My Country Ghana	
Sub strand		The People of 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)
Tuesday	Engage learners to sing songs and recite familiar rhymes  Why did they move to their present locations?	Develop a timeline of the periods each ethnic group arrived in Ghana.  Assessment: let learners develop a timeline of the periods each ethnic group arrived in 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  Why did they move to their present locations?	Develop a timeline of the periods each ethnic group arrived in Ghana.  Assessment: let learners develop a timeline of the periods each ethnic group arrived in Ghana	What have we learnt today?  Ask learners to summarize the main points in the lesson

Week Ending			
Class		Three	
Subject		OUR WORLD OUR PEOPLE	
Reference		Our World Our People curriculum Page	
Learning Indicator(s)		B3.1.4.1. 1.	
Performance Indicator		Learners can sketch a map of the neighbourhood showing major home, major routes and other important locations	
Strand		ALL ABOUT US	
Sub strand		Home and School	
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 discuss location of their homes and other important places in their neighbourhood.  Learners draw/sketch a map of their neighbourhood showing their home and other important places in the community e.g. the chief’s palace, post office, the market, police station  Assessment: Let learners sketch a map of the neighbourhood showing major home, major routes and other important locations	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 write simple sentences giving direction to their home and important places in the community  Assessment: Let learners write simple sentences giving direction to their home and important places in the community	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)		B3.1.2.1.1	
Performance Indicator		Learners can roll a ball from stationary forward and back, using sticks.	
Strand		MOTOR SKILL AND MOVEMENT PATTERNS	
Sub strand		MANIPULATIVE 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	After warm ups, learners roll ball with sticks from stationary to a demarcated point and back to the starting point. Supervise their practice and give them feedback. Learners end lesson with cool down activities.	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)		B3.1.2.1.1:	
Performance Indicator		Learners can demonstrate ways to care for the environment.	
Strand		God, His Creation and Attributes	
Sub strand		The Environment	
Teaching/ Learning Resources		Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. Communication and Collaboration			
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 organise and do clean-up exercises in the school environment  Assessment: let learners draw and colour activities of caring for the environment	What have we learnt today?  Ask learners to summarize the main points in the lesson

<b>Learning Indicator (s) (Ref. No.)</b>		B3.2.3.1.3 Substitute one sound in two-syllable words to make up new words. B3.2.4.1.1 Use alphabetic awareness to decode words.	
<b>Performance Indicators</b>		<ul style="list-style-type: none"><li>Learners should substitute one sound in two-syllable words to make up new words.</li><li>Learners should use alphabetic awareness to decode words.</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			
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>Call learners to say the letters of the alphabet in turns.</li><li>Demonstrate adding one sound to two-syllabic words to form new words on the board.</li><li>Let learners apply the knowledge to substitute one sound in two-syllable words to make up new words. E.g. /table/ -/t/ + /c/ = /cable/ /carrot/ - /c/ + /p/ = /parrot/ /toffee/ -/t/ + /c/= /coffee/</li></ul> <p>Assessment: let learners substitute one sound in two-syllable words to make up new words.</p>	What have we learnt today?  <



	familiar rhymes	<ul style="list-style-type: none"> <li>• Practice alphabetic awareness to decode words on the board for learners to observe.</li> <li>• Aid learners to use alphabetic awareness to decode simple words</li> </ul> <p>Assessment: let learners use alphabetic awareness to decode words</p>	Review the lesson with learners
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**TERM ONE**  
**BASIC THREE**  
**WEEK 6**

LESSON PLAN

# WEEKLY LESSON PLAN- WEEK SIX

## BASIC THREE

Name of School.....

Week Ending			
Class		Three	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B3.1.5.1.1      B3.2.4.1.1      B3.4.5.1.1.      B3.5.4.1.1.      B3.6.1.1.1	
Performance Indicator		A. Learners can dramatise and role-play stories heard and read B. Learners can use diphthongs to build words C. Learners can write simple sentences to express personal opinions about favourite characters in texts D. Learners can identify the present continuous form of action words in spoken and written communication 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 LANGUAGE • Let learners mention titles of stories they have heard or read, e.g. The Magic Pot. • Let learners identify some characters in the stories mentioned. • Let learners dramatise or role-play stories they have heard, read or created, with appropriate characters.	What have we learnt today?  Ask learners to summarize the main points in the lesson

