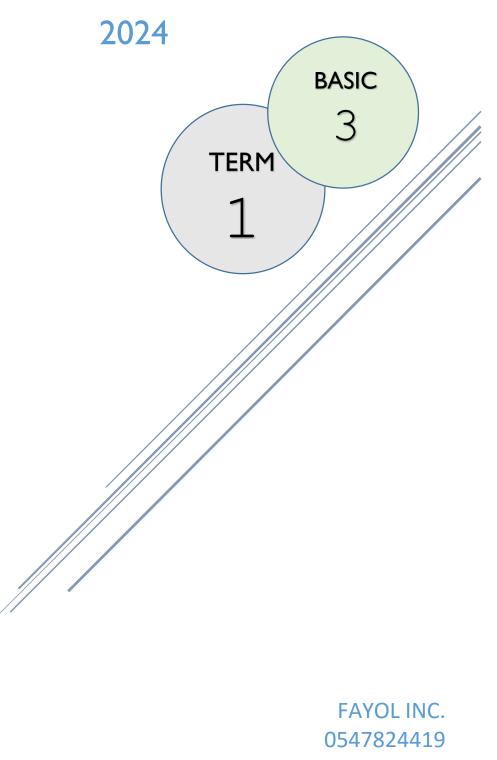
LESSON PLANS FOR PRIMARY SCHOOLS



FIRST TERM LESSON PLAN FOR BASIC THREE (3)

ENGLISH LANGUAGE

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
	Oral Language	Songs	B3.1.1.1	B3.1.1.1.1	
	Reading	Phonics	B3.2.2.1	B3.2.2.1.1	Word cards, sentence cards, letter
I	Writing	Penmanship	B3.4.2.1	B3.4.2.1.1	cards, handwriting
	Writing Conventions & Grammar Usage	Using Capitalization	B3.5.1.1	B3.5.1.1.1	on a manila card and a class library
	Extensive Reading	Building the love and culture of reading	B3.6.1.1	B3.6.1.1.1	
	Oral Language	Rhymes	B3.1.2.1	B3.1.2.1.1	
	Reading	Phonics	B3.2.2.I	B3.2.2.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
2	Writing	Writing Letters – Small and Capital	B3.4.3.1	B3.4.3.1.1	
	Writing Conventions & Grammar Usage	Using Capitalization	B3.5.1.1	B3.5.1.1.2	
	Extensive Reading	Building the love and culture of reading	B3.6.1.1	B3.6.1.1.1	
	Oral Language	Story Telling	B3.1.4.1	B3.1.4.1.1	Word cards,
3	Reading	Word Families, Rhyming Endings and Common Digraphs	B3.2.3.1	B3.2.3.1.1	sentence cards, letter cards,
	Writing	Labelling Items	B3.4.4.1	B3.4.4.1.1	handwriting on a manila card and a
	Writing Conventions & Grammar Usage	Using Punctuation	B3.5.2.I	B3.5.2.1.1	class library

	Extensive Reading	Building the love and culture of reading	B3.6.1.1	B3.6.1.1.1		
	Oral Language	Story Telling	B3.1.4.1	B3.1.4.1.1		
	Reading	Diphthongs	B3.2.4.1	B3.2.4.1.1	Word cards, sentence cards, letter	
4	Writing	Writing Simple Words and Sentences	B3.4.5.1	B3.4.5.1.1	cards, handwriting on a manila	
	Writing Conventions & Grammar Usage	Using Punctuation	B3.5.2.1	B3.5.2.1.1	card and a class library	
	Extensive Reading	Building the love and culture of reading	B3.6.1.1	B3.6.1.1.1		
	Oral Language	Dramatization and Role- Play	B3.1.5.1	B3.1.5.1.1	Word cards, sentence cards, letter cards, handwriting on a manila	
	Reading	Blends and Consonant Clusters	B3.2.5.1	B3.2.5.1.1		
5	Writing	Writing Simple Words and Sentences	B3.4.5.1	B3.4.5.1.1		
	Writing Conventions & Grammar Usage	Using Action Words	B3.5.4.1	B3.5.4.1.1	card and a class library	
	Extensive Reading	Building the love and culture of reading	B3.6.1.1	B3.6.1.1.1		
	Oral Language	Conversation	B3.1.6.1	B3.1.6.1.1	Word cards,	
	Reading	Vocabulary	B3.2.6.1	B3.2.6.1.1	cards, letter cards, handwriting on a manila card and a class library	
6	Writing	Guided Composition	B3.4.8.1	B3.4.8.1.1		
	Writing Conventions & Grammar Usage	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		
	Oral Language	Conversation	B3.1.6.1	B3.1.6.1.2		
	Reading	Vocabulary	B3.2.6.1	B3.2.6.1.2	Word cards, sentence cards, letter	
7	Writing	Writing as a Process	B3.4.9.1	B3.4.9.1.1	cards, handwriting on a manila	
	Writing Conventions & Grammar Usage	Using Qualifying Words - Adjectives	B3.5.5.1	B3.5.5.1.1	card and a class library	
	Extensive Reading	Building the love and culture of reading	B3.6.1.1	B3.6.1.1.1		
	Oral Language	Conversation	B3.1.6.1	B3.1.6.1.3	Word cards, sentence cards, letter cards, handwriting on a manila	
	Reading	Comprehension	B3.2.7.1	B3.2.7.1.1		
8	Writing	Writing as a Process	B3.4.9.2	B3.4.9.2.1		
	Writing Conventions & Grammar Usage	Using Qualifying Words – Adverbs	B3.5.6.1	B3.5.6.1.1	card and a class library	
	Extensive Reading	Building the love and culture of reading	B3.6.1.1	B3.6.1.1.1		
	Oral Language	Listening Comprehension	B3.1.7.1	B3.1.7.1.1	Word cards,	
9	Reading	Comprehension	B3.2.7.1	B3.2.7.1.2	sentence cards, letter cards,	
	Writing	Narrative Writing	B3.4.10.1	B3.4.10.1.1	handwriting on a manila card and a class library	
	Writing Conventions & Grammar Usage	Using Qualifying Words – Adverbs	B3.5.6.1	B3.5.6.1.2		

	Extensive Reading	Building the love and culture of reading	B3.6.1.1	B3.6.1.1.1	
	Oral Language	Asking and Answering Questions	B3.1.8.1	B3.1.8.1.1	
	Reading	Comprehension	B3.2.7.1.	B3.2.7.1.3.	Word cards, sentence cards, letter
10	Writing	Descriptive Writing	B3.4.12.1	B3.4.12.1.1	cards, handwriting on a manila
	Writing Conventions & Grammar Usage	Using Simple Prepositions	B3.5.7.1	B3.5.7.1.1	card and a class library
	Extensive Reading	Building the love and culture of reading	B3.6.1.1	B3.6.1.1.1	
	Oral Language	Giving and Responding to Commands	B3.1.9.1	B3.1.9.1.1	
	Reading	Fluency	B3.2.9.1	B3.2.9.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
11	Writing	Persuasive/Argumentative Writing	B3.3.13.1	B3.3.13.1.1	
	Writing Conventions & Grammar Usage	Using Simple and Compound Sentences	B3.5.9.1	B3.5.9.1.1	
	Extensive Reading	Building the love and culture of reading	B3.6.1.1	B3.6.1.1.1	
	Oral Language	Presentation	B3.1.10.1	B3.1.10.1.1	
	Reading	Fluency	B3.2.9.1	B3.2.9.1.1	Word cards, sentence cards, letter
12	Writing	Informative/ Academic Writing	B3.4.14.1	B3.4.14.1.1	cards, handwriting on a manila card and a class library
	Writing Conventions & Grammar Usage	Spelling	B3.5.10.1	B3.5.10.1.1	
	Extensive Reading	Building the love and culture of reading	B3.6.1.1	B3.6.1.1.1	

FIRST TERM SCHEME - MATHEMATICS

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
I	Number	Counting & Representation,	B3.1.1.2	B3.1.1.1.1	Counters, bundle and loose straws
2	Number	Counting & Representation,	B3.1.1.2	B3.1.1.1.2-3	base ten cut square, patterns
3	Number	Counting & Representation,	B3.1.2.4	B3.1.1.1.4	Counters, bundle and loose straws
4	Number	Number Operations	B3.1.2.4	B3.1.2.1.1	base ten cut square, patterns
5	Number	Number Operations	B3.1.3.1	B3.1.2.2.1	Counters, bundle and loose straws base ten cut square, patterns
6	Number	Number Operations	B3.1.3.1	B3.1.2.3.1	
7	Number	Number Operations	B3.3.1.1	B3.1.2.3.2	oquar e, passer ne
8	Number	Fractions	B3.3.1.1	B3.1.3.1.1	
9	Number	Fractions	B3.3.2.1	B3.1.3.1.2	Paper strips, cut out cards
10	Number	Fractions	B3.3.3.2	B3.1.3.1.3	
11	Number	Money	B3.3.3.2	B3.1.4.1.1	Currency notes and coins
12	Algebra	Patterns and Relationship	B3.3.3.3	B3.2.1.1.1	Counters, bundle and loose straws

FIRST TERM SCHEME - SCIENCE

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
I	Diversity Of Matter	Living & Non Living Things	B3.1.1.1	B3.1.1.1.1	Pictures of Plants and animals in the
2	Diversity Of Matter	Living & Non Living Things	B3.1.1.1	B3.1.1.1.1	environment
3	Diversity Of Matter	Materials	B3.1.2.1	B3.1.2.1.1	Metals, woods plastics soil stones paper pencil crayons balloons
4	Diversity Of Matter	Materials	B3.1.2.1	B3.1.2.1.2	water sand salt sugar
5	Diversity Of Matter	Materials	B3.1.2.2	B3.1.2.2.1	Metals, woods plastics soil stones paper pencil
6	Diversity Of Matter	Materials	B3.1.2.3	B3.1.2.3.1	crayons balloons water sand salt sugar
7	Cycles	Earth Science	B3.2.1.1	B3.2.1.1.1	Torch candle matchstick lantern paper pencil
8	Cycles	Earth Science	B3.2.1.2	B3.2.1.2.1	pictures of well river stream water
9	Cycles	Earth Science	B3.2.1.3	B3.2.1.3.1	Torch candle matchstick lantern paper pencil pictures of well river stream water
10	Cycles	Earth Science	B3.2.1.4	B3.2.1.4.1-2	
П	Cycles	Life Cycle Of Organism	B3.2.2.1	B3.2. 2.1.2	Plant seeds, hand lens, paper, pencil fruits
12	Cycles	Life Cycle Of Organisms	B3.2.2.1	B3.2. 2.1.2	

FIRST TERM SCHEME - OUR WORLD OUR PEOPLE

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
I	All About Us	Nature Of God	B3.1.1.1	B3.1.1.1.1	Map of Ghana, atlas, Pictures,
2	All About Us	Nature Of God	B3.1.1.1	B3.1.1.1.2	Charts, Video Clips
3	All About Us	My Self	B3.1.2.1	B3.1.2.1.1	Map, Pictures, Charts, Video Clips
4	All About Us	Myself	B3.1.2.1	B3.1.2.1.2	Pictures, Charts, Video Clips
5	All About Us	My Family & The Community	B3.1.3.1	B3.1.3.1.1	Pictures, Charts, Video Clips
6	All About Us	My Family & The Community	B3.1.3.1	B3.1.3.1.2	Pictures, Charts, Video Clips
7	All About Us	Home And School	B3.1.4.1	B3.1.4.1.1	Pictures, Charts,
8	All About Us	Home And School	B3.1.4.1	B3.1.4.1.2	Video Clips
9	All Around Us	The Environment And The Weather	B3.2.1.1	B3.2.1.1.1	Pictures, Charts,
10	All Around Us	The Environment And The Weather	B3.2.1.1	B3.2.1.1.2	Video Clips
11	All Around Us	Plants And Animals	B3.2.2.I	B3.2.2.1.1	Pictures, Charts,
12	All Around Us	Plants And Animals	B3.2.2.I	B3.2.2.1.2	Video Clips

FIRST TERM SCHEME - RELIGIOUS & MORAL EDUCATION

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES	
ı	God's Creation & Attributes	God the Creator	B3.1.2.1	B3.1.2.1.1	Wall charts, wall words, posters,	
2	God's Creation & Attributes	God the Creator	B3.1.2.1	B3.1.2.1.1	video clip, etc.	
3	God's Creation & Attributes	God the Creator	B3.1.2.1	B3.1.2.1.1	Wall charts, wall words, posters,	
4	God's Creation & Attributes	God the Creator	B3.1.2.1	B3.1.2.1.1	video clip, etc.	
5	God's Creation & Attributes	Purpose of God's creation	B3.1.3.1	B3.1.3.1.1	Wall charts, wall words, posters,	
6	God's Creation & Attributes	Purpose of God's creation	B3.1.3.1	B3.1.3.1.2	video clip, etc.	
7	God's Creation & Attributes	Purpose of God's creation	B3.1.3.1	B3.1.3.1.3	Wall charts, wall words, posters,	
8	God's Creation & Attributes	Purpose of God's creation	B3.1.3.1	B3.1.3.1.3	video clip, etc.	
9	Religious Practices	Religious Worship	B3.2.1.1	B3.2.1.1.1	Wall charts, wall words, posters,	
10	Religious Practices	Religious Worship	B3.2.1.1	B3.2.1.1.1	video clip, etc.	
11	Religious Practices	Religious Worship	B3.2.1.1	B3.2.1.1.2	Wall charts, wall words, posters,	
12	Religious Practices	Religious Worship	B3.2.1.1	B3.2.1.1.2	video clip, etc.	

FIRST TERM SCHEME - HISTORY

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
I	My country Ghana	The People Of Ghana	B3.2.1.1	B3.2.1.1.1	Wall charts, word cards,
2	My country Ghana	The People Of Ghana	B3.2.1.1	B3.2.1.1.1	posters, video clip, etc.
3	My country Ghana	The People Of Ghana	B3.2.1.1	B3.2.1.1.1	Wall charts, word cards,
4	My country Ghana	The People Of Ghana	B3.2.1.1	B3.2.1.1.1	posters, video clip, etc.
5	My country Ghana	The People Of Ghana	B3.2.1.1	B3.2.1.1.1	Wall charts, word cards,
6	My country Ghana	The People Of Ghana	B3.2.1.1	B3.2.1.1.1	posters, video clip, etc.
7	My country Ghana	Inter Group Relations	B3.2.2.1	B3.2.2.1.1	Wall charts,
8	My country Ghana	Inter Group Relations	B3.2.2.1	B3.2.2.1.1	word cards, posters, video clip, etc.
9	My country Ghana	Inter Group Relations	B3.2.2.1	B3.2.2.1.1	video ciip, etc.
10	My country Ghana	Inter Group Relations	B3.2.2.1	B3.2.2.1.1	Wall charts, word cards, posters, video clip, etc.
11	My country Ghana	Inter Group Relations	B3.2.2.1	B3.2.2.1.1	
12	My country Ghana	Inter Group Relations	B3.2.2.1	B3.2.2.1.1	

FIRST TERM SCHEME - CREATIVE ARTS

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
I	Visual Arts	Thinking and Exploring Ideas (Visual Arts)	CSE I	B3. I.I.I.I	
2	Performing Arts	Thinking and Exploring Ideas (Performing Arts)	CSE I	B3. 2.1.1.1	Photos, videos, art paper, colors and traditional art
3	Visual Arts	Planning, Making and Composing (Visual Arts)	CSE 2&3	B3.1.2.2.1 B3.1.2.3.1	tools, other materials available in the community
4	Performing Arts	Planning, Making and Composing (Performing Arts)	CSE 2&3	B3.2.2.2.1 B3.2.2.3.1	
5	Visual Arts	Displaying and Sharing (Visual Arts)	CSE 4&5	B3.1.3.4.1 B3.1.3.5.1	
6	Performing Arts	Displaying and Sharing (Performing Arts)	CSE 4&5	B3.2.3.4.1 B3.2.3.5.1	Photos, videos, art paper, colors and traditional art
7	Visual Arts	Appreciating and Appraising (Visual Arts)	CSE 6&7	B3.1.4.6.1 B3.1.4.7.1	tools, other materials available in the community
8	Performing Arts	Appreciating and Appraising (Performing Arts)	CSE 6&7	B3.2.4.6.1 B3.2.4.7.1	
9	Visual Arts & Performing Arts	Thinking and Exploring Ideas School based project (Visual Arts & performing Arts)	CSE I	B3.1.1.1 B3.2.1.1	Photos, videos, art paper, colors and traditional art tools, other materials available in the community
10	Visual Arts &	Planning, Making and Composing	CSE 2&3		,

	Performing Arts	School based project (Visual Arts & Performing		
II	Visual Arts & Performing Arts	Displaying and Sharing School based project (Visual Arts & Performing Arts)	CSE 4&5	Photos, videos, art paper, colors and traditional art
12	Visual Arts & Performing Arts	Appreciating and Appraising School based project (Visual Arts & Performing Arts)	CSE 6&7	tools, other materials available in the community

FIRST TERM SCHEME - GHANAIAN LANGUAGE

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
I	Oral Language	Songs	B3.1.1.1	B3.1.1.1.1-3	Word cards,
2	Oral Language	Rhymes	B3.1.2.1	B3.1.2.1.1-3	letter cards, handwriting on
3	Oral Language	Poems	B3.1.3.1	B3.1.3.1.1-3	a manila card
4	Oral Language	Story telling	B3.1.4.1	B3.1.4.1.1-3	Word cards,
5	Reading	Phonological and phonemic awareness	B3.2.3.1	B3.2.3.1.1-3	sentence cards, letter cards, handwriting on
6	Reading	Phonics: letter and sound knowledge	B3.2.4.1	B3.2.4.1.1-4	a manila card
7	Writing	Penmanship	B3.3.1.1	B3.3.1.1.1-3	Word cards,
8	Writing Conventions	Writing Simple Words/Names of People and Places (Proper Nouns)	B3.3.3.1	B3.3.3.1.1	letter cards, handwriting on a manila card
9	Writing Conventions	Integrating grammar in written language (capitalization)	B3.5.2.1	B3.5.2.1.1-3	Word cards, sentence cards, letter cards,
10	Writing Conventions	Integrating grammar in written language (punctuation)	B3.5.3.1	B3.5.3.1.1-3	handwriting on a manila card
11	Extensive Reading	Building the love and culture of reading in learners	B3.6.1.1	B3.6.1.1.1	Word cards, sentence cards, letter cards and
12	Extensive Reading	Reading aloud	B3.6.2.1	B3.6.2.1.1	a class library

FIRST TERM SCHEME - PHYSICAL EDUCATION

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
I	Motor Skill And Movement Patterns	Locomotive Skills	B3.1.1.1	B3.1.1.1.1	Pictures and Videos
2	Motor Skill And Movement Patterns	Locomotive Skills	B3.1.2.1	B3.1.2.1.2	Pictures and Videos
3	Motor Skill And Movement Patterns	Manipulative Skills	B3.1.2.1	B3.1.2.1.3:	Pictures and Videos
4	Motor Skill And Movement Patterns	Manipulative Skills	B3.1.3.1	B3.1.3.1.4	Pictures and Videos
5	Motor Skill And Movement Patterns	Rhythmic Skills	B3 1.4.1	B3 1.4.1.5:	Pictures and Videos
6	Motor Skill And Movement Patterns	Rhythmic Skills	B3.1.5.1	B3.1.5.1.6	Pictures and Videos
7	Movement Concepts	Space Awareness	B3.2.1.2	B3.2.1.2.1	Pictures and Videos
8	Movement Concepts	Dynamics	B3.2.2.2	B3.2.2.2.2	Pictures and Videos
9	Physical Fitness	Aerobic Capacity	B3.3.1.3	B3.3.1.3.1	Pictures and Videos
10	Physical Fitness Concepts	Fitness	B3.4.1.4	B3.4.1.4.1	Pictures and Videos
П	Physical Fitness Concepts	Healthy Diet	B3.4.1.4 B3.4.1.4.2		Pictures and Videos
12	Values And Psycho-Social Concepts	Self- Responsibility	B3.5.1.5	B3.5.1.5.1	Pictures and Videos

SCHEME OF LEARNING- WEEK I BASIC THREE

Name of School.....

Week Ending: DAY			DAY: MONDAY		Subject: English Langua	ge	
Duration: 60mins					Strand: Oral Language		
Class: B3		Class Size:			Sub Strand: Songs		
Content Standard: B3.1.1.1: Demonstrate under songs Performance Indicator:	B3.1.1.1: Demonstrate understanding of a variety of songs Indicator: B3.1.1.1 talk about the benefits of				songs	Lesson:	
Learners can talk about the	benefits of s	songs			ore Competencies: ommunication and Collabo	oration, Leade	ership
	ents, story, p						
References: English Langu	age Curricul	um For Primary	Schools P	g. 7	75		
Phase/Duration	Lasunaus	A ativities				Dagayyaga	
Phase/Duration PHASE I: STARTER		Activities	-:		o different times on	Resources Music box	
PHASE 2: NEW LEARNING	Place all then flip words many words words words words many words many words many words many words many words word	the cards face over two at a atch the learn Did you enjoy What words did ake a list of the formance ind n. ers identify so the As 'The National Park the Park the San Indonesia of the San Indonesia	down on to time and so er gets to be the game? id you hear en words y icators with me familiar ional Antho	he ke 'ii 'o' h l	e floor. Learners will each word, if the ep the cards. In the game? In heard. Ilearners and introduce ongs e.g. patriotic In'.	Word card cards, letter handwriting manila card	s, sentence r cards, g on a
PHASE 3: REFLECTION	Let learners sing rhyth dance where necessary HASE 3: REFLECTION Ask learners to tell you they will like to learn in Take feedback from will lesson.			gs identified, e. g. 'The National Anthem' ng rhythmically, using claps, gestures and ecessary tell you what they have learnt and what be learn in the next lesson from what have learnt and summarize the compose short rhymes and tongue-twisters			t lesson, reate our es using

Week Ending: DAY: Tuesday Sub			ject: Englis	sh Languag	ge		
Duration: 60mins				Str	and: Readir	ng	
Class: B3	Class: B3 Class Size: Sub Strand: Phonics				honics		
Content Standard: B3.2.2.1: Connect sounds to letters and blend letters/syllables in order to read and write Indicator: B3.2.2.1.1 understand spelling of words and s					•	between	Lesson:
Performance Indicator: Learners can understand the speech					unds of		ompetencies: nication and ration
References: English Langu	age Curri	iculum Fo	or Primary Schoo	ols Pg. 81			
Phase/Duration PHASE I: STARTER PHASE 2: NEW LEARNING	Ask le Share the les Have l prono on the	arners; What What Are the perform sson. learners unce the board	ther they enjoyed words did you hese words foo mance indicators revise writing em. (You can all or word cards)	ed singing the hear in the od, animals, cos with learned out some welso make the	songs? bjects? ers and intro ords as you em read wo	oduce I V ords c	Resources lashcards Word cards, sentence cards, letter cards, nandwriting on a manila card
PHASE 3: REFLECTION	Ask le they w Take f lesson	rovide activities for learners to use letter names and bunds to spell and sound out words sk learners to tell you what they have learnt and what hey will like to learn in the next lesson ake feedback from what have learnt and summarize the sson. ext lesson: understand the relationship between spelling f words and sounds of speech					

Week Ending:	DAY: WEDNESDAY			S	ubject: English Language	е	
Duration: 60mins				Strand: Writing			
Class: B2	Class Size:			S	ub Strand: Penmanship		
Content Standard: B3.4.3.1: Use general skills, strategies and knowledge of letter sounds to write legibly and boldly			Indicato B3.4.3.1.	•	opy short paragraph clear	ly	Lesson: 2 of 2
Performance Indicators Learners can copy short pa		learly.			Core Competencies: Communication and Coll Development	aboratio	on, Personal
References: English Lang	guage Cu	rriculum Pg. 89					
Phase/Duration	Learner	s Activities				Resou	ırces
PHASE I: STARTER	Ask lear	Engage learners to sing familiar songs. E.g. Five little ducks Ask learners; • Whether they enjoyed singing the song? • What words did you hear in the song? • Are these words food, animals, objects? Share performance indicators with learners and introduce					
PHASE 2: NEW LEARNING	Model copying a short paragraph on the board drawing attention to features such as clarity, spacing and alignment of letters. Let learners practice copying a short paragraph legibly and correctly on the board.				Word letter	cards, paper, cards,	
PHASE 3: REFLECTION	Summarize the important points in the lesson with learners. Next lesson: use letter-sound relationships to represent most letters in words correctly						

Week Ending:	DAY: THURSDAY Subject: English Langua					ge		
Duration: 60mins				S	tr	and: Grammar Usag	e	
Class: B3	Class	Size	:	S	Sub Strand: Using Capital			tion
Content Standard: B3.5.1.1: Apply knowledge of capitalization in writing Indicator: B3.5.1.1.1 use capital letters to w abbreviations			s to write initials and		Lesson:			
Performance Indicator: Learners can use capital le				ions		Core Competencie Communication and C		oration, Personal
References: English Langu	iage Cur	riculuı	m Pg. 97					
Phase/Duration	Learne						Resc	ources
PHASE 1: STARTER PHASE 2: NEW	Do an Ask: W Do an Ask: W Do an Ask: W	action /hat w action /hat w action /hat w	for slow. yord is this? Pupil for loud. yord is this? Pupils for happy. yord is this? Pupils for happy. yord is this? Pupils	ls guess: s guess: s guess: and inti	: s lo ha	appy duce the lesson.	Wor	d cards, sentence
LEARNING	Provide initials e. g. W K. S. M Give te	e learrand at THO – anu – exts ha	ners with sentences or texts containing obreviations for them to identify. World Health Organization; Kofi Sakyi Manu aving full names of people and organizations. to rewrite the text and replace the full ople and organizations with initials and				cards hand	is, letter cards, writing on a la card
PHASE 3: REFLECTION	days of	e learners a text with names of particular places and s of the week, beginning with small letters. xt lesson: demonstrate the ability to capitalize titles of						

Week Ending:		DAY: Friday Subject: English Langua			ge		
Duration: 60mins		1		Strand: Extensive Reading			
Class: B3		Class Size:		Sub Strand: Reading			
Content Standard: B3.6.1.1: Read widely for pleindependent reading and leaderea				ad a variety of age and level books and summarize them	-	Lesson:	
Performance Indicator: Learners can read a variety and summarize them	of age an	nd level-appropri	ate books	Core Competencies: Communication and Colla	aboration,	, Personal	
References: English Langua	age Curr	iculum For Prima	ary Schools Pg	. 112			
Phase/Duration	Learn	ers Activities			Resour	ces	
PHASE I: STARTER	Ask le	What words Are these wo					
PHASE 2: NEW LEARNING	Have make Introdupage t	v time. a variety of age a choice from. duce picture or exts to learner arage them to r de support and	appropriate l wordless books. ead individual	roduce the reading/ pooks for learners to oks, pop-up and flip-the- ly and in pairs, and nt.		ards, sentence etter cards.	
	Using think-pair-share, learners retell their story books to their partners. Have learners draw parts of the story they read. Let learners summarize the books they read to the whole class						
PHASE 3: REFLECTION				questioning to find out nt during the lesson.			
	Take 1	feedback from	learners and s	ummarize the lesson.			

Week Ending:	DAY:		Subject: Mathematics		
Duration: 60mins per lesson			Strand: Number		
Class: B3	Class Size	:	Sub Strand: Counting & Representation		
Content Standard:		Indicator:		Lesson:	
B3.1.1.1 Count and estimate quantities from 0		B3.1.1.1.1 use number names ,counting sequences an			
· · · · · · · · · · · · · · · · · · ·		how to count to fin	d out how many	I OF I	

Performance Indicator:

Learners can use number names ,counting sequences and how to count to find out how many

CORE COMPETENCE:

Problem Solving skills; Critical Thinking; Justification of Ideas;

Teaching/ Learning Resources | Counters, bundle and loose straws base ten cut square, patterns

References: Mathematics Curriculum Pg. 42

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	Play show me a number game with learners (up to 10), with fingers.	Guide learners to skip count forwards and backwards from 0 to 10,000 by 10s, 50s 100s, 500s and 1000s starting at any point.	What have we learnt today? Counting sequence
	Teacher mentions the number from (1 to 10). Learners then show their fingers up to show the number.	Learners to identify and correct errors or omissions in a skip counting sequence	Give learners task to count numbers in sequence that is by Is and 2s
Tuesday	Have learners to write number patterns in the air. Bring handy objects to class, call learners to count them. Now use the "how many" to ask pupils about what they counted	Guide learners to 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.	Have learners to count how many books , desks, tables ,pencils, crayons, blackboard, rulers, sharpeners, erasers etc in the classroom
Wednesday	Play show me a number game with learners (up to 10), with fingers. Teacher mentions the number from (1 to 10). Learners then show their fingers up to show the number. Show learners a chalk box full of chalks. Ask learners to guess the number of chalks and hence introduce the lesson	Represent numbers or quantities to 1000 with written numerals Write number words for given multiples of ten to 9999 and for multiples of 100 to 99990 Guide learners to count by 2s, 5s or 10s, to answer "how many?" questions about as many as 100 or 1000 objects regardless of the order in which the objects are counted or the arrangement of the objects	What have we learnt today? Estimation Have learners to estimate the number of objects in a small group
Thursday	Engage learners in the game; Clap that number (up to 10). Have learners count in unison as they clap the number.	Display a number chart with numbers between 0 and 10,000. Have learners identify numbers in different positions around a given number.	Give learners task to identify numbers in different positions around a chosen number using number grid

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	
identify numbers above, below, to the right or to the left etc.	

Week Ending:	DAY:			Subject: Science			
Duration: 60mins per lesson				Strand: Diversity Of Matter			
Class: B3	Class Size:			Sub Strand: Living & No	on Living Things		
Content Standard: B3.1.1.1 Show understanding of the features and life processes of living this understanding to classify them		classify	living things plants and fe process	Lesson:			
Performance Indicator: Learners can classify living things pla life process	Performance Indicator: Learners can classify living things plants and animals			Competencies: m Solving skills; Critical Think	ing; Justification of		
Teaching/ Learning Resources	Plants and	animals	s in the environment				
References: Science Curriculum Pg. 50							

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Have learners watch a documentary on the life	Learners watch pictures and videos on living things	What have we learnt today?
	processes of some plants and animals	Learners collect and display cut- out pictures or flash cards of	Life process of plants and animals
		plants and animals	Have learners to summarize the important points of the lesson
	Have learners watch a documentary on the life	Learners sort the living things into plants and animals through	What have we learnt today?
	processes of some plants and animals	an activity.	Life process of plants and Animals
		Draw two large circles and let learners place living things into different circles for plants and animals based on their life processes	Have learners to summarize the important points of the lesson
	Put the learners into groups. Play a game of seeing which	Have learners watch a documentary on the life	What have learnt today?
	group can list the highest number of living and non-living things.	processes of some plants and animals	Life process of plants and Animals
	Give them 5 minutes to write as many ideas down on paper as they can. The group with the highest number wins	Produce more materials for different activities	Have learners to summarize the important points of the lesson

Week Ending:	DAY:		Subjec	Subject: OWOP		
Duration: 60mins per lesson		Strano	d: All About Us			
Class: B3	Class: B3 Class Size:		Sub S	trand: Nature Of Go	od	
Content Standard: B3.1.1.1. Demonstrate understandi purpose of God's creation	Indicator: B3.1.1.1.1 Examine th human beings	e purpos		Lesson:		
Performance Indicator: Learners can examine the purpose	Performance Indicator: Learners can examine the purpose of God's cr			Core Competend Communication and Critical Thinking and	Collaboration	
Teaching/ Learning Resources Pictures, Charts, Video Clips						
References: OWOP Curriculum Pg. 39						

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
DAIS	THASE II STARTER	THAT I HAIN	THASE S. REI EESTISIA
	Begin the lesson by sharing a	Learners talk about the creation	What have we learnt today?
	few jokes with learners.	of humankind.	
		i. Who were the first people	Purpose of God's creation
	Make sure to choose jokes that	God created?	human beings.
	will get learners attention.	ii. Who was created first?	
			Learners to summarize the
	Call two learners to share their	Learners tell creation stories to	important points of the
	jokes as well	explain why God created human	lesson.
		beings e.g. to take care of other	
		creatures, to worship and serve	
	Use questions and answers to	Him, etc. Learners think-pair-share on	Engage learners in the
	review learners understanding in	why we should protect and care	talking circle game
	the previous lesson	for God's creation:	taiking circle game
	the previous lesson	i. to maintain creation for	Learners form two circles
	Engage learners to play games	generations	such that a small circle is
	and sing songs to begin the	ii. it is a command from God	within a bigger circle.
	lesson.	iii. our survival depends on	Members in the small circle
	1.0000111	other creation: food, medicine,	face members in the bigger
		shelter, air, etc.	circle, and ask them
		iv. it is service to God and	questions to answer
		humankind	purpose of God's creation
	Use questions and answers to	Learners think-pair-share on	Engage learners in the
	review learners understanding in	why we should protect and care	talking circle game
	the previous lesson	for God's creation:	
		i. to maintain creation for	Learners form two circles
	Engage learners to play games	generations	such that a small circle is
	and sing songs to begin the	ii. it is a command from God	within a bigger circle.
	lesson.	iii. our survival depends on	Members in the small circle
		other creation: food, medicine,	face members in the bigger
		shelter, air, etc.	circle, and ask them
		iv. it is service to God and	questions to answer
		humankind	purpose of God's creation

Week Ending:	ding: DAY:		Subject: REL & MORAL EDUCATION	
Duration: 60mins			Strand: God's Creation & A	ttributes
Class: B3	Class Size:		Sub Strand: God the Creat	or
Content Standard: B3.1.1.1. Identify ways of ensuring environmental safety		Indicator: B3.1.1.1.1 demonstrate ways to care for the environment		Lesson:
Performance Indicator: Learners can demonstrate ways to care for the environment		Core Competencies: Cultural Identity, Sharing Reconci Togetherness, Unity.	liation,	
Teaching/ Learning Resources Wall charts, wall words, p			osters, video clip, etc.	

