THE GODFATHER TERM ONE SAMPLE BASIC THREE ANNUAL SCHEME OF LEARNING TERMLY SCHEME OF LEARNING WEEK 1 - 12

WHATSAPP 0245350591

# TERM ONE BASIC THREE ANNUAL SCHEME OF LEARNING TERMLY SCHEME OF LEARNING WEEK 1 - 12

# **GENERAL INFORMATION**

Name of school
District
Management Unit
Name of Class Teacher
Class Teachers Reg. No
Class
Boys
Girls
Average age of pupils

### ENGLISH LANGUAGE

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	Phonics	Phonics	Phonics
	Penmanship/Handwriting	Writing Simple Words and	Writing Simple Words and
		Sentences	Sentences
	Using Capitalisation	Using Capitalisation	Using Punctuation
	Building the Love and Culture	Building the Love and Culture of	Building the Love and
	of Reading	Reading	Culture of Reading
2	Songs	Story Telling	Story Telling
	Phonics	Phonics	Phonics
	Penmanship/Handwriting	Writing Simple Words and	Writing Simple Words and
		Sentences	Sentences
	Using Capitalisation	Using Capitalisation	Using Punctuation
	Building the Love and Culture	Building the Love and Culture of	Building the Love and
	of Reading	Reading	Culture of Reading
3	Rhymes	Conversation	Conversation
	Word Families-Rhyming	Word Families-Rhyming Endings	Vocabulary
	Endings and Common	and Common Digraphs	
	Digraphs		
	Writing /Copying Letters –	Writing as a Process	Writing as a Process
	Small and Capital		
	Using Punctuation	Using Capitalisation	Using Punctuation
	Building the Love and Culture	Building the Love and Culture of	Building the Love and
	of Reading	Reading	Culture of Reading
4	Story Telling	Conversation	Conversation
	Word Families-Rhyming	Word Families-Rhyming Endings	Vocabulary
	Endings and Common	and Common Digraphs	
	Digraphs		

	Writing /Copying Letters –	Writing as a Process	Writing as a Process
	Small and Capital		
	Using Punctuation	Using Punctuation	Using Action Words
	Building the Love and Culture	Building the Love and Culture of	Building the Love and
	of Reading	Reading	Culture of Reading
5	Dramatisation and Role Play	Conversation	Listening Comprehension
	Diphthongs	Vocabulary	Comprehension
	Labelling Items	Writing as a Process	Writing as a Process
	Using Action Words	Using Punctuation	Using Action Words
	Building the Love and Culture	Building the Love and Culture of	Building the Love and
	of Reading	Reading	Culture of Reading
6	Dramatisation and Role Play	Listening Comprehension	Listening Comprehension
	Diphthongs	Vocabulary	Comprehension
	Writing Simple Words and	Writing as a Process	Writing as a Process
	Sentences		
	Using Action Words	Using Punctuation	Using Action Words
	Building the Love and Culture	Building the Love and Culture of	Building the Love and
	of Reading	Reading	Culture of Reading
7	Conversation	Asking and Answering Questions	Asking and Answering
			Questions
	Blends and Consonant Cluster	Comprehension	Comprehension
	Writing Simple Words and	Narrative Writing	Narrative Writing
	Sentences		
	Using Qualifying Words –	Using Action Words	Using Simple and
	Adjectives		Compound Sentences
	Building the Love and Culture	Building the Love and Culture of	Building the Love and
	of Reading	Reading	Culture of Reading
8	Conversation	Asking and Answering Questions	Asking and Answering
			Questions
	Blends and Consonant Cluster	Comprehension	Comprehension