		<ul style="list-style-type: none"> <li>• Discuss stories dramatised or role-played.</li> <li>• Let learners comment on stories dramatised or role-played.</li> </ul> <p>Assessment: let learners dramatise and role-play stories heard and read</p>	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p><b>B. READING</b></p> <ul style="list-style-type: none"> <li>• Revise digraphs and have learners identify them in words.</li> <li>• Introduce diphthongs in context. e.g. ou-out, loud, cloud</li> <li>• Through think-pair-share, let learners generate diphthongs and build words with them.</li> </ul> <p>Assessment: let learners use diphthongs to build 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><b>C. WRITING</b></p> <ul style="list-style-type: none"> <li>• Put learners in groups to discuss characters in a story read.</li> <li>• Have learners write simple sentences to express personal opinions on favourite characters.</li> <li>• Let learners exchange their books and do peer editing by checking for: <ul style="list-style-type: none"> <li>i. correct spelling of words,</li> <li>ii. correct writing of capitals,</li> <li>iii. correct writing of small letters,</li> <li>iv. correct spacing of letters and words.</li> </ul> </li> </ul> <p>Assessment: let learners write simple sentences to express personal opinions about favourite characters in texts</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><b>D. WRITING CONVENTIONS AND GRAMMAR USAGE</b></p> <p>Through demonstration, assist learners to use the continuous form of the action words such as running, eating and sitting. 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 identify the present continuous form of action words in spoken and written communication</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>Use the Author's chair to introduce the reading/library time.</p> <ul style="list-style-type: none"> <li>• Using the Author's chair, introduce the reading/library time.</li> <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>

Week Ending			
Class		Three	
Subject		MATHEMATICS	
Reference		Mathematics curriculum Page	
Learning Indicator(s)		B3.1.1.1.4	
Performance Indicator		Learners can compare and order whole numbers up to 10,000 and represent comparisons using the symbols $>$ , $<$ , or $=$ .	
Strand		NUMBER	
Sub strand		Counting, Representation, Cardinality & Ordinality	
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	Demonstrate an understanding of how place value determines the relative size of whole numbers (between 100 and 10,000) by: - describing the relative size of two numbers (i.e., saying whether one number is a little or a lot bigger or smaller than another and justifying the answer) - identifying which of two given numbers is bigger (or smaller), explaining why using place value and representing the relationship using the symbols $<$ and $>$ ;  Assessment: have learners to practice with more examples	Review the lesson with Learners
Tuesday	Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be.	Demonstrate an understanding of how place value determines the relative size of whole numbers (between 100 and 10,000) by: - describing the relative size of two numbers (i.e., saying whether one number is a little or a lot bigger or smaller than another and justifying the answer) - identifying which of two given numbers is bigger (or smaller), explaining why using place value and representing the relationship using the symbols $<$ and $>$ ;	Review the lesson with Learners

		Assessment: have learners to practice with more examples	
Wednesday	<p>Sing songs like:</p> <p>I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>Demonstrate an understanding of how place value determines the relative size of whole numbers (between 100 and 10,000) by:</p> <p>putting a small group of numbers in increasing or decreasing order and justifying the order using a hundreds frame, a number line or place value;</p> <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners
Thursday	<p>Sing songs like:</p> <p>I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>Demonstrate an understanding of how place value determines the relative size of whole numbers (between 100 and 10,000) by:</p> <p>identifying the missing numbers or errors in a section of number line from 100 to 10,000 or in a hundreds chart and justifying the answer using place value</p> <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners
Friday	<p>Sing songs like:</p> <p>I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>Demonstrate an understanding of how place value determines the relative size of whole numbers (between 100 and 10,000) by:</p> <p>solving word problems that involve comparing quantities to 1000 (i.e., Agbo has 230 chickens. Dzifa has 460. What can you say?)</p> <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners

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	<ul style="list-style-type: none"><li>Begin this activity by asking learners to predict whether it is possible for bean and maize seeds to germinate/sprout in water without soil.</li><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 while keeping the cotton wool always wet.</li><li>Guide learners to prepare container B using the same method but with a dry cotton wool</li></ul> <p>Assessment: let learners perform the set-up</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"><li>Learners observe the set-up critically and record whatever they see.</li></ul> <p>Assessment: let learners observe the set-up critically and record whatever they see.</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		CREATIVE ARTS	
Reference		Creative Arts curriculum	
Learning Indicator(s)		B3 2.2.3.1	
Performance Indicator		Learners can create own artworks by skilfully using available instruments, resources and techniques to express own views of performing artworks of other Africa communities that reflect the people, their history and their culture in those areas	
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 are to: ☑ use available instruments, resources and techniques to create own music, dance and drama based on the history and culture of the people from Africa (e.g. their occupation, customs, staple foods, traditions, festivals);  Assessment: let learners create own artworks by skilfully using available instruments, resources and techniques to express own views of performing artworks of other Africa communities that reflect the people, their history and their culture in those areas	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: ☑ create own music, dance and drama based on the concept of performances in Africa using available instruments, resources and techniques	What have we learnt today?