References: RME Curriculum Pg. 22

reciei ene	.es. Kitic Culticulum 1 g. 22		
DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Have learners mention natural	Use questions and answers for	What have we learnt today?
	things (things created by god)	learners to explain the	
	that are bright and beautiful in	environment.	Caring for the natural
	the environment and classify		environment
	them into big and small	Using Think-Pair-Share, let	
		learners talk about ways of	Ask learners to summarize
		caring for the environment	the important points of the
		through: tree planting, proper	lesson
		disposal of waste, legal mining,	
		clean-up exercises, avoiding	Give learners task to
		environmental pollution, etc.	mention and discuss ways of
		,	caring for the natural
		Assessment: Let learners	environment
		organize and do clean-up	
		exercises in the school	
		exercises in the school	

environment

Week Ending:	DAY:	DAY:		Subject: History	
Duration: 60mins per lesson	- 1			Strand: My country Ghar	na
Class: B3	Class Size:			Sub Strand: The People	Of Ghana
Content Standard:	Content Standard: Indicator:		r:	l	Lesson:
B3.2.1.1. Exhibit knowledge of th	e unique history	B3.2.1.1.1	discuss	the origins of the major	
of the major ethnic groups in Gh	ana . ,	ethnic gro			I OF I
Performance Indicator:		Core Competencies:		•	
Learners can discuss the origins	of the major ethni	ic groups	Learne	ers to become critical think	ers and digital
in Ghana		•	literate		J
Teaching/ Learning Resources Wall charts, wo		word cards	, poster	s, video clip, etc.	
References: History Curriculu	m Pg 15				

References: History	Curriculum	Pg.	15
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DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Have learners watch videos of some of the history of the major ethnic groups in Ghana	Identify some of the major ethnic groups. E.g. Guan, Mole-Dagbani/ Gonja, Akan, Ga/Adangme, Ewe	Play a game of pick and win using ethnic groups
	Have learners to write on a sheet of paper the following What are the major ethnic groups in Ghana? Etc.	Use a map to trace the routes the major ethnic groups travelled to get to their present-day locations in Ghana	
	Have learners watch videos of some of the history of the major	In groups, learners discuss the origin of the major ethnic	What have we learnt today?
	ethnic groups in Ghana	groups	The origin of major ethnic groups
	Have learners to tell which of part of the video interest them	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)	Have learners to summarize the important points in the lesson

Week Ending:	DAY:		Subjec	t: Creative Arts	
Duration: 60mins per lesson	•		Strand	: Visual Arts	
Class: B3	Class Size	e:	Sub St Ideas	rand: Thinking an	d Exploring
generate own ideas for artistic expressions on artworks produced or		or performed in other		Lesson:	
the people. Performance Indicator: Learners can study and talk about performing artworks produced or performed in other African communities				Core Compete Decision Making C Innovation Comm	Creativity,
Teaching/ Learning Resource	es Photos, vi	ideos, art paper, color	s and trac	ditional art tools	
References: Creative Arts Cur	riculum Pg. 6	8			

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Learners are to watch a short video that reflects topical issues in the local community; Ask learners to talk about parts of the video or pictures that interest them.	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	Ask learners to tell the whole class what they have learnt. Learners tell what they will like to learn.
		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.	
	Ask learners questions to review learners understanding in the previous lesson.	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.	Use series of questions and answers to review learners understanding of the lesson. Call learners in turns to summarize the lesson.
		Develop ideas and concepts for composing and performing music, dance and drama from the compositions and performances from Africa.	

Week Ending:	DAY:		Subject: Ghanaian Language	
Duration: 60mins per lesson			Strand: Oral Language	
Class: B3	Class Size:		Sub Strand: Songs	
Content Standard: B3.I.I.I Demonstrate an unde some selected songs by telling songs are about		_	ongs with the correct rhythms and ning and moral values of the song.	Lesson:

Performance Indicator:

Learners can sing songs with the correct rhythms and discuss the meaning and moral values of the song.

Core Competencies: Creativity and innovation, Communication.

Teaching/ Learning Resources Word cards, sentence cards, letter cards, handwriting on a manila card

References: Ghanaian Language Curriculum Pg. 89

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Have learners to sing songs and	Let learners sing a familiar	Ask learners to talk about
	recite familiar rhymes they know.	occupational song they know.	what they have learnt.
		Play familiar traditional songs on	Call out a few words for
	ALPHABET Now I know my	a tape/clip for learners to listen.	learners to spell them off head.
	A,B,C,D,E,F,G,H,I,J,K,L,M,N,O,	Teach learners the song and let	
	P,Q,R,S,T,U,V,W,X,Y,Z.	them sing the song alone.	Ask learners to read some keywords on the board
		Allow learners to sing the song with correct rhythms.	,
		Lead learners to brainstorm the	
		meaning of the song.	
		Lead learners through discussion	
		to tell the moral values in the song.	
	Engage learners in the "What	Play familiar traditional songs on	Ask learners to talk about
	letter am I writing game"	a tape/clip for learners to listen.	what they have learnt.
	Put learners into groups of two.	Teach learners the song and let	Call out a few words for
	The teacher writes a letter in the air.	them sing the song alone.	learners to spell them off head.
		Allow learners to sing the song	
	Learners makes the letter sound and tell the teacher the sound	with correct rhythms.	Ask learners to read some keywords on the board
	that has been written.	Lead learners to brainstorm the meaning of the song.	,

Week Ending:	DAY:		Subject: PHYSICAL EDUCATION	
Duration: 60mins			Strand: Motor Skill And Moveme	nt Patterns
Class: B3	Class Size:		Sub Strand: Locomotive Skills	
Content Standard: Demonstrate competence i and movement patterns need variety of physical activities.	eded to perform a	Indicator: B3.1.1.1: Change direction from forward and back and right and left while walking, running, hopping, and jumping		Lesson:
Performance Indicator: Learners can change direction from forward and back and right and left while walking, running, hopping, and jumping		Core Competencies: Personal skills and core competence agility, concentration, precision	ies such as	

Teaching/ Learning Resources
References: PE Curriculum Pg. 20 Pictures and Videos

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Take learners through general and specific warm ups.	Mark points on the court with cones/skittles with directions.	Organize mini football game for learners.
	Have learners to watch pictures and videos of the skill to be learnt.	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.	End the lesson by leading learners to jog slowly to walking with fun whiles flexing the body parts for quick recovery. End lesson with cool down
		Observe learner's performance and give corrective feedback to improve performance.	

SCHEME OF LEARNING- WEEK 2 BASIC THREE

Name of School.....

Week Ending:		DAY: MONE	DAY		Subject: English Langua	ıge	
Duration: 60mins	S		Strand: Oral Language				
Class: B3		Class Size:		Sub Strand: Rhymes			
Content Standard: B3.1.2.1: Appreciate a variety of literary pieces Performance Indicator: Learners can compose short rhymes and tongue-twisters and recite them Core Competencies: Communication and Collaboration and Collabora				Lesson: I of I			
Key words	Events, story, p	icture	I				
References: English L	anguage Curricul	um For Primary	Schools Pa	g. :	70		
Phase/Duration		Activities				Resources	
PHASE 1: STARTE PHASE 2: NEW LEARNING	Place all to then flip of words mand obsever all to the flip of words mand obsever and obsever all the learner and obsever all the learner all	Select 10 words and write them two different times on word cards. Place all the cards face down on the floor. Learners will then flip over two at a time and say each word, if the words match the learner gets to keep the cards. • Did you enjoy the game? • What words did you hear in the game? • Make a list of ten words you heard. Share performance indicators with learners and introduce the lesson. Present new rhymes and perform them as learners listen and observe.			Word cards, sentence cards, letter cards, handwriting on a manila card		
PHASE 3: REFLECTION	Focus on them. Put learn and task they will Take feed lesson.	ers in conveni- them to comp iers to tell you like to learn in dback from wh	in convenient groups. Assign them a rhyme m to compose a parallel one. It to tell you what they have learnt and what is to learn in the next lesson to the compose a parallel one. It is to learn in the next lesson to the compose a parallel one. It is to tell you what they have learnt and what is to learn in the next lesson to the compose a parallel one. It is to tell you what they have learnt and summarize the trespond to and ask questions based on			In our nex we shall cr own storie pictures.	eate our

Week Ending:	Week Ending: DAY: Tuesday Subj			Subject: English Language		
Duration: 60mins	l			Strand: Readin	ng	
Class: B3	Clas	ss Size:	Sub Strand: Phonics			
Content Standard: B3.2.2.1: Connect sounds to blend letters/syllables in ord write		B3.2.2.1.1 understand the relationship between spelling of words and sounds of			Lesson:	
Performance Indicator: Learners can understand th speech	e relationship	between spelling	of words a	nd sounds of		ompetencies: nication and ration
References: English Langu	age Curriculun	n For Primary Sc	hools Pg. 8	31		
Phase/Duration PHASE I: STARTER	Learners A Engage lear	ctivities ners to sing far	miliar rhym	nes.		Resources lashcards
	Ask learners; • Whether they enjoyed singing the songs? • What words did you hear in the songs? • Are these words food, animals, objects? Share performance indicators with learners and introduce the lesson.					
PHASE 2: NEW LEARNING	pronounce them. (You can also make them read words on the board or word cards).				ords c	Word cards, sentence cards, letter cards, nandwriting on a manila card
PHASE 3: REFLECTION	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Take feedback from what have learnt and summarize the					
	lesson. Next lesson: use common rhyming/endings words for decoding of words.					

Week Ending:	DAY: WEDNESDAY			Subject: English Language			
Duration: 60mins			Strand: Writing				
Class: B2	Class Size:			S	ub Strand: Writing Let	ters	
of letter sounds to write le Performance Indicator: Learners can use letter-sou letters in words correctly.	Sontent Standard: 3.4.3.1: Use general skills, strategies and knowledge fletter sounds to write legibly and boldly represent most letters in wo erformance Indicator: earners can use letter-sound relationships to represent most Communication			nost letters in words corr Core Competencies: Communication and Coll	ectly	Lesson: 2 of 2 on, Personal	
Phase/Duration PHASE I: STARTER	Learners Activities Engage learners to sing familiar songs. E.g. Five little ducks Ask learners; • Whether they enjoyed singing the song? • What words did you hear in the song? • Are these words food, animals, objects? Share performance indicators with learners and introduce					Resou	ırces
PHASE 2: NEW LEARNING	the lesson. Let learners play the alphabet sound game. Dictate words and simple sentences for learners to write.				Word letter	cards, paper, cards,	
PHASE 3: REFLECTION	Summarize the important points in the lesson with learners. Next lesson: make a list of objects found in the environment						

Week Ending:	Ending: DAY: THURS		S	Subject: English Language		
Duration: 60mins	"		S	and: Grammar Usage		
Class: B3	Class Size	•	S	ub Strand: Using Capi	talization	
Content Standard: B3.5.1.1: Apply knowledge in writing	Indicator: B3.5.1.1.2 de titles of texts		te the ability to capitaliz	e	Lesson: I of I	
Performance Indicator: Learners can demonstrate	the ability to ca	pitalize titles of tex	ts	Core Competencie Communication and C		ation, Personal
References: English Lang	uage Curriculu	m Pg. 97				
Phase/Duration PHASE I: STARTER	Learners Act	civities e adjectives with			Resou	rces
DUACE 2 NEW	Do an action for slow. Ask: What word is this? Pupils guess: slow. Do an action for loud. Ask: What word is this? Pupils guess: loud. Do an action for happy. Ask: What word is this? Pupils guess: happy Share performance indicators and introduce the lesson.					
PHASE 2: NEW LEARNING	or headings content wor Put learners discover the Give learner case for ther	Provide sample varied stories and passages whose titles or headings have capital letters at the beginning of content words, e.g. "Ananse and the Wisdom Pot". Put learners into groups to study the titles/headings and discover the use of capital letters in context. Give learners titles/headings of stories or texts in lower ase for them to re-write using capital letters at the reginning of content words.				cards, sentence etter cards, riting on a card
PHASE 3: REFLECTION	Give learner days of the v		ith smal			

Week Ending:		DAY: Friday		Subject: English Langua	ge		
Duration: 60mins	l.			Strand: Extensive Reading			
Class: B3		Class Size:		Sub Strand: Reading			
Content Standard: B3.6.1.1: Read widely for pleasure and demonstrate independent reading and learning in the literary area				ad a variety of age and level ooks and summarize them	-	Lesson:	
Performance Indicator: Learners can read a variety and summarize them	of age and	d level-appropri	ate books	Core Competencies: Communication and Colla	aboration	ı, Personal	
References: English Langua	ige Currio	culum For Prima	ary Schools Pg.	112			
Phase/Duration	Learne	rs Activities			Resou	rces	
PHASE I: STARTER	Ask lea	Engage learners to sing familiar songs. E.g. Five little ducks Ask learners; Whether they enjoyed singing the song? What words did you hear in the song? Are these words food, animals, objects? Share performance indicators with learners and introduce					
PHASE 2: NEW LEARNING	Have a make a lntrodupage to Encour provide Assess Using their p Have le	g book tease or book talk, introduce the reading/ ry time. e a variety of age appropriate books for learners to e a choice from. duce picture or wordless books, pop-up and flip-the- texts to learners. durage them to read individually and in pairs, and ide support and encouragement. ssment g think-pair-share, learners retell their story books to partners. learners draw parts of the story they read. Let learners					
PHASE 3: REFLECTION	Use pe from le	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.					

Week Ending: DA		DAY:			Subject: Mathematics		
Duration: 6	Omins per lesson				Strand: Numbe	∍r -	
Class: B3		Class Size	e:		Sub Strand: Co	ounting & Represer	itation
B3.1.1.1 Cou to 10,000 Performand • Learners between	Indicator: 3.1.1.1 Count and estimate quantities from 0 10,000 Erformance Indicator: Learners can describe numbers and the relationship between numbers Detween numbers CORE COMPETENCE: Problem Solving skills; Critical Thinking; Justificationship between numbers Detaching/ Learning Resources Counters, bundle and loose straws base ten cut square, page 1.1.1.1.2.				Thinking; Justificatio		
_	earning Resources		s, bundle an	id loose s	traws base ten c	eut square, patter	ns
References	Mathematics Curricul	um Pg. 43					
DAYS	PHASE I: STARTER	R	PHASE 2: M	1AIN		PHASE 3: REFLE	CTION
Monday	Engage learners to complete the pattern. Which shape comes next? Draw it		Guide learners to revise counting of natural numbers up to 1,000. Display and paste a number chart in multiples of 500 between 10,000 and 100,000 Lead learners to identify numbers in different positions around a given		mber chart in een 10,000 and ify numbers in	Give learners task complete whiles y round to guide th don't understand. Give remedial lea those who special	ou go ose who rning to
-			number. Put learners in pairs and give each group a number grid and have them identify numbers in different positions around a chosen number.			Give learners task	
Tuesday	Have learners to mat shapes. O		Guide learners to revise counting of natural numbers up to 10,000. Display and paste a number chart in multiples of 500 between 10,000 and 100,000 Lead learners to identify numbers in different positions around a given number. Put learners in pairs and give each group a number grid and have them identify numbers in different positions		complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.		
Wednesday	Engage learners to dr circles and shade any	aw the three.	around a chosen number. 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			Give learners task complete whiles y round to guide th don't understand. Give remedial lea those who special	ou go ose who rning to

T 1	Te i	D	C: 1 . 1 .
Thursday	Engage learners to count the	Demonstrate a conceptual	Give learners task to
	dots and write each number	understanding of place value of whole	complete whiles you go
	beside	numbers between 100 and 10,000	round to guide those who
		by: - explaining and showing - with	don't understand.
		bundles of hundreds, tens and ones	
			Give remedial learning to
		- explaining the meaning of each digit	those who special help.
	••	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	
		number in a numbreds marile	
		- explaining why the value of a digit	
		depends upon its placement within a	
		numeral.	
Friday	Engage learners to draw the	Demonstrate a conceptual	Give learners task to
	circles and shade any three.	understanding of place value of whole	complete whiles you go
		numbers between 100 and 10,000	round to guide those who
		by: - explaining and showing - with	don't understand.
		bundles of hundreds, tens and ones	
			Give remedial learning to
		- explaining the meaning of each digit	those who special help.
		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	
		number in a numureus frame	

Week Ending:	DAY:		Subject: Science		
Duration: 60mins per lesson		Strand: Diversity Of Matter			
Class: B3	Class Size:		Sub Strand: Living & No	n Living Things	
Content Standard: B3.1.1.1 Show understanding of the physical features and life processes of living things and use		Indicator: B3.1.1.1.1 classif animals by their	y living things plants and	Lesson:	
this understanding to classify them Performance Indicator:		,	e Competencies:		

Learners can classify living things plants and animals by their life process

Problem Solving skills; Critical Thinking; Justification of

Teaching/ Learning Resources | Pictures of Plants and animals in the environment

References: Science Curriculum Pg. 50

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Have learners watch a documentary on the life	Learners watch pictures and videos on living things	What have we learnt today?
	processes of some plants and		Life process of plants and
	animals	Learners collect and display cut- out pictures or flash cards of	animals
		plants and animals	Have learners to summarize
			the important points of the lesson
	Have learners watch a documentary on the life	Learners sort the living things into plants and animals through	What have we learnt today?
	processes of some plants and animals	an activity.	Life process of plants and Animals
		Draw two large circles and let	
		learners place living things into	Have learners to summarize
		different circles for plants and animals based on their life	the important points of the lesson
	Dut the leave as into secure	Processes Have learners watch a	\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\
	Put the learners into groups. Play a game of seeing which	documentary on the life	What have learnt today?
	group can list the highest	processes of some plants and	Life process of plants and
	number of living and non-living things.	animals	Animals
		Produce more materials for	Have learners to summarize
	Give them 5 minutes to write as many ideas down on paper as	different activities	the important points of the lesson
	they can. The group with the highest number wins		

Week Ending:	DAY:		Subject: OWOP		
Duration: 60mins per lesson			Stranc	l: All About Us	
Class: B3	Class: B3 Class Size:		Sub Strand: Nature Of God		
Content Standard: B3.1.1.2. Appreciate God's promises to humankind		Indicator: B3.1.1.2.1. Explain God's promises to humankind		d's promises to	Lesson:
Performance Indicator: Learners can explain God's promises to humankind				Core Competenci Communication and Control Critical Thinking and Po	ollaboration
Feaching/ Learning Resources Pictures, Charts, Video Clips					
References: OWOP Curriculum Pg. 40					

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Flash letter cards to learners for them to pronounce some key words in the lesson. Ask pupils to spell and write the words in the books	Through questions and answers, guide learners to identify the promises God made to humankind: Making reference form the call of Abraham (Ibrahim) God promised him with eternal life. In groups, let learners discuss the call of Abraham (Ibrahim). Let learners present their work to class for discussion. Let learners role play the call of Abraham (Ibrahim). Let learners mention the ways	Ask learners to tell the class what they have learners in turns summarize the lesson
	Get a viral picture, a trending news on twitter, Facebook, YouTube and other social media handles. Discuss what is trending and invite learners to share their opinions on them	we respond to God's call. Through questions and answers, guide learners to identify the promises God made to humankind: Making reference form the call of Moses (Musa). In groups, let learners discuss the call of Moses (Musa). Let learners present their work to class for discussion. Let learners role play the call of Moses (Musa).	Ask learners questions to review their understandin of the lesson. Have learners write 3 fact of the lesson on a sheet of paper and it in their pocked and learn it on their way home.

	Let learners mention the ways we respond to God's call.	
Ask learners questions to review their understanding in the previous lesson	Through questions and answers, guide learners to identify the promises God made to humankind:	Ask learners questions to review their understanding of the lesson.
	Making reference form the call of Moses (Musa).	Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way
	In groups, let learners discuss the call of Moses (Musa).	home.
	Let learners present their work to class for discussion.	
	Let learners role play the call of Moses (Musa).	
	Let learners mention the ways we respond to God's call.	

Week Ending:	DAY:		Subject: REL & MORAL EDUCATION	
Duration: 60mins			Strand: God's Creation	& Attributes
Class: B3	Class Size:		Sub Strand: God the Creator	
Content Standard: B3.1.1.1 Identify ways of ensuring environmental safety		Indicator: B3.1.1.1 demonstrate ways to care for the environment		Lesson:
Performance Indicator: Learners can demonstrate ways to care for the environment		Cult	re Competencies: ural Identity, Sharing Reconcili etherness, Unity.	ation,
Teaching/ Learning Resources Wall charts, wall words,		ords, poster	s, video clip, etc.	
References: RME Curriculum Pg.	22			

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Have learners mention natural things (things created by god)	Use questions and answers for learners to explain the	What have we learnt today?	
	that are bright and beautiful in the environment and classify	environment.	Caring for the natural environment
	them into big and small	Using Think-Pair-Share, let	
	, and the second	learners talk about ways of caring for the environment through: tree planting, proper disposal of waste, legal mining,	Ask learners to summarize the important points of the lesson
		clean-up exercises, avoiding environmental pollution, etc.	Give learners task to mention and discuss ways of caring for the natural
		Assessment: Let learners organize and do clean-up exercises in the school	environment
		environment	

Week Ending:	DAY:	DAY:		Subject: History	
Duration: 60mins per lesson	<u> </u>			Strand: My country Ghana	1
Class: B3	Class Size:		Sub Strand: The People Of Ghana		Of Ghana
Content Standard:		Indicato	r:		Lesson:
B3.2.1.1. Exhibit knowledge of t	he unique	B3.2.1.1.1	discuss	the origins of the major	
history of the major ethnic grou	ps in Ghana	ethnic gro	oups in (Ghana	I OF I
Performance Indicator:	-		Core	Competencies:	•
Learners can discuss the origins	of the major ethi	nic groups	Learners to become critical thinkers and digital		
in Ghana	in Ghana		literates		
Teaching/ Learning Resources Wall charts, word		cards, p	oosters, video clip, etc.		
References: History Curriculum Pg. 15					

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION	
	Have learners watch videos of some of the history of the major ethnic groups in Ghana	Identify some of the major ethnic groups. E.g. Akans	Play a game of pick and win using ethnic groups	
	Have learners to write on a sheet of paper the following	Let learners identify some of the characteristics of the Akan ethnic group.		
	What are the major ethnic groups in Ghana? Etc.	Use a map to trace the routes of the Akan ethnic groups.		
	Have learners watch videos of some of the history of the major ethnic groups in Ghana	In groups, learners discuss the origin of the Akan ethnic group.	What have we learnt today? The origin of major ethnic	
	Have learners to tell which of part of the video interest them	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)	Have learners to summarize the important points in the lesson	

Week Ending:	DAY:		Subject: Creative Arts	
Duration: 60mins per lesson		Strand: Performing Arts		
Class: B3	Class Size:		Sub Strand: Thinking and Exploring Ideas	
Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions on the people		performing arty	y and talk about vorks produced or ther African communities	Lesson:
Performance Indicator:			Core Compete	ncios

Learners can study and talk about performing artworks produced or performed in other African communities

Core Competencies: Decision Making Creativity, Innovation Communication

Teaching/ Learning Resources | Photos, videos, art paper, colors and traditional art tools

References: Creative Arts Curriculum Pg. 68

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Learners are to watch a short video that reflects topical issues in the local community; Ask learners to talk about parts of the video or pictures that	Learners are to gather information through library research, surfing the internet for African music, dances and drama.	Ask learners to tell the whole class what they have learnt. Learners tell what they will like to learn.
	interest them.	Watch short documentaries on the performing arts of Africa	like to learn.
		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.	
	Ask learners questions to review learners understanding in the previous lesson.	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.	Use series of questions and answers to review learners understanding of the lesson Call learners in turns to summarize the lesson.
		Develop ideas and concepts for composing and performing music, dance and drama from the compositions and performances from Africa.	

Week Ending:	DAY:		Subject: Ghanaian Language		
Duration: 60mins per lesson		Strand: Oral Language			
Class: B3	Class Size:		Sub St	trand: Rhymes	
Content Standard: B3.1.2.1 Show an understanding rhymes	g of some	Indicator: B3.1.2.1.1-2 Reco		cognize and produce own rhyming	
Performance Indicator: Learners can recognize and produce own rhyming		ning words.		ore Competencies: eativity and innovation, Commun	nication.
T T		letter car	ds, handwriting on a manila card		

References: Ghanaian Language Curriculum Pg. 89

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Split learners into 2 teams.	Let learners sing a popular play	Use questions to review
	Taking turns, learners from each team come up and chose a	song they know.	their understanding of the lesson
	vocabulary word. Learners to	Read aloud a rhyme to learners.	
	draw something on the board	,	Ask learners to summarize
	while only their tries to guess	Let learners read aloud the	what they have learnt
	the word	rhyme in turns.	
		Lead learners through	
		discussions to recognize	
		rhyming words in the rhyme.	
	Have learners share what is	Let learners sing a popular work	Use questions to review
	going on in their lives.	song they know.	their understanding of the lesson
	You and your learners can talk	Write your own rhyme and	lesson
	about plans for the weekend.	read it to the learners.	Ask learners to summarize
			what they have learnt
		Lead learners to read the rhyme	,
		in turns.	
		Discuss the skills involved in	
		writing a rhyme with learners.	
		Encourage learners to produce	
		their own rhyming words.	
	Split your class into small groups	Let learners sing a popular work	Use questions to review
	of 4. Each group have to think of an acronym about what they	song they know.	their understanding of the lesson
	have learned so far. The	Write your own rhyme and	lesson
	acronym can't be longer than	read it to the learners.	Ask learners to summarize
	the number of members in the		what they have learnt
	group.	Lead learners to read the rhyme	,
		in turns.	
	Call the groups in turns to		
	discuss what the letters in the	Discuss the skills involved in	
	acronym stands for	writing a rhyme with learners.	
		Encourage learners to produce	
		their own rhyming words.	

Week Ending:	DAY:		Subject: PHYSICAL EDU	ICATION
Duration: 60mins		Strand: Motor Skill And Movement Patterns		
Class: B3	Class Size:		Sub Strand: Locomotive	Skills
Content Standard: Demonstrate competence		Indicator:	mp continuously forward and	Lesson:
movement patterns needs of physical activities.	ement patterns needed to perform a variety		er a turning rope.	I OF I
Performance Indicator: Learners can jump continuously forward and backward of turning rope.		ward over a	Core Competencies: Personal skills and core compeagility, concentration, precision	
Teaching/ Learning Re	sources Pictures and	l Videos		
References: PE Curricul	um Pg. 30			
DAYS PHASE I: S'	IAKIEK H	PHASE 2: MAIN	PHASE 3: R	EFLECTION

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Take learners through general and specific warm ups.	Learners find free space and skip 10 times always landing on the balls on both feet.	Have learners to discuss the importance in exercising the body.
	Have learners to watch pictures and videos of the skill to be learnt.	Learners find free space and skip 5 times on one foot always landing on the balls of the same foot as they alternate the foot. e.g. right – 5times left – 5times	End lesson with cool down.
		A learner jumps continuously on 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.	

SCHEME OF LEARNING- WEEK 3

BASIC THREE

Name of School.....

Week Ending:	DAY: MONDAY		Subject: English Language				
Duration: 60mins				Strand: Oral Language			
Class: B3		Class Size:			Sub Strand: Story Telli	ng	
Content Standard: B3.1.4.1: Respond to stories	:		B3.1.4.1.1 on storie	re	espond to and ask quest neard	tions based	Lesson:
Performance Indicator: Learners can respond to and heard	d ask questi	ons based on st			ore Competencies: ommunication and Collabo	oration, Leade	rship
Key words Eve	nts, story, p	icture					
References: English Langua	ige Curricul	um For Primary	Schools P	g.	71		
	1.	A					
Phase/Duration		Activities			1.66	Resources Music box	
Place a then fl words		If the cards face down on the floor. Learners will prover two at a time and say each word, if the match the learner gets to keep the cards. Did you enjoy the game? What words did you hear in the game? Make a list of ten words you heard.			Tradic box		
	Share per		icators wit	:h	learners and introduce		
PHASE 2: NEW LEARNING Let learner Have learn answering PHASE 3: REFLECTION Select a su e.g. Ananso Ananso Ask learner they will life		uitable story to tell or read to the class. se and the family. ers tell their favorite parts of the story. ners respond to the story by asking and grelevant questions to enhance comprehension.		Word cards, sentence cards, letter cards, handwriting on a manila card			
		like to learn ir	you what they have learnt and what n in the next lesson what have learnt and summarize the		In our nex we shall cr own storie pictures.	eate our	
			n: share facts from information texts heard ner, groups or the teacher.				

Week Ending:	DAY:	DAY: Tuesday Subject		Subject: English Language		
Duration: 60mins	<u> </u>		Strand: Readin	ng		
Class: B3	Class	Size:	Sub Strand: ∨	Vord Fami	lies	
Content Standard: B3.2.3.1: Employ knowledg endings and common digrap reading comprehension		Indicator: B3.2.3.1.1 use common for decoding of words		words	Lesson:	
Performance Indicator: Learners can use common	hyming/endings v	vords for decoding of w	ords		ompetencies: ication and ation	
References: English Langu	age Curriculum F	or Primary Schools Pg. 8	32			
Phase/Duration PHASE I: STARTER	Learners Acti	vities ers to sing familiar rhyr	nes.		esources ashcards	
	WhatAre t Share perform the lesson.	ther they enjoyed sing words did you hear in hese words food, anim nance indicators with	n the songs? nals, objects? earners and intro			
PHASE 2: NEW LEARNING	Have learners out the word Have learners	rners to simple word for letter. e.g. pin, sin, fing build on these rhymins to their group members form sentences with	ng endings and re pers. these rhyming w	ead m	Vord cards, sentence ards, letter cards, andwriting on a nanila card	
PHASE 3: REFLECTION	Take feedback lesson.	to tell you what they he to learn in the next less k from what have learn use diphthongs to buil	sson nt and summarize			

Week Ending: DAY: WEDNESDA Duration: 60mins			DAY	Subject: English Languag	e	
			Strand: Writing			
Class: B2	Class: B2 Class Size:			Sub Strand: Labeling Iter	ms	
Content Standard: B3.4.4.1: Draw and label s	mple pict	ures	Indicator B3.4.4.1.1 the enviro	make a list of objects found	d in	Lesson:
Performance Indicator Learners can make a list o		ound in the environ	ment.	Core Competencies: Communication and Coll Development	aborati	on, Personal
References: English Lan	guage Cı	ırriculum Pg. 90				
Phase/Duration	Learner	rs Activities			Reso	urces
PHASE I: STARTER	Ask lea Share p the less	Whether they en What words did y Are these words erformance indication.				
PHASE 2: NEW LEARNING	Let grogiven and Guide I present picture:	the class to make a list of objects found in a given atic area. e.g. The Bus Stop. Toups and pairs make similar lists from self-chosen or areas. They may use invented spelling initially. The learners to edit and self-correct the errors before a their work to the class. They may use children's es, dictionaries and other sources			Word cards, paper, letter cards,	
PHASE 3: REFLECTION	Next le	·	sentences	to express personal texts		

Week Ending:	: THURSDAY	S	ubject: English Langua	ige		
Duration: 60mins		Strand: Grammar Usag		ge		
Class: B3	Class Size	:	S	ub Strand: Using Pund	ctuation	
Content Standard: B3.5.2.1: Apply knowledge opunctuation in communicat		Indicator: B3.5.2.1.1 use ful	l stops	in initials and abbrevia	Lesson:	
Performance Indicator: Learners can use full stop		l abbreviations		Core Competencie Communication and (es: Collaboration, Personal	
References: English Lang	uage Curriculu	m Pg. 98				
Phase/Duration	Learners Act	tivities			Resources	
PHASE I: STARTER	Review some	e adjectives with I	earners	•		
	Do an action Ask: What v Do an action Ask: What v	vord is this? Pupil of for loud. vord is this? Pupils of for happy. vord is this? Pupils				
PHASE 2: NEW LEARNING	Provide a shaper of the set of th	prize a full stop at the end of each sentence. stops in initials and abbreviations. I - Mister Badu, A. O. Boateng – Adom eng ortunities for learners to practice using full ls of their names, and abbreviations.			Word cards, sentence cards, letter cards, handwriting on a manila card	
PHASE 3: REFLECTION	days of the v	s a text with nam veek, beginning w use full stops in i	ith smal			

Week Ending: DAY: Friday				Subject: English Language			
Duration: 60mins				Strand: Extensive Reading			
Class: B3 Class Size:				Sub Strand: Reading			
Content Standard: B3.6.1.1: Read widely for pleindependent reading and lea area							
Performance Indicator: Learners can read a variety and summarize them	of age and	d level-appropri	ate books	Core Competencies: Communication and Colla	aboratior	ı, Personal	
References: English Langua	age Currio	culum For Prima	ary Schools Pg.	112			
Phase/Duration	Learne	rs Activities			Resou	rces	
PHASE I: STARTER	Ask lea	Whether the What words Are these wo					
PHASE 2: NEW LEARNING	Have a make a lntrodupage to Encour provide Assess Using their p Have le	sing book tease or book talk, introduce the reading/ brary time. lave a variety of age appropriate books for learners to take a choice from. stroduce picture or wordless books, pop-up and flip-theage texts to learners. Incourage them to read individually and in pairs, and rovide support and encouragement. Ssessment Ising think-pair-share, learners retell their story books to their partners.				cards, sentence etter cards.	
PHASE 3: REFLECTION	Have learners draw parts of the story they read. Let learners summarize the books they read to the whole class Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.						

Week Ending:	DAY	/ :	Subject: Mathematics		
Duration: 60mins per lesson			Strand: Number		
Class: B3	Clas	s Size:	Sub Strand: Counting & Representation		
Content Standard: B3.1.1.1 Count and estimate quantities from 0 to 10,000		Indicator: B3.I.I.I.4 Compare and c 10,000 and represent cor symbols >, <, or =.	rder whole numbers up to nparisons using the	Lesson:	

Performance Indicator:

 Learners can compare and order whole numbers up to 10,000 and represent comparisons using the symbols >, <, or =.

CORE COMPETENCE:

Problem Solving skills; Critical Thinking; Justification of Ideas:

Teaching/ Learning Resources

Counters, bundle and loose straws base ten cut square, patterns

References: Mathematics Curriculum Pg. 44

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	Engage learners to sing songs and recite some familiar rhymes they know	Demonstrate an understanding of how place value determines the relative size of whole numbers (between 100 and 10,000)	Give learners task to complete whiles you go round to guide those who don't understand.
	Early to Bed Early to bed and early to rise Makes a man, healthy, wealthy and wise.	Guide learners to describe 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	Give remedial learning to those who special help.
Tuesday	Play games and sing some action songs to begin the class	Demonstrate an understanding of how place value determines the relative size of whole numbers (between 100 and 10,000)	Give learners task to complete whiles you go round to guide those who don't understand.
		Guide learners to describe 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	Give remedial learning to those who special help.
Wednesday	Have learners to sing songs and recite familiar rhymes LITTLE FINGER Little finger, little finger where	Guide learners to identify which of two given numbers is bigger (or smaller), explaining why using place value and representing the relationship using the symbols<	Give learners task to complete whiles you go round to guide those who don't understand.
	are you, Here am I, here am I, how do you do	and >; Through series of examples guide learners to put a small group of numbers in increasing or decreasing order and justifying the order using a hundreds frame, a number line or place value;	Give remedial learning to those who special help.
Thursday	Have learners to sing songs and recite familiar rhymes	Guide learners to identify which of two given numbers is bigger	Give learners task to complete whiles you go

	LITTLE FINGER Little finger, little finger where	(or smaller), explaining why using place value and representing the relationship using the symbols<	round to guide those who don't understand.
	are you, Here am I, here am I, how do	and >;	Give remedial learning to those who special help.
	you do	Through series of examples guide learners to put a small group of	, .
		numbers in increasing or decreasing order and justifying	
		the order using a hundreds frame,	
		a number line or place value;	
Friday	Have learners to sing songs	Learners to identify the missing	Give learners task to
	and recite familiar rhymes	numbers or errors in a section of number line from 100 to 10,000	complete whiles you go round to guide those who
	<u>LITTLE FINGER</u>	or in a hundreds chart and	don't understand.
	Little finger, little finger where	justifying the answer using place	
	are you,	value	Give remedial learning to
	Here am I, here am I, how do		those who special help.
	you do	- solving word problems that	
		involve comparing quantities to	
		1000 (i.e., Agbo has 230 chickens.	
		Dzifa has 460. What can you say?)	