	Writing Simple Words and	Narrative Writing	Narrative Writing
	Sentences		
	Using Qualifying Words – Adjectives	Using Action Words	Using Simple and Compound Sentences
	Building the Love and Culture	Building the Love and Culture of	Building the Love and
	of Reading	Reading	Culture of Reading
9	Conversation	Giving and Responding to Commands/Instructions/Directions and Making Requests	Giving and Responding to Commands
	Vocabulary	Comprehension	Fluency
	Guided Composition	Descriptive Writing	Informative/ Academic Writing
	Using Qualifying Words – Adverbs	Using Action Words	Using Simple and Compound Sentences
	Building the Love and Culture	Building the Love and Culture of	Building the Love and
	of Reading	Reading	Culture of Reading
10	Conversation	Giving and Responding to Commands/Instructions/Directions and Making Requests	Giving and Responding to Commands
	Vocabulary	Comprehension	Fluency
	Guided Composition	Descriptive Writing	Informative/ Academic Writing
	Using Qualifying Words – Adverbs	Using Simple Prepositions	Spelling
	Building the Love and Culture	Building the Love and Culture of	Building the Love and
	of Reading	Reading	Culture of Reading
11	Listening Comprehension	Presentation	Presentation
	Comprehension	Fluency	Fluency
	Writing as a Process	Persuasive/Argumentative Writing	Informative/ Academic Writing

	Using Qualifying Words –	Using Simple Prepositions	Spelling
	Adverbs		
	Building the Love and Culture	Building the Love and Culture of	Building the Love and
	of Reading	Reading	Culture of Reading
12	Listening Comprehension	Presentation	Presentation
	Comprehension	Fluency	Fluency
	Writing as a Process	Persuasive/Argumentative Writing	Informative/ Academic
			Writing
	Using Qualifying Words –	Using Simple Prepositions	Spelling
	Adverbs	C \	
	Building the Love and Culture	Building the Love and Culture of	Building the Love and
	of Reading	Reading	Culture of Reading

Vetted by :..... Date : .....

# **YEARLY SCHEME OF LEARNING**

### SCIENCE

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	LIVING AND NON-LIVING	MATERIALS	MATERIALS
	THINGS		
2	MATERIALS	MATERIALS	MATERIALS
3	MATERIALS	EARTH SCIENCE	EARTH SCIENCE
4	EARTH SCIENCE	EARTH SCIENCE	SOURCES AND FORMS OF
			ENERGY
5	EARTH SCIENCE	SOURCES AND FORMS OF ENERGY	FORCES AND MOVEMENT
6	LIFE CYCLES OF ORGANISMS	SOURCES AND FORMS OF ENERGY	DISEASES
7	LIFE CYCLES OF ORGANISMS	ELECTRICITY AND ELECTRONICS	DISEASES
8	THE HUMAN BODY SYSTEMS	ELECTRICITY AND ELECTRONICS	SCIENCE AND INDUSTRY
9	THE SOLAR SYSTEM	FORCES AND MOVEMENT	Climate Change
10	THE SOLAR SYSTEM	FORCES AND MOVEMENT	Climate Change
11	ECOSYSTEM	PERSONAL HYGIENE AND	Climate Change
		SANITATION	
12	ECOSYSTEM	PERSONAL HYGIENE AND	Climate Change
		SANITATION	

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### OWOP

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	Nature of God	Nature of God	Nature of God
2	Nature of God	Nature of God	Nature of God
3	Myself	Map Making and Land Marks	Map Making and Land Marks
4	My Family and the Community	Festivals	Being a Leader
5	Home and School	Basic Human Rights	Power and Authority
6	The Environment and the Weather	Being a Leader	Our Neighbouring Countries
7	Plants and Animals	Being a Citizen	Introduction to Computing
8	Map Making and Land Mark	Power and Authority	Sources of Information
9	Population and Settlement	Responsible use of Resources	Technology in Communication
10	Worship	Responsible use of Resources	Technology in Communication
11	Worship	Farming in Ghana	Technology in Communication
12	Worship	Farming in Ghana	Technology in Communication

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### MATHS

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB	TERM 3 (SUB STRANDS)
		STRANDS)	
1	Counting, Representation,	Number	2D & 3D Shapes
	Cardinality & Ordinality	Operations	
2	Counting, Representation,	Number	2D & 3D Shapes
	Cardinality & Ordinality	Operations	
3	Counting, Representation,	Number	2D & 3D Shapes
	Cardinality & Ordinality	Operations	
4	Counting, Representation,	Number	Position/ Transformation
	Cardinality & Ordinality	Operations	
5	Counting, Representation,	Number	Position/ Transformation
	Cardinality & Ordinality	Operations	
6	Counting, Representation,	Number	