		<p>Assessment: let learners create own artworks by skilfully using available instruments, resources and techniques to express own views of performing artworks of other Africa communities that reflect the people, their history and their culture in those areas</p>	<p>Ask learners to summarize the main points in the lesson</p>
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LESSON PLAN

Week Ending			
Class		Three	
Subject		HISTORY	
Reference		History curriculum Page	
Learning Indicator(s)		B3 2.2.1.1	
Performance Indicator		Learners can discuss the nature of exchanges among the ethnic 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	Identify the forms of exchanges including forms of trade, inter-marriage, conflict and alliances.  Assessment: let learners mention the nature of exchanges among the ethnic 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  What form did the exchanges take?	Identify the forms of exchanges including forms of trade, inter-marriage, conflict and alliances.  Assessment: let learners mention the nature of exchanges among the ethnic groups	What have we learnt today?  Ask learners to summarize the main points in the lesson

<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>		B3.2.1.1. 1.	
<b>Performance Indicator</b>		Learners can explain problems with the use of land and water	
<b>Strand</b>		ALL AROUND US	
<b>Sub strand</b>		The Environment and the Weather	
<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	Through pictures/films of illegal mining sites e.g. Galamsey sites, indiscriminate dumping of refuse, choked gutters, roads with potholes etc. Compare situations in the pictures with what pertains in their area: Learners talk about the problems with the use of land: i. Describe activities taking place on land in your community. (Slash and bush burning, sand winning, quarrying).  Assessment: Let learners explain problems with the use of land	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	Teacher shows pictures of water bodies or conduct a study tour to observe water bodies within their communities. Learners talk about activities taking place around water bodies in their community e.g. fishing, swimming, irrigation, farming, throwing waste in water bodies, defecating in streams  Assessment: Let learners explain problems with the use of water	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 1.2.1.2	
Performance Indicator		Learners can Manipulate an object whiles distributing weight and base of support.	
Strand		MOTOR SKILL AND MOVEMENT PATTERNS	
Sub strand		MANIPULATIVE 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 go through warm ups. Review base of support as the feet, hands, etc. Learners to volley light balls at a spot. Learners should also bounce balls at a spot or with a stick and ball, learners should lean slightly down and use the stick to manipulate the ball at a spot. Learners end the lesson with cool down activities.	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)		B3.1.2.1.1:	
Performance Indicator		Learners can Demonstrate ways to care for the environment.	
Strand		God, His Creation and Attributes	
Sub strand		The Environment	
Teaching/ Learning Resources		Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. Communication and Collaboration			
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	Guide learners in groups to do a project on: clearing a rubbish dump, planting trees, checking erosion, clearing choked gutters, etc. • Let learners present their work in class for appreciation and discussion  Assessment: let learners mention ways to care for the environment	What have we learnt today?  Ask learners to summarize the main points in the lesson

<b>Learning Indicator (s) (Ref. No.)</b>		B3.2.4.1.2 Use alphabetic awareness to decode compound words B3.2.2.1.3 Read simple short sentences that include compound word	
<b>Performance Indicators</b>		<ul style="list-style-type: none"><li>• Learners should use alphabetic awareness to decode compound words</li><li>• Learners should read simple short sentences that include compound word</li></ul>	
Week Ending			
<b>Reference</b>		Ghanaian Language curriculum	
<b>Subject</b>		<b>GHANAIA N 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>• Let learners say the letters of the alphabet as a group and individually.</li><li>• Practice alphabetic awareness with learners to decode compound words on the board.</li><li>• Assist learners to use alphabetic awareness to decode compound words.</li></ul> Assessment: let learners use alphabetic awareness to decode compound words	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>• Let learners say the letters of the alphabet.</li><li>• Write and read simple short sentences that include compound words on the board.</li><li>• Lead learners to read the sentences aloud.</li><li>• Underline the compound words in the sentences and encourage learners to use the words to form simple short sentences that include compound words.</li></ul> Assessment: let learners read simple short sentences that include compound word	What have we learnt today?       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 and read simple short sentences that include compound words on the board.</li> <li>• Lead learners to read the sentences aloud.</li> <li>• Underline the compound words in the sentences and encourage learners to use the words to form simple short sentences that include compound words.</li> </ul> <p>Assessment: let learners read simple short sentences that include compound word</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
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