

BASIC 3

WEEKLY LESSON PLAN

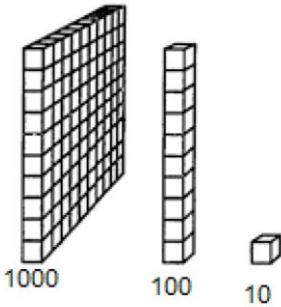
<b>Learning Indicator(s)</b>		B3.1.1.1.1 B3.2.2.1.2 B3.2.2.1.1 B3.4.2.1.1 B3.5.1.1.1 B3.6.1.1.1.1	
<b>Performance Indicator</b>		<ul style="list-style-type: none"> <li>• Talk about the benefits of songs</li> <li>• Use the alphabetic knowledge to decode unknown words (e.g. consonant blends, consonant digraphs, vowel sounds, vowel digraphs and word patterns)</li> <li>• Copy short paragraphs clearly</li> <li>• Use capital letters to write initials and abbreviations</li> </ul>	
<b>Week Ending</b>		11-10-19	
<b>Class</b>		three	
<b>Subject</b>		English	
<b>Reference</b>		English curriculum	
<b>Teaching/ Learning Resources</b>		Word cards, sentence cards, sample sentence on a manila card and class library	
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	<p>Play a recorded song (national anthem) for learners to listen.</p> <p>Ask learners;</p> <p>Whether they have heard the song before?</p> <p>Where they heard that song?</p> <p>Where such song is being sang?</p> <p>Have learners to sing any song they know and hence introduce the lesson.</p>	<p>Let learners identify some familiar songs e.g. patriotic songs such as ‘The National Anthem’.</p> <p>Teach the songs identified, e. g. ‘The National Anthem’</p> <p>Let learners sing rhythmically, using claps, gestures and dance where necessary.</p> <p>Let learners, in convenient groups, identify and talk about the moral lessons in the songs.</p> <p>Have learners think-pairshare the benefits of songs.</p>	<p>What have we learnt today?</p> <p>Moral lessons in songs.</p> <p>Assessment: play a variety of songs and let learners identify what moral lessons each song tells.</p> <p>Discourage learners from listening to songs that teach bad moral lessons</p>
		Let the pairs then share their views with the whole class.	

Tuesday	Have learners sing an alphabet song	<p>Introduce consonant blends and digraphs, one at a time and have learners form words out of them and use them in sentences.</p> <p><i><b>Note:</b> An important thing to remember is that a <b>digraph</b> is made of two letters, although the letters spell a sound e.g. <b>bl, br, ch, ck, cl, cr, dr, fl, fr, gh, gl</b></i></p> <p>Use the same procedure to teach vowel digraphs e. g. <b>ai, ee, ea, ie, ei, oo, oe, oo, ue, oi, au</b></p>	Learners to blend words by using word cards
Wednesday	Paste a chart on the board showing sample short paragraphs	<p>Model copying a short paragraph on the board drawing attention to features such as clarity, spacing and alignment of letters.</p> <p>Let learners practice copying a short paragraph legibly and correctly on the board.</p>	<p>What have we learnt today?</p> <p>Copying short paragraphs clearly.</p> <p>Give learners to write short paragraphs clearly in their books</p>
Thursday	Have learners to write their names in all capitals on the board	<p>Provide learners with sentences or texts containing initials and abbreviations for them to identify.</p> <p>e. g. <b>WHO</b> – World Health Organization; <b>K. S. Manu</b> – Kofi Sakyi Manu</p> <p>Give texts having full names of people and organizations. Ask learners to rewrite the text and replace the full</p>	Review the lesson by giving learners task to write their names using initials
		names of people and organizations with initials and abbreviations.	