Week Ending:	DAY:		Subject: Science				
Duration: 60mins per lesson					Strand: Diversity Of Matter		
Class: B3	Class Siz	ze:			Sub Strand: Materials		
Content Standard:			dicato			Lesson:	
B3.1.2.1 Recognize materials as im		B3	B3.1.2.1.1 Identify the uses of everyday				
resources for providing human nee	eds	ma	materials and link the uses to their properties I OF			I OF I	
Performance Indicator:				Core	Competencies:		
Learners can Identify the uses of e	veryday ma	aterials a				ustification of	
link the uses to their properties			Ideas;				
Teaching/ Learning Resources Wood			stics, p	aper, m	etals, leather, cotton		
References: Science Curriculur	n Pg. 50						

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Engage learners to sing some action songs	Show learners pictures and videos of common materials e.g. wood, plastics, paper, metals, leather, cotton, etc.	Ask learners questions to review their understanding of the lesson.
	SHOW ME Show me your head oo, This is my head oo. Show me your eyes oo, This is my eyes oo. Etc.	Learners collect everyday materials in their environment e.g. wood, plastics, paper, metals, leather, cotton, etc. and bring them to class.	Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.
		Learners use think-pair-share to discuss the uses of the materials collected.	
	Get a viral picture, a trending news on twitter, Facebook, YouTube and other social media handles. Discuss what is trending and invite learners to share their opinions on them	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	Divide the class into two teams. One player serves a question and choses a player in the other group to answer.
		Engage learners in an activity to match some products such as buckets, cups, books, tables with their material sources such as metals, clay, glass, wood, plastics.	
		Provide a lot of materials for the learners to do more activities.	

Week Ending:	DAY:	DAY:		Subject: OWOP		
Duration: 60mins per le	esson	:	Strand	: All About Us		
Class Size:			Sub Strand: My Self			
Content Standard:	<u> </u>	Indicator:			Lesson:	
B3.1.2.1. Demonstrate k	nowledge of	B3.1.2.1.1. Explain ways of promoting personal				
promoting personal hygiene and safety		hygiene and safety as a responsible citizen		I OF I		
Performance Indicator:				Core Competen	cies:	
a language and available ways of a constitue a constant business and affects as a						

 Learners can explain ways of promoting personal hygiene and safety as a responsible citizen Core Competencies:
Communication and Collaboration
Critical Thinking and Problem

Teaching/ Learning Resources Pictures, Charts, Video Clips

References: OWOP Curriculum Pg. 41

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION	
	Get a viral picture, a trending news on twitter, Facebook, YouTube and other social media handles.	Learners talk about things they need to promote personal hygiene: water, soap, tooth brush and tooth paste, nail	Ask learners questions to review their understanding of the lesson.	
	Discuss what is trending and invite learners to share their opinions on them	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.	Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.	
	Flash letter cards to learners for them to pronounce some key words in the lesson.	them to pronounce some key keeping our bodies clean.		
	Ask pupils to spell and write the words in the books	Learners sing and tell stories about the importance of keeping personal hygiene	Call learners in turns summarize the lesson	

Week Ending:	DAY:	DAY:		Subject: REL & MORAL EDUCATION		
Duration: 60mins			Strand: God's Creation			
Class: B3	Class Size:			od the Creator		
Content Standard: B3.1.1.1. Identify ways of a safety	ent Standard: 1. Identify ways of ensuring environmental		Indicator: B3.1.1.1.1 demonstrate ways to care for the environment			
Performance Indicator Learners can demonstrate	environment Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness, Unity.					
Teaching/ Learning Res	sources Wall charts,	wall words, p	osters, video clip, etc.			
References: RME Currice			, , ,			

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION		
	Have learners mention natural things (things created by god)	Use questions and answers for learners to explain the	What have we learnt today?		
	that are bright and beautiful in the environment and classify	environment.	Caring for the natural environment		
	them into big and small	Using Think-Pair-Share, let			
		learners talk about ways of	Ask learners to summarize		
		caring for the environment through: tree planting, proper disposal of waste, legal mining,	the important points of the lesson		
		clean-up exercises, avoiding environmental pollution, etc.	Give learners task to mention and discuss ways of caring for the natural		
		Assessment: Let learners	environment		
		organize and do clean-up			
		exercises in the school environment			

Week Ending:	DAY:			Subject: History		
Duration: 60mins per lesson				Strand: My country Ghana		
Class: B3 Class Size:			Sub Strand: The People Of	Ghana		
Content Standard:		Indicato	r:		Lesson:	
B3.2.1.1. Exhibit knowledge of the ι	inique history	B3.2.1.1.1 discuss the origins of the major				
of the major ethnic groups in Ghan	a	ethnic gro	ups in Ghana I OF I			
Performance Indicator:		•	Core	Competencies:	•	
Learners can discuss the origin:	s of the major e	ethnic	Learners to become critical thinkers and digital			
groups in Ghana			literate	es		
Teaching/ Learning Resources Wall charts, word cards, posters, video clip, etc.						
References: History Curriculum	Pg. 15					

References: History Curriculum Pg. 15

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION		
	Have learners watch videos of some of the history of the major	Identify some of the major ethnic groups.	Play a game of pick and win using ethnic groups		
	ethnic groups in Ghana	E.g. Akans			
	Have learners to write on a	Let learners identify some of the			
	sheet of paper the following What are the major ethnic	characteristics of the Akan ethnic group.			
	groups in Ghana? Etc.	Use a map to trace the routes of the Akan ethnic groups.			
	Have learners watch videos of some of the history of the major	In groups, learners discuss the origin of the Akan ethnic group.	What have we learnt today?		
	ethnic groups in Ghana		The origin of major ethnic		
		Compose a song with names of	groups		
	Have learners to tell which of	the major ethnic groups and			
	part of the video interest them	where they originated (In the	Have learners to summarize		
		special schools, resource	the important points in the		
		persons should assist the	lesson		
		hearing impaired to sing)			

Week Ending:	DAY:		Subject: Creative Arts			
Duration: 60mins per lesson		Strand: Visual Arts				
Class: B3 Class Size:			Sub Strand: Planning, Making and Composing			
	Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions on the people.			Indicator: B3 1.2.2.1/5B3 1.2.3.1 Plan own artworks that represent visual artworks produced or found in other communities in Africa.		
Performance Indicator: Learners can plan own artworks that represent visual artworks prod found in other communities in Africa.				Core Competer Decision Making Cre Innovation Commun	eativity, ication	
Teaching/ Learning Resources						

References: Creative Arts Curriculum Pg. 68

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION		
	Learners are to watch a short video or pictures on an exhibition or visit an exhibition Centre, preferably during the	Learners are to examine the history and culture of the people from other countries in Africa.	Ask learners to tell the whole class what they have learnt.		
	circuit, district or regional		Learners tell what they wil		
	cultural festival.	Talk about artworks produced/performed in Africa.	like to learn		
	Ask learners to talk about parts				
	of the video or pictures that interest them.	Identify and experiment with the tools, materials and methods of production the artists use.			
		Organize and develop ideas by sketching own creative ideas and concepts to make own visual artworks such as painting.			
	Ask learners questions to review learners understanding in the previous lesson.	Learners are to create own artworks based on the history and culture of the people from other countries in Africa.	Use series of questions and answers to review learners understanding of the lesson		
			Call learners in turns 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).	summarize the lesson		

Week Ending:	DAY:		Subject: Ghanaian Language		
Duration: 60mins per lesson			Strand: Oral Language		
Class: B3	Class Size:		Sub Strand: Poems		
Content Standard: B3.1.3.1 Demonstrate knowledge of poem recitation with the correct stress and rhythm by listening attentively		Indicator: B3.1.3.1.1. Explo discuss what the	re poems and note the words and poem is about.	Lesson:	

Performance Indicator: Learners can explore poems and note the words and discuss what the **Core Competencies:** Creativity and innovation,

Teaching/ Learning Resources Word cards, sentence cards, letter cards, handwriting on a manila card

Communication.

References: Ghanaian Language Curriculum Pg. 90

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION		
	Flash letter cards to learners for them to make its sounds. Ask pupils to write some letters in the air as you	Explore poems to learners. As you read the poem, allow them to note words in the poem.	Use questions to review their understanding of the lesson		
	mention them	Let learners explore poems and take note of the words.	Ask learners to summarize what they have learnt		
		Lead learners to explore the poem with gestures.			
		Let learners tell what the poem is about.			
	Have learners to write letter patterns in the air.	Explore poems to learners. As you read the poem, allow them to note words in the poem.	Use questions to review their understanding of the lesson		
	Engage learners to sing songs and dance to it	Let learners explore poems and take note of the words.	Ask learners to summarize what they have learnt		
		Lead learners to explore the poem with gestures.			
		Let learners tell what the poem is about.			
	Flash letter cards to learners for them to make its sounds. Ask pupils to write some letters in the air as you	Explore poems to learners. As you read the poem, allow them to note words in the poem.	Use questions to review their understanding of the lesson		
	mention them	Let learners explore poems and take note of the words.	Ask learners to summarize what they have learnt		
		Lead learners to explore the poem with gestures.			

Duration: 60mins				Subject: F	Subject: PHYSICAL EDUCATION		
			Strand: M Patterns	Strand: Motor Skill And Movement Patterns			
Class: B3		Class Size	e:	Sub Strar	nd: Manipulative S	kills	
and movem	Standard: te competence in the mo nent patterns needed to p hysical activities.		Indicator: B3. 1.2.1.3: Jump turning rope in a	· ·	self forward	Lesson:	
Learners ca circle (skip Teaching/	nce Indicator: an jump continuously a seping with rope). Learning Resources as: PE Curriculum Pg. 31		turning rope in a and Videos		and core competeration, precision	encies such as	
DAYS	PHASE I: STARTER	P	HASE 2: MAIN		PHASE 3: REF	LECTION	
	Take learners through minutes jogging to war body up.	m the sk	iuide learners to pi kipping ropes and fi lold the handle of to ope side by side wi ands with the midd on the ground or sli	nd self-space. he skipping th the two le of the rope	Allow learners at their own particle corrective feed improvement. End the lesson down	ice. Give Iback for skill	

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-

Advance should progress to single step-hops and change clockwise rope movement to anti-clockwise.

off.

SCHEME OF LEARNING- WEEK 4 BASIC THREE

Name of School.

Week Ending:	DAY: MONDAY		Subject: English Language				
Duration: 60mins			Strand: Oral Language		trand: Oral Language		
Class: B3		Class Size:	Sub Strand: Story Telling				
Content Standard: B3.1.4.1: Respond to stories			B3.1.4.1.1 respond to and ask questions based			Lesson:	
Performance Indicat Learners can respond t heard	ions based on s		Cor	e Competencies: nmunication and Collabo	oration, Leade	rship	
Key words	Events, story, p	icture					
References: English La	anguage Curricul	um For Primary	Schools I	Pg. 71			
DI (D.)	1.	A				-	
Phase/Duration PHASE I: STARTE		Activities			1.66	Resources Music box	
PHASE 2: NEW	word car Place all then flip words m • [•] Share pe the lesso	What words did you hear in the game?					
LEARNING	E.g. Anan Let learn Have lea	lect a suitable story to tell or read to the class. S. Ananse and the family. It learners tell their favorite parts of the story. It learners respond to the story by asking and swering relevant questions to enhance comprehension.				Word cards, sentenc cards, letter cards, handwriting on a manila card	
PHASE 3: REFLECTION	Ask learr they will	learners to tell you what they have learnt and what will like to learn in the next lesson e feedback from what have learnt and summarize the				In our next we shall cr own storie pictures.	eate our
		Next lesson: share facts from information texts heard with a partner, groups or the teacher.					

Week Ending: DAY:			Tuesday		Subject: Englis	h Languas	ge
Duration: 60mins	Duration: 60mins				Strand: Readin		
Class: B3	Class: B3 Class				Sub Strand: D	iphthong	s
Content Standard: B3.2.4.1: Show understanding of diphthongs			Indicator: B3.2.4.1.1 use	diphtho	ngs to build wo	rds	Lesson:
Learners can use diphthongs to build words Commi						Competencies: nunication and oration	
References: English Langu	age Currici	ulum Fo	or Primary Scho	ools Pg. 8	3		
Phase/Duration PHASE I: STARTER	Learner						Resources Tashcards
	Ask learners: Whether they enjoyed singing the songs? What words did you hear in the songs? Are these words food, animals, objects? Share performance indicators with learners and introduce the lesson.						
PHASE 2: NEW LEARNING	Revise digraphs and have learners identify them in words. Introduce diphthongs in context. e.g. ou-out, loud, cloud Through think-pair-share, let learners generate diphthongs and build words with them					c h	Word cards, sentence cards, letter cards, nandwriting on a manila card
PHASE 3: REFLECTION	Ask learners to tell you what they have learnt and what						

Week Ending:	/eek Ending: DAY: WEDNESDAY				Subject: English Language			
Duration: 60mins				Strand: Writing				
Class: B2	Clas	s Size:		Sub Strand: Writing Sent	and: Writing Sentences			
Content Standard: B3.4.5.1: Write accurately and knowledge of gramm		uired vocabulary	Indicator: B3.4.5.1.1 write simple sentences express personal opinions about characters in texts		orite	Lesson: 2 of 2		
Performance Indicator Learners can write simple about favorite characters	sentences	to express persona	al opinions	Core Competencies: Communication and Col Development	laborati	on, Personal		
References: English Lan	guage Cu	rriculum Pg. 90		· · · · · ·				
Phase/Duration	Learner	s Activities			Reso	urces		
PHASE I: STARTER	Ask lead Share p the less	e performance indicators with learners and introduce						
PHASE 2: NEW LEARNING	Have le opinion Let lear checkin i. correctii. correctiii. correctiii. correctiv. correctiv.	arners write simples on favorite chara ners exchange the g for: t spelling of words, t writing of capitals ct writing of small le ct spacing of letters	le sentence acters. eir books a , etters, and words			I cards, paper, cards,		
PHASE 3: REFLECTION	Next le		sentences	the lesson with learners. s to express personal n texts				

Week Ending:	DA	Y: THURSDAY	S	ubject: English Langua	ge	
Duration: 60mins	'		St	t rand: Grammar Usag	e	
Class: B3	Class Size	:	S	ub Strand: Using Pund	ctuation	
Content Standard: B3.5.2.1: Apply knowledge of the use of punctuation in communication Indicate B3.5.2.1.			stops in	initials and abbreviation	\c	Lesson:
Performance Indicator: Learners can use full stops	s in initials and a	bbreviations		Core Competencie Communication and C		ation, Personal
References: English Lang	uage Curriculı	ım Pg. 98				
Phase/Duration PHASE I: STARTER	Learners Ac	tivities e adjectives with l	earners		Resou	ırces
	Do an action Ask: What we have a sk: What we have been share performance.	word is this? Pupil in for loud. word is this? Pupils in for happy. word is this? Pupils	guess: guess: and intr	loud. happy roduce the lesson.		cards, sentence
PHASE 2: NEW LEARNING	Pair learners Introduce fu e.g. Mr. Bad Opoku Boad Provide opp	s place a full stop a Ill stops in initials a Iu - Mister Badu, eng ortunities for lear	rt passage of about four sentences. place a full stop at the end of each sentence. stops in initials and abbreviations. - Mister Badu, A. O. Boateng – Adoming			
PHASE 3: REFLECTION	Give learner days of the	als of their names, as a text with name week, beginning week; identify the presess in spoken and w				

Week Ending:	DAY: Frid	day		Subject: English Langua	ige	
Duration: 60mins	<u>'</u>			Strand: Extensive Read	ding	
Class: B3	Class Size	e:		Sub Strand: Reading		
Content Standard: B3.6.1.1: Read widely for pl independent reading and lea area		ate B		ad a variety of age and leve ooks and summarize them		Lesson:
Performance Indicator: Learners can read a variety and summarize them	of age and level-appr	opriate	e books	Core Competencies: Communication and Coll	aboration	ı, Personal
References: English Langu	age Curriculum For F	Primary	Schools Pg.	112		
Phase/Duration	Learners Activitie	es			Resou	rces
PHASE I: STARTER	Ask learners; Whether What wo Are thes	r they o ords di e word	enjoyed sing id you hear ds food, ani	ngs. E.g. Five little ducks ging the song? in the song? mals, objects? learners and introduce		
PHASE 2: NEW LEARNING	Using book tease library time.	f age ap		roduce the reading/ books for learners to		cards, sentence etter cards.
	page texts to lead	Introduce picture or wordless books, pop-up and flip-the-page texts to learners. Encourage them to read individually and in pairs, and provide support and encouragement.				
D11405.0	Using think-pair-share, learners retell their story books to their partners. Have learners draw parts of the story they read. Let learners summarize the books they read to the whole class					
PHASE 3: REFLECTION	from learners wh	nat the	y have learr	questioning to find out nt during the lesson. ummarize the lesson.		

Week Endin	g:	DAY:			Subject:	Mathematics	
Duration: 60	mins per lesson				Strand:	Number	
Class: B3		Class Siz	e: Sub Stra			and: Number Operations	
	ndard: lop and use standard I subtracting within 10		B3.1.2.1.1	Indicator: B3.1.2.1.1 Use standard strategy or procedur to do addition or subtraction within 1000			Lesson:
Performance Learners can		or procedu	re to do	Problem S Ideas;	COMPETIOlving skills;	ENCE: Critical Thinking; Ju	stification of
Teaching/ Le	earning Resources	Counter	rs, bundle a	nd loose st	traws base	e ten cut square,	patterns
References:	Mathematics Curricu	lum Pg. 48					
DAYS	PHASE I: STARTE	R	PHASE 2: I	MAIN		PHASE 3: REFLE	ECTION
Monday	Send learners out of class for a small execution of the class into graph play a type of footb "small poles" Ask learners to coupole with their feet times. Introduce the lesso field by alerting lear the poles were meaning	ercise. Doups to all called Int each span four on the ners how sured.	Have learners strides, arm referent masticks or the long a table frames etc., number of thand-span a materials is Assessmedemonstrate in the class feet and harmonic stricts.	ns, hand-spa aterials such reads to fin a, window a by countin times their and referent able to do ant: Have le the how long are, by usin	in and in as id how ind door ig the if feet, it ithis ithis is arners to is objects ing their	What have we less using hand, feet so other referent measuring. Let learners' meas in the class by using hand, feet span areferent materials.	span and aterials in sure objects ing their nd other s
Tuesday	Bring measuring bo buckets etc. to class Call students to fill with water. Learners record the of each item. Learners talk about difference in volume various items	each item e volume the	container si etc. to dete of other big counting to number of si cups etc. is Assessment in groups to containers si etc. to dete	arners use empty er such as bottles, cups determine the capacity r bigger containers by g to find how much (the r of times) the bottles, c. is able to do this ment: call out learners but to use empty ers such as bottles, cups determine the capacity r bigger containers by		What have we lead Determining the bigger containers smaller container. Review lesson wi	capacities of by using s.
Wednesday	Write a number on board and have lear call out two or three addends that might answer on the boar e.g. 25=10+10+5 or 25=20+5 and hence introductlesson	ners to ee give the d	Explain the symbol like underline in subtraction sentences v Example: 2 Create an a subtraction unknown for	purpose of a square of a given ad- mathemati with one un $27 + \Box = 6$ addition or question w	r an dition or cs known. 609	Review lesson wi by giving them ho write in their wo	me task to

		solve, and using either (□) or () to represent the unknown	
		Assessment: Engage learners to solve several examples	
Thursday	Write a number on the board. Display number cards in front of the class.	Solve an addition or subtraction question with one unknown, using a variety of strategies and explaining the strategy used.	Review lesson with learners by giving them home task to write in their workbooks
	call out leaners to pick two cards that adds up to the number on the board	Use the methods of decomposition to find the sums and difference of numbers within 1000	
		Assessment: have learners to 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.)	

Week Ending:	DAY:			Subject: Science		
Duration: 60mins per lesson				Strand: Diversity Of Matter		
Class: B3	Class Size:			Sub Strand: Materials		
Content Standard:			:		Lesson:	
B3.1.2.1 Recognize materials as imp	ortant	B3.1.2.1.2 Demonstrate understanding that				
resources for providing human nee	ds	an object	ct is made of one or more materials I OF I			
Performance Indicator:			Core	Competencies:	•	
Learners can demonstrate und	erstanding that	an object		n Solving skills; Critical Thinking;	Justification of	
is made of one or more mater		Ideas;				
Teaching/ Learning Resources	s, paper, m	etals, lea	ather, cotton			
References: Science Curriculum	Pg. 51					

References: Science Curriculum Pg. 51

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Engage learners in the 'mystery box game'	Display objects such as computer, football, clothes,	What we have learnt today?
	Teacher brings a bag into the classroom that contains an	mobile phone, pencils etc.	Compositions of materials.
	object (phone, pencil, clothes etc.). It is then passed around and	Provide materials such as glass, plastics, wood, metals etc.	Have leaners to summarize the important points of the lesson.
	learners try to determine what	Assist learners to identify that	
	is in the bag just by feeling it.	an object such as computer is	
	The student who guess right	made up of materials such as	
	wins, and hence introduce the lesson.	plastics, glass and metals	
		Assessment: in groups	
		learners tell class the	
		compositions of materials such	
		as pencil, computer etc.	
	Revise the previous lesson with	Show a video to learners on	What we have learnt today?
	learners	how things are made.	
	Have been an entire and the	Have been see will also see the	Compositions of materials.
	Have learners write on a sheet	Have learners talk about the	Have lean one to aumonomics
	of paper the following The composition of;	part of video that interest them Discuss the compositions of	Have leaners to summarize
	a. Computer	items with learners.	the important points of the lesson.
	b. pencil		icssUII.
		Assessment: Engage learners	
		to give examples of objects and	
		the materials used to make	
	Show a video to learners on	Do more activities with learners	What we have learnt today?
	how things are made.	to build the concepts of objects	
		and materials	Compositions of materials.
	Have learners talk about the	Assessment: have learners to	
	part of video that interest them.	make objects using local	Have leaners to summarize
		materials in their community.	the important points of the
		Learners present their work to	lesson.
		class and tell the composition	

Week Ending: DAY:					Subjec	+• O	WOP	
	60mins per lesson	DAT.					About Us	
Class: B3	Commis per ressen	Class Size	٠.				d: My Self	
Class. D3		Class Size	•	Indicator:	Sub St	I all	u. i iy Seli	
	Content Standard:			B3.1.2.1.1. Explain	n wavs of	fpro	moting	Lesson:
B3.1.2.1. Demonstrate knowledge of promotion personal hygiene and safety			g	personal hygiene citizen	-	-	_	I OF I
Performa	nce Indicator:					Co	re Competenc	ies:
Learners ca responsible	n explain ways of prome citizen	oting person	al h	ygiene and safety a	s a		mmunication and C tical Thinking and F	
Teaching/	Learning Resources	Pictures, 0	Cha	rts, Video Clips				
Reference	s: OWOP Curriculum	Pg. 41						
							,	
DAYS	PHASE I: STARTER		PH	HASE 2: MAIN			PHASE 3: REFI	LECTION
	Get a viral picture, a t	rending	Learners talk about things they			Ask learners qu		
	news on twitter, Face		need to promote personal			review their understanding		
	YouTube and other so	ocial media	hygiene: water, soap, tooth			of the lesson.		
	handles.		brush and tooth paste, nail cutter, etc.			Have learners write 3 facts		
	Discuss what is trendi	ng and	Cu	tter, etc.			of the lesson or	
	invite learners to shar		Learners talk about things they			paper and it in t	their pockets	
	opinions on them		_ ,			and learn it on t	their way	
				rough think-pair-sh			home.	
				g. bathing twice a d the teeth, at least				
				ishing of clothes re		ıy,		
				ashing of hands reg	• ,	c.		
			Le	arners draw items	used in		Ask learners to	
them to pronounce some key		keeping our bodies clean.			class what they	have learnt.		
	words in the lesson.		La		ا مدمینام -		Call laamara in	4
	Ask pupils to spell and	l write the		arners sing and tel out the importance		ing	Call learners in turns summarize the lesson	
	words in the books	1 WILL UIE		rsonal hygiene	с от кеер	''''8	Janimanize the	1033011

Week En	ding:	DAY:			Subject: RE	EL & MORAL ED	UCATION
Duration:	60mins			Strand: God's Creation & Attribute			ttributes
Class: B3	Class: B3 Class Size:				Sub Strand	d: God the Creat	or
Content Standard: B3.1.1.1. Identify ways of ensuring environmental safety			Indicator: B3.1.1.1.1 demonstrenvironment	ate v	ways to care	for the	Lesson:
Performa Learners ca	nce Indicator: an demonstrate ways to			Cul ⁻ Tog	getherness, Ún	Sharing Reconciliat ity.	ion,
	Learning Resources		harts, wall words, po	sters	s, video clip, e	etc.	
Reference	es: RME Curriculum Pg.	15					
DAYS	PHASE I: STARTER		PHASE 2: MAIN	1		PHASE 3: REF	LECTION
	Have learners mention things (things created that are bright and be the environment and them into big and small	by god) autiful in classify	Use questions a learners to expleenvironment. Using Think-Pair learners talk abordaring for the erthrough: tree pladisposal of wasticlean-up exercisenvironmental phassessment: Let	-Shan out we nviron anting e, leg es, av	re, let vays of nment g, proper gal mining, voiding tion, etc.	What have we Caring for the environment Ask learners to the important plesson Give learners to mention and dicaring for the renvironment	natural o summarize points of the ask to scuss ways of
			organize and do exercises in the				

environment

Week Ending:	D	DAY:			Subject: History		
Duration: 60mins per lesso	on				Strand: My country Ghana		
Class: B3	CI	lass Size:			Sub Strand: The People Of Ghana		
		Indicato B3.2.1.1.1	or: I discuss the origins of the major ethnic		Lesson:		
history of the major ethnic g			groups in			I OF I	
Performance Indicator:				Core	Competencies:	•	
Learners can discuss the origins of the major ethnic groups in Ghana		ethnic	Learne literate	ers to become critical thinkers and es	d digital		
Teaching/ Learning Reso	urces	Wall char	rts, word c	ards, po	sters, video clip, etc.		
Potoroneos History Curri	iculum Pa	. 15					

References: History Curriculum Pg. 15

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Have learners watch videos of some of the history of the major ethnic groups in Ghana	Identify some of the major ethnic groups. E.g. Akans	Play a game of pick and win using ethnic groups
	Have learners to write on a sheet of paper the following	Let learners identify some of the characteristics of the Akan ethnic group.	
	What are the major ethnic groups in Ghana? Etc.	Use a map to trace the routes of the Akan ethnic groups.	
	Have learners watch videos of some of the history of the major ethnic groups in Ghana	In groups, learners discuss the origin of the Akan ethnic group.	What have we learnt today? The origin of major ethnic
	Have learners to tell which of part of the video interest them	Compose a song with names of the major ethnic groups and where they originated (In the	groups Have learners to summarize
		special schools, resource persons should assist the hearing impaired to sing)	the important points in the lesson

Week Ending:	DAY:		Subject:	Creative Arts	
Duration: 60mins per lesson				Performing Arts	
Class: B3	Class Siz	e:	Sub Strand: Planning, Making and Composing		
	strate understanding of how to the own ideas for artistic sions on the people. The mance Indicator: The second plan and create own artworks that represent people in other communities in Artists.			produced or Africa Core Competen Decision Making Crea Innovation Communi	ativity,
References: Creative Arts Currie		58			
DAYS PHASE I: STARTER		PHASE 2: MAIN		PHASE 3: REF	LECTION
Get a viral picture, a conews on twitter, Face YouTube and other schandles. Discuss what is trend invite learners to shar opinions on them	book, ocial media ing and	Learners are to orga develop concepts fro to come out with ovideas to compose ow dance and drama bas knowledge and under the: Talk about the historiculture of people from parts of Africa; Experiment with comproduced/performed parts of Africa (Danco of South Africa, Morn Guinea, Eskista of Et Atilogwu of Nigeria, Kenya; Music: Afrobo Nigeria, Highlife of Culture of the people Africa (e.g. their occustoms, staple food festivals);	om memory vn creative vn music, sed on erstanding of the mpositions din other ces: Indlamo of the ent of Ghana) ments, iques to ance and history and history and pation,	understanding Call learners ir summarize the	riew learners of the lesson.

Week Ending:	DAY:		Subject: Ghanaian Language			
Duration: 60mins per lesson			Stran	trand: Oral Language		
Class: B3	Class Size:		Sub S	Sub Strand: Story telling		
Content Standard: B3.1.4.1 Exhibit knowledge of listening to and reading simple and interesting stories		Indicator: B3.1.4.1.1-3 Dramatize and discuss issues and morals in a story.		Lesson:		
Performance Indicator: Learners can dramatize and discuss issues and morals in a s		l morals in a story.		Core Competencies: Creativity and innovation, Communication.		
Teaching/ Learning Resou	earning Resources Word cards, sentence cards, letter cards, handwriting on a manila card					

References: Ghanaian Language Curriculum Pg. 91

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION		
	Engage leaners in the 'wipe out game'	Revise occupational songs with learners.	Ask learners to tell the whole class what they have learnt.		
	Write 4-5 sounds on the board.	Tell/show an interesting story.			
	With the whole class, say the sounds (with the action). Ask the learners to close their eyes	Discuss the story with learners.	Learners tell what they will like to learn		
	and teacher wipes out one sounds. Learners open their eyes and must say which is gone.	Help learners to mention some of the key words in the story.			
	Flash letter cards for leaners to	Let learners sing a song they	Use series of questions and		
	make its sound.	know.	answers to review learners understanding of the lesson.		
	Have leaners to sing songs of the alphabets.	Tell/show an interesting story.	Call learners in turns to		
		Discuss the setting of the story with learners.	summarize the lesson		
		Help learners to mention issues and morals in the stories.			
	Engage leaners in the 'BINGO' game	Let learners demonstrate an occasional greeting in pairs.	Ask learners to tell the whole class what they have learnt.		
	Ask children to choose any 4	Lead learners to sing a popular			
	letters and write them in their books or on the floor.	traditional song.	Learners tell what they will like to learn		
		Tell/play an interesting story.			
	The teacher says a simple word and if children have the sound at the beginning of that word they	Discuss the story with learners.			
	cross it out.	Assign roles to learners.			
	The first child to cross out all 4 of their letters shouts BINGO!! and is the winner.	Direct learners to dramatize the story.			

Week Ending:	DAY:			Subject: PHYSICAL EDUCATION		
Duration: 60mins			Strand: Motor Skill And Movement Patterns			
Class: B3	Class Size:			Sub Strand: Manipulative Skills		
Content Standard: Demonstrate competence in the movement patterns needed to perfor of physical activities.	Indicator: B3.1.3.1.4: Roll a ball from stationary forward and back, using sticks.		Lesson:			
Performance Indicator: Learners can roll a ball from stationary forward and back, using sticks.			Core Competencies: Personal skills and core competencies such as agility, concentration, precision			
Teaching/ Learning Resources	Ball, videos and pictures					
References: PE Curriculum Pg. 31	-					

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Take learners through 5 minutes jogging to warm the body up	After warm-ups learners roll ball with sticks from stationary to a demarcated point and back to the starting point.	Learners to practice individually and in groups. Help those who finds it difficult in rolling the ball
		Supervise their practice and give them feedback.	Assessment: Organize mini game for learners for fun and enjoyment.
			Take learners through cool down to end the lesson

SCHEME OF LEARNING- WEEK 5 BASIC THREE

Name of School.....

Week Ending:	DAY: MONDAY			Subject: English Language			
Duration: 60mins				Strand: Oral Language			
Class: B3 Class Siz					Sub Strand: Dramatiza	tion	
Content Standard: B3.1.5.1: Perform stories			Indicator: B3.1.5.1.1 dramatize and role-play so heard and read			tories Lesson:	
Performance Indicator:				Core Competencies:			
Learners can dramatize and			read	C	ommunication and Collabo	oration, Leade	rship
-	nts, story, p						
References: English Langua	age Curricul	um For Primary	Schools P	g. 7	72		
DI /D ::	Τ.	A				T D	
Phase/Duration		Activities			1.00	Resources	
PHASE I: STARTER	Select 10 words and write them two different times on word cards. Place all the cards face down on the floor. Learners will then flip over two at a time and say each word, if the words match the learner gets to keep the cards. • Did you enjoy the game?				Music box		
PHASE 2: NEW	 What words did you hear in the game? Make a list of ten words you heard. Share performance indicators with learners and introduce the lesson.					Word cords	contonco
LEARNING	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 dramatize or role-play stories they have heard, read or created, with appropriate characters.				Word cards, sentence cards, letter cards, handwriting on a manila card		
	Discuss stories dramatized or role-played. Let learners comment on stories dramatized or role-played						
PHASE 3: REFLECTION	they will	k learners to tell you what they have learnt and what by will like to learn in the next lesson ke feedback from what have learnt and summarize the son.			In our next lesson, we shall create our own stories using pictures.		
	Next less occasions	on: use appropriate greetings for special					

Week Ending:		DAY:	Tuesday	Su	Subject: English Language			
Duration: 60mins				St	rand: Reading			
Class: B3		Class S	Size:	Su	Sub Strand: Blends			
Content Standard: B3.2.5.1: Identify and use coin words	onsonant	blends	Indicator: B3.2.5.1.1 use words	consonant	blends to build	Lesson:		
	Performance Indicator: Learners can use consonant blends to build words Core Competent Communication an							
References: English Langu	age Curr	iculum Fo	or Primary School	ols Pg. 83				
Phase/Duration PHASE I: STARTER		ers Acti	vities rs to sing famili	iar rhymas		Resources flashcards		
PHASE 2: NEW LEARNING	Share the le Have senter	What Are the performant sson. learners nces.	revise diphtho	u hear in the od, animals, or with learn ongs and use	e songs? objects? ers and introduce them in	Word cards, sentence cards, letter cards, handwriting on a manila card		
PHASE 3:	words having the blends. e.g. bl - black br- brush st- stone tr- tree Let learners work in pairs/groups to identify consonant blends and build words from them Ask learners to tell you what they have learnt and what							
REFLECTION	Take to lesson	vill like t feedback 1. lesson: 1 stand ar	o learn in the i	next lesson ve learnt an opriate sigh	d summarize the t words,			

Week Ending:		DAY: WEDNESD	PAY	Subject: English Language		
Duration: 60mins				Strand: Writing		
Class: B2	Class	s Size:		Sub Strand: Writing Simple Words		
Content Standard: B3.4.5.1: Write accurately and knowledge of gramm		uired vocabulary	express p	ator: 5.1.1 write simple sentences to ss personal opinions about favori		Lesson: 2 of 2
Performance Indicator Learners can write simple about favorite characters	sentences	to express persona	al opinions	Core Competencies: Communication and Col Development	laborati	on, Personal
References: English Lar	guage Cu	rriculum Pg. 90		·		
Phase/Duration	Learner	s Activities			Reso	urces
PHASE I: STARTER	Ask lear	rners; Whether they en What words did y Are these words erformance indica on.	joyed singi you hear ii food, anim tors with l	n the song? nals, objects? earners and introduce		
PHASE 2: NEW LEARNING	Have les opinions Let lear checking i. correct ii. correct iii.	arners write simples on favorite chara	le sentence acters. eir books a	aracters in a story read. es to express personal and do peer editing by		d cards, paper, cards,
PHASE 3: REFLECTION	Summar Next le	rize the important	points in coherent	the lesson with learners.		

Week Ending:	DA	AY: THURSDAY	Su	ıbject: English Langua	ge
Duration: 60mins			St	rand: Grammar Usag	je
Class: B3	Class Siz	ze:	Su	ıb Strand: Using Action	on Words
Content Standard: B3.5.4.1: Apply knowledge of in communication	action word			ent continuous form of d written communicatio	
Performance Indicator: Learners can identify the prespoken and written communications.		uous form of action words	s in	Core Competencie Communication and C	es: Collaboration, Personal
References: English Langua	ge Curricu	lum Pg. 99			
Phase/Duration	Learners A	ctivities			Resources
		ne adjectives with learn	ers.		
	Do an action Ask: What Do an action Ask: What Do an action Ask: What Ask: What				
	continuous eating and Provide ser form of the	demonstration, assist learners to use the ous form of the action words such as running,			Word cards, sentence cards, letter cards, handwriting on a manila card
PHASE 3: REFLECTION	Give learned days of the Next lesso	ers a text with names of week, beginning with some identify the present cods in spoken and writte	f par mall	letters.	

Week Ending:	DAY: Friday		Subject: English Language			
Duration: 60mins	1		Strand: Extensive Read	ling		
Class: B3	Class Size:		Sub Strand: Reading			
B3.6.1.1: Read widely for ple independent reading and lea area Performance Indicator:			ad a variety of age and level books and summarize them	Lesson:		
Learners can read a variety and summarize them	of age and level-appropri	iate books	Core Competencies: Communication and Colla	aboration, Personal		
References: English Langua	age Curriculum For Prima	ary Schools Pg.	. 112			
Phase/Duration	Learners Activities			Resources		
PHASE I: STARTER	Ask learners;	ing familiar sor ey enjoyed sin	ngs. E.g. Five little ducks ging the song?			
		ords food, ani	_			
PHASE 2: NEW	the lesson. Using book tease or			Word cards, sentence		
LEARNING	library time.	DOOK talk, IIIt	roduce the reading	cards, letter cards.		
	Have a variety of age make a choice from.		pooks for learners to			
	Introduce picture or page texts to learner		oks, pop-up and flip-the-			
	Encourage them to r provide support and		, .			
	their partners. Have learners draw pa	hink-pair-share, learners retell their story books to artners. arners draw parts of the story they read. Let learners				
PHASE 3: REFLECTION	summarize the books they read to the whole class Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.					
		,	ummarize the lesson.			

Week Ending:	DAY:		Subject: Mathematics		
Duration: 60mins per lesson			Strand: Number		
Class: B3	Class Sizes	:	Sub Strand: Number Operations		
Content Standard: B3.1.2.2 Demonstrate an understar concept of "equality" and "not equality addition and subtraction problems up to 1000	al to" in	Indicator: B3.1.2.2.1 Use the of equal to"	concept of "equal to" and "not	Lesson:	

Performance Indicator:

Learners can use the concept of "equal to" and "not equal to"

CORE COMPETENCE:

Problem Solving skills; Critical Thinking; Justification of Ideas;

Teaching/ Learning Resources | Counters, bundle and loose straws base ten cut square, patterns

References: Mathematics Curriculum Pg. 48

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	Engage learners to sing songs and recite some familiar rhymes they know	Explain that "\neq" means "not the same as" or "not equal to". Learners construct two sets that	Give learners task to complete whiles you go round to guide those who don't understand.
	Early to Bed	are not equal, explaining why they	don't understand.
	Early to bed and early to rise	are not equal and recording the	Give remedial learning to
	Makes a man, healthy, wealthy and	relationship using the symbol ≠	those who special help.
	wise.	e.g., 4 ≠ 5	
		let learners practice with more examples.	
Tuesday	Play games and sing some action songs to begin the class.	Explain that "\neq" means "not the same as" or "not equal to".	Give learners task to complete whiles you go round to guide those who
		Learners construct two sets that	don't understand.
	Engage learners to sing songs and recite some familiar rhymes they know.	are not equal, explaining why they are not equal and recording the relationship using the symbol \neq	Give remedial learning to those who special help.
		e.g., 56 ≠ 98	
		let learners practice with more examples.	
Wednesday	Have learners to sing songs and recite familiar rhymes	Guide learners to change two given sets, equal in size, to create sets that are not equal.	Give learners task to complete whiles you go round to guide those who
	LITTLE FINGER	that are not equal.	don't understand.
	Little finger, little finger where		6. 1.11
	are you, Here am I, here am I, how do you do		Give remedial learning to those who special help.
	<u> </u>		

Thursday	Have learners to sing songs and recite familiar rhymes LITTLE FINGER Little finger, little finger where are you, Here am I, here am I, how do you do	Provide more examples for learners to practice with. Guide learners to change two given sets, equal in size, to create sets that are not equal. Provide more examples for learners to practice with. Learners to determine whether two sides of a given number sentence are equal or not and using the appropriate symbol to represent the relationship.	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.
		e.g., 160 \neq 80 + 50	

Week Ending:	DAY:			Subject: Science		
Duration: 60mins per lesson				Strand: Diversity Of Matter		
Class: B3	Class Size:			Sub Strand: Materials		
Content Standard: B3.1.2.1 Recognize materials as important		Indicator: B3.1.2.1.2 Demonstrate understanding that an		Lesson:		
resources for providing human ne	eds	object is	made of one or more materials		I OF I	
Performance Indicator:			Core Competencies:			
Learners can demonstrate underst	tanding that an				stification of	
Teaching/ Learning Resources Metals, woods plastics soil stones paper pencil crayons ballo			lloons			
References: Science Curricului	n Pg. 51					

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Engage learners in the 'mystery box game'	Display objects such as computer, football, clothes,	What we have learnt today?
	Teacher brings a bag into the classroom that contains an	mobile phone, pencils etc.	Compositions of objects.
	object (phone, pencil, clothes etc.). It is then passed around and	Provide materials such as glass, plastics, wood, metals etc.	Have leaners to summarize the important points of the lesson.
	learners try to determine what is in the bag just by feeling it. The student who guess right wins, and hence introduce the lesson.	Assist learners to identify that an object such as computer is made up of materials such as plastics, glass and metals	
		Assessment: in groups learners tell class the compositions of materials such as pencil, computer etc.	
	Revise the previous lesson with learners	Show a video or pictures to learners on how things are made.	What we have learnt today? Compositions of objects.
	Have learners write on a sheet of paper the following The composition of; c. Computer d. pencil	Have learners talk about the part of video that interest them Discuss the compositions of items with learners.	Have leaners to summarize the important points of the lesson.
	a ponon	Assessment: Engage learners to give examples of objects and the materials used to make them	
	Show a video to learners on how things are made.	Do more activities with learners to build the concepts of objects	What we have learnt today?
	Have learners talk about the	and materials	Compositions of objects.
	part of video that interest them.	Assessment: have learners to make objects using local materials in their community. Learners present their work to class and tell the composition	Have leaners to summarize the important points of the lesson.

Week Ending:	DAY:		Subject: OWOP		
Duration: 60mins per lesson			Strano	l: All About Us	
Class: B3	Class Size:	Sub Strand: My Family & Th Community		he	
Content Standard:		Indicator:			Lesson:
B3.1.3.1. Show understanding of ro	oles in the	B3.1.3.1.1. Explain factors that promote good			
family and community		relationships at h	relationships at home, school and community		I OF I
Performance Indicator:				Core Competence	ies:
Learners can explain factors that promote good relationships at home, Commun			Communication and C Critical Thinking and F		
Teaching/ Learning Resources	Pictures, Cha	rts, Video Clips			

References: OWOP Curriculum Pg. 41

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Have leaners to sing songs and	Learners talk about good	Ask learners questions to
	recite rhymes related to the lesson	relationship.	review their understanding of the lesson.
		In groups, guide learners to talk	
		about things that promote good	Have learners write 3 facts
		relationship,	of the lesson on a sheet of
		e.g. comportment, respect, love,	paper and it in their pockets
		obedience, humility, friendliness,	and learn it on their way
		honesty.	home.
		Learners role play behaviors	
		that show good relationship.	
	Put students into groups of	Engage learners in a fishbowl	Ask learners questions to
	three 3 and number them 1-3.	activity to discuss about good	review their understanding
		human relationship.	of the lesson.
	Put three number statements up		
	to the white board and ask	In groups, guide learners to talk	Have learners write 3 facts
	students to explain the	about things that promote good	of the lesson on a sheet of
	corresponding statements	human relationship,	paper and it in their pockets
	related to the lesson to their	e.g. comportment, respect, love,	and learn it on their way
	group.	obedience, humility, friendliness, honesty.	home.
	The group who explains well		
	wins.	Learners role play behaviors	
		that show good relationship.	
	Have leaners to sing songs and	In groups, learners talk about	Divide the class into two
	recite rhymes related to the	the need to promote good	teams. One player serves a
	lesson	relationship	question and choses a
		e.g. it promotes, peace, unity,	player in the other group to
		development, friendliness, etc.	answer.
		WWWWW	

Week En	ding:	DAY:			Subject: RELI & MORAL EDUCATION		
Duration	: 60mins				Strand: God's Creation & Attributes		
Class: B3	ass: B3 Class Size: Sub Strand: Purpose of God			: Purpose of God's	creation		
	Content Standard: B3.1.3.1. Explain the purpose of God's creation of humankind			's creation of	Lesson:		
Learners con	erformance Indicator: carners can explain the purpose of God's creation of Core Competencies: Cultural Identity, Sharing Reconciliation			aring Reconciliation,			
Reference	es: RME Curriculum Pg.	16					
DAYS	PHASE I: STARTER	<u> </u>	PHASE 2: MA	IN		PHASE 3: REFLE	CTION
	Have leaners to sing songs about creation and God.		creation of hu	Discuss with learners the creation of humankind (Islamic version of creation).		Ask learners questions to review their understanding of the lesson.	
	Tell leaners stories at creation.	oout	-Who were the created? -Who was created			Have learners writed of the lesson on a paper and it in the and learn it on the home.	sheet of ir pockets
			Let learners to Of how Allah			nome.	
			Explain why A human beings: to take care of worship and se	other	creatures to		

Week Ending:	DAY:			Subject: History		
Duration: 60mins per lesson				Strand: My country Ghana		
Class: B3	Class Size:			Sub Strand: The People Of Ghana		
			Indicator: Le B3.2.1.1.1 discuss the origins of the major			
of the major ethnic groups in Ghana			roups in Ghana I OF I			
Performance Indicator:			Core Competencies:			
Learners can discuss the origins of t	he major ethni	c groups	oups Learners to become critical thinkers and digital			
in Ghana		literates				
Teaching/ Learning Resources	word cards	poster	s, video clip, etc.			
References: History Curriculum Pg. 15						

PHASE 2: MAIN

DAYS PHASE I: STARTER Engage learners to sing some

with.

patriot songs they are familiar

Example: Arise Ghana Youth.

Ask learners questions about

what they know about Ghana.

Review the previous lesson with

learners through questions and

Let learners sing songs and

learners take part in it.

recite rhymes. Ensure that all

answers.

Engage learners to identify some of the major ethnic groups in Ghana.

E.g. Guan, Mole-Dagbani/ Gonja, Akan, Ga/Adangme, Ewe

Use a map to trace the routes the major ethnic groups travelled to get to their presentday locations in Ghana. The guan people are an ethnic group found almost in all parts of ghana, including the Nkonya tribe, Gonja, Anum, Larteh, nawuri and Ntdumburu. They primarily speak the guan languages of the Niger-Congo language family. They make up 3.7% of the population of ghana.

groups Compose a song with names of the major ethnic groups and where they originated

In groups, learners discuss the origin of the major ethnic

Draw a map to locate the migratory routes of the ethnic groups. (this can also be done on a manila card)

Develop a timeline of the periods each ethnic group arrived in Ghana

Ask learners series of questions to review their understanding of the lesson

PHASE 3: REFLECTION

Ask learners to summarize what they have learnt

Give learners individual or home task

Ask learners series of questions to review their understanding of the lesson

Ask learners to summarize what they have learnt

Give learners individual or home task

Week En	ding:	DAY:		Subject	t: Cı	reative Arts	
		DAI.					
	: 60mins per lesson		Strand: Visual				
Class: B3		Class Siz		Sub Sti	ranc	d: Displaying and	Sharing
Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions			Indicator: B3 1.3.4.1 /B3 1.3.5.1 Plan a display of artworks that reflect the history and			l culture of	Lesson:
on the peo			people in other Africar	n commur			
Performance Indicator: Learners can plan a display of own visual artwo and culture of people in other African commun			nities.	,	Dec Inno	re Competence cision Making Crea covation Communic	tivity,
Teaching	Learning Resources	Photos,	videos, art paper, color	s and trad	itior	nal art tools	
Reference	es: Creative Arts Curric	culum Pg.	68				
DAYS	PHASE I: STARTER		PHASE 2: MAIN			PHASE 3: REF	LECTION
	Engage learners to plasing songs and recite is begin the lesson. Using questions and a review learners on the lesson.	rhymes to	Learners are to watch video or exhibition of of people in other Glacommunities; Discuss the need for portfolio of own visual artworks to she educate and inform to the history and culture people in Ghana	f artwork hanaian displaying al artwork folio of over ideas, he public re of other	is contact of the con	Ask learners to whole class wh learnt. Learners tell w like to learn	at they have
	Engage learners to play games, sing songs and recite rhymes to begin the lesson. Using questions and answers review learners on the previous lesson.		Guide learners to ma artworks on their ow include paintings, coll work, drawings etc. Go round the class to that learners are folloright orders. Learners to display pown visual artworks and inform the public	artworks on their own. It may include paintings, collage, paper work, drawings etc. Go round the class to ensure that learners are following the right orders. Learners to display portfolio of own visual artworks to educate and inform the public on the history and culture of people in		Use series of questions an answers to review learner understanding of the lessor Call learners in turns to summarize the lesson	

Week Ending:	DAY:		Subject: Ghanaian Language		
Duration: 60mins per lesson		Strand: Reading			
Class: B3	Class Size:		Sub Strand: Phonological and phonemic awareness		
listening recognizing and differentiating		individual sounds in simple one- o make up new words.	Lesson:		

Performance Indicator:
Learners can add individual sounds in simple one-syllable words to make up

Core Competencies: Creativity and innovation, Communication.

Teaching/ Learning Resources Word cards, sentence cards, letter cards, handwriting on a manila card

References: Ghanaian Language Curriculum Pg. 98

new words.

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Flash letter cards to learners for them to make its sounds. Ask pupils to write some	Lead learners to say the letters of the alphabet as a group.	Use questions to review their understanding of the lesson
	letters in the air as you mention them	Call learners to say the letters of the alphabet in turns.	Ask learners to summarize what they have learnt
		Practice syllable recognition and separation with learners on the board.	
		Allow learners to apply the knowledge to recognize and separate syllables in words.	
	Have learners to write letter patterns in the air.	Lead learners to say the letters of the alphabet as a group.	Use questions to review their understanding of the lesson
	Engage learners to sing songs and dance to it	Call learners to say the letters of the alphabet in turns.	Ask learners to summarize what they have learnt
		Practice adding individual sounds to one syllabic words. Encourage learners to add sounds to one-syllabic words to form new words on their own. E.g. /ba/ + /g/ = bag /ba/ + /t/ = bat	
	Flash letter cards to learners for them to make its sounds. Ask pupils to write some	Lead learners to say the letters of the alphabet as a group.	Use questions to review their understanding of the lesson
	letters in the air as you mention them	Demonstrate adding one sound to two-syllabic words to form new words on the board.	Ask learners to summarize what they have learnt
		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/	

Week End	ling:	DAY:			S	Subject: PH	HYSICAL EDUCA	TION
Duration: 60mins						Strand: Motor Skill And Movement Patterns		
Class: B3		Class Size:			S	ub Stranc	: Manipulative Sk	ills
Content Standard: Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities.				B3 1.4.1.5 manipulate an object whiles			Lesson:	
Performance Indicator: Learners can manipulate an object whiles distributing wand base of support			ing w	eight	Perso	Core Competencies: Personal skills and core competencies such as agility, concentration, precision		
Teaching/	Learning Resources	Ball, videos a	and p	ictures				
Reference	s: PE Curriculum Pg. 31	1						
DAYS	PHASE I: STARTER	P	E 2: MAIN	1		PHASE 3: REFL	ECTION	
feet,		Review base of support as the feet, hands, etc. Learners to volley light balls at a spot.		rs to	Learners end the lesson with cool down			

Learners should also bounce ball 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.

SCHEME OF LEARNING- WEEK 6 BASIC THREE

Name of School.....

Week Ending:		DAY: MONE	DAY		Subject: English Langua	ge	
Duration: 60mins		•			Strand: Oral Language		
Class: B3		Class Size:			Sub Strand: Conversat	ation	
Content Standard: B3.1.6.1: Explore using certain culturally acceptable language for communication Indicator: B3.1.6.1.1 use appropriate greetings occasions			for special	Lesson:			
Performance Indicato					ore Competencies:		l .
Learners can use approp			sions	C	ommunication and Collabo	ration, Leade	rship
Key words	ents, story, p	icture					
References: English Lan	guage Curricul	um For Primary	Schools P	g.	72		
Phase/Duration		Activities				Resources	
PHASE I: STARTER	Select 10 word car		rite them (tw	o different times on	Music box	
	then flip words m • E • V • N Share per the lesso	 What words did you hear in the game? Make a list of ten words you heard. Share performance indicators with learners and introduce					
PHASE 2: NEW LEARNING	E.g. cause	es of road acci	dents.		ers to talk about. mes discussed.	Word cards cards, letter handwriting manila card	cards,
	feelings, e with part	Discuss the importance of expressing a variety of communicative meanings/telling people about their feelings, etc.) e. g. apologizing, agreeing or disagreeing with partners on issues. Guide learners to express a variety of communicative meanings					
PHASE 3: REFLECTION	Ask learr they will	rners to tell you what they have learnt and what Il like to learn in the next lesson			In our next we shall cr own storie pictures.	eate our	
	Next less	son: talk about	events in	th	e community		

Week Ending:	ı	DAY: Tuesday	S	ubject: Englis	h Languag	ge	
Duration: 60mins	•		s	trand: Readir	ng		
Class: B3		Class Size:	S	ub S trand: C	omprehei	hension	
Content Standard: B3.2.6.1: Understand word usage	meanings a		B3.2.6.1.1 read level-appropriate sight words, understand and use them in meaningful complex			Lesson:	
						ompetencies: nication and ration	
References: English Langu	age Curricı	ulum For Primary Sch	ools Pg. 84				
Phase/Duration PHASE I: STARTER		s Activities learners to sing fam	iliar rhymes			Resources lashcards	
	• • Share p	Whether they enjo What words did yo Are these words fo erformance indicato	oduce				
PHASE 2: NEW LEARNING	features Let lear texts. Use thir Have les	Have learners read a text and identify its purpose and features. Guide them with questions to do this. Let learners transfer the same ideas to other types of texts. Use think-pair-share to have learners compare ideas. Have learners play simple mental or guessing games like Bingo and matching games. Guide learners to form mental images as they read a text,				Word cards, sentence cards, letter cards, nandwriting on a nanila card	
PHASE 3: REFLECTION	Ask lear they will Take fee lesson.	rners to tell you what like to learn in the edback from what has son: use knowledged unfamiliar words.					

Week Ending:	nding: DAY: WEDNESDAY Subject: English Lan							
Duration: 60mins				Strand: Writing				
Class: B2	Clas	s Size:		Sub Strand: Guided Com	position	position		
Content Standard: B3.4.8.1: Compose short paragraphs through answering questions				develop two coherent ns on one idea or concept u	sing	Lesson: 2 of 2		
Performance Indicator Learners can develop two concept using leading ques	coherent	idea or	Core Competencies: Communication and Col Development	laborati	on, Personal			
References: English Lan	guage Cu	rriculum Pg. 92						
Phase/Duration PHASE I: STARTER		Learners Activities Engage learners to sing familiar songs. E.g. Five little ducks				urces		
	 Whether they enjoyed singing the song? What words did you hear in the song? Are these words food, animals, objects? Share performance indicators with learners and introduce the lesson.							
PHASE 2: NEW LEARNING	Have le e.g. the Guide t present Have le to checi	k on some errors arners choose and need to respect s hem with the voca a draft of their w arners write a nea k for errors.	they coming they coming they coming the community they community they compared to the community they composed to the community they composed to the community they composed to the composed to	another topic.		I cards, paper, cards,		
PHASE 3: REFLECTION	Next le	e board for others to view. narize the important points in the lesson with learners. lesson: select a topic on familiar themes (e.g. myself), storm and organize before writing						

Week Ending:	DAY	: THURSDAY	Subject: English Language			
Duration: 60mins			St	rand: Grammar Usag	e	
Class: B3	Class Size	:	Su	b Strand: Using Action	on Words	
Content Standard: B3.5.4.1: Apply knowledge of in communication Performance Indicator: Learners can identify the proposed and written communication References: English Language	action words in spoker	n an	ent continuous form of d written communication Core Competencie Communication and C	on I of I		
110101 0110031 211,811011 2111,811	age Garrieana	8. 77				
Phase/Duration	Learners Act	tivities			Resources	
	Do an action Ask: What w Do an action Ask: What w Do an action Ask: What w Share perfor					
PHASE 2: NEW LEARNING PHASE 3:	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. Give learners a text with names of particular places and				Word cards, sentence cards, letter cards, handwriting on a manila card	
REFLECTION	days of the w Next lesson: to describe h					

Week Ending:		DAY: Friday		Subject: English Langua	ıge		
Duration: 60mins				Strand: Extensive Read	ling		
Class: B3		Class Size:		Sub Strand: Reading			
Content Standard: B3.6.1.1: Read widely for pleasure and demonstrate independent reading and learning in the literary area				ad a variety of age and level ooks and summarize them	-	Lesson:	
Performance Indicator: Learners can read a variety of age and level-appropriate books and summarize them Core Competencies Communication and Co						n, Personal	
References: English Langua	age Currio	culum For Prima	ary Schools Pg.	112			
Phase/Duration	Learne	rs Activities			Resou	rces	
PHASE I: STARTER	Ask lea	Whether the What words Are these wo					
PHASE 2: NEW LEARNING	Have a make a lntrodupage to Encour provide Assess Using their p Have le	sing book tease or book talk, introduce the reading/ brary time. ave a variety of age appropriate books for learners to lake a choice from. attroduce picture or wordless books, pop-up and flip-the- lage texts to learners. accourage them to read individually and in pairs, and rovide support and encouragement. ssessment lsing think-pair-share, learners retell their story books to lieir partners. ave learners draw parts of the story they read. Let learners				cards, sentence etter cards.	
PHASE 3: REFLECTION	summarize the books they read to the whole class Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.						

Week Ending: DAY:		DAY:	Subjects		Subject: Matl	1athematics	
Duration: 6	Omins per lesson				Strand: Num	ber	
Class: B3		Class Size	ze: Sub Strand:			Number Operations	
Content Standard: B3.1.2.3 Develop and use strategies for mentally computing basic addition and subtraction facts within 100 Performance Indicator:			Indicator: B3.1.2.3.1 Use strategies to mentally add and subtract whole numbers within 100			Lesson : I OF I	
Learners can use strategies to mentally add and whole numbers within 100			subtract		COMPETENC Solving skills; Crit	E: ical Thinking; Justificatio	on of Ideas;
Teaching/ L	earning Resources	Counters,	, bundle and	loose stra	ws base ten cut	square, patterns	
References	Mathematics Curricu	lum Pg. 49					
DAYS	PHASE I: STARTER	R	PHASE 2: N	1AIN		PHASE 3: REFLEC	TION
Monday	the pattern. Which shape comes next? Draw it		Demonstrate by using strategies like counting up solving the addition. Example: Add 8 + 4			Give learners task to complete whiles you go round to guide those who don't understand.	
			Guide learners to start from 8 and count up to 4times. That is 8 → 9, 10, 11, 12 Write more examples on board and call learners to the board to solve them to the whole class. Give them task to solve individually and monitor their progress.			Give remedial learning to those who special help.	
Tuesday	shapes.		make double are close to number is continuous the other by decomposite to create decomposite to the decompos	monitor their progress. ge learners in strategies to e doubles when both numbers close to doubles or when one ber is close to the double of other by: mposing one of the numbers reate doubles nple1: Add 25 + 26, (25 + 25 + 1 nple2: Add 24 + 26, (25 + 25, nple3: Add 69 + 23,		Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.	

Wednesday	Engage learners to draw the circles and shade any three.	Engage learners in strategies to make 10s when one number is close to 10 or to multiples of 10 by shifting a quantity from one number to the other to create a multiple of 10 e.g. for example, 28 + 47, think 30 + 45, which is the	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.
		equivalent of moving 2 from 47 to 28 or think 25 + 50 , which is the equivalent of moving 3 from 28 to 45	
Thursday	Engage learners to count the dots and write each number beside	Engage learners in strategies in making 10s when the 2nd number is close to 10 or to a multiple of 10 by compensation i.e., adding something to the number, then adjusting the answer by adding the same amount to the answer e.g. for 48 – 19, subtract: 48 - 20 which is 18, then add 1 to that answer to get 19.	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.
Friday	Engage leaners to sing the song WE CAN COUNT We class three We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class three can count very well.	Engage learners in strategies to subtract by counting up in friendly jumps. Start at 2nd number and jump up by friendly jumps to get to the first number and add up all the friendly jumps made e.g.,71-36, start with 36 and make friendly jumps until you get to 71, for example 36 + 10 + 10 + 10 + 5 gives 71. The jumps made were 10 + 10 + 10 + 5, or 35 places in total. So the difference between 71 and 36 is 35)	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.

Week Ending:	DAY:	DAY:		Subject: Science		
Duration: 60mins per le	sson				Strand: Diversity Of Matter	
Class: B3	Class	Size:			Sub Strand: Materials	
Content Standard: B3.1.2.3 Know that subst different physical state (so substances can be change another by heating or co-	olid, liquid, Gas). M d from one state t		Indicator: B3.1.2.3.1 Explain how substances change state between solid, liquid and gas		Lesson:	
Performance Indicato Learners can explain how solid, liquid and gas	substances change			Proble Ideas;		
Teaching/ Learning Re	esources Metal	ls, woo	ods plastics	soil s	tones paper pencil crayons ba	lloons
References: Science C	urriculum Pg. 51					
DAYS PHASE I: S	TARTER	P	HASE 2: M	ΔΙΝ	PHASE 3: REFL	ECTION

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Teacher writes and lets students see the answer on the board, perhaps a picture of object on the board.	Learners watch pictures and videos of solid, liquid and gaseous substances.	Ask learners questions to review their understanding of the lesson.
	The students must come up with questions in which the answer could be the object on the board.	Provide learners with solid and liquid substances such as shea butter, water, candle wax, ice Learners identify the physical states of the materials provided. Heat water for learners to observe how it changes to gas and cools down from gas to water (from liquid to gas and back to liquid).	Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.
	Teacher introduces the lesson to learners. Students are to list all the words they associate with the topic to be treated. Ask them to put words together to form a definition	Engage learners to melt Shea butter and candle wax and let them observe how they change from solid to liquid and liquid to solid. Elaborate on their ideas to explain how substances change state. Share with learners, some everyday occurrences in which no new thing is formed.	Ask learners questions to review their understanding of the lesson. Have learners write 3 facts of the lesson on a sheet of paper and it in their pocket and learn it on their way home.

Week Ending:	DAY:		Subject: OWOP		
Duration: 60mins per lesson	Strand: All About Us				
Class: B3	Class: B3 Class Size:		Sub Strand: My Family & The Community		
Content Standard: B3.1.3.1. Show understanding of refamily and community	oles in the	Indicator: B3.1.3.1.1. Explain factors that promote good relationships at home, school and community			Lesson:
Performance Indicator: Learners can explain factors that promote good relationships at home, school and community			e,	Core Competenci Communication and Co Critical Thinking and Po	ollaboration
Teaching/ Learning Resources Pictures, Charts, Video Clips					
References: OWOP Curriculum	Pg. 41				

Keterenc	es: OWOP Curriculum Pg. 41		
DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
DATS	FHASE I. STARTER	FRASE 2. MAIN	PHASE 3: REPLECTION
	Have leaners to sing songs and	Learners talk about good	Ask learners questions to
	recite rhymes related to the lesson	relationship.	review their understanding of the lesson.
		In groups, guide learners to talk	
		about things that promote good	Have learners write 3 facts of the lesson on a sheet of
		relationship, e.g. comportment, respect, love,	paper and it in their pockets
		obedience, humility, friendliness,	and learn it on their way
		honesty.	home.
		Learners role play behaviors	
	B	that show good relationship.	
	Put students into groups of three 3 and number them 1-3.	Engage learners in a fishbowl activity to discuss about good	Ask learners questions to review their understanding
	three 3 and number them 1-3.	human relationship.	of the lesson.
	Put three number statements up	Transaction of the control of the co	
	to the white board and ask	In groups, guide learners to talk	Have learners write 3 facts
	students to explain the	about things that promote good	of the lesson on a sheet of
	corresponding statements	human relationship,	paper and it in their pockets
	related to the lesson to their	e.g. comportment, respect, love, obedience, humility, friendliness,	and learn it on their way
	group.	honesty.	home.
	The group who explains well	inchescy.	
	wins.	Learners role play behaviors	
		that show good relationship.	
	Have leaners to sing songs and recite rhymes related to the	In groups, learners talk about the need to promote good	Divide the class into two teams. One player serves a
	lesson	relationship	question and choses a
		e.g. it promotes, peace, unity,	player in the other group to
		development, friendliness, etc.	answer.
		1025	
		FARABARIA B.	

Week End	ding:	DAY:		Subject: R	EL & MORAL EDUC	CATION
Duration:	60mins			Strand: God's Creation & Attribute		
Class: B3	Class: B3 Class Size:			Sub Stran	d: Purpose of God's	creation
B3 L3 L Explain the purpose of God's			Indicator: B3.1.3.1.2: Give re	asons for protecti	ng God's creation.	Lesson:
Learners ca	nce Indicator: in give reasons for prote			Togetherness, Úni	haring Reconciliation, ty.	
	Learning Resources		harts, wall words, _I	oosters, video clip,	etc.	
Reference	es: RME Curriculum Pg.	17				
DAYS	PHASE I: STARTER		PHASE 2: MA	AIN	PHASE 3: REFLE	CTION
	PHASE I: STARTER Teacher introduces the lesson to learners. Students are to list all the words they associate with the topic to be treated. Ask them to put words together to form a definition			n turns to mention of God. ter bodies, to think-pair-share ould protect n: eation for nd from God, epends on other medicine, shelter, God and	review their unde of the lesson. Have learners write	rstanding te 3 facts sheet of eir pockets

play activities in protecting

God's creation

Week En	Week Ending: DAY:			OAY: Subject: H			istory		
Duration	: 60mins per lesson				Strand: My	country Ghan	a		
Class: B3		Class Size:	:		Sub Strand	d: The People (Of Ghana		
B3.2.1.1. E of the major Performa Learners of in Ghana	Standard: xhibit knowledge of the por ethnic groups in Ghanunce Indicator: an discuss the origins of / Learning Resources	a the major eth	ethnic gro	discuss oups in G Core G Learne literate	Competence rs to become s	Lesson: I OF I rs and digital			
	es: History Curriculum	L	s, word cards	, posters	, video ciip, t				
		- 6							
DAYS	PHASE I: STARTER		PHASE 2: M	AIN		PHASE 3: RE	FLECTION		
	Engage learners to sin patriot songs they are with. Example: Arise Ghana Ask learners question what they know abou	familiar Youth. s about t Ghana.	Engage learned of the major Ghana. E.g. Guan, Mole Ga/Adangme, E. Use a map to of how Ga/A group travelled present-day I. The Ga-Dangme that lives prima of Ghana. They called King Ayi I. The Ga people independent to La, Teshie, Nun The Dangme per Kpone, Krobo, I. Prampram and In groups, lead origin of the groups	ethnic grand and a complete control of the control	Gonja, Akan, The routes ethnic The to their The Ghana. The ethnic group Greater Accra The do by a king The distribution of the Ada, The doku, The scuss the	Ask learners of questions to runderstanding. Ask learners to what they have Give learners home task	review their g of the lesson to summarize re learnt		
	Review the previous lesson with learners through questions and answers. Let learners sing songs and recite rhymes. Ensure that all learners take part in it.			nnic grou originated to locate utes of th can also ard)	the the ethnic be done	Ask learners of understanding Ask learners to what they have Give learners home task	review their g of the lesson to summarize re learnt		
			Develop a tir periods each arrived in Gh	ethnic g					

Week Ending:	DAY:		Subject: Creative Arts			
Duration: 60mins per lesson	•		Stranc	Strand: Performing Arts		
Class: B3	Class Size	e:	Sub St	trand: Displaying and Shar	ing	
Content Standard: Demonstrate understanding of ho generate own ideas for artistic expenses the people.		Indicator: B3.2.3.4.1 /B3.2.3.5.1 Perform own artworks to share creative experiences that reflect the history and culture of people in other African communities		Lesson:		
Performance Indicator: Learners can perform own artworellect the history and culture of p				Core Competencies: Decision Making Creativity, Communication	Innovation	
Teaching/ Learning Resources Photos, videos, art paper, colors and traditional art tools						

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Review the previous knowledge of the learners by making them answer questions on the previous lesson.	Learners are to watch pictures of performances that reflect the history and culture of the Ghanaian people.	Ask learners series of questions to review their understanding of the lesson
	Engage learners to play games and sing songs to begin the lesson	Let leaners talk about the pictures and tell the class the part of the pictures that interest	Ask learners to summarize what they have learnt Ask learners to tell you what
		them most. Leaners to perform parts of the video in groups.	they have learnt Give learners individual or home task
		Discuss the need for performing compositions of own music, dance, drama, poetry, etc.	
	Review the previous knowledge of the learners by making them answer questions on the previous lesson.	Guide learners to plan a display of portfolio of own music, dance or drama	Ask learners series of questions to review their understanding of the lesson
	Engage learners to play games and sing songs to begin the lesson	Have learners talk about how they felt performing their own compositions.	Ask learners to summarize what they have learnt Ask learners to tell you what
	lesson	Learners to talk about i. what they learnt from the	they have learnt
		performance of other groups.	Give learners individual or home task
		ii. what other things they would want to do to improve upon their compositions.	