Friday	Guide learners to choose and read books during the library period	<p>Using the Author's chair, introduce the reading/library time.</p> <p>2. Have a variety of age/level-appropriate books for learners to make a choice from.</p> <p>3. Introduce narratives, expository, procedural texts to learners.</p> <p>Assessment:</p> <p>2. Guide learners to select books for readings</p>	Have learners to tell what they read to the whole class
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<b>Learning Indicator(s)</b>	B3.1.1.1.3 B3.1.1.1.4
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>Learners can describe numbers and the relationship between numbers from 0 to 10,000 in equivalent ways using the place value concept</li> <li>Compare and order whole numbers up to 10,000 and represent comparisons using the symbols <math>&gt;</math>, <math>&lt;</math>, or <math>=</math>.</li> </ul>
<b>Week Ending</b>	11-10-19
<b>Class</b>	Three
<b>Subject</b>	<b>Mathematics</b>
<b>Reference</b>	Mathematics curriculum
<b>Teaching/ Learning Resources</b>	Counters, bundle of sticks, loose straws, base ten cut square, graph sheets, teacher made currency notes.

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)	
Monday	Show number cards to learners for them to mention their number names e.g.	Demonstrate a conceptual understanding of place value of whole numbers between 100 and 10,000 by:  explaining and showing - with bundles of hundreds, tens and ones - the meaning of each digit in a given 3-digit number ( <i>when the three digits are different, as well as when two or more of the digits are the same</i> ) and representing the number in a hundred frame explaining why the value of a digit depends upon its placement within a numeral.	Review the lesson by giving task to Learners to identify the place values of numbers	
	<table><tr><td>650</td></tr></table> <p>Six hundred and fifty</p>	650		
650				
Tuesday	Show number cards to learners for them to mention their number names e.g.	using other possible representations of place value which include manipulative such as threaded 100s, 10s, and loose bottle caps; and multibase ten material (units, flats and squares)	Review the lesson by giving task to Learners to identify the place values of numbers	
	<table><tr><td>901</td></tr></table>	901		Ask pupils to model number quantities up to 10,000 using square grid paper or multi-base materials. For instance, with multi-base block, a cube = 1 unit; a rod = 10; a flat = 100
	901			
<p>Nine hundred and one</p>				

		<p>and a block = 1000; learners model 327 with the appropriate materials.</p>  <p>The image shows three base ten blocks. On the left is a large cube representing 1000, composed of a 10x10x10 grid of smaller cubes. In the middle is a vertical rod representing 100, composed of ten smaller cubes. On the right is a single small cube representing 10.</p>	
Wednesday	<p>Write a number on the board and have learners to call out two or three addends that might give the answer on the board e.g. <math>25=10+10+5</math> or <math>25=20+5</math> and hence introduce the lesson</p>	<p>Decompose numbers up to 1000 into 100s, 10s, and 1s expressions (e.g.: <math>5000 = 1000 + 1000 + 1000 + 1000 + 1000</math> or <math>4036 = 4000 + 30 + 6</math>; etc.)</p> <p>Explain why the value of a digit depends upon its placement within a numeral.</p> <p>Read a given number up to 1000 by indicating the value of each digit (i.e., reading 435 as four hundred and thirty-five and not four three five)</p>	<p>Review the lesson by giving learners task to decompose numbers into equivalent expressions</p>
Thursday	<p>Have learners to write number patterns in the air.</p> <p>Bring handy objects to class, call learners to count them. Now use the “how many” to ask pupils about what they counted</p> <p>Sing songs like: We class one. We can count etc.</p>	<p>Demonstrate an understanding of how place value determines the relative size of whole numbers (between 100 and 10,000) by:</p> <p>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)</p> <p>identify which of two given numbers is bigger (or smaller), explaining why using place value and representing the relationship using the symbols &lt; and &gt;;</p>	<p>Review the lesson by giving learners task to compare using &lt;, &gt; or =</p> <p>e.g. 989.....908 1853.....4676</p>
Friday	<p>Have learners to write number patterns in the air.</p> <p>Bring handy objects to class, call learners to count them. Now use the “how</p>	<p>put a small group of numbers in increasing or decreasing order and justifying the order using a hundred frame, a number line or place value;</p>	<p>Learners to solve word problems that involve comparing quantities to 1000</p>