Week En	ding:	DAY:		Subj	ject: Ghanaia	ın Language	
Duration:	60mins per lesson			Stra	ı nd: Reading		
Class: B3		Class Size:		B3.2.4.1.1-3 Use alphabetic awareness to decode			sound
connecting	Standard: ow an understandin sounds to letters an syllables in order to	nd blending	Indicator: B3.2.4.1.1-3 Use a words.				Lesson:
Performa	nce Indicator:		I			petencies:	
	an use alphabetic aw				ı	d innovation, Con	
Teaching/	Learning Resour	ces Word ca	rds, sentence cards, l	etter	cards, handwri	ting on a manila ca	ırd
Reference	es: Ghanaian Langua	ge Curriculum	Pg. 98				
DAYS	PHASE I: STAR	TER	PHASE 2: MAIN	N		PHASE 3: REF	LECTION
	Engage learners to and recite rhymes		Lead learners to of the alphabet a	,		Ask learners quereview their under the lessson.	uestions to iderstanding
	Row, Row, Row Row, row, row yo Gently down the Merrily, merrily, r merrily, Life is but a dream	our boat, stream. merrily,	of the alphabet in the practice alphabet decode words or learners to observe Aid learners to decode awareness to decode wareness to decode words.	Call learners to say the letters of the alphabet in turns. Practice alphabetic awareness to decode words on the board for learners to observe. Aid learners to use alphabetic awareness to decode simple		Give learners task to do whiles you go round to guide those who need he	
	Have learners pla recite familiar rhy the lesson	mes to begin	words. Let learners say the alphabet as a individually.	a grou	up and	Ask learners to what they have	learnt. y 5 words
	Using questions a review their unde the previous lesson	erstanding of	Practice alphabe with learners to compound work	deco	ode	they remember from the lesson.	
			Assist learners to de words.	ecode	compound		
	Engage learners to and recite rhymes		Let learners say the alphabet.	the le	etters of	Ask learners to what they have	
	Ding dong bell. Pussy's at the wel Who took her th Little Johnny Hard Who'll bring her Little Tommy Thi	ere? e. in? n.	Write and read sentences that is compound work. Lead learners to sentences aloud	nclude ds on read	e the board.	Let learners say they remember lesson.	
	What a jolly boy of To get some milk Who ne'er did an But played with the father's barn	for pussy cat, y harm?	Underline the coin the sentences learners to use form simple sho	and the w ort ser	encourage ords to ntences		

form simple short sentences that include compound words.

Week Er	nding:	DAY:		Subject: PHYSICAL EDUC			
Duration	: 60mins			Strand: Mot	Strand: Motor Skill And Movement		
Class: B3	1	Class Size:		Sub Strand	Rhythmic Skills		
Content Standard: Demonstrate competence in the motor skills and movement patterns needed to perform a variety physical activities.			of manipulating an object on a ground-level			Lesson:	
physical activities. Performance Indicator: Learners can balance while moving and manipulating an object on a ground-level balance beam. Teaching/ Learning Resources Ball, videos and pictures References: PE Curriculum Pg. 33				d core competer	ncies such as		
DAYS	PHASE I: STARTE	R PI	HASE 2: MA	IN	PHASE 3: RE	FLECTION	
and specific warm ups. bou gro The		unce balls vound level b	forward and whiles moving on alance beam.	Have learners individually and Help those w difficult and h	nd in groups tho finds it		

Learners practice the skill at their own pace.

End the lesson with cool down

Assessment:

Organize mini game for learners for fun and enjoyment.

SCHEME OF LEARNING- WEEK 7 BASIC THREE

Name of School.....

Week Ending:		DAY: MONE	DAY	S	Subject: English Langua	ge	
Duration: 60mins				S	Strand: Oral Language		
Class: B3		Class Size:		S	Sub Strand: Conversat	ion	
Content Standard: B3.1.6.1: Explore using culture for communication	B3.1.6.1: Explore using culturally acceptable language B3.1.6.1 Explore using culturally acceptable language B3.1.6.1 Explore using culturally acceptable language					ommunity	Lesson:
Performance Indicator: Learners can talk about ever	nts in the co	mmunity			re Competencies: mmunication and Collabo	oration, Leade	rship
Key words Eve	nts, story, p	icture					
References: English Langua	ge Curriculi	um For Primary	Schools Pg.	g. 73	3		
Phase/Duration		Activities				Resources	
PHASE I: STARTER	word car Place all t then flip of words ma	Select 10 words and write them two different times on word cards. Place all the cards face down on the floor. Learners will then flip over two at a time and say each word, if the words match the learner gets to keep the cards.				Music box	
	• V • M Share per the lesson	ո.	id you hear en words yo	ou n le	heard.		
PHASE 2: NEW LEARNING	festival, n Have lear person si Have the Have lear most and Assessme of their c		ir-share the hem. leir experie ut which of them. rs, in group	e erence	Word cards cards, letter handwriting manila card	cards,	
PHASE 3: REFLECTION	Take feed lesson.	like to learn ir Iback from wh	ell you what they have learnt and what earn in the next lesson om what have learnt and summarize the about important places in their				t lesson, reate our res using
	communi			Γ.			

Week Ending:		DAY:	Tuesday		Subject: Englis	h Langu	age	
Duration: 60mins					Strand: Readin	ng		
Class: B3		Class	Size:		Sub Strand: V	ocabular	ıry	
Content Standard: B3.2.6.1: Understand word usage	meanings	and	Indicator: B3.2.6.1.2 use k to interpret unf		ge of prefixes and vords	l suffixes	Lesson:	
Performance Indicator: Learners can use knowledg	e of prefix	ces and s	suffixes to interpr	et unfan	niliar words		Competencies: unication and oration	
References: English Langu	age Curri	culum Fo	or Primary Schoo	ls Pg. 84	1			
Phase/Duration	Learne	rs Acti	vities				Resources	
PHASE I: STARTER			rs to sing familia	ar rhym	es.		flashcards	
PHASE 2: NEW LEARNING	the less Guide to inte	What Are the perform son. learner rpret under a story abulary	ther they enjoyed words did you hese words food mance indicators to use knowled infamiliar words. It would be a round a them items you wish	hear in d, animals with leading of the degree of the degre	the songs? als, objects? arners and intr prefixes and suff g specific key w h.	ffixes ords	Word cards, sentence cards, letter cards, handwriting on a manila card	
PHASE 3: REFLECTION	Words. Have leader words. Ask leader they we	earners arners t ill like t	make their own to tell you what to learn in the not so from what have	e key vhat				
			use self-correcti n reading texts.	on stra	tegies to make			

Week Ending:	DAY: WEDNESDAY			S	Subject: English Language	e		
Duration: 60mins				Strand: Writing				
Class: B2	Clas	Class Size:			Sub Strand: Writing as a Process			
Content Standard: B3.4.9.1: Apply the skills and strategies for idea generation, selection, development, organization and revision in writing Performance Indicator: Learners can select a topic on familiar themes (e.g. my brainstorm and organize before writing. References: English Language Curriculum Pg. 92			B3.4.9.1. (e.g. mys before w	Indicator: B3.4.9.1.1 select a topic on familiar theme (e.g. myself), brainstorm and organize before writing Core Competencies: Communication and Collabor Development			2 of 2	
Phase/Duration	Loarnor	s Activities		Reso	ircos			
PHASE I: STARTER	Ask lead	 What words did you hear in the song? Are these words food, animals, objects? Share performance indicators with learners and introduce						
PHASE 2: NEW LEARNING	Take learners through the writing process: Pre-writing stage Consider composition writing as a process. That is, it should be done in stages. Take learners through stages such as preparation, writing, editing and publishing.						cards, paper, cards,	
PHASE 3: REFLECTION	Summarize the important points in the lesson with learners. Next lesson: write ideas on a topic in simple sentences							

Week Ending:		DAY	: THURSDAY	Sı	u bject: E nglish Langua	ıge			
Duration: 60mins		•		Strand: Grammar Usa		ge			
Class: B3	Clas	s Size	Sub Strand: Using Ad				jectives		
Content Standard:	l l		Indicator:				Lesson:		
B3.5.5.1:Apply knowledge of adjectives in		es in	B3.5.5.1.1. identify and	d use	adjectives in short				
communication			sentences to describe	heig	ght, length, etc.		I of I		
Performance Indicator: Learners can identify and use adjectives in describe height, length, etc.			short sentences to		Core Competencie Communication and C	es: Collaboration, Personal			
References: English Langu	ıage Cur	riculu	m Pg. 100						
Phase/Duration	Learne	no A 54	ivitios		-	Das	- Incor		
PHASE I: STARTER			adjectives with learn			Keso	ources		
	Do an Ask: V Do an Ask: V Do an Ask: V Share								
PHASE 2: NEW LEARNING PHASE 3:	Provide sentences with simple adjectives for learners to identify, e.g. I saw a tall tree. She is a beautiful girl. I have a blue pen. Look at the short man. Assessment: Put learners in groups to use the adjectives identified in simple sentences. Give learners a text with names of particular places and						rd cards, sentence s, letter cards, lwriting on a lla card		
REFLECTION	l letters.								

sentences.

Week Ending:	DAY: Friday			Subject: English Language			
Duration: 60mins				Strand: Extensive Read	ling		
Class: B3		Class Size:		Sub Strand: Reading			
Content Standard: B3.6.1.1: Read widely for pleasure and demonstrate independent reading and learning in the literary area				ad a variety of age and level books and summarize them	-	Lesson:	
Performance Indicator: Learners can read a variety of age and level-appropriate books and summarize them Core Competencies: Communication and Collab						ı, Personal	
References: English Langu	age Curr	iculum For Prima	ary Schools Pg.	. 112			
Phase/Duration	Learn	ers Activities			Resou	rces	
PHASE I: STARTER	Ask le	e learners to si earners; Whether the What words Are these wo performance in					
PHASE 2: NEW LEARNING	Have make Introc page t Encouprovid Asses Using their Have	book tease or time. a variety of age a choice from. duce picture or texts to learner arage them to rede support and think-pair-share partners. learners draw pers summarize to		cards, sentence etter cards.			
PHASE 3: REFLECTION		eer discussion					
REFLECTION from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson							

Week Ending:	DAY:		Subject: Mathematics		
Duration: 60mins per lesson			Strand: Number		
Class: B3	Class Size:		Sub Strand: Number Operations		
Content Standard: B3.1.2.3 Develop and use strategies for mentally computing basic addition and subtraction facts within 100		Indicator: B3.1.2.3.2 Use strat whole numbers with	egies to mentally add and subtract nin 100	Lesson:	

Performance Indicator:

Learners can use strategies to mentally add and subtract whole numbers within $100\,$

CORE COMPETENCE:

Problem Solving skills; Critical Thinking; Justification of Ideas;

Teaching/ Learning Resources

Counters, bundle and loose straws base ten cut square, patterns

References: Mathematics Curriculum Pg. 49

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Engage leaners to sing the song WE CAN COUNT We class three	Guide learners to use strategies to mentally add and subtract whole numbers.	Give learners task to complete whiles you go round to guide those who don't understand.
	We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class three can count very well.	Let learners look for doubles, and then change the subtraction question into an addition and solve it e.g. 24 - 12, think 12 + 12 = 24 so 24 - 12 is 12	Give remedial learning to those who special help.
		Guide learners to practice with more examples.	
	Engage learners to sing songs and recite some familiar rhymes they know	Guide learners to use strategies to mentally add and subtract whole numbers.	Give learners task to complete whiles you go round to guide those who don't understand.
	GIVE ME A HEARTBEAT •Give me a heartbeat boom boom, a heartbeat boom boom.2x	Let learners make doubles when the two numbers that are close together or close to doubles by:	Give remedial learning to those who special help.
	•Give me a heartbeat and a sneezing, boom boom eeetiinn 3x	-Compensating to make doubles: e.g. $48 - 23$, think $48 - 24 = 24$.	
	•Give me a heartbeat, a	Then add I to 24 to get 25.	
	sneezing and coughing, boom boom eeetiinn, eeehee eeheee.	Guide learners to practice with more examples.	
	Engage leaners to Play show me a number game with learners (up to 10), with fingers.	Guide learners to use strategies to mentally add and subtract whole numbers.	Give learners task to complete whiles you go round to guide those who don't understand.
	9		Give remedial learning to those who special help.

_			
	Teacher mentions the	Let learners make doubles when the	
	number from (1 to 10).	two numbers that are close together	
	Learners then show their	or close to doubles by:	
	fingers up to show the		
	number	-Decomposing the second number to	
		make doubles	
		e.g. 48 - 25,	
		think 48 – 24 – I	
		CHIR 40 - 24 - 1	
		Guide learners to practice with more	
		examples.	
	Engage learners to sing	Guide learners to use strategies to	Give learners task to complete
	songs and recite some	mentally add and subtract whole	whiles you go round to guide
	familiar rhymes they know	numbers.	those who don't understand.
		numbers.	those who don't understand.
	ONE POTATO, TWO	Later the second data to be Constitutions	C' d'al la da di
	POTATOES	Let learners add on by friendly jumps	Give remedial learning to those
	One potato, two potatoes,	strategy, where one of the numbers is	who special help.
	three potatoes, four	decomposed into a friendlier number	
		and added in "chunks"	
	Five potatoes, six potatoes,	For example, when adding	
	seven potatoes, more.	326 + 232, start with 326,	
		Add 100 two times to get 526 (326 +	
		100 + 100), then add on 10 three	
		times to get 556 (526 + 10 + 10 + 10)	
		and then add on 2 to get 558. The	
		answer is 558.	
		4.10.17.61.13.330.	
		Guide learners to practice with more	
		examples.	
L		champies.	

Week Ending:	ing: DAY:			Subject: Science			
Duration: 60mins per lesson	Strand: Cycles						
Class: B3 Class Size:			Sub Strand: Earth Science				
B3.2.1.1 Recognize that some eve	Indicator: B3.2.1.1.1 Describe some cyclic events like day and			Lesson:			
Performance Indicator: Learners can describe some cyclic events like day and night, wet and dry seasons and their intervals/periods			Core	ons and their intervals/periods Competencies: m Solving skills; Critical Thinking; Ju	1		
Teaching/ Learning Resources Torch candle ma			chstick	lantern paper pencil pictures of	well river		
References: Science Curriculum Pg. 52							

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Ask learners questions to review their understanding in the previous lesson	Prior to the lesson, task learners to find-out some different cyclic events from their homes	Learners to tell what was interesting about the lesson. Have learners to read and
		Example: day and night, wet and dry seasons, going to school, Independence Day celebrations, cultivation of crops [e.g. maize] Have leaners to describe some of the cycles identified	spell the key words written on the board
		Guide learners to identify some activities associated with each event and relate to them. Call out learners in turns to tell	
		what they do throughout the day.	
	Get a viral picture, a trending news on twitter, Facebook, YouTube and other social media handles.	Revise with learners on some cycle of events identified in the previous lesson Guide Learners to mention and	Learners to tell what was interesting about the lesson. Have learners to read and spell the key words written
	Discuss what is trending and invite learners to share their opinions on them	discuss the importance of some cyclic events	on the board
		Write a few keywords on the board for learners.	
		Learners draw any of the cycles e.g. day and night, wet and dry seasons	

Week End	ling:	DAY:			Subjec	t: 0	WOP		
Duration:	60mins per lesson				Strand	I: All	II About Us		
Class: B3		Class Siz	Size:		Sub Strand: Home And School			iool	
Content Standard: B3.1.4.1. Demonstrate understanding of the home and other important locations in the			Indicator: B3.1.4.1. I. Sketch a map of the showing major home, major rou			_	Lesson:		
neighborhood Performance Indicator: Learners can sketch a map of the neighb major routes and other important locati				important location		Coi	ore Competenc mmunication and C tical Thinking and F	ies: Collaboration	
	Learning Resources			harts, Video Clips					
Reference	s: OWOP Curriculum	Pg. 42							
DAYS	PHASE I: STARTER		Pŀ	HASE 2: MAIN			PHASE 3: REFI	ECTION	
	Invite learners to tell stories of their mistakes they have committed in the past. Encourage learners to come up with how best they could do to prevent such mistakes and/ or solve them. Get a viral picture, a trending news on twitter, Facebook, YouTube and other social media handles. Discuss what is trending and invite learners to share their opinions on them		of str As Ha in As lar Le ho in Int de lea proch	gage Learners in a wrections. In the board, draw a rethe neighborhood, jureets and the school. Ik "where is the schoole learners to come turns and point it out it will be a school learners to locate and marks on the map. The armers discuss location in the learners discuss location in the learners to locate in the learners discuss location in the learners discuss location in the learners to learners the learners to learners the learners the learners the learners with the proponunciation. It learners to do some petition. Call on learners with the proponunciation in learners to do some petition. Call on learners the learners of do some quick conditions.	rough ma ust a few ool?" to the m t. other on of the rtant place he re choral ners to order to	ir ces	Learners to tell interesting about Have learners to spell the key wo on the board Learners to tell interesting about Have learners to spell the key wo on the board	what was at the lesson.	
			"T lnv by tur tur	It learners to "Turn of turn left" with a demonstrate learners in turns instructing them to "rn left" or "turn rightern left" etc. The group that gets all rrectly wins	onstratio and grou "turn rigl t, turn rig	ips, ht, ght,			

Invite learners to tell stories Introduce to learners some Ask questions to review of their mistakes they have "directional phrase" learners understanding of committed in the past. -turn right/left the lesson Encourage learners to come -go straight -you will see it on the right/left. up with how best they could Learners to tell what was -go across (the school, the park, the post do to prevent such mistakes interesting about the lesson. and/ or solve them. -its next to (the school, the park, the post Have learners to read and office) spell the key words written on the board Guide learners to explain each of the phrase. Call out learners to give directions to their various homes using the "directions vocabulary and

Have Learners sketch the

direction to their homes on paper

phrases"

Week Ending:	DAY:			Subject: REL & MORAL EDUCATIO		
Duration: 60mins				Strand: God's Creation	& Attributes	
Class: B3	Class	Size:		Sub Strand: Purpose of	God's creation	
Content Standard:		Indicator:		Lesson:		
B3.1.3.1. Explain the purpose of G	od's	B3.1.3.1.3: Explain	the n	need for good relationship		
creation		among people of d	liffere	ent ethnic groups.	I OF I	
Performance Indicator:			Cor	re Competencies:		
Learners can explain the need for	good rela	tionship among Cultural Identity, Sharing Reconc		ural Identity, Sharing Reconcil	iation,	
people of different ethnic groups.			Toge	etherness, Unity.		
Taashing/Laarning Dasaursas	\/\all_a	barte wall words a	octor	s vidos elip ete		

Teaching/ Learning Resources | Wall charts, wall words, posters, video clip, etc.

References: RME Curriculum Pg. 17

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Invite learners to tell stories of their mistakes they have committed in the past.	Lead learners to talk about good relationships.	Ask questions to review learners understanding of the lesson
	Encourage learners to come up with how best they could do to prevent such mistakes and/ or solve them.	Let learners talk about things that promote good relationships: comportment, respect, love, obedience, humility, friendliness, etc.	Learners to tell what was interesting about the lesson
		Let learners identify their friends and say things they like about them.	spell the key words writter on the board
		Let learners discuss in groups, the need for good relationships.	
		Let groups present their findings to the class: we are people created by God to ensure peace and unity, companionship, teamwork, caring for one another, etc.	
		Let learners dramatize behaviors that show good relationships	

intergroup alliances, conflicts and other exchanges Performance Indicator: Learners can discuss the nature of exchanges among the B3 2.2.1.1 Discuss the nature of exchanges among the ethnic groups I OF I Core Competencies: Learners to become critical thinkers and dig	Week Ending:	DAY:			Subject: History	
Content Standard: B3 2.2.1. Demonstrate knowledge of how intergroup alliances, conflicts and other exchanges Performance Indicator: Learners can discuss the nature of exchanges among the Indicator: B3 2.2.1.1 Discuss the nature of exchanges among the ethnic groups I OF I Core Competencies: Learners to become critical thinkers and dig	Duration: 60mins per lesson				Strand: My country Ghan	a
B3 2.2.1. Demonstrate knowledge of how intergroup alliances, conflicts and other exchanges Performance Indicator: Learners can discuss the nature of exchanges among the Indicator: B3 2.2.1.1 Discuss the nature of exchanges among the ethnic groups I OF I Core Competencies: Learners to become critical thinkers and dig	Class: B3	Class Size:			Sub Strand: Inter Group	Relations
Learners can discuss the nature of exchanges among the Learners to become critical thinkers and dig	B3 2.2.1. Demonstrate knowledge or intergroup alliances, conflicts and other	f how her	B3 2.2.1.1	Discuss	_	Lesson:
		xchanges among	g the	Learne	ers to become critical thinke	rs and digital
Teaching/ Learning Resources Wall charts, word cards, posters, video clip, etc.						

References: History Curriculum Pg. 16

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Play games and recite rhymes	Revise with learners on the	Ask questions to review
	that learners are familiar with to begin the lesson.	major ethnic groups in ghana.	learners understanding of the lesson
		Let them identify some	
	Ask learners questions to	characteristics of these ethnic	Learners to tell what was
	review their understanding in the previous lesson.	groups.	interesting about the lesson.
	·	Identify the forms of exchanges	Have learners to read and
		including forms of trade, inter-	spell the key words written
		marriage, conflict and alliances.	on the board
		Discuss the benefit of these exchanges	
	Play games and recite rhymes	Revise with learners on the	Ask questions to review
	that learners are familiar with to begin the lesson.	major ethnic groups in ghana.	learners understanding of the lesson
		Let them identify some	
	Ask learners questions to	characteristics of these ethnic	Learners to tell what was
	review their understanding in the previous lesson.	groups.	interesting about the lesson.
		Identify the forms of exchanges	Have learners to read and
		including forms of trade, intermarriage, conflict and alliances.	spell the key words written on the board
		Discuss the benefit of these exchanges	

Week Ending:	DAY:	DAY:		Subject: Creative Arts		
Duration: 60mins per lesson			Strano	: Visual Arts		
Class: B3	Class Size:		Sub St	trand: Appreciating and A	ppraising	
Content Standard: Demonstrate understanding of how own ideas for artistic expressions			ress owr	e the agreed guidelines n feelings and thoughts	Lesson:	
Performance Indicator: Learners can use the agreed guidel and thoughts about visual artwork.		express own fee	lings	Core Competencies: Decision Making Creativity, Innovation Communication		
Teaching/ Learning Resources	Photos, vi	ideos, art paper,	colors	and traditional art tools		
References: Creative Arts Curri	culum Pg. 81 &	85				

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Play games and recite rhymes that learners are familiar with to begin the lesson.	Appreciating in art is the ability of people to look at a work of art and understand how the work was made.	Use questions to review their understanding of the lesson
	Ask learners questions to review their understanding in the previous lesson.	Explain to learners the guidelines and have them agree to it.	Ask learners to summarize what they have learnt
		 Description of the work: this stage involves describing what the work is made of, size of the work and materials used. The subject matter: this stage talks about the meaning of the work. Appraisal: this stage talks of the use of the artwork. Experience to share: this stage talks about the design process 	Learners to read and spell the key words on the board
	Engage learners to sing songs and play games to get them ready for lesson.	Learners are to display selected works that reflect the history and culture of the people of Ghana.	Use questions to review their understanding of the lesson
	Use questions and answers to review learners understanding in the previous lesson	Talk about the works dispassionately using the developed guidelines. Use the outcome of the appreciation/appraisal to modify the product or to produce similar or different artworks.	Ask learners to summarize what they have learnt.
		Record the activity and share using a social media platform accepted by the class/group.	

Week Ending:	DAY:		Subject: Ghanaian Language	
Duration: 60mins per lesson			Strand: Writing	
Class: B3	Class Size:		Sub Strand: Penmanship	
	ctice saying letters or words ve difficulty; copy various vords of songs legibly	Indicator B3.3.1.1.1	r: -2 write letters and words.	Lesson:

Performance Indicator:

Learners can write letters and words.

Core Competencies:
Creativity and innovation, Communication.

Teaching/ Learning Resources Word cards, sentence cards, letter cards, handwriting on a manila card

References: Ghanaian Language Curriculum Pg. 103

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
DAIS	THAT I STARTER	THAT I HAIN	I HASE S. REI EEG HOR
	Have learners to sing songs and	Let learners say the letters of	Ask questions to review
	recite familiar rhymes they	the alphabet as a group and	learners understanding of
	know.	individually.	the lesson
	ALPHABET	Write letter and words boldly	Learners to tell what was
	Now I know my A,B,C,D,E,F,G,H,I,J,K,L,M,	on the board.	interesting about the lesson.
	N,O,P,Q,R,S,T,U,V,W,X,Y,Z.	Give learners some letters and	Have learners to read and
		words to write on their own.	spell the key words written on the board
		Assist learners to write letters and words given them.	
	Engage learners in the "What	Let learners say the letters of	Ask questions to review
	letter am I writing game"	the alphabet as a group and individually.	learners understanding of the lesson
	Put learners into groups of two.		
	The teacher writes a letter in	Write simple sentences boldly	Learners to tell what was
	the air.	on the board.	interesting about the lesson.
	Learners makes the letter sound and tell the teacher the sound that has been written.	Lead learners to read the sentences aloud as a group.	Have learners to read and spell the key words written on the board
		Let learners read the sentences	
		aloud in turns.	
		Let learners copy the simple sentences boldly and clearly in	
		their books.	

Week En	ding:	DAY:				Subject: Pl	HYSICAL EDUC	CATION
Duration:	60mins					Strand: Mo	vement Conce	pts
Class: B3 Class Size:					Sub Strand	d: Space Aware	ness	
	ate competence in the management patterns needed to perfe			Indicat B3.2.1.2		fy general spa	ace	Lesson:
Learners ca	nce Indicator: an identify general space	1 5 11 ·			Personal agility, co	ompetenciend skills and concentration,	e competencie	s such as
	Learning Resources es: PE Curriculum Pg. 36		ieos ar	nd picture	es			
DAYS	PHASE I: STARTER		PHAS	E 2: MAI	N		PHASE 3: RE	FLECTION
	Engage leaners to sing and recite familiar rhy relation to the lesson	mes in the state of the state o	bounder to move to move to locome to locome to locome to locome to locome to locome to move to move to move to locome to move to locome to move to locome to	ed area the chrough to cotion. In learner ching to cars identifing the to cars move I space; or and make their person of thei	nat a persusing any restorms to keep avoid other to indicate ove to "o ers are not and to free second to free second space.	their eyes ers. space by ng area. e the pen space", ot. arners in a crate open space within area. e, ask them ed speed) to	Ask questions learners unde the lesson Learners to te interesting about the learners spell the key won the board	rstanding of ell what was out the lesson

boundaries.

SCHEME OF LEARNING- WEEK 8 BASIC THREE

Name of School.....

Week Ending:	DAY: MONDAY Subject: English Langua				ge		
Duration: 60mins					Strand: Oral Language		
Class: B3 Class Size: Sub Strand: Conversat						ion	
Content Standard: B3.1.6.1: Explore using culture for communication	rally accepta	able language	commun	t: itie		ces in their	Lesson:
Performance Indicator: Learners can talk about imp	ortant place	s in their comm			ore Competencies: ommunication and Collabo	eration Loado	rehin
	nts, story, p		iuiiicies		on and Conabc	n ation, Leade	ranip
References: English Langua			Schools P	σ.	73		
References. English Langua	ige Cui i icui	unii i Oi Tiiniai y	SCHOOLS I	ğ. ,	73		
Phase/Duration	Learners	Activities				Resources	
PHASE I: STARTER	Select 10 word car	words and wo			o different times on	Music box	
	then flip of words made of the words was a second of the words with the words with the words with the words with the words was a second of the words with the words with the words with the words with the words was a second of the words with the wo	over two at a attention at the learned of the learn	time and s er gets to the game? id you hea en words y	ay ke r ii yo	each word, if the ep the cards.		
PHASE 2: NEW LEARNING	such as the house, the Let learne about the Put learn	ne community of market, the fire ers' think-paire pictures.	center, the re service si -share the	lor tat ir v	n their communities ry station, the mission ion etc. views and opinions to the number of	Word cards cards, letter handwriting manila card	cards,
PHASE 3:	Have eac these plac the natio	Pictures. Have each group talk about the activities that go on in these places and their importance to the community and the nation. Ask learners to tell you what they have learnt and what					t lesson,
REFLECTION		like to learn ir Iback from wh			sson nt and summarize the	we shall cr own storie pictures.	
	Next less informati	on: listen to a on texts	nd interac	t a	ctively within		

Week Ending:		DAY:	Tuesday		Subject: Englis	h Langua	ge	
Duration: 60mins					Strand: Readin	ng		
Class: B3		Class S	Size:		Sub Strand: C	omprehe	nension	
Content Standard: B3.2.7.1: Understand and a	nalyze tex	ts read	Indicator: B3.2.7.1.1 use meaning when		ection strategies exts		Lesson:	
Performance Indicator: Learners can use self-corre		tegies to	make meaning v	when read	ling texts		Competencies: nication and ration	
References: English Langu	age Curri	culum Fo	or Primary Schoo	ols Pg. 85				
Phase/Duration	Learne	ers Activ	vities				Resources	
PHASE I: STARTER	Engage	e learne	rs to sing famili	iar rhyme	es.	1	flashcards	
PHASE 2: NEW LEARNING	Share the less backgraccom	What Are the perform sson. le learne round ke panying reading	ther they enjoyed words did you hese words foo hance indicators on before remowledge, discussive the text aloud cessary).	thear in the depth of the depth	the songs? ls, objects? arners and intro ivities, e.g. revi title and	iew of	Word cards, sentence cards, letter cards, handwriting on a manila card	
	the te	ırners r						
PHASE 3:			to tell you what	•		/hat		
REFLECTION	Take f	eedback lesson: a	to learn in the record to the control of the contro	ve learnt factual, i	and summarize	e the		

Week Ending:	DAY: WEDNESDAY Subject: English Language				e	
Duration: 60mins				Strand: Writing		
Class: B2	Clas	s Size:		Sub Strand: Writing as a	Process	
Content Standard: B3.4.9.2: Develop and exp cohesively in writing	ress ideas	coherently and	Indicato B3.4.9.2.1 sentences	write ideas on a topic in si	mple	esson:
Performance Indicator Learners can write ideas c		in simple sentences.	•	Core Competencies: Communication and Coll Development	aboration,	Personal
References: English Lan	guage Cu	rriculum Pg. 93				
Phase/Duration	Learner	s Activities			Resource	res
PHASE I: STARTER	Engage Ask lear Share p the less	learners to sing far rners; Whether they en What words did y Are these words erformance indication.				
PHASE 2: NEW LEARNING	Let lear	arners write their ners write their ic ar note of correct ners add on new i	leas as the ions or ed	Word ca	ards, paper, rds,	
PHASE 3: REFLECTION	Next le	·	•	the lesson with learners.		

Week Ending:	nding: DAY: THURSDAY !			Sı	ıbject:	English Langua	ıge		
Duration: 60mins				St	rand: C	Grammar Usag	ge		
Class: B3	Class	s Size	:	Si	ıb Stra	nd: Using Adv	ng Adverbs		
Content Standard: B3.5.6.1:Apply knowledge of communication	adverbs	in	Indicator: B3.5.6.1.1 identify	y qualifyir	g words	;		Lesson:	
Performance Indicator: Learners can identify qualif						Competencie nunication and		oration, Personal	
References: English Langu	iage Cur	riculu	m Pg. 100						
Phase/Duration PHASE I: STARTER	Learners Activities Review some adjectives with learners.			Resc	ources				
	Do an action for slow. Ask: What word is this? Pupils guess: slow. Do an action for loud. Ask: What word is this? Pupils guess: loud. Do an action for happy. Ask: What word is this? Pupils guess: happy Share performance indicators and introduce the lesson.								
PHASE 2: NEW LEARNING	identify e.g. i. I ii. She c	Provide sentences with simple adverbs for learners to identify. e.g. i. He walked quickly to the church. ii. She danced beautifully. Elicit other adverbs and provide practice.			cards hand	d cards, sentence s, letter cards, writing on a la card			
PHASE 3: REFLECTION	Give le days of	arners the w	s a text with nam veek, beginning w use adverbs corr	es of pa ith smal	rticular letters				

Week Ending:	DAY: Friday	DAY: Friday Subject: English Langu					
Duration: 60mins	1		Strand: Extensive Read	ling			
Class: B3	Class Size:		Sub Strand: Reading				
Content Standard: B3.6.1.1: Read widely for p independent reading and le area	arning in the literary	B3.6.1.1.1. re	ad a variety of age and leve books and summarize them	Lesson:			
Performance Indicator: Learners can read a variety and summarize them		riate books	Core Competencies: Communication and Colle	aboration, Personal			
References: English Langu	age Curriculum For Prin	nary Schools Pg	. 112				
Phase/Duration							
PHASE I: STARTER	Ask learners; Whether the What word Are these w	Engage learners to sing familiar songs. E.g. Five little ducks Ask learners; • Whether they enjoyed singing the song? • What words did you hear in the song?					
	the lesson.						
PHASE 2: NEW LEARNING	Using book tease or library time.	Word cards, sentence cards, letter cards.					
	Have a variety of ag make a choice from						
	Encourage them to provide support and						
	Assessment Using think-pair-sha their partners. Have learners draw posummarize the books						
PHASE 3: REFLECTION	Use peer discussion	and effective	questioning to find out nt during the lesson.				
	Take feedback from	learners and s	summarize the lesson.				