	<p>many” to ask pupils about what they counted</p> <p>Sing songs like: We class one. We can count etc.</p>	<p>identify the missing numbers or errors in a section of number line from 100 to 10,000 or in a hundred chart and justifying the answer using place value</p> <p>solve word problems that involve comparing quantities to 1000 (i.e., Agbo has 230 chickens. Dzifa has 460. What can you say?)</p>	
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Learning Indicator(s)		B3.1.2.1.1	
Performance Indicator		Learners can identify the uses of everyday materials and link the uses to their properties	
Week Ending		11-10-19	
Class		Three	
Subject		Science	
Reference		Science curriculum	
Teaching/ Learning Resources		Pictures bf products made with different materials	
DAYS	PHASE 1: STARTER <i>10 MINS</i> (Preparing The Brain For Learning)	PHASE 2: MAIN <i>40MINS</i> (New Learning Including Assessment)	PHASE 3: REFLECTION <i>10MINS</i> (Learner And Teacher)
	Have learners write on a sheet of the following  Mention any three materials that are used at home  Mention any three materials that are used at school  Ask learners to display their materials on their desk	Show learners pictures and videos of common materials e.g. wood, plastics, paper, metals, leather, cotton, etc.  Learners collect everyday materials in their environment e.g. wood, plastics, paper, metals, leather, cotton, etc. and bring them to class	What have we leant today?  Uses and properties of materials  Have learners to summarize the important points of the lesson
	Have learners write on a sheet of the following  Mention any three uses of wood at home  Mention any three uses of paper at school  Ask learners to display their materials on their desk	Learners use think-pair-share to discuss the uses of the materials collected.  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	What have we leant today?  Uses and properties of materials  Have learners to summarize the important points of the lesson
	Paste a chart showing pictures of products made with different materials.  Have learners to observe and discuss what they see on the chart	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.	What have we leant today?  Uses and properties of materials  Have learners to summarize the important points of the lesson
			Provide learners with a lot of materials for the learners to do more activities.

<b>Learning Indicator(s)</b>		<b>B3.1.1.2.1    B3.1.1.2.2</b>	
<b>Performance Indicator</b>		<ul style="list-style-type: none"> <li>Learners can explain Gods promises to humankind</li> <li>Learners can identify benefits of responding to Gods call</li> </ul>	
<b>Week Ending</b>		11-10-19	
<b>Class</b>		Three	
<b>Subject</b>		<b>Our world our people</b>	
<b>Reference</b>		OWOP curriculum	
<b>Teaching/ Learning Resources</b>		Videos and pictures of Bible stories	
<b>DAYS</b>	<b>PHASE 1: STARTER</b> <i>10 MINS</i> <b>(Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN</b> <i>40MINS</i> <b>(New Learning Including Assessment)</b>	<b>PHASE 3:</b> <b>REFLECTION 10MINS</b> <b>(Learner And Teacher)</b>
	Tell learners Bible stories	<p>Through questions and answers, guide learners to identify the promises God made to humankind: the call of Abraham (Ibrahim)</p> <p>– God promised him with eternal life, the call of Moses (Musa), etc.</p> <p>In groups, let learners discuss the call of Abraham (Ibrahim) and Moses (Musa).</p> <p>Let learners present their work to class for discussion</p>	<p>What have we learnt today?</p> <p>Gods promise to human kid</p> <p>In groups, let learners discuss the call of Abraham (Ibrahim) and Moses (Musa).</p>
	Tell learners Bible stories	<p>Let learner’s role play the call of Moses (Musa).</p> <p>Let learners mention the ways we respond to God’s call: i. prayer ii. service to humankind iii. caring for the environment iv. helping the needy (charity), etc.</p> <p>In groups, guide learners to mention the benefits of responding to God’s call: i. drawing closer to God ii. long life iii. prosperity iv. eternal life, etc.</p> <p>Learners talk about the moral lessons derived from responding to God’s call.</p>	<p>What have we learnt today?</p> <p>The calling of Moses</p> <p>In groups, let learner’s role play the calling of Moses</p>