Week Ending:	DAY:	DAY:		Subject: Mathematics		
Duration: 60mins per lesso	n			Strand: Number		
Class: B3	Class Size	Class Size:		Sub Strand: Fractions		
Content Standard: B3.1.3.1 Develop an understanding of fractions using concrete and pictorial representations and write fractions in words and symbols			Indicator: B3.1.3.1.1 understand a unit fraction		Lesson:	
 Performance Indicator: Learners can understand a unit fraction Teaching/ Learning Resources Counters, bunders 			CORE COMPETENCE: Problem Solving skills; Critical Thinking; Justification of Ideas; adle and loose straws base ten cut square, patterns			

References: Mathematics Curriculum Pg. 57

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Put leaners in two groups. Call out a number between I and 6. E.g. 3. Learners must call out the double (2x) of that number. In this case 6 is the answer. Try out more numbers. The group that answers more wins.		Have learners to know that fractions tell us how many parts of a whole we have. The fraction are normally written with one number up and another number down with a dash in between This shows how many parts we have This shows how have This show the total number Use several pictorial representations (or card cut outs) to introduce unit fractions like half, thirds, fifths, tenths, etc.	Assessment: Have learners to practice with more examples
		Half= ½ Thirds= I/3 Fourths= I/4 Fifths= I/	
		$ \bigoplus_{A} \bigoplus_{B} \bigoplus_{C} \bigoplus_{D} \bigoplus_{E} $	
Tuesday	Engage leaners to Play show me a number game with learners (up to 10), with fingers. Teacher mentions the	Introduce the fraction notation by explaining the fraction one-half as the quantity obtained by taking I part when a whole is partitioned into 2 equal parts and is represented by ½	Review lesson with learners by giving them task to solve in their workbooks
	number from (1 to 10). Learners then show their fingers up to show the number	One whole	

		Assessment: Ask learners to write symbols for the fractions A, B, C, D, and E A B C D E	
Wednesday	Engage leaners to sing the song WE CAN COUNT We class three We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class three can count very well.	Ask learners to match pictorial representations of fractions to their symbols Assessment: Have learners to practice with more examples	Review lesson with learners by giving them task to solve in their workbooks
Thursday	Have leaners to sing songs and recite rhymes in relation to the lesson	Use several pictorial representations (or card cut outs) to introduce multiples of unit fractions like thirds, fifths, tenths, etc., show the notations 2/5,3/8,4/12, etc. and ask learners to draw and label fractions with their symbols.	Review lesson with learners by giving them task to solve in their workbooks
Friday	Engage learners to sing I'm counting one, what is one • I - One is one alone, alone it shall be. • 2 - Two pair, two pair come pair let us pair • 3 - Turn around • 4 - Follow me • 5 - Fire	Ask learners to colour given fractions in given shapes with equal portions or match fractions to shaded regions 2 3 4 5 Assessment: Have learners to practice with more examples	Review lesson with learners by giving them task to solve in their workbooks

Week Ending:	DAY:	DAY:		Subject: Science		
Duration: 60mins per lesson			Stra	.nd: Cycles		
Class: B3	Class Size:	Class Size:		Sub Strand: Earth Science		
Content Standard:		Indicato	Indicator:		Lesson:	
B3.2.1.1 Recognize that some ever	ents in our	B3.2.I.2.I Know the importance of the sun to		ortance of the sun to		
environment occur recurrently		the earth			I OF I	
Performance Indicator: Learners can know the important	ce of the sun to t	he earth	Core Comp Problem Solvin Ideas;	petencies: ng skills; Critical Thinking;	Justification of	
Teaching/ Learning Resource	S Pictures of t	Pictures of the sun and earth				
References: Science Curriculu	m Pg. 52					
DAYS PHASE I: STARTE	R P	HASE 2: M	AIN	PHASE 3: REF	LECTION	

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Engage learners to play games	Begin by discussing with learners	Use questions to review
	and sing songs to begin the lesson.	the role of the sun and its importance to life on earth.	learners understanding of the lesson.
		Ask the following questions: (a)what is the sun? (b)What are some of the ways	Ask learners to tell the class what they have learnt.
		through which the earth benefits from the sun?	Call learners to summarize the main points of the lesson.
		Learners perform outdoor activities to illustrate the importance of the sun.	
	Ask learners questions to review their understanding in the previous lesson	Guide learners to know other major uses of the sun to the earth.	Use questions to review learners understanding of the lesson.
	Engage learners to play games and sing songs to begin the lesson.	Learners outline everyday uses of the sun.	Ask learners to tell the class what they have learnt.
		Evaluate the lesson by asking learners to draw a picture showing one benefit of the sun to life on earth (drying of clothes)	Call learners to summarize the main points of the lesson.

Week Ending:	DAY:		Subject: OWOP		
Duration: 60mins per lesson			Stranc	l: All About Us	
Class: B3	Class Size:		Sub St	rand: Home And Scl	hool
B3.1.4.1. Demonstrate understanding of the home and other important locations in the		Indicator: B3.1.4.1. I. Sketch a showing major home important locations	•	_	Lesson:
Performance Indicator: Learners can sketch a map of the neighborhood showing major home, moutes and other important locations			major	Core Competent Communication and C Critical Thinking and I	Collaboration

Teaching/ Learning Resources | Pictures, Charts, Video Clips

References: OWOP Curriculum Pg. 42

DAYC	DUACE L. STADTED	DUACE 2. MAIN	DUACE 3. DEEL ECTION
DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Invite learners to tell stories of their mistakes they have committed in the past. Encourage learners to come	Revise with learners on some "directional phrase" -turn right/left -go straight	Ask questions to review learners understanding of the lesson
	up with how best they could do to prevent such mistakes and/ or solve them.	-you will see it on the right/leftgo across (the school, the park, the post office) -its next to (the school, the park, the post	Learners to tell what was interesting about the lesson.
		office) Guide learners to explain each of the phrase.	Have learners to read and spell the key words written on the board
		Call out learners to give directions to their various homes using the "directions vocabulary and phrases"	
	Get a viral picture, a	Learners discuss location of their	Learners to tell what was
	trending news on twitter, Facebook, YouTube and other social media handles.	homes and other important places in their neighborhood.	interesting about the lesson.
	Discuss what is trending and invite learners to share their opinions on them.	Learners sketch a map of their neighborhood showing their home and other important places in the community. e.g. the chief's palace, post office, the market, police station.	Have learners to read and spell the key words written on the board.
		Learners write simple sentences giving direction to their home and important places in the community	

Week Ending:	DAY:		Subject: REL & MORAL EDUCATION			
Duration: 60mins				Strand: God's Creation	n & Attributes	
Class: B3	Class Size:		Sub Strand: Purpose of God's creation			
Content Standard: Indicator:				Lesson:		
B3.1.3.1. Explain the purpose of God's B3.1.3		B3.1.3.1.3: Ex	B3.1.3.1.3: Explain the need for good relationship			
creation		among peop	le of differe	ent ethnic groups.	I OF I	
Performance Indicator:			Core C	Core Competencies:		
Learners can explain the need for	good relat	tionship	Cultural Identity, Sharing Reconciliation, Togetherness,			
among people of different ethnic g	roups	•	Unity.			
Teaching/ Learning Resources	Wall c	harts, wall wo	rds, posters	s, video clip, etc.		
References: RME Curriculum Pg.	. 17					

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Invite learners to tell stories of their mistakes they have committed in the past.	Lead learners to talk about good relationships.	Ask questions to review learners understanding of the lesson
	Encourage learners to come up with how best they could do to prevent such mistakes and/ or solve them.	Let learners talk about things that promote good relationships: comportment, respect, love, obedience, humility, friendliness,	Learners to tell what was interesting about the lesson.
	and or solve them.	etc.	Have learners to read and spell the key words written
		Let learners identify their friends and say things they like about them.	on the board
		Let learners discuss in groups, the need for good relationships.	
		Let groups present their findings to the class: we are people created by God to ensure peace and unity, companionship, teamwork, caring for one another, etc.	
		Let learners dramatize behaviors that show good relationships	

Week Ending:	DAY:		Subject: History		
Duration: 60mins per lesson			Strand: My country Ghana		
Class: B3	Class Size:		Sub Strand: Inter Group Relations		
B3 2.2.1. Demonstrate knowledge of how intergroup alliances, conflicts and other		ndicator: 3 2.2.1.1 Discuss the nature of exchanges mong the ethnic groups		Lesson:	
Performance Indicator: Learners can discuss the nature of e ethnic groups	exchanges among the		Competencies: ers to become critical thinke es	rs and digital	
Teaching/ Learning Resources	Learning Resources Wall charts, word cards, posters, video clip, etc.				

References: History Curriculum Pg. 16

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION		
	Play games and recite rhymes	Revise with learners on the	Ask questions to review		
	that learners are familiar with to begin the lesson.	major ethnic groups in ghana.	learners understanding of the lesson		
		Let them identify some			
	Ask learners questions to	characteristics of these ethnic	Learners to tell what was		
	review their understanding in the previous lesson.	groups.	interesting about the lesson.		
		Identify the forms of exchanges including forms of trade, intermarriage, conflict and alliances.	Have learners to read and spell the key words written on the board		
		Discuss the benefit of these exchanges			
	Play games and recite rhymes that learners are familiar with to begin the lesson.	Revise with learners on the major ethnic groups in ghana.	Ask questions to review learners understanding of the lesson		
		Let them identify some			
	Ask learners questions to review their understanding in the previous lesson.	characteristics of these ethnic groups.	Learners to tell what was interesting about the lesson.		
		Identify the forms of exchanges including forms of trade, intermarriage, conflict and alliances.	Have learners to read and spell the key words written on the board		
		Discuss the benefit of these exchanges			

Week Ending:	DAY:			Subject: Creative Arts		
Duration: 60mins per lesson			Strand	l: Performing Ar	ts	
Class: B3	ss Size:	Sub St Apprais	rand: Appreciat	ing and		
Content Standard: Demonstrate understanding of how	v to	Indicator: B3 2.4.6.1/B3 1.4.7.1 Agree on guidelines for viewing			Lesson:	
generate own ideas for artistic expressions on the people.		performing artworks and expressing own feeling thoughts about own and others' performances			I OF I	
Performance Indicator:	u		•	Core Compe	tencies:	
Learners can agree on guidelines for viewing performing artworks and expressing own feelings and thoughts about own and others' performance			es	Decision Making Innovation Com		
Teaching/ Learning Resources Photos, videos, art paper, cold				ditional art tools		

References: Creative Arts Curriculum Pg. 89,91

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Use questions and answers	The easiest way to understand and	Use questions to review
	to revise the previous	appreciate a performance is to	learners understanding of
	lesson with learners.	develop a relevance and appropriate criteria or checklist	the lesson.
	Engage learners to play		Ask learners to tell the
	games and sing songs to begin the lesson	Guide learners to create a checklist or criteria for appreciating and	class what they have learnt.
		appraising a performance;	Call learners to summarize
		> Creative process	the main points of the
		Subject matter	lesson.
		 Selection and use of instruments and elements 	
		Styles and techniques	
		 Originality or creativity 	
		➤ Use of space	
		Selection and use of costumes	
		> Symbolism and cultural relevance	
		Aesthetic qualities	
		> suitability	
	Show pictures of people	Lead a discussion to explain the	Use questions to review
	performing a dance to learners'	criteria with learners.	learners understanding of the lesson.
		Now let learners use the checklist to	
	Let learners observe and	appreciate and appraise a previous art	Ask learners to tell the
	talk about the pictures	performance in class.	class what they have learnt.
		Put learners into groups of 2 or 3	Call learners to summarize
		depending on the size of the class.	the main points of the lesson.
		Invite each group to perform any	
		dance learnt as others will be observing.	
		Set up a three member judge to use	
		the checklist or criteria to appraise the performance of each group.	

Week Ending:	DA	DAY:			Subject: Ghanaian Language		
Duration: 60mins per lesson				Stra	nd: Writing Conventio	ns	
Class: B3	Cla	ss Size:		Sub	Strand: Proper Nouns	1	
Content Standard: B3.3.3.1 Write simple words/names of people and places (proper nouns).			Indicator: B3.3.3.1.1 Write people and place	•	e words/names of	Lesson:	
Performance Indicator: Learners can write simple words/names of people			ople and places.		Core Competencie Creativity and innovation		
Teaching/ Learning Resources Word ca			rds, sentence cards,	letter	cards, handwriting on a ma	nila card	
References: Ghanaian La	anguage C	urriculum	Pg. 104				

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Use questions and answers to revise the previous lesson with learners.	Let learners mention names of places and names of their friends.	Use questions to review learners understanding of the lesson.
	Engage learners to play games and sing songs to begin the lesson	Create people and place names map on a cardboard.	Ask learners to tell the class what they have learnt.
		Show the map to learners and discuss it with them.	Call learners to summarize the main points of the lesson.
		Assist learners to write simple words or names of people and places in their books.	Learners to read and spell the key words on the board
	Engage learners to play the crossword game	Let learners mention names of places and names of their friends.	Use questions to review learners understanding of the lesson.
	Write a word on the board crossword-style. Invite each student to the board to create a new word stemming from the letters that are already available	Create people and place names map on a cardboard. Show the map to learners and	Ask learners to tell the class what they have learnt. Call learners to summarize
		discuss it with them. Assist learners to write simple words or names of people and places in their books.	the main points of the lesson. Learners to read and spell the key words on the board

Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities. Performance Indicator: Learners can compare and contrast locomotor movements conducted to even and uneven beats. Teaching/ Learning Resources Ball, videos and pictures References: PE Curriculum Pg. 36 DAYS PHASE I: STARTER PHASE 2: MAIN PHASE 3: REFLECTION Have learners to sing songs and recite familiar rhymes in relation to the lesson Flat can be performed to an even beat; Call out learners to summarize the main poin of the lesson There are three locomotor skills (skipping, sliding and galloping,)that can be performed Take learners through codown to end the lesson Take learners through codown to end the learners Take learners through codown to end the lesson Take l	Week End	ding:	:		Subject: Pl	HYSICAL EDUCA	NOITA	
Content Standard: Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities. Performance Indicator: Learners can compare and contrast locomotor movements conducted to even and uneven beats. Learners can compare and contrast locomotor movements conducted to even and uneven beats. Personal skills and core competencies such agility, concentration, precision Teaching/ Learning Resources Ball, videos and pictures References: PE Curriculum Pg. 36 DAYS PHASE I: STARTER PHASE 2: MAIN PHASE 3: REFLECTION There are four locomotor skills (jumping, walking, hopping and running) that can be performed to an even beat; Have learners to jump, jog, hop and dance to a recorded music to form even beat There are three locomotor skills (skipping, sliding and galloping,)that can be performed	Duration:	: 60mins Strand: Movement Concep				:s		
Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities. Performance Indicator: Learners can compare and contrast locomotor movements conducted to even and uneven beats. Teaching/ Learning Resources Ball, videos and pictures References: PE Curriculum Pg. 36 DAYS PHASE I: STARTER PHASE 2: MAIN Have learners to sing songs and recite familiar rhymes in relation to the lesson Have learners to jump, jog, hop and dance to a recorded music to form even beat There are three locomotor skills (skipping, sliding and galloping,)that can be performed to galloping,)that can be performed (skipping, sliding and galloping,)that can be performed	Class: B3		Class	Size:		Sub Strand	d: Dynamics	
Performance Indicator: Learners can compare and contrast locomotor movements conducted to even and uneven beats. Teaching/ Learning Resources Ball, videos and pictures References: PE Curriculum Pg. 36 PHASE I: STARTER PHASE 2: MAIN PHASE 3: REFLECTION Have learners to sing songs and recite familiar rhymes in relation to the lesson PHASE 1: STARTER PHASE 2: MAIN PHASE 3: REFLECTION Review the lesson with learners [jumping, walking, hopping and running] that can be performed to an even beat; Have learners to jump, jog, hop and dance to a recorded music to form even beat There are three locomotor skills (skipping, sliding and galloping.) that can be performed	Demonstra skills and m	te competence in the movement patterns neede	ed to	B3.2.2.2.2 compare a				Lesson:
Have learners to sing songs and recite familiar rhymes in relation to the lesson There are four locomotor skills (jumping, walking, hopping and running) that can be performed to an even beat ; Call out learners to summarize the main point of the lesson There are three locomotor skills (skipping, sliding and galloping.)that can be performed	Learners can compare and contrast locome conducted to even and uneven beats. Teaching/ Learning Resources Ball,				Per	rsonal skills ar	nd core competer	ncies such a
Have learners to sing songs and recite familiar rhymes in relation to the lesson There are four locomotor skills (jumping, walking, hopping and running) that can be performed to an even beat ; Call out learners to summarize the main point of the lesson There are three locomotor skills (skipping, sliding and galloping.) that can be performed	DAVC	DUASE I. STADTED		DHASE 2: MAIN			DUACE 2. DEE	I ECTION
Have learners to skip, slide and		and recite familiar rhy		(jumping, walking running) that ca to an even beat Have learners to and dance to a reform even beat There are three (skipping, sliding galloping.) that ca to an uneven be	g, hop in be p jump ecord locom and n be p eat	ping and performed , jog, hop ed music to notor skills	learners Call out learners summarize the of the lesson Take learners t	rs to main point: hrough coo

gallop to form uneven beat

Dancers using locomotor movements may walk, run, skip, hop. fump, slide, LEAP, or gallop. These movements may be high (possibly indicating joy), medium, or low (possibly indicating sadness.)

and help them

Locomotor Movements

Help those who finds it difficult

SCHEME OF LEARNING- WEEK 9 BASIC THREE

Name of School.....

Week Ending:		DAY: MONE	DAY	:	Subject: English Langua	ge	
Duration: 60mins		•		:	Strand: Oral Language		
Class: B3		Class Size:		1	Sub Strand: Listening (Comprehension	
Content Standard: B3.1.7.1: Use appropr process meaning from	texts	tegies to	Indicato B3.1.7.1.1 informat	list	ten to and interact activ	vely within	Lesson:
Performance Indica Learners can listen to texts		ely within inforr	mation		re Competencies: mmunication and Collabo	oration, Leade	rship
Key words	Events, story, p	icture					
References: English I	Language Curricul	um For Primary	Schools P	g. 7	6		
Phase/Duration	11	A -+:- ::+:				D	
			rito thom 1	t\A/C	different times on		
PHASE 1: STARTER Select 10 word word cards. Place all the car then flip over to words match the Did you words was words match the Did you what we Make a Share performative lesson. PHASE 2: NEW LEARNING Show learners of E.g. causes of room Discuss the important to the lesson words words matched the performance of the learners room Discuss the important to the Import			Resources Write them two different times on It down on the floor. Learners will time and say each word, if the her gets to keep the cards. the game? Ilid you hear in the game? ten words you heard. Ilicators with learners and introduce Sational posters to talk about. Idents. Word cards, s cards, letter ca handwriting or manila card Topics or themes discussed. The sources Music box Word cards, s cards, letter ca handwriting or manila card The sources Music box Music box Word cards, s cards, letter ca handwriting or manila card				s, sentence cards,
PHASE 3: REFLECTION	ners on issues arners to expr hers to tell you like to learn in dback from wh	ess a varie what the the next nat have le	y ha less	of communicative ave learnt and what son t and summarize the	In our nex we shall cr own storie pictures.	eate our	

Week Ending:	DAY: Tuesday Subject: English Language					
Duration: 60mins	1			Strand: Readir	ng	
Class: B3	Sub Strand: C	ub Strand: Comprehension				
Content Standard: B3.2.7.1: Understand and ar	nalyze texts read			er factual, infere out level-approp		Lesson:
Performance Indicator: Learners can ask and answe appropriate texts	r factual, inferer		ry questio	ns about level-		ompetencies: nication and ation
References: English Langua	age Curriculum	For Primary Scho	ools Pg. 86			
Phase/Duration	Learners Ac	tivities			R	Resources
PHASE I: STARTER	Engage learn	ers to sing famil	liar rhyme	es.	fl	ashcards
	WhatAreShare perforthe lesson.	ether they enjoy at words did you these words foo mance indicator	u hear in and od, anima	the songs? ls, objects? arners and intro		
PHASE 2: NEW LEARNING	features. Gu Let learners texts. Use think-pa Have learner Bingo and m	Have learners read a text and identify its purpose and features. Guide them with questions to do this. Let learners transfer the same ideas to other types of texts. Use think-pair-share to have learners compare ideas. Have learners play simple mental or guessing games like Bingo and matching games. Guide learners to form mental images as they read a text,				
PHASE 3: REFLECTION	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Take feedback from what have learnt and summarize the lesson. Next lesson: retell level-appropriate text in own, explain and illustrate					

Week Ending:	DAY: WEDNESDAY Subject: English Language						
Duration: 60mins	•			Strand: Writing			
Class: B2	Class Size: Sub Strand: Narrative W					riting	
Content Standard: B3.4.10.1: Narrate situatio and convey point of view a world/fictional world	Indicator: B3.4.10.1.1 add narrative stori		ore details of a story struct	ure to	Lesson: 2 of 2		
Performance Indicator Learners can add more de stories.		y structu	re to narrative		Core Competencies: Communication and Coll Development	aboratio	on, Personal
References: English Lang	guage Currio	culum Pg	g. 94				
Phase/Duration PHASE I: STARTER	Learners A				. E.g. Five little ducks	Resou	ırces
	Ask learne W W Ar Share perfethe lesson.						
PHASE 2: NEW LEARNING	Have learne e.g. the need Guide them present a dr Have learne check for er Have learne groups or in board for or	scuss with learners their previous writing and give them edback on some errors they committed. ave learners choose and write on another topic. g. the need to respect school authorities. uide them with the vocabulary they may use. Let learners esent a draft of their write up. ave learners write a neat final copy and read it once again to eck for errors. ave learners publish their work by showing it to others in small oups or in pairs or posting it on the class or school notice pard for others to view.					cards, paper, cards,
PHASE 3: REFLECTION	Summarize the important points in the lesson with learners. Next lesson: describe places in a coherent paragraph						

Week Ending:	DAY: THURSDAY Subject: English Language						
Duration: 60mins				St	rand: Grammar Usaş	ge	
Class: B3	Class	Size	:	Sı	ıb Strand: Using Adv	erbs	
Content Standard: B3.5.6.1:Apply knowledge communication Performance Indicator:	in	Indicator: B3.5.6.1.2 use adverbs	cor	rectly to express time Core Competencie	es:	Lesson:	
Learners can use adverbs	correctly t	о ехрі	ress time		Communication and		oration, Personal
References: English Lang	guage Cur	riculuı	m Pg. 101				
D		Α.	,.				
Phase/Duration PHASE I: STARTER	Learne			ors		Kesc	ources
	Do an and Ask: We Do and Ask: We Do and and Ask: We Do and Ask: We	Review some adjectives with learners. Do an action for slow. Ask: What word is this? Pupils guess: slow. Do an action for loud. Ask: What word is this? Pupils guess: loud. Do an action for happy. Ask: What word is this? Pupils guess: happy					
	Sharo F	orfor	manco indicators and	intr	aduca the lesson		
PHASE 2: NEW LEARNING	Write s Exampl The My Have les in cont and me Have les Exampl Ask, who describe Expects father). Write so It walks It rang He is well.	Ask: What word is this? Pupils guess: happy Share performance indicators and introduce the lesson. Write some sentences on the board. Examples: This is a very slow cat. The school bell is loud.					d cards, sentence s, letter cards, writing on a la card

	Guide learners to explain adverb as a word that qualifies a
	verb.
	Introduce learners to Adverbs of time as words that
	change or qualify the meaning of a sentence by telling us
	when things happen.
	e.gThey <u>often</u> play music together
	-He researched late into the <u>night</u> .
	-On the day of report, he arrived at school <u>early</u>
	, , , , , , , , , , , , , , , , , , , ,
	Have learners listen to and read several sentences
	containing adverbs of time.
	Learners sit in groups to discuss issues involving the use
	of adverbs of time.
	Assessment
	Give learners individual or home task to underline the
	adverbs
	• She stayed at her grandmother's house <u>all day</u>
	• The newspaper arrives <u>daily</u>
	• They go out to dinner <u>weekly.</u>
	• Are you coming to work tomorrow?
PHASE 3:	Ask learners to do the following by ways of reflecting on
REFLECTION	the lesson:
	I. Tell the class what you learnt during the lesson.
	2. Tell the class how you will use the knowledge they
	acquire during the lesson.
	3. Which aspects of the lesson did you not understand?
	Next Lesson: Identify prepositions in sentences to indicate
	directions and means
1	<u> </u>

Week Ending:	D	ge					
Duration: 60mins	1			Strand: Extensive Read	ling		
Class: B3	C	Class Size:		Sub Strand: Reading			
Content Standard: B3.6.1.1: Read widely for pleindependent reading and lea area				ad a variety of age and level ooks and summarize them	-	Lesson:	
Performance Indicator: Learners can read a variety and summarize them	of age and I	level-appropria	ate books	Core Competencies: Communication and Colla	aboration	ı, Personal	
References: English Langua	ige Curricu	lum For Prima	ary Schools Pg.	112			
Phase/Duration	Learners	Activities			Resou	rces	
PHASE I: STARTER	Ask learn	ners; Whether the What words Are these wo erformance in	ey enjoyed sing did you hear ords food, anii	in the song?			
PHASE 2: NEW LEARNING	Have a very make a control of the contract of the contract of the control of the	variety of age choice from. The picture or sits to learners and sent ink-pair-share thers. There of age them to resupport and sent ink-pair-share thers.		cards, sentence etter cards.			
PHASE 3: REFLECTION	summarize the books they read to the whole class Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson. Take feedback from learners and summarize the lesson.						

Week Ending:	DAY:		Subject: Mathematics		
Duration: 60mins per lesson		Strand: Number			
Class: B3 Class Size:			Sub Strand: Fractions		
Content Standard: B3.1.3.1 Develop an understanding of fractions using concrete and pictorial representations and write fractions in words and symbols		Indicator: B3.1.3.1.2 understand, fractions	explain and demonstrate	Lesson:	
Performance Indicator:				•	

Learners can understand, explain and demonstrate

CORE COMPETENCE:

Problem Solving skills; Critical Thinking; Justification of Ideas;

Teaching/ Learning Resources

Paper strips, cut out cards

References: Mathematics Curriculum Pg. 59

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	Engage learners to sing the songs, rhymes and play games to begin the lesson	Use concrete objects and pictorial representations to explain the fraction half as the quantity obtained by taking I	Ask learners to tell you what they have learnt
	8	part when a group of object is partitioned into two equal parts.	Give learners individual or home task
		Read and write fractions using words and symbols. E.g. one-half, two halves, thirds, fifths etc.	
		1 1/2 1/4 3/4	
Tuesday	Engage learners to sing the	Use concrete objects and pictorial	Ask learners to tell you what
	songs, rhymes and play	representations to explain the fraction	they have learnt
	games to begin the lesson	half as the quantity obtained by taking I	
		part when a group of object is	Give learners individual or
		partitioned into two equal parts.	home task
		Read and write fractions using words	
		and symbols. E.g. one-half, two halves,	
		thirds, fifths etc.	
		1 1/2 1/4 3/4	
Wednesday	Engage learners to sing the	Ask learners to color given fractions of	Ask learners to tell you what
,	songs, rhymes and play	given groups of object or match	they have learnt
	games to begin the lesson	fractions to given groups of objects.	
			Give learners individual or
		Ask learners to cut given fractions from	home task
		a given (e.g. 12cm long) card, bar or	
		stick.	
		1 1/2 1/4 3/4	
Thursday	Engage learners to sing the	Guide learners to locate missing	Ask learners to tell you what
,	songs, rhymes and play games to begin the lesson	fractions on a number.	they have learnt
		Draw and ask learners to locate the	Give learners individual or
		missing fractions on the number line	home task

songs, rhymes and play games to begin the lesson	fractions on a number.	they have learnt
	Draw and ask learners to locate the missing fractions on the number line	Give learners individual or home task

Week Ending:	DAY:			Subject: Science		
Duration: 60mins per lesson				Strand: Cycles		
Class: B3 Class Size:			Sub Strand: Earth Science			
B3.2.1.3 Show understanding of the roles of condensation, evaporation, transpiration and			dicator: .2.1.3.1 Identify the types of precipitation d describe the differences among them		Lesson:	
Performance Indicator: Learners can identify the types of precipitation and describe the differences among them			Core Competencies: Problem Solving skills; Critical Thinking: Justification o Ideas;			
Teaching/ Learning Resources Pictures of the sun and ea			earth			
References: Science Curriculum	Pg. 53					

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Use questions and answers to review learners understanding in the previous lesson	Explore the previous knowledge of learners on this topic, e.g., learners know of iced	Ask learners series of questions to review their understanding of the lesson
	Engage learners to sing songs and play games to get them	water, 'ice block' and rainfall. Provide learners with cut-out pictures or videos of the other	Ask learners to summarize what they have learnt
	ready for lesson	forms of precipitation (snow, hail, sleet, these may be foreign to them.	Learners to read and spell the key words on the board.
		Learners examine the pictures and communicate their ideas on the different types of precipitation.	
	Use questions and answers to review learners understanding in the previous lesson	Guide learners to explain each term. For example: Sleet is ice pellets that fall from clouds.	Ask learners series of questions to review their understanding of the lesson
	Engage learners to sing songs and play games to get them ready for lesson	Hail: precipitation in the form of balls or irregular lumps of ice (5 mm or more in diameter – anything smaller is considered an "ice pellet").	Ask learners to summarize what they have learnt Learners to read and spell the key words on the board.
		Snow: precipitation composed of white or translucent ice crystals, chiefly in the form of snowflakes.	
		Sleet: a mixture of rain and snow.	
		Freezing rain: rain that falls when surface temperatures are below freezing – the liquid precipitation freezes when it hits the super-cold surface.	

	Assessment : Assist learners to build vocabulary on precipitation.	
Use questions and answers to review learners understanding in the previous lesson	With the aid of flashcards, learners work in groups to match pictures showing different types of precipitation with their	Ask learners series of questions to review their understanding of the lesson
Engage learners to sing songs and play games to get them	correct names. Learners draw a picture showing	Ask learners to summarize what they have learnt
ready for lesson	a rainy day.	Learners to read and spell the key words on the
	Project: Assist learners to undertake an activity to create artificial rain in the school.	board.

Week E	Week Ending: DAY		ek Ending: DAY: Subje			Subjec	Subject: OWOP			
Duratio	n: 60mins per lesson				Strand	I: All Al	About Us			
Class: B	Class: B3 Class		Size: Sub Strand: 7		The Enviro	nment And The				
B3.2.1.1.	Content Standard: B3.2.1.1. Appreciate the problems associathe use of land and water			Indicator:			with the	Lesson:		
	Performance Indicator: Learners can explain problems with t			d and water		Comm		encies: nd Collaboration ınd Problem		
Teaching/ Learning Resources Pict			res, Charts,	Video Clips						
Referen	ces: OWOP Curriculum	Pg. 43								
DAYS	PHASE I: STARTER		PHASE 2:	MAIN			PHASE	3: REFLECTION		
Use questions and answers to review learners understanding in the previous lesson Engage learners to sing songs and play games to get them ready for lesson		In groups lead learners in a picture discussion to talk about problems with the use of land and water. E.g. Galamsey sites, indiscriminate dumping of refuse, choked gutters, roads with potholes etc.		Ask learners series of questions to review their understanding of the lesson Ask learners to summarize what they have learnt						
	Use questions and answe review learners understa		pictures wand relate Learners to	o compare situ ith what pertai to them. alk about the p land in their co	ns in thei	ir area with	question	ners series of s to review their nding of the lesson		
	in the previous lesson Engage learners to sing songs and play games to get them ready for lesson Use questions and answers to review learners understanding in the previous lesson		Engage learners to describe taking place on land in your Examples: bush burning, sar quarrying, etc. Teacher shows pictures of or conduct a study tour to water bodies within their conducts.		our community. sand winning, of water bodies to observe		Ask learners to summarize what they have learnt			
			Learners to place arous community e.g. fishing,	alk about activi nd water bodie / . swimming, irr	ties takin es in their igation,	g	question understa	ners series of s to review their nding of the lesson		
	Engage learners to sing so and play games to get the ready for lesson		farming, throwing waste in water bodies, defecating in streams. Learners come out with how best the can use and conserve the land and			Ask learners to summarize what they have learnt				

Week Ending:	DAY:		Subject: REL & MORAL EDUCATION		
Duration: 60mins			Strand: Religious Practices		
Class: B3	Class	Size:	Sub Strand: Religious Worship		
Content Standard: B3.2.1.1. Appreciate the importance of religious worship		Indicator: B3.2.1.1.1: Name the same major religions.	cred scriptures of the three	Lesso n:	

Performance Indicator:

Core Competencies:

Learners can name the sacred scriptures of the three major religions.

Cultural Identity, Sharing Reconciliation, Togetherness, Unity.

Teaching/ Learning Resources Wall charts, wall words, posters, video clip, etc. **References:** RME Curriculum Pg. 17

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Use questions and answers to review learners understanding in the previous lesson	Guide learners to mention the sacred scriptures of the christians: The Holy Bible	Ask learners series of questions to review their understanding of the lesson
	Engage learners to sing songs and play games to get them ready for lesson	Let learners in groups, talk about the Holy bible and some lessons the Bible teaches. Guide learners to recite simple texts from the scriptures: PSALM 121 WILL lift up my eyes to the bible to the wind the wind whence comes my 3 have mere below and heaven and earth. 3 He will not allow your foot to be wind the wind the sumbler. 4 Behold, He who keeps Israel shall neither slumber nor sleep. 5 The Lord is your keeper, the Lord is you wind the work of the lord is your shade at your right hand. 6 The sun shall not strike you by 6 The sun shall preserve your from all evil; He shall preserve your soul. 8 The Lord shall preserve your this time forth, and even forever this time forth.	Call learners to talk about what they have learnt and how they will apply it.
		from the sacred scriptures.	