		<div>i. obedience ii. respect iii. sacrifice iv. commitment v. reverence for God vi. humility etc.</div>	
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<b>Learning Indicator(s)</b>		B3.1.1.1.1	
<b>Performance Indicator</b>		Learners can demonstrate ways to care for the environment	
<b>Week Ending</b>		11-10-19	
<b>Class</b>		Three	
<b>Subject</b>		<b>RME</b>	
<b>Reference</b>		RME curriculum	
<b>Teaching/ Learning Resources</b>		Wall charts, word walls, videos depicting how to care for the environment, pictures showing use of the things in our natural environment	
<b>DAYS</b>	<b>PHASE 1: STARTER</b> <i>10 MINS</i> <b>(Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN</b> <i>40MINS</i> <b>(New Learning Including Assessment)</b>	<b>PHASE 3:</b> <b>REFLECTION 10MINS</b> <b>(Learner And Teacher)</b>
	<p>Have learners mention natural things (things created by God) that are bright and beautiful in the environment and classify them into big and small.</p> <p>Have learners write on sheet of papers the following</p> <p>What they do on every Saturday</p> <p>What they do every morning in school and hence introduce the lesson</p>	<p>Use questions and answers for learners to explain the environment.</p> <p>Using Think-Pair-Share, let learners talk about ways of caring for the environment through: tree planting, proper disposal of waste, legal mining, clean-up exercises, avoiding environmental pollution, etc.</p> <p>Let learners organize and do clean-up exercises in the school environment.</p> <p>Let learners draw and color activities of caring for the environment.</p> <p>Guide learners in groups to do a project on: clearing a rubbish dump, planting trees, checking erosion, clearing choked gutters, etc.</p> <p>Let learners present their work in class for appreciation and discussion.</p>	<p>What have we learnt today?</p> <p>Caring for the natural environment</p> <p>Ask learners to summarize the important points of the lesson</p> <p>Give learners task to mention and discuss ways of caring for the natural environment</p>

Learning Indicator(s)		B3. 1.2.1.3	
Performance Indicator		Jump continuously a self forward turning rope in a circle (skipping with rope).	
Week Ending		11-10-19	
Class		Three	
Subject		Physical education	
Reference		PE curriculum	
Teaching/ Learning Resources		Skipping ropes	
DAYS	PHASE 1: STARTER <i>10 MINS</i> (Preparing The Brain For Learning)	PHASE 2: MAIN <i>40MINS</i> (New Learning Including Assessment)	PHASE 3: REFLECTION <i>10MINS</i> (Learner And Teacher)
	Take learners through 5 minutes jogging to warm the body up	Guide learners to pick their skipping ropes and find selfspace. Hold the handle of the skipping rope side by side with the two hands with the middle of the rope on the ground or slightly above.  Hop over it and swing the rope clockwise to turn around the body in circle as they continue series of stephops starting with double take-off. Advance learners should progress to single step-hops and change clockwise rope movement to anti-clockwise. Allow learners to progress at their own pace. Give corrective feedback for skill improvement. End the lesson with cool down	learners to practice individually and in groups. Help those who finds it difficult in jumping  Assessment: Organize mini game for learners for fun and enjoyment.  Take learners through cool down to end the lesson

<b>Learning Indicator(s)</b>		B3.2.1.1.1	
<b>Performance Indicator</b>		Learners can discuss the origins of the major ethnic groups in Ghana	
<b>Week Ending</b>		11-10-19	
<b>Class</b>		Three	
<b>Subject</b>		<b>History</b>	
<b>Reference</b>		History curriculum	
<b>Teaching/ Learning Resources</b>		Pictures of past events of the school, community and Ghana, Videos of past events of the school, community and Ghana	
<b>DAYS</b>	<b>PHASE 1: STARTER</b> <i>10 MINS</i> <b>(Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN</b> <i>40MINS</i> <b>(New Learning Including Assessment)</b>	<b>PHASE 3:</b> <b>REFLECTION 10MINS</b> <b>(Learner And Teacher)</b>
	Have leaners watch videos of some of the history of the major ethnic groups in Ghana  Have learners to write on a sheet of paper the following  What are the major ethnic groups in Ghana? Where did the major ethnic groups originate? Why did they move to their present locations	Draw a map to locate the migratory routes of the ethnic groups. (this can also be done on a manila card)  Develop a timeline of the periods each ethnic group arrived in Ghana	Play a game of pick and win using ethnic groups. The learner that picks more wins
	Have leaners watch videos of some of the history of the major ethnic groups in Ghana  Have learners to tell which of part of the video interest them	In groups, learners discuss the origin of the major ethnic groups  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)	What have we learnt today?  The origin of major ethnic groups  Have learners to summarize the important points in the lesson