Week Ending:	DAY:		Subject: History		
Duration: 60mins per lesson			Strand: My country Ghana		
Class: B3 Class Size:			Sub Strand: Inter Group Relations		
B3 2.2.1. Demonstrate knowledge of how intergroup alliances, conflicts and other		Indicator: B3.2.2.1.2 Na among the va	me some of the items exchanged		Lesson:
Performance Indicator: Learners can name some of the items exchanged among the various groups.			he Core Competencies: Learners to become critical thinkers and digital literates		

Teaching/ Learning Resources

Wall charts, word cards, posters, video clip, etc.

References: History Curriculum Pg. 16

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Play games and recite rhymes that learners are familiar with to begin the lesson. Ask learners questions to review their understanding in the previous lesson.	Identify trade items that were exchanged among ethnic groups: salt. fish, gold, kola, Shea butter, pottery and cloth and iron utensils Match items with the areas / sources where the items were obtained. e.g. Shea butter - savannah belt Explain the medium of exchange: from barter system to the use if	Ask questions to review learners understanding of the lesson Learners to tell what was interesting about the lesson.
	Play games and recite rhymes that learners are familiar with to	cowry shells as a medium of exchange. Identify trade items that were exchanged among ethnic groups:	Ask questions to review learners understanding of
	begin the lesson. Ask learners questions to review their understanding in the previous lesson.	salt. fish, gold, kola, Shea butter, pottery and cloth and iron utensils Match items with the areas / sources where the items were obtained. e.g. Shea butter - savannah belt	the lesson Learners to tell what was interesting about the lesson.
		Explain the medium of exchange: from barter system to the use if cowry shells as a medium of exchange.	

Week Ending: DAY:			k Ending: DAY: Sub		Subject: Creative Arts		
Duratio	n: 60mins per lesson			Strand: \	/isual Arts& Perfo	orming	
Class: B		Class Si			. nd: Thinking and ool based project		
Content Standard: Demonstrate understanding of how to generate own ideas for artistic expressions on the people.			Indicator: B3 I.I.I.I /B3 2.I.I.I study and make artworks produced or found in other African communities			Lesson:	
Performance Indicator: Learners can study and make artworks pro communities			uced or found in other A	frican [Core Competer Decision Making Cr Innovation Commun	eativity,	
Teachin	g/ Learning Resources	Photos,	, videos, art paper, color	s and tradit	ional art tools		
Referen	ces: Creative Arts Curric	ulum Pg.	65 & 68				
DAYS	PHASE I: STARTER		PHASE 2: MAIN		PHASE 3: RE	FLECTION	
	Engage learners to play g and sing songs to begin to lesson. Learners to sing songs ar games to get them ready the lesson	nd play for	Learners are to gather in through library research African music. e.g. Afrobeat music. Afrobeat is a music genre where the combination of elements african musical styles such as and highlife with American justical and funk influences. This introduced by the Nigerians in Play and let learners lists music from Mafikizolo. E.g. Mafikizolo ft Uhuru - Khamusic from Mafikizolo. E.g. Mafikizolo ft Uhuru - Khamusic from Mafikizolo. Let learners imitate the techniques that the company to perform a variety should be a variety shou	non some sich involves of west s Fuji music izz and later s term was n 1960s. en to some ona. cheza hat are used beat music. skills and sposers used ow. as and and		anding of the to summarize	

Week Ending: DAY:			Subject: (Ghanaian Language		
Duration: 60mins per lesson			Strand: Writing			Conventions	
Class: B3 Class Size:				Sub Stran	d: Cap	oitalization	
	Standard: khibit knowledge of o propriately	Indicator: B3.5.1.1.1-3 Und letters to write p		capital	Lesson:		
	ance Indicator: an understand the u	Cre			re Competencies: ativity and innovation, nmunication.		
	/ Learning Resour es: Ghanaian Langua		rds, sentence cards, Pg. 106	letter cards, h	andwri	ting on a mar	nila card
DAYS	PHASE I: STARTER Write words on th board and cover parts with a smiley for learners to guess the word Have learners sing songs to begin the lesson Have learners play games and recite familiar rhymes to begin the lesson		PHASE 2: MAIN Let learners sing any play song they know.			Ask learners questions to review their understanding of the lessson.	
			Create a game capital letters to nouns. Through the gato understand letters to write	o write prope me help learr the use of cap	Give learners task to do whiles you go round to guide those who need help.		
			Let learners sing any play song they know. Create a game that helps			Ask learners series of questions to review their understanding of the lesson	
	Using questions a review their under the previous lesson	erstanding of	learners to use capital letters to write sentences.			Ask learners to tell you what they have learnt	
	Review the previous knowledge of the learners by making them answer questions on the previous lesson.		Help learners t use of capital le correct senten	etters to write ces.	е	Give learners individual or home task	
			sing a popular s	Let a learner lead the class to sing a popular song they know. Tell learners why we use capital letters after sentences and full			Ask learners to summarize what they have learnt. Let learners say 5 words
	Engage learners to and sing songs to lesson		Help learners t use of capital le sentences and illustrations on	o understand etters after full stops usin	the	lesson.	mber from the

Week Ending: DAY			AY:			Subject: PHYSICAL EDUCATION			
Duration: 60mins						Strand: Physical Fitness			
Class: B3 Class Siz			e: Sı			Sub Stran	Strand: Aerobic Capacity		
Content Standard: Demonstrate competence in the motor skills ar movement patterns needed to perform a variet physical activities.							nutes dance	Lesson:	
Performance Indicator: Learners can Perform 10 minutes dance with music.					Core Competencies: Personal skills and core com agility, concentration, precisi				
Teaching	g/ Learning Resources	Drums, la	ptop, s	peakers					
Reference	es: PE Curriculum Pg. 38	3							
	_								
DAYS	PHASE I: STARTER		PHASE 2: MAIN			PHASE 3: REFLECTION			
	Have learners to watch a short video on a popular dance in the locality.		Learners perform 10midance with music at the pace for recreation and improvement of their p fitness.		their own .nd	Review the lesson with learners			

SCHEME OF LEARNING- WEEK 10 BASIC THREE

Name of School.....

Week Ending:		DAY: MONI	DAY	Subjec	ct: English Langua	age	
Duration: 60mins				Strano	d: Oral Language		
Class: B3		Class Size:		Sub St Quest	trand: Asking and ions	d Answering	
Content Standard: B3.1.8.1: Demonstrate und answering questions	derstanding in	asking and	Indicator: B3.1.8.1.1 ask and answer questions for clarifications about given topics				Lesson:
Performance Indicator Learners can ask and answ		for clarification	s about given	topics	Core Compete Communication Leadership		ation,
Key words Ev	ents, story, p	icture			-		
References: English Lang	uage Curricul	um For Primary	Schools Pg.	75			
		_				T -	
Phase/Duration PHASE I: STARTER		Activities			times on word	Resources	
PHASE 2: NEW	cards. Place all the flip over the learne	ne cards face do wo at a time an r gets to keep to Did you enjoy th Vhat words did Jake a list of te	own on the fl d say each w the cards. ne game? I you hear in n words you	oor. Lead ord, if th the game heard. rners and	rners will then e words match e? d introduce the	Music box	s, sentence
LEARNING	Let mem rules of c	ers in groups bers of each g conversation. e learners to ons on issues	roup discuss	s topics wer que	respecting	cards, letter handwriting manila card	on a
PHASE 3: REFLECTION	the lesso I. Tell th 2. Tell th acquire d 3. Which	sk learners to do the following by ways of reflecting on e lesson: Tell the class what you learnt during the lesson. Tell the class how you will use the knowledge they quire during the lesson. Which aspects of the lesson did you not understand? ext lesson: give and respond to commands, instructions					t lesson, reate our es using

Week Ending:		DAY:	Tuesday		Subject: Englis	h Languag	ge
Duration: 60mins					Strand: Readin	ıg	
Class: B3		Class S	Size:	Sub Strand: Comprehension		nsion	
Content Standard: B3.2.7.1: Understand and ar	B3.2.7.1.3 retell level-appropriate text in own,				Lesson:		
Performance Indicator: Learners can retell level-app	oropriate	text in o	own, explain and	l illustrate	3		ompetencies: nication and ration
References: English Langua	age Curr	iculum Fo	or Primary Scho	ols Pg. 8	6		
Phase/Duration	Learn	ers Activ	vities			F	Resources
PHASE I: STARTER	Engag	e learne	rs to sing famil	iar rhym	es.	f	lashcards
	•	What Are the perform	her they enjoy words did you hese words foo nance indicator	u hear in od, anima	the songs?		
PHASE 2: NEW LEARNING	Have the he The n	learners erring bo arration estood. ups, let	narrate or ret one or story m should be seq	cell the s ap strate uential t	ext/story to be retory passage using egy. The make the store ary by adding mo	ng h	Word cards, sentence cards, letter cards, nandwriting on a manila card
PHASE 3: REFLECTION	Take lesson	vill like t feedback 1.	co learn in the control of the contr	next less	ave learnt and woon t and summarize ood pace, accura	e the	

Week Ending:		DAY: WEDNESS	DAY	S	ubject: English Language	e		
Duration: 60mins		1		S	trand: Writing			
Class: B3	Clas	ss Size:		S	ub Strand: Descriptive V	Vriting		
Content Standard: B3.4.12.1: Demonstrate kn writing	nowledge	of description of	B3.4.12.	I.I	describe places in a coher	ent	Lesson: 2 of 2	
Performance Indicator Learners can describe place	•	herent paragraph			Core Competencies: Communication and Coll Development	aboratio	on, Personal	
References: English Lan	guage Cı	ırriculum Pg. 95						
Phase/Duration	Learne	rs Activities				Reso	urces	
	Ask lea	rners; Whether they en What words did Are these words	joyed sing you hear i food, anir	ging in t	he song?			
PHASE 2: NEW LEARNING PHASE 3: REFLECTION	been had Guide to they have less words.	ppy or sad. Discuss hem to state category e encountered in the arners share their explications learners to do the fo	personal exrically some in lives. speriences on the from the	e p usi	ng simple descriptive		cards, paper, cards,	
	2. Tell acquire 3. Whi	the class what you the class how you during the lesson ch aspects of the lesson: write a shorns with clear reasons.	will use the esson did et paragrap	he yo	knowledge they			

Week Ending:	DA	Y: THURSDAY	Sı	ıbject: English Langua	ge		
Duration: 60mins			St	rand: Grammar Usag	e		
Class: B3	Class Size	:	Sı	ıb Strand: Using Simp	le Pre	le Prepositions	
	B3.5.7.1: Apply the knowledge of simple prepositions in oral and written communication Indicator: B3.5.7.1.1 Identify prepositions in sentences to incident directions and means				dicate	Lesson:	
Performance Indicator: Learners can Identify prepo and means			าร	Core Competencie Communication and C		oration, Personal	
References: English Langu	age Curriculu	m Pg. 101					
Phase/Duration	Loarnors Ac	tivitios			Rosa	ources	
PHASE I: STARTER	Learners Activities Review some adjectives with learners.					oui Ces	
	Do an action Ask: What v Do an action Ask: What v	vord is this? Pupils gues	ss: I ss: I	oud. парру			
PHASE 2: NEW LEARNING	e.g. means -We are goin - The monkey Guide learne Draw learne Have learne that indicate E.g. Mr. Badu	ple sentences. g home by bus. direction v is climbing up the tree. ers to discover the mea ers' attention to the wo ers complete sentences "means and direction" v is travelling	anir ords wit '.	as prepositions. h given prepositions n.	cards hand	d cards, sentence s, letter cards, writing on a la card	
PHASE 3: REFLECTION	Give learner days of the v	s a text with names of week, beginning with sn Identify and use coording eas or contrasting ideas in	par nall nati	rticular places and letters. ng conjunctions to			

Week Ending:		DAY: Friday		Subject: English Langua	ıge		
Duration: 60mins				Strand: Extensive Read	ling		
Class: B3		Class Size:		Sub Strand: Reading			
independent reading and lea area	B3.6.1.1: Read widely for pleasure and demonstrate independent reading and learning in the literary area				-	Lesson:	
Performance Indicator: Learners can read a variety and summarize them	of age and	d level-appropri	ate books	Core Competencies: Communication and Colla	aboratior	n, Personal	
References: English Langua	ige Curri	culum For Prima	ary Schools Pg.	112			
Phase/Duration	Learne	rs Activities			Resou	rces	
PHASE I: STARTER	Ask lea	Whether the What words Are these wo					
PHASE 2: NEW LEARNING	Have a make a lntrodupage to Encour provide Assess Using their p Have le	variety of age a choice from. uce picture or exts to learner rage them to ree support and ment think-pair-share artners.	appropriate to wordless books. ead individuallencourageme e, learners referts of the story		Word cards, sentence cards, letter cards.		
PHASE 3: REFLECTION	Use per from le	earners what t	and effective on the contract of the contract	questioning to find out nt during the lesson.			

Week Endi	ng:	DAY:		Subject: Mathematics		
Duration: 6	Omins per lesson			Strand: Num	nber	
Class: B3		Class Size:		Sub Strand:	Fractions	
using concretand write fra Performant Learners can denominator Teaching/ L	andard: velop an understanding te and pictorial represe ctions in words and sy ce Indicator: compare and order un ts by using concrete me earning Resources : Mathematics Curricu	entations mbols nit fractions arodels, pictoria Paper strips		denominators bepresentations	y using concrete	
DAYS	PHASE I: STARTE	R PH	ASE 2: MAIN		PHASE 3: REI	LECTION
Monday	Engage learners to complete the pattern Which shape comes Draw it	n. pair E.g. Lea the	e pictorial representars of fractions. Which is larger, $\frac{3}{8}$ are represented to compare where the cut out. Plearners compare $\frac{3}{6}$ are represented to compare where $\frac{3}{6}$ are represented to compare $\frac{3}{6}$ and $\frac{3}{6}$ are represented to compare $\frac{3}{6}$ and $\frac{3}{6}$ are represented to compare $\frac{3}{6}$ and $\frac{3}{6}$ are represented to compare $\frac{3}{6}$ are represented to compare $\frac{3}{6}$ and $\frac{3}{6}$ are represented to compare $\frac{3}{6}$ and $\frac{3}{6}$ are represented to compare $\frac{3}{6}$ and $\frac{3}{6}$ are represented to compare $\frac{3}{6}$ are represented to compare $\frac{3}{6}$ and $\frac{3}{6}$ are represented to compare $\frac{3}{6}$ and $\frac{3}{6}$ are represented to compare $\frac{3}{6}$ are represented to compare $\frac{3}{6}$ and $$	and $\frac{1}{4}$?	they have learn they will like to next lesson Give learners in home task.	o learn in the
Tuesday	Have learners to man shapes.	Lea the	rners to compare who cut out.	$\frac{3}{8}$ and $\frac{1}{4}$?	they have learn they will like to next lesson Give learners in home task.	nt and what o learn in the
Wednesday	Engage learners to di circles and shade any	raw the Use with Fraction always	torial drawings. The the number line to the the same denominated the same with the larger ays the bigger fraction compare $\frac{8}{3}$, $\frac{5}{3}$ and $\frac{2}{3}$	numerator is	Ask learners to they have learn they will like to next lesson Give learners in home task.	o learn in the

		$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	
Thursday	Engage learners to count the dots and write each number beside	Use the number line to compare fractions with the same numerator. Fractions with the smaller denominator is always the bigger fraction. e.g. compare $\frac{15}{3}$, $\frac{15}{5}$ and $\frac{15}{8}$	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Give learners individual or home task.
Friday	Engage leaners to sing the song WE CAN COUNT We class three We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class three can count very well.	Use fraction charts to compare pairs of fractions. Which is larger, $\frac{3}{8}$ and $\frac{1}{4}$? 1.0 1.0 1.0 1.0 1.0 1.0 1.0 1.	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Give learners individual or home task.

Week Ending:	DAY:		Subject: Science		
Duration: 60mins per lesson	ion: 60mins per lesson Strand: Cycles		Strand: Cycles		
Class: B3 Class Size:		•	Sub Strand: Earth Science		
Content Standard: B3.2.1.4 Recognize water and air as important natural resources			Indicator: B3.2.1.4.1-2 Identify things that make water impure and describe the properties of air		
Performance Indicator: Learners can identify things that the properties of air	make water i	mpure and describe	Core Competencies Problem Solving skills; Cr Justification of Ideas;		
Teaching/ Learning Resource	es	Pictures of the sun a	nd earth		
References: Science Curricul	um Pg. 53				

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Have learners to sing songs and recite familiar rhymes relating to the lesson	Provide learners with cut-out pictures showing how water is polluted.	What have we learnt today? Things that make water
	WATER WE DRINK Water we drink and water we use, To wash our vessels, our clothes and shoes. With water we bathe, and wash our hair. But what do we do, when it isn't there! Shut the tap when you don't need it, Don't let water overflow. When you learn to save water, You will have enough and more.	This should include leakages, flooding during rainy season which carries waste deposits into water bodies, Industrial waste dumped into water, mining, littering, pesticides application, fertilizer application, house hold chemicals, improper disposal of animal wastes. In groups, learners observe the pictures and communicate their ideas on what makes water	impure Ask learners to summarize the main points in the lesson Learners talk about what was interesting and made meaning to them in the lesson and what they will change and do differently
	Teacher brings a bag into the classroom that contains an object that has a connection to the lesson. Then it is passed around and learners try to determine what is in the bag just by feeling it. The student who guess right wins, and hence introduce the lesson.	impure. Take learners on a trip to observe littered parts of the community to identify things that make water impure. Ask learners what will happen if they drink impure water. It can cause diarrhea, fast heartbeat, loss of skin color and etc.	What have we learnt today? Effects of drinking impure water Ask learners to summariz the main points in the lesson Learners talk about what was interesting and made meaning to them in the lesson and what they will change and do differently
	Learners to recite poems about Air	Have learners answer the following questions. > What is air?	What have we learnt today?

AIR We cannot see the air We can only feel the air When it moves, it is cool When it stops, it is warm To keep the air clean Plant many trees green	 Where does air come from? Can you see and touch air? What shows that there is air present in this classroom? Perform a simple demonstration on the properties of air E.g. air has mass, occupies space, made up of more than one gas, pulls and pushes objects. Learners demonstrate how to make more air enter their classrooms in groups. Let each group present their findings. 	Ask learners to summarize the main points in the lesson
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Week En	ding:	DA	Y:		Subject: O	WOP	
Duration	: 60mins per lesson				Strand: All	Around Us	
Class: B3		Clas	ss Siz	e:	Sub Strand Weather	: The Environ	ment And The
	Standard: Appreciate the problems with the use of land and		B3.2	cator: .1.1.2. Identify ways responsible citizen	of protecting lan	d and water	Lesson:
	ince Indicator: an identify ways of prote e citizen	cting l	and a	nd water as a	Core Compete Communication a Thinking and Pro	and Collaboratio	on Critical
Teaching	Learning Resources	Pict	tures,	Charts, Video Clips			
Reference	es: OWOP Curriculum	Pg. 4	3				
DAYS	PHASE I: STARTER			PHASE 2: MAIN		PHASE 3: RE	FLECTION
	Have learners to sing recite familiar rhymes to the lesson WATER WE DRINK Water we drink and vuse, To wash our vessels, colothes and shoes. With water we bathe, wash our hair. But what do we do, wisn't there! Shut the tap when you need it, Don't let water overfl When you learn to say You will have enough more.	vater vater vater vater vand vhen it u don'n ow.	we t	Learners to identify practices that pollu Industrial waste. In a huge amount of v contains toxic cher Sewage and wastev sewage and wastev produced by each letc.	dustries produce vaste which nicals vater. The vater that is	Have learner	t pollute water s to the main points s about what the g and made them in the that they will
	Paste a chart of pictur showing of activities the pollute the land and we have learners to talk a picture. Have learners to identification of the second control of the second	hat vater about tify and	d	Learners to identify practices that pollu Landfills and other Construction activit Soil erosion due to Agricultural activities	te land sites ies deforestation	What have we today? Practices that Have learners summarize the in the learner Learners talk was interesting meaning to the lesson and we change and described to the second to the seco	s to the main points about what the g and made them in the that they will

• One of the largest causes of land pollution is mining activities



Display an image on the board (relating to the topic) but cover it up.

Every time a student a student answers a question then show a little bit of the image.

The first person to guess the correct image wins.

Have learners to suggest ways in which these practices can be mitigated

e.g.

- do not cut down trees anyhow,
- do not win sand along water bodies,
- do not defecate in water bodies



What have we learnt today?

Practices that can prevent water and land pollution

Have learners to summarize the main points in the learners

Learners talk about what was interesting and made meaning to them in the lesson and what they will change and do differently

Week Er	nding:	DAY:		Subject: F	REL & MORAL EDUCATION		
Duration	: 60mins			Strand: R	eligious Practice	S	
Class: B3	Class Siz		ze:	Sub Strar	nd: Religious Wo	orship	
	Standard: Appreciate the importance vorship	of E	ndicator: 33.2.1.1.1: Name the sacred scriptures of the three major religions.		Lesson:		
Performa	ance Indicator:		-, 0	Core Compet	encies:	1	
Learners or religions.	can name the sacred scriptu	criptures of the three major Cultural Identity, Sharing Reconci Togetherness, Unity.		Sharing Reconciliat	cion,		
Teaching/ Learning Resources Wall cha		rts, wall words, p	osters, video clip,	etc.			
Reference	es: RME Curriculum Pg. 18	8					
DAYS	PHASE I: STARTER		PHASE 2: MAI	N	PHASE 3: RE	ELECTION	
DAIS	THASE I. STARTER		THASE 2. FIAIR		THASE S. REI EECTION		
	Use questions and answ	ers to	Guide learners	to mention the	Ask learners	series of	
	review learners underst	tanding in			questions to i	eview their	
	the previous lesson		Moslems: The Quran		understanding of the lesso		
	Engage learners to sing	songs	Let learners in	groups, talk			
	and play games to get th	nem	about the Qura	in and some	Call learners to talk abo		
	ready for lesson		lessons the Qu	ran teaches.	what they have how they will		
			Guide learners	to recite simple	,	,	
			texts from the	Quran:			

Let learners write simple texts

from the Quran.

Week Ending:	DAY:		Subject: History		
Duration: 60mins per lesson			Strand: My country Ghana		
Class: B3	Class Size:	ass Size: Sub Strand: Inter Gro		Relations	
Content Standard: B3 2.2.1. Demonstrate knowledge intergroup alliances, conflicts and dexchanges		Indicator: B3.2.2.1.2 Name among the variou	some of the items exchanged us groups.	Lesson:	
Performance Indicator:		Core	Competencies:		

Learners can name some of the items exchanged among the various groups.

Learners to become critical thinkers and digital

Teaching/ Learning Resources

Wall charts, word cards, posters, video clip, etc.

References: History Curriculum Pg. 16

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Play games and recite rhymes that learners are familiar with to begin the lesson. Ask learners questions to review their understanding in the previous lesson.	Identify trade items that were exchanged among ethnic groups: salt. fish, gold, kola, Shea butter, pottery and cloth and iron utensils Match items with the areas / sources where the items were obtained. e.g. Shea butter - savannah belt Explain the medium of exchange: from barter system to the use if	Ask questions to review learners understanding of the lesson Learners to tell what was interesting about the lesson.
		cowry shells as a medium of exchange.	
	Play games and recite rhymes that learners are familiar with to begin the lesson.	Identify trade items that were exchanged among ethnic groups: salt. fish, gold, kola, Shea butter, pottery and cloth and iron	Ask questions to review learners understanding of the lesson
	Ask learners questions to review their understanding in the previous lesson.	utensils Match items with the areas / sources where the items were obtained. e.g. Shea butter - savannah belt	Learners to tell what was interesting about the lesson.
		Explain the medium of exchange: from barter system to the use if cowry shells as a medium of exchange.	

Week Ending:	DAY:	Subject: Creative Arts				
Duration: 60mins per l	esson	Strand: Visual Arts& Perfo		orming		
Class: B3	ass: B3 Class Size:			Sub Strand: Planning, Making and Composing (School based project)		
Content Standard: Demonstrate understan own ideas for artistic ex people.	0 0	Indicator: B3 1.2.3.3 /B3 2.2.2 own imagination, viopical issues in Af	visual artv		Lesson:	
Performance Indicate	or:			Core Competer	ncies:	

Learners can plan to create from own imagination, visual artworks that reflect topical issues in Africa

Decision Making Creativity, Innovation Communication

Teaching/ Learning Resources

Photos, videos, art paper, colors and traditional art tools

References: Creative Arts Curriculum Pg. 65 & 68

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Learners to sing songs and play games to get them ready for the lesson	Learners are to recall and organize ideas on visual artworks and topical issues in Ghana.	Use questions to review their understanding of the lesson
	Show pictures of visual artworks to learners for them to observe and talk about them	Example: poverty Have learners to recall images of visual artworks on the topical issues.	Ask learners to summarize what they have learnt
		Guide learners to develop sketches from ideas and concepts of topical issues to make own visual artworks.	
	Review learners understanding in the previous lesson using questions and answers	Guide learners to recall all kinds of music, dance, drama that reflect the history and culture of the people.	Use questions to review their understanding of the lesson Ask learners to summarize
	Engage learners to play games and sing songs to begin the lesson.	Have learners to sing familiar songs, or perform dances found in their community.	what they have learnt
		Let learners put on their local costumes to perform the artwork in groups as teacher(s) observe. (Other teachers can be invited to observe)	

Week End	ling:	DAY:		Subject: G	hanaian	Language	
Duration:	60mins per lesson			Strand: W	riting C	onventions	
Class: B3		Class Size:		Sub Stran	d: Punc	tuation	
	standard: ow an understandir n marks appropriate		Indicator: B3.5.2.1.1-3 Un commas.	3.5.2.1.1-3 Understand and use full		stops and	
	nce Indicator: n understand and i	use full stops ar	nd commas		Creativ	Competencies vity and innovation unication.	
,	Learning Resou		d cards, sentence ca	ards, letter card	ds, handv	writing on a manila	card
Reference	s: Ghanaian Langua	age Curriculun	n Pg. 107				
DAYS	YS PHASE I: STARTER		PHASE 2: MA	AIN		PHASE 3: REF	LECTION
	Review the previ of the learners by answer questions	y making them	sing a popular	lead the class song they kn	iow.	Ask learners se questions to re understanding of	view their
	previous lesson. Engage learners tand sing songs to			e on the Show g of the use of mmas.		Ask learners to tell you what they have learnt	
	lesson	begiii tile		Play the game with learners. Help learners to understand the			ndividual or
				ps and comm			
	Write words on cover parts with learners to guess	a smiley for	Let the class straditional oc they know.	sing a popular cupational sor		Ask learners que review their un of the lessson.	
	Have learners sir begin the lesson	ng songs to	Create a gam stops.	Create a game on the use of full stops.			ask to do ound to o need help.
				with learners lay the game i		8	
			stops at the e	g of the use of end of sentenc	es.		
	Have learners pla recite familiar rh the lesson			sing a popular cupational soi		Ask learners to what they have	learnt.
	Using questions a review their und the previous less	erstanding of	punctuation r	e on the use of marks.		Let learners say they remember lesson.	
				e with learners lay the game i			
			Help learners use punctuati sentences.	to recognize on marks in	and		

Week End	ling:	DAY:			Subject: Ph	Subject: PHYSICAL EDUCATION			
Duration:	60mins				Strand: Phy	ysical Fitness			
Class: B3		Class Size:			Sub Strand	d: Fitness			
	te competence in the m patterns needed to perf		increasing p	eriod	n continuous of time while rous physical	Lesson:			
Learners ca	nce Indicator: n sustain continuous mo me while participating in ivities	moderate to	n increasing vigorous	Co Per	re Compete sonal skills an		ies such as		
Teaching/	Learning Resources	Drums, lapt	top, speakers						
Reference	s: PE Curriculum Pg. 38								
DAYS	PHASE I: STARTER		PHASE 2: MAII	N		PHASE 3: REFLE	CTION		
	Take learners through and specific warm ups	.	Explain to learner physical activities to sustain conting or increasing permits of the condurance through the conductivities that reserving the conduction of the conduction	s, tha nuous eriods ensity musc ugh re	at in order s movement s of time s, one needs cular egular form some	Review the lesson learners Call learners in to summarize the le Learners end the with cool down	urns to arners		

SCHEME OF LEARNING- WEEK 11 BASIC THREE

Name of School.....

Week Ending:		DAY: MON	DAY		Subject: English Langua	ıge	
Duration: 60mins				Strand: Oral Language			
Class: B3		Class Size:			Sub Strand: Giving and Responding Directions		
Content Standard: B3.1.9.1: Demonstrate under instructions, directions and		commands,		Leator: Leator			
Performance Indicator: Learners can give and respondirections	cond to commands, instructions and Communication and Collabora					oration, Leade	ership
Key words Eve	ents, story, p	icture	•				
References: English Langu	age Curricul	um For Primary	y Schools F	g.	75		
Phase/Duration		Activities				Resources	
PHASE 1: STARTER PHASE 2: NEW	cards. Place all the flip over the learner of the	Place all the cards face down on the floor. Learners will then flip over two at a time and say each word, if the words match the learner gets to keep the cards. • Did you enjoy the game? • What words did you hear in the game? • Make a list of ten words you heard. Share performance indicators with learners and introduce the				Music box Word card	
LEARNING	Pair up lea e.g. giving Model givi	arners to practi and following i	ice giving an nstructions nd ask learn	id fo to ner	ers to follow them: following instructions, clean the classroom. es to follow them: t, turn left/right) and	cards, letter handwriting manila card	r cards,
PHASE 3: REFLECTION	Ask learn they will	u what the n the next	what they have learnt and what the next lesson hat have learnt and summarize the			In our next lesson, we shall create our own stories using pictures.	
	Next less	on: present id	deas logica	lly			

Week Ending:		DAY:	Tuesday		Subject: English Language				
Duration: 60mins		l			Strand: Readin	ng			
Class: B3		Class 9	Size:		Sub Strand: Fl	uency			
Content Standard: B3.2.9.1: Read texts fluently	′		Indicator: B3.2.9.1.1 read accuracy and d		ets with good pace		Lesson:		
Performance Indicator: Learners can read long text		ood pace,	accuracy and e	xpressior	1		Competencies: inication and ration		
References: English Langu	age Curr	iculum Fo	or Primary Scho	ools Pg. 8	7				
Phase/Duration	Learn	ers Acti	vities				Resources		
PHASE I: STARTER	Engage	e learne	rs to sing famil	liar rhym	ies.	1	flashcards		
PHASE 2: NEW LEARNING	Share the le	earners; Whete Whate Are the performed sson. Hearners Hearners to the same	of I	Word cards, sentence cards, letter cards, handwriting on a manila card					
	Have Bingo Guide	Use think-pair-share to have learners compare ideas. Have learners play simple mental or guessing games like Bingo and matching games. Guide learners to form mental images as they read a text,							
PHASE 3: REFLECTION	to help them make meaning from the text Ask learners to tell you what they have learnt and what they will like to learn in the next lesson Take feedback from what have learnt and summarize the								
		Lesson:	recognize moi		wo hundred hig	h			

Week Ending:	DA	Y: WEDNESDAY	Subject: English Languag	e		
Duration: 60mins	'		:	Strand: Writing		
Class: B3	Class Siz	e:	•	Sub Strand: Argumentat	ive Wr	iting
Content Standard: B3.4.13.1: Support an opin	Dinion in writing Dinion in writing Dinion in writing Dinion in writing Dinion or claims with clear reasons					Lesson:
Performance Indicator Learners can write a short claims with clear reasons				Core Competencies: Communication and Coll Development	laborati	on, Personal
References: English Lang	guage Curricu	ılum Pg. 96				
Phase/Duration	Learners Ac	tivities			Reso	urces
PHASE I: STARTER	Ask learners	ether they enjoyed sing at words did you hear these words food, and rmance indicators wit		I cards, paper,		
PHASE 2: NEW LEARNING	e.g. Which for Let learners they think it	Choose a simple topic for an argument. e.g. Which food is better; rice or fufu? Let learners choose one of the meals and give reasons why they think it is better. Put the class into two to argue on the topic.				
PHASE 3: REFLECTION	Summarize t	marize the important points in the lesson with learners. e feedback from what have learnt and summarize the				
	Next Lessor	n: make a radio/TV pr	ese	ntations/performances		

Week Ending:	D	AY: THURSDAY	RSDAY Subject: English Language				
Duration: 60mins			St	rand: Gramn	nar Usag	ge	
Class: B3	Class Siz	ze:		ib Strand: Us	ing Simpl	le and Compound	
Content Standard: B3.5.9.1: Demonstrate under compound sentences in write				e coordinating			
Performance Indicator: Learners can identify and similar ideas or contrasting		• •	co join	Core Com Communicat		es: Collaboration, Personal	
References: English Lang	uage Curricu	ılum Pg. 101					
Phase/Duration	Learners A	Activities				Resources	
PHASE I: STARTER	Review so	me adjectives w	ith learners.				
PHASE 2: NEW LEARNING	Ask: What Do an acti Ask: What Do an acti Ask: What Share perfo	on for slow. word is this? For for loud. word is this? Property word is this? Property word is this? Property word is this? Property word is the structurate the structurate the sentences word word word word word word word word	upils guess: lupils guess: loors and intrefer of a composith "and".	oud. nappy oduce the less ound sentence		Word cards, sentence cards, letter cards, handwriting on a manila card	
PHASE 3: REFLECTION	sentence. Put learner Let learner "but". Ask learner the lesson: 1. Tell the 2. Tell the	Have learners identify the coordinating conjunction in the sentence. Put learners in groups to form simple sentences. Let learners join the simple sentences with "and" and "but". Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson.					

Next Lesson: Spell phonically irregular words correctly

Week Ending:	DAY: Friday Subject: English Language						
Duration: 60mins	· ·			Strand: Extensive Read	ling		
Class: B3	C	Class Size:		Sub Strand: Reading			
Content Standard: B3.6.1.1: Read widely for ple independent reading and lea area				Lesson: books and summarize them			
Performance Indicator: Learners can read a variety and summarize them	can read a variety of age and level-appropriate books						
References: English Langua	ige Curricu	ılum For Prima	ary Schools Pg.	112			
Phase/Duration	Learners	s Activities			Resou	rces	
PHASE I: STARTER	Ask lear	Whether the What words Are these wo erformance in					
PHASE 2: NEW LEARNING	Have a water make a control of the make a co	Ising book tease or book talk, introduce the reading/brary time. Ilave a variety of age appropriate books for learners to make a choice from. Introduce picture or wordless books, pop-up and flip-theage texts to learners. Incourage them to read individually and in pairs, and provide support and encouragement. Incourage them to read individually and in pairs, and provide support and encouragement. Incourage them to read individually and in pairs, and provide support and encouragement. Incourage them to read individually and in pairs, and provide support and encouragement.				cards, sentence etter cards.	
PHASE 3: REFLECTION	Use pee from lea	r discussion a rners what tl	hey have learr	questioning to find out nt during the lesson.			

Week Ending:	DAY:				
Duration: 60mins per lesson		Strand: Number			
Class: B3	Class Size	Class Size:		Sub Strand: Money	
Content Standard: B3.1.4.1.Determine the value of contest in order to solve monetary to				rent denominations of money to	Lesson:
Parformance Indicator		Ĭ		-	

Performance Indicator:

Learners can use different denominations of money to buy and give change

CORE COMPETENCE:

Problem Solving skills; Critical Thinking; Justification of Ideas;

Teaching/ Learning Resources Paper strips, cut out cards

References: Mathematics Curriculum Pg. 61

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
Monday	Engage learners to sing songs and recite some familiar rhymes they know GIVE ME A HEARTBEAT •Give me a heartbeat boom boom, a heartbeat boom boom.2x •Give me a heartbeat and a sneezing, boom boom eeetiinn 3x •Give me a heartbeat, a sneezing and coughing, boom boom eeetiinn, eeehee eeheee.	Display the Ghanaian cedi (coins and notes) currently being used for transaction in Ghana and initiate discussion on the need for monetary transaction. Learners touch feel and say the features of each note. Find how many different ways the notes \$1, \$2\$ and \$5\$, can be used to make \$10	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.
		Have Learners to tell what each note can buy. Assessment: Have learners to use the learning shopping center to demonstrate buying and selling with the note	
Tuesday	Engage leaners to Play show me a number game with learners (up to 10), with fingers. Teacher mentions the number from (1 to 10). Learners then show their fingers up to show the number	Find how many different ways the notes \$\psi 1\$, \$\psi 2\$, and \$\psi 10\$ can be used to make \$\psi 20\$	Give learners task to complete whiles you go round to guide those who don't understand. Give remedial learning to those who special help.

			T
		Have Learners to tell what each	
		note can buy.	
		A	
		Assessment: Have learners to use	
		the learning shopping center to	
		demonstrate buying and selling with	
\^/- d= d=		the note	Circ learners to di te como lete
Wednesday	Engage learners to sing songs and recite some familiar	Solve word problems involving	Give learners task to complete
	rhymes they know	money including ¢1, ¢2, ¢5, ¢10 and ¢20 cedi denominations	whiles you go round to guide those who don't understand.
	ONE POTATO, TWO	¢20 cedi denominations	those who don't understand.
	POTATOES	Suna COS Suna COS	Give remedial learning to those
	One potato, two potatoes,		who special help.
	three potatoes, four	Sizes 10	who special help.
	an ee potatoes, roar	一行	
	Five potatoes, six potatoes,	GHAMA	
	seven potatoes, more.	420	
		20 150	
		Have Learners to tell what each	
		note can buy.	
		,	
		Assessment: Have learners to use	
		the learning shopping center to	
		demonstrate buying and selling with	
		the note	
Thursday	Engage leaners to Play show	Solve word problems involving	Give learners task to complete
	me a number game with	money including 1,2,5, 10 and 20	whiles you go round to guide
	learners (up to 10), with	cedi denominations and giving	those who don't understand.
	fingers.	change	
			Give remedial learning to those
	Teacher mentions the	Display a chart with items and their	who special help.
	number from (1 to 10).	prices as in the example below	
	Learners then show their	GHe10 henk	
	fingers up to show the		
	number	pencils GH;25	
		Secure Colar	
		50p Ideal	
		Mills GHs2	
Friday	Engage leaners to Play show	Ask learners to copy and complete	Give learners task to complete
'	me a number game with	the table (based on items and their	whiles you go round to guide
	learners (up to 10), with	prices in the picture and find the	those who don't understand.
	fingers.	change to receive in each case	
	-		Give remedial learning to those
	Teacher mentions the	Shopping money Items to buy Change to receiv	w who special help.
	number from (1 to 10).	1. GH¢100 3 shirts	
	Learners then show their	2. GH¢50 4 books	_
	fingers up to show the	3. GH¢5 8 pencils	
	number	4. GHc10 4 bottles coca cola	_
	•	3. GH¢5 8 pencils	

Week Ending:	DAY:			Subject: Science		
Duration: 60mins per lesson				Strand: Cycles		
Class: B3	Class Size:			Sub Strand: Life Cycle Of O	rganism	
Content Standard:		Indicato	r:		Lesson:	
B3.2.2.1 Demonstrate understandi	ing of life	B3.2.2.1.2 Observe the germination of maize				
cycle of a plant	_	_			I OF I	
Performance Indicator:			Core	Competencies:		
Learners can observe the germina	tion of maize a	nd bean		m Solving skills; Critical Thinking; Ju	stification of	
seeds			Ideas;			
Teaching/ Learning Resources	s of the sur	and ea	rth			
References: Science Curriculum Pg. 54						

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Play games and recite rhymes that learners are familiar with to begin the lesson.	Begin this activity by asking learners to predict whether it is possible for bean and maize seeds to germinate in water	Ask learners questions to review their understanding of the lesson.
	Ask learners questions to review their understanding in the previous lesson.	without soil. 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.	Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.
		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.	
	Play games and recite rhymes that learners are familiar with to begin the lesson.	Guide learners to pour a little water to soak the cotton wool. The set-up is left to stand for one week while keeping the	Ask learners questions to review their understanding of the lesson.
	Ask learners questions to review their understanding in the previous lesson.	cotton wool always wet. Guide learners to prepare container B using the same method but with a dry cotton wool.	Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.
		Learners observe the set-up critically and record whatever they see.	
		Challenge learners with the question: What made the seeds germinate in set-up A?	

Week Ending: DAY:					Subjec	t: OW	OP	
Duration	: 60mins per lesson				Stranc	I: All A	round Us	
Class: B3		Class Si	ze:		Sub St	rand:	Plants And Animal	S
B3.2.2.1. [Standard: Demonstrate understand e of gardening	ing of the		Indicator: B3.2.2.1.1. Explain garden	how to i	make aı	nd maintain a	Lesson:
	ance Indicator: ers can explain how to m	nake and m	naint			Comm	Competencies: nunication and Colla Il Thinking and Prob	boration
Teaching	/ Learning Resources	Pictures	, Ch	arts, Video Clips				
Reference	es: OWOP Curriculum	Pg. 44						
DAYS	PHASE I: STARTER		PHASE 2: MAIN				PHASE 3: REFL	ECTION
	Play games and recite that learners are fami to begin the lesson.		of g	rners talk about the gardens in the home nmunity			Ask learners questions review their understanding of the lesson.	
	Ask learners question review their understa the previous lesson.		Learners visit various gardens e.g school garden, flower garden			e.g.	Have learners write 3 facts of the lesson on a	
			the	rners make a simple school and care for wer pots, flower bed Is	them e	.g.	sheet of paper ar their pockets and on their way hon	l learn it
Play games and recite rhymes			ve learners to watch dens and relate to t		s of	Ask learners que review their understanding of		

Ask learners questions to review their understanding in the previous lesson.

lesson.

Have learners write 3 facts of the lesson on a

sheet of paper and it in their pockets and learn it on their way home.

Week End	ding:	DAY:				Subject: RE	L & MORAL EDU	JCATION
Duration:	60mins					Strand: Religious Practices		
Class: B3		Class S	Size:	•		Sub Strand	: Religious Wors	hip
Content Standard: B3.2.1.1. Appreciate the importance of religious worship B3			B3.	licator: 2.1.1.2: Give reasons for studying the sacred iptures of the three major religions among thowers. Core Competencies:			among their	Lesson:
of the three	in give reasons for study e major religions among Learning Resources	their fol	llowe	•	Cult Toge	ural Identity, Sh etherness, Unity	aring Reconciliatior	ı,
	es: RME Curriculum Pg.			, ··, F		,		
DAYS	PHASE I: STARTER			PHASE 2: MA	IN		PHASE 3: REF	LECTION
	Play games and recite rhymes that learners are familiar with to begin the lesson. Ask learners questions to review their understanding in the previous lesson.		to	Let learners talk about the religion they belong to. Let learners mention the			Ask learners questions to review their understanding of the lesson.	
				Discuss the im studying the sa i. they lead us to ii. they help us to Truthfulness abou iii. they help us to lives, iv. they give us meetc. Let learners rethe scriptures.	r relig porta cred God, know it God lead g	gion uses. nce of scriptures: the and the world, good moral s from God,	Have learners write 3 factors of the lesson on a sheet of paper and it in their pock and learn it on their way home.	
				Guide learners moral lessons scriptures				

Week Ending:	DAY:		Subject: History	Subject: History		
Duration: 60mins per lesson			Strand: My country	Ghana		
Class: B3	Class Size:		Sub Strand: Inter G	roup Relations		
Content Standard: B3 2.2.1. Demonstrate knowledge of how intergroup alliances, conflicts and other exchanges			r: Name some of the items exch e various groups.	Lesson:		
Performance Indicator: Learners can name some of the iten various groups.	ns exchanged ar	nong the	Core Competencies: Learners to become critical t literates	hinkers and digital		
Teaching/ Learning Resources	Wall charts, v	vord cards	, posters, video clip, etc.			

References: History Curriculum Pg. 16

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Play games and recite rhymes that learners are familiar with to begin the lesson. Ask learners questions to review their understanding in the previous lesson.	Identify trade items that were exchanged among ethnic groups: salt. fish, gold, kola, Shea butter, pottery and cloth and iron utensils Match items with the areas / sources where the items were obtained. e.g. Shea butter - savannah belt Explain the medium of exchange: from barter system to the use if cowry shells as a medium of exchange.	Ask questions to review learners understanding of the lesson Learners to tell what was interesting about the lesson.
	Play games and recite rhymes that learners are familiar with to begin the lesson. Ask learners questions to review their understanding in the previous lesson.	Identify trade items that were exchanged among ethnic groups: salt. fish, gold, kola, Shea butter, pottery and cloth and iron utensils Match items with the areas / sources where the items were obtained. e.g. Shea butter - savannah belt Explain the medium of exchange: from barter system to the use if cowry shells as a medium of exchange.	Ask questions to review learners understanding of the lesson Learners to tell what was interesting about the lesson.

Week Ending: DAY:					Subjec	t: Creative Arts	
Duration	: 60mins per lesson				Strand	: Visual Arts& Perfo	rming
Class: B3	1	Class Siz	e:			rand: Displaying and based project)	d Sharing
Demonstr	Standard: rate understanding of how for artistic expressions of			Indicator: B3.2.3.4. /B3.2.3. artworks to shar	-	or a display of own	Lesson:
Performa	ance Indicator: can plan for a display of o	<u> </u>		1		Core Competen Decision Making Cre Innovation Communi	ativity,
Teaching	g/ Learning Resources	Photos,	video	os, art paper, col	ors and	traditional art too	ls
Reference	es: Creative Arts Curric	ulum Pg. 6	5 & 6	8			
DAYS	PHASE I: STARTER		PH	ASE 2: MAIN		PHASE 3: REI	LECTION
	Show pictures and vid artwork to exhibit. Engage learners to sing about work.		to s pub loca Lea for	ide learners to pla angement of own a share, educate and blic on topical issue al community. rners should selec their art. E.g. go g e trees.	artworks inform to es of the et a them	the progress of leasketches. Encourage leas	or the arners in their res to come sketches. The come is the come

Learners should plan their art in

Invite other teachers to witness

Evaluate individual art and allow pupils to talk about them in the

Discuss the moral lessons in the

the artwork. Set the stage for

Appreciate and thank parents for their presence.

Let learners organize

themselves to clean up the

place after the exhibition.

Organize a place for the

learners to display their

form of appraisal.

a sketch form.

exhibition.

artwork.

song.

Show pictures and videos of the

Engage learners to sing songs

artwork to exhibit.

about work.

Week Ending:	DAY:			Subject: Ghanaian Language			
Duration: 60mins per lesson				Strand: Extensive Reading			
Class: B3	Class S	Class Size:			Strand: Reading		
Content Standard: B3.6.1.1 Demonstrate knowledge by reading short stories with correct intonation.			Indicator: B3.6.1.1.1		short stories aloud correctly.	Lesson:	
Performance Indicator: Learners can read short stories aloud correctly.				Core Competencies: Creativity and innovation, Communication.			
Teaching/ Learning Resources Word card			ds, sentence c	ards,	letter cards, handwriting on a manila	card	

Referenc	References: Ghanaian Language Curriculum Pg. 114							
DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION					
	Write words on th board and cover parts with a smiley for learners to guess the word	Let learners explore a popular rhyme they know. Read a short story aloud and	Ask learners questions to review their understanding of the lessson.					
	Have learners sing songs to begin the lesson	correctly to learners. Discuss the short story with learners.	Give learners task to do whiles you go round to guide those who need help.					
		Call them out one by one to read short stories aloud correctly.						
		Ask them questions based on the story read.						
	Have learners play games and recite familiar rhymes to begin the lesson	Read a short story aloud and correctly to learners.	Ask learners to summarize what they have learnt.					
	Using questions and answers, review their understanding of	Discuss the short story with learners.	Let learners say 5 words they remember from the lesson.					
	the previous lesson	Call them out one by one to read short stories aloud correctly.						
		Ask them questions based on the story read.						
	Review the previous knowledge of the learners by making them answer	Read a short story aloud and correctly to learners.	Ask learners series of questions to review their understanding of the lesson					
	questions on the previous lesson.	Discuss the short story with learners.	Ask learners to tell you what they have learnt					
	Engage learners to play games and sing songs to begin the lesson	Call them out one by one to read short stories aloud correctly.	Give learners individual or home task					
		Ask them questions based on the story read.						

Week En	ding:	DAY:			Subject: Pl	HYSICAL EDUCA	TION
Duration	: 60mins		Strand: Phy			ysical Fitness	
Class: B3		Class Size:			Sub Strand	d: Healthy Diet	
Content Standard: Demonstrate competence in the motor skills an movement patterns needed to perform a variety of physical activities.			Indicator: B3.4.1.4.2: Do vigorous phy maintaining §	sical	activity in acl	moderate to nieving or	Lesson:
Learners of physical actions.	ance Indicator: an describe the role of m tivity in achieving or main Learning Resources	ntaining good h	ealth.	Per		encies: nd core competen ation, precision	cies such as
Reference	es: PE Curriculum Pg. 40						
DAYS	PHASE I: STARTE MINS (Preparing The Bra Learning)	(1	PHASE 2: MA New Learning Assessment)			PHASE 3: REFLECTION (Learner And	
	Have learners play games and recite familiar rhymes to begin the lesson ir Ousing questions and answers,		earners explain o vigorous phys mprove aerobic of the body syste exygen) for mair mprovement of	capa capa em to ntena good	activities acity (ability o process ance and d health.	Ask learners to swhat they have learners say they remember lesson.	earnt. 5 words
			ngage learners egular physical a				

SCHEME OF LEARNING- WEEK 12

BASIC THREE

Name of School.....

Week Ending:		DAY: MONI	DAY	Subject: English Language		
Duration: 60mins				Strand: Oral Language		
Class: B3		Class Size:		Sub Strand: Presentat	ion	
Content Standard: B3.1.10.1: Plan and present a variety of purposes	information	and ideas for	Indicator: B3.1.10.1.1	present ideas logically		Lesson:
Performance Indicator: Learners can present ideas				Core Competencies: Communication and Collab	oration, Leade	ership
Key words Ev	ents, story, p	icture				
References: English Langu	age Curricul	um For Primary	Schools Pg.	75		
Phase/Duration		Activities			Resources	
PHASE I: STARTER	cards.			different times on word	Music box	
PHASE 2: NEW	flip over to the learne	wo at a time an r gets to keep to Did you enjoy the What words did Take a list of terformance indica	d say each withe cards. The game? The you hear in mords you That words you	heard. rners and introduce the	Word card	s, sentence
LEARNING	Discuss important people (e.g. teachers, footballers, farmer, police officer, etc.) in learners' community and what made them important. Ask learners to prepare presentations on what they would like to be important for and why. Have learners present their work logically.		cards, letter cards, handwriting on a manila card			
PHASE 3: REFLECTION	Ask learn the lesso I. Tell the 2. Tell the acquire d	ners to do the n: e class what y e class how yo uring the lesso	following by ou learnt du ou will use t on.	y ways of reflecting on uring the lesson. he knowledge they you not understand?	In our nex we shall cr own storie pictures.	eate our

Week Ending:	DAY: Tuesday			Subject: English Language			
Duration: 60mins					Strand: Readir	ng	
Class: B3		Class 9	Size:		Sub Strand: Fl	uency	
Content Standard: B3.2.9.1: Read texts fluently	,			Indicator: B3.2.9.1.2 recognize more than two hundred high frequency words with automaticity		dred high	Lesson:
Performance Indicator: Learners can recognize monautomaticity	re than tv	vo hundı	red high freque	ncy words	with		ompetencies: nication and ation
References: English Langu	age Curri	culum Fo	or Primary Scho	ools Pg. 8	7	•	
Phase/Duration PHASE I: STARTER		ers Acti	vities rs to sing fami	iliar rhym	200		Resources ashcards
	•	What Are tl perforn	her they enjo words did yo nese words fo nance indicato	ou hear in ood, anim	the songs?		
PHASE 2: NEW LEARNING	Have I such a	Revise the knowledge of sight words through games. Have learners identify sight words in texts using games such as Fishing and Lucky Dip. Let learners use the sight words to construct meaningful sentences.			nes ca h m	Word cards, sentence cards, letter cards, handwriting on a manila card	
PHASE 3: REFLECTION	Ask le the les I. Tell 2. Tell acquir	arners to soon: the clast the clast e during	ss what you le ss how you w g the lesson.	earnt duri	ways of reflecting the lesson. It knowledge the ou not understa	гу	

Week Ending:	DAY: WEDNESDAY		DAY	Subject: English Language			
Duration: 60mins		1		Strand: Writing			
Class: B2	Clas	ss Size:		Sub Strand: Academic \	Vriting		
Content Standard: B3.4.14.1: Write on the ex	ents of th	ne day		r: .2 make a radio/TV .tions/performances		Lesson: 2 of 2	
Performance Indicator Learners can read aloud o		g to a group or who	1.	Core Competencies Communication and Co Development		ion, Personal	
References: English Lan	guage Cı	ırriculum Pg. 94					
Phase/Duration	Learne	rs Activities			Resc	ources	
PHASE I: STARTER	Ask lea	Share performance indicators with learners and introduce					
PHASE 2: NEW LEARNING	TV. Have legroups Assign	t Learners rehearse presenting information on radio or				d cards, paper, cards,	
PHASE 3: REFLECTION	the less 1. Tell 2. Tell acquire	son: the class what you the class how you during the lesson	learnt dur will use th				

Week Ending:	DAY: THURSDAY			Sı	Subject: English Language		
Duration: 60mins	Strand: Grammar Usage			ge			
Class: B3	Class	Size:	;	Sı	ub Strand: Spelling		
Content Standard: B3.5.10.1: Use phonics know words	ledge to s	spell	Indicator: B3.5.10.1.1. Spell p	ohonicall	ly irregular words cor	Lesson:	
Performance Indicator: Learners can use adverbs co	orrectly to	o expr	ess time		Core Competenci Communication and	es: Collaboration, Personal	
References: English Langu	age Curr	iculur	n Pg. 100				
Phase/Duration	Learner	s Act	ivities			Resources	
PHASE I: STARTER			adjectives with le	earners.		resources	
PHASE 2: NEW LEARNING	Ask: W Do an a Ask: W Do an a Ask: W Share p Have le phonica	hat wattion hat wattion hat wattion hat wattion arner	s play the Pick and	guess: guess: and intr d Spell g	loud. happy roduce the lesson.	Word cards, sentence cards, letter cards, handwriting on a	
DITUSE 3:	bought. Dictate the words for learners to spell. Have learners use these words in oral and written sentences. Provide sentences with blank spaces for learners to fill in the blanks using the words they have learnt to spell. E.g. bought, answer, because, etc. i. I drink —— water. ii. Your is wrong. iii. I miss the class I was late. iv. My father			manila card			
PHASE 3: REFLECTION	the less 1. Tell t 2. Tell t acquire	on: the cla the cla durin	ass what you learn ass how you will u g the lesson.	nt during	=		

Week Ending:	DAY: Friday	DAY: Friday Subject: English Lan		ıge	
Duration: 60mins	Ouration: 60mins		Strand: Extensive Reading		
Class: B3	Class Size:		Sub Strand: Reading		
Content Standard: B3.6.1.1: Read widely for pleasure and demonstrate independent reading and learning in the literary area			ad a variety of age and level books and summarize them	Lesson:	
Performance Indicator: Learners can read a variety and summarize them	of age and level-appropri	iate books	Core Competencies: Communication and Colla	aboration, Personal	
References: English Langua	age Curriculum For Prima	ary Schools Pg.	. 112		
Phase/Duration	Learners Activities			Resources	
PHASE I: STARTER	Ask learners;		ngs. E.g. Five little ducks		
	 What words 		in the song?		
	the lesson.		learners and introduce		
PHASE 2: NEW LEARNING	Using book tease or library time.	book talk, into	roduce the reading/	Word cards, sentence cards, letter cards.	
	Have a variety of age make a choice from.	e appropriate l	oooks for learners to		
	Introduce picture or page texts to learner		oks, pop-up and flip-the-		
	_	Using think-pair-share, learners retell their story books to			
	their partners. Have learners draw pa				
PHASE 3: REFLECTION		and effective o	questioning to find out		
	Take feedback from	learners and s	ummarize the lesson.		

Week Ending:	DAY:	DAY:		Subject: Mathematics	
Duration: 60mins per lesson	- 1			Strand: Algebra	
Class: B3	Class Size:			Sub Strand: Patterns and Relati	onship
	3.2.1.1 Recognize, create, extend, describe, and use patterns and rules to solve				Lesson:
Performance Indicator: Learners can demonstrate an understanding of increasing and decreasing patterns			CORE COMPETENCE: Problem Solving skills; Critical Thinking; Justification of Ideas;		
Teaching/ Learning Resource	es Paper st	rips, cut ou	it cards		

Teaching/ Learning Resources

References: Mathematics Curriculum Pg. 63

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
DATS	FRASE I: STARTER	FRASE 2: MAIN	PHASE 3: REPLECTION
Monday	Engage leaners to Play show me a number game with learners (up to 10), with	Guide learners to Identify the pattern rule used to create more complex increasing pattern and	What have we learnt today?
	fingers.	extend the pattern for the next 2 or 3 terms.	Identifying the pattern rule
	Teacher mentions the number from (1 to 10). Learners then show their fingers up to show the	E.g. 3, 6, 9, 12, 15 the rule is "add 3 or take 3 steps forward	Review the lesson with learners by giving them some task to complete in their workbooks
	number	E.g. 5, 10, 15, 20, 25 Have learners determine the rule for the pattern. The rule is add 5 or take 5 steps forward.	
		Assessment: Have learners to practice with more examples	
Tuesday	Engage leaners to sing the song	Identify the pattern rule used to create more complex decreasing pattern and extend the pattern for	What have we learnt today?
	WE CAN COUNT We class three	the next 2 or 3 terms. E.g. 30, 27, 24, 21, 18	Identifying the pattern rule
	We can count We count 1,2,3,4,5 We count 6,7,8,9,10	the rule is take 3 steps backwards or subtract 3	Review the lesson with learners by giving them some task to complete in
	We class three can count very well.	E.g. 66, 55, 44, 33, 22 Have learners determine the rule for the pattern. The rule is take II steps backwards or subtract II	their workbooks
		Assessment: Have learners to practice with more examples	
Wednesday	Engage learners to play the Dice game.	Have learners to create more patterns for a given pattern rule on their own.	What have we learnt today?
	Put learners into pairs and give out two dice to each	Assessment: Have learners to	Identifying the pattern rule
	pair.	practice with more examples	Review the lesson with learners by giving them

	Have a partner to toss the dice and the other add up the two numbers that shows up.		some task to complete in their workbooks
Thursday	Engage learners to play the "double down game".	Identify errors or missing elements in an increasing or decreasing pattern and justify the answer e.g.	What have we learnt today?
	Put learners into pairs. Give out two dice to each pair.	- 5, 10, 20, 25, 30 or - 45, 40, 35, 30,, 20	Identifying the pattern rule
	Have learners to roll their dice in turns. Each partner writes down the numbers displayed by the	Assessment: Have learners to practice with more examples	Review the lesson with learners by giving them some task to complete in their workbooks
	dice on their recording sheet. E.g. 2+3.		

Week Ending:	DAY:			Subject: Science	
Duration: 60mins per lesson				Strand: Cycles	
Class: B3	Class Size:	Class Size:		Sub Strand: Life Cycle Of O	rganism
_			2 Observe the germination of maize		Lesson:
cycle of a plant and bean Performance Indicator: Learners can observe the germination of maize and bean seeds			Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas;		
Teaching/ Learning Resources Pictures of the su			n and ea	rth	
References: Science Curriculu	m Pg. 54				

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Play games and recite rhymes that learners are familiar with to begin the lesson. Ask learners questions to review their understanding in the previous lesson.	Begin this activity by asking learners to predict whether it is possible for bean and maize seeds to germinate in water without soil. 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.	Ask learners questions to review their understanding of the lesson. Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.
		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.	
	Play games and recite rhymes that learners are familiar with to begin the lesson.	Guide learners to pour a little water to soak the cotton wool. The set-up is left to stand for one week while keeping the	Ask learners questions to review their understanding of the lesson.
	Ask learners questions to review their understanding in the previous lesson.	cotton wool always wet. Guide learners to prepare container B using the same method but with a dry cotton wool.	Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.
		Learners observe the set-up critically and record whatever they see.	
		Challenge learners with the question: What made the seeds germinate in set-up A?	

Week Ending:	DAY:	DAY:		Subject: OWOP	
Duration: 60mins per lesso	on .		Strand: All Ard	ound Us	
Class: B3	Class Size:	Class Size:		ants And Animals	
Content Standard: B3.2.2.1. Demonstrate understanding of the importance of gardening		B3.2.2.1	Indicator: B3.2.2.1.1. Explain how to make and maintain a garden		
Performance Indicator: Learners can explain how to make and maintain a garden			Core Competence Communication and Communication and Problem		
Teaching/ Learning Reso	urces Pictures, C	harts, Video Cli	ps		

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Play games and recite rhymes that learners are familiar with to begin the lesson.	Learners talk about the importance of gardens in the home, school and community	Ask learners questions to review their understanding of the lesson.
	Ask learners questions to review their understanding in the previous lesson.	Learners visit various gardens e.g. school garden, flower garden	Have learners write 3 facts of the lesson on a
		Learners make a simple garden in the school and care for them e.g. flower pots, flower beds, vegetable beds	sheet of paper and it in their pockets and learn it on their way home.
	Play games and recite rhymes that learners are familiar with to begin the lesson.	Have learners to watch pictures of gardens and relate to them.	Ask learners questions to review their understanding of the lesson.
	Ask learners questions to review their understanding in the previous lesson.		Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.

Veek Ending: DAY:			Subject: REL & MORAL EDUCATION			
Duration: 60mins			Strand: Religious Practices			
Class: B3 Class Size:			Sub Strand: Religious Worship			
Content Standard:	Indicator:	Indicator:				
B3.2.1.1. Appreciate the	B3.2.1.1.2: Give reasons	B3.2.1.1.2: Give reasons for studying the sacred scriptures				
importance of religious worship	of the three major religi	of the three major religions among their followers.				
Performance Indicator:			Core Competencies:			
Learners can give reasons for studying the sacred scriptures of			Cultural Identity, Sharing Reconciliation,			
the three major religions among their followers.			Togetherness, Unity.			
Teaching/ Learning Resources Wall charts, wall words, posters			s, video clip, etc.			
References: RME Curriculum Pg. 18						

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION		
	Play games and recite rhymes that learners are familiar with to begin the lesson.	Let learners talk about the religion they belong to.	Ask learners questions to review their understanding of the lesson.		
	Degiii die lessoii.	Let learners mention the	of the lesson.		
	Ask learners questions to review their understanding in	scriptures their religion uses.	Have learners write 3 facts of the lesson on a sheet of		
	the previous lesson.	Discuss the importance of studying the sacred scriptures: i. they lead us to God, ii. they help us to know the Truthfulness about God and the world, iii. they help us to lead good moral lives, iv. they give us messages from God, etc.	paper and it in their pockets and learn it on their way home.		
		Let learners recite texts from the scriptures.			
		Guide learners to talk about the moral lessons from the scriptures			

Week Ending:	DAY:			Subject: History		
Duration: 60mins per lesson			Strand: My country Ghana			
Class: B3	Class Size:			Sub Strand: Inter Group Relations		
Content Standard: B3 2.2.1. Demonstrate knowledge of how intergroup alliances, conflicts and other exchanges		Indicator B3.2.2.1.2 among th	Name s	Lesson:		
Performance Indicator: Learners can name some of the items exchanged a various groups.			Learne literate		nd digital	
Teaching/ Learning Resources	word cards	, poster	s, video clip, etc.			
References: History Curriculum	Pg. 16					

DAYS	PHASE I: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION		
	Play games and recite rhymes	Identify trade items that were	Ask questions to review		
	that learners are familiar with to begin the lesson.	exchanged among ethnic groups: salt. fish, gold, kola, Shea butter, pottery and cloth and iron	learners understanding of the lesson		
	Ask learners questions to review their understanding in	utensils	Learners to tell what was interesting about the lesson.		
	the previous lesson.	Match items with the areas / sources where the items were obtained. e.g. Shea butter - savannah belt			
		Explain the medium of exchange: from barter system to the use if cowry shells as a medium of exchange.			
	Play games and recite rhymes that learners are familiar with to begin the lesson.	Identify trade items that were exchanged among ethnic groups: salt. fish, gold, kola, Shea butter, pottery and cloth and iron	Ask questions to review learners understanding of the lesson		
	Ask learners questions to review their understanding in	utensils	Learners to tell what was interesting about the lesson.		
	the previous lesson.	Match items with the areas / sources where the items were obtained. e.g. Shea butter - savannah belt	G G		
		Explain the medium of exchange: from barter system to the use if cowry shells as a medium of			

Week Ending: DAY:				Subjec	ct: Creative Arts
	: 60mins per lesson		•		d: Visual Arts& Performing
Class: B3 Class Si				trand: Appreciating and	
			ze:	Apprais	sing (School based project)
Demonstra	Standard: ate understanding of how wn ideas for artistic exp s.		Indicator: B3.1.4.6 / B3.2.4.7 examine and derive		
	ance Indicator: an use the agreed guideli orks	nes to exa	mine and derive meanin	g from	Core Competencies: Decision Making Creativity, Innovation Communication
Teaching	/ Learning Resources	Photos	, videos, art paper, co	lors and	traditional art tools
Reference	es: Creative Arts Curri	culum Pg.	65 & 68		
DAYS	PHASE I: STARTER		PHASE 2: MAIN		PHASE 3: REFLECTION
	Engage learners to play games and sing songs to begin the lesson.		Let learners use their sappreciate and appraise artworks. Make decisions on agree	their ow	wn learners with different artworks for them to use the guidelines in
	Review learners understanding in the p lesson using questions answers		to appreciate and apprartwork. E.g. clay pot		appraising.
			Theme: Unity Subject matter: Historical Media: Clay Techniques: coiling meta Uses: for fetching and st Future modification: achandles	oring wate Idition of	
	Engage learners to pla and sing songs to beging lesson.		Performing artworks ir music and drama.		activities through questions and answers.
	Review learners understanding in the previous lesson using questions and		Let learners use their sappreciate and appraise artworks.		
	answers		Make decisions on agree to appreciate and appreartwork. E.g. Agbadza of the control of the contr	aise an	elines
			Let learners talk about gestures, makeup, cost use and stage setting as the video or pictures of	ume, stag s they wa	ge atch

Week Ending: DAY:			Subject: Ghanaia			an Language		
Duration: 60mins per lesson				Strand: Extensive Reading				
Class: B3 Class Size:			Sub Strand: Read			ading		
Content Standard: B3.6.2.1 Demonstrate knowledge by reading short stories with correct intonation			Indicator: B3.6.2.1.1 Read	Indicator: B3.6.2.1.1 Read short stories aloud correctly.			Lesson:	
Performance Indicator: Learners can read short stories aloud correct			tly. Core Compete				petencies: I innovation, Communication.	
Teaching/	Learning Resour	ces Word	cards, sentence cards,	letter	cards, handwr	iting on a manila	card	
Reference	es: Ghanaian Langua	ge Curriculu	m Pg. 114					
DAYS	PHASE I: STAR	TER	PHASE 2: MAIN			PHASE 3: RE	FLECTION	
	Review the previous knowledge of the making them answ questions on the lesson. Engage learners to games and sing so begin the lesson	learners by wer previous o play	Read a short story correctly to learner Discuss the story again Call them out one short stories aloud Call learners to reeach from the stories	valouders. with leadin. by on dicorre	earners and e to read ectly.	of the lesssor Give learners whiles you go	understanding n. s task to do	
	Write words on th board and cover parts with a smiley for learners to guess the word Have learners sing songs to begin the lesson Have learners play games and recite familiar rhymes to begin the lesson Using questions and answers, review their understanding of the previous lesson		Read a short story aloud and correctly to learners. Discuss the story with learners and read the story again. Call them out one by one to read short stories aloud correctly. Call learners to read a sentence each from the story.			Ask learners to summarize what they have learnt. Let learners say 5 words they remember from the lesson. Ask learners series of questions to review their understanding of the lesson. Ask learners to tell you what they have learnt Give learners individual or home task		
			Read a short story aloud and correctly to learners. Discuss the story with learners and read the story again. Call them out one by one to read short stories aloud correctly. Call learners to read a sentence each from the story.					

Week En	/eek Ending: DAY:				Subject: PHYSICAL EDUCATION			
Duration: 60mins			Strand: Values and Psycho-social Concepts			ocial		
Class: B3		Class Size: S			Sub Strand: Self-Responsibility			
Content Standard: Demonstrate competence in the motor skills and movement patterns needed to perform a variety of physical activities. Indicator: B3.5.1.5.1 Set a personal goal to imp a motor skill and work toward that g in non-school time.					•	Lesson:		
Learners c work towa Teaching	ance Indicator: an set a personal goal to ard that goal in non-school / Learning Resources es: PE Curriculum Pg. 40	ol time. Videos ar			Per		encies: nd core competer ation, precision	ncies such as
DAYS	PHASE I: STARTER	P	HASE 2:	MAIN			PHASE 3: REFI	LECTION
	Revise with learners of previous lesson	as as in	activities to as participa activities a improve u		earners during physical set o set personal goals cipate in 30 minutes phes at least three time as a upon the number of m 4-5 in 4 weeks)		Review the less learners	on with