<b>Learning Indicator(s)</b>		<b>B3.1.2.1.1      B3.1.2.1.2</b>	
<b>Performance Indicator</b>		<ul style="list-style-type: none"><li>• Learners can recognize rhyming words.</li><li>• Learners can Produce own rhyming words.</li></ul>	
<b>Week Ending</b>		11-10-19	
<b>Class</b>		Three	
<b>Subject</b>		<b>Ghanaian language</b>	
<b>Reference</b>		Ghanaian language curriculum	
<b>Teaching/ Learning Resources</b>		Drums, drum sticks, recorded audios, manila cards, recorded audios visual	
<b>DAYS</b>	<b>PHASE 1: STARTER</b> <i>10 MINS</i> <b>(Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN</b> <i>40MINS</i> <b>(New Learning Including Assessment)</b>	<b>PHASE 3:</b> <b>REFLECTION 10MINS</b> <b>(Learner And Teacher)</b>
	Let learners sing a popular play song they know	Read aloud a rhyme to learners.  Let learners read aloud the rhyme in turns.  Lead learners through discussions to recognize rhyming words in the rhyme.	Learners to recite the new rhyme learnt and recognize rhyming words in the rhyme
	Let learners sing a popular work song they know.	Teacher writes a rhyme and read it to the learners.  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	Learners recite rhymes in turns  Give learners home task to write their own rhymes

<b>Learning Indicator(s)</b>		<b>B3 2.1.1.1      B3 1.2.2.1</b>	
<b>Performance Indicator</b>		<ul style="list-style-type: none"><li>• Study and talk about performing artworks produced or performed in other African communities that reflect the history and culture or way of life of people in those areas in Africa</li><li>• Plan own artworks that represent visual artworks produced or found in other communities in Africa, by making decisions on the tools, materials and methods the visual artists used to create artworks that reflect the people, their history and their way of life in those areas in Africa</li></ul>	
<b>Week Ending</b>		11-10-19	
<b>Class</b>		Three	
<b>Subject</b>		<b>Creative arts</b>	
<b>Reference</b>		Creative arts curriculum	
<b>Teaching/ Learning Resources</b>		Photos, videos, art paper, colors and traditional art tools, other materials available in the community	
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Have Learners gather information through library research, surfing the internet for African music, dances and drama	Engage learners to watch short documentaries on the performing arts of Africa;  discuss the resources that are used (e.g. instruments, elements, costumes, props) for composing and performing music, dance and drama in  Africa and the rest of the world; imitate the skills and techniques that the composers, arrangers and performers use; discuss the subject matter, the occasions on which they are performed – festivals, entertainment shows,	In groups have Learners to practice some local dances e.g. Boboobo, kete, Adowa
		sporting activities, independence anniversary celebrations and their social and cultural importance;	

	<p>Have Learners gather information through library research, surfing the internet for African music, dances and drama</p>	<p>Have Learners to examine the history and culture of the people from other countries in Africa (beliefs, customs, religion, festivals, rites of passage, chieftaincy, symbols of authority) as a guide;</p> <p>talk about artworks produced/performed in Africa (e.g. masks, beads sculptures, paintings, pottery wares, woven baskets and leather products);</p>	<p>Learners to appreciate the history and culture of the people from other countries in Africa (beliefs, customs, religion, festivals, rites of passage, chieftaincy, symbols of authority</p>
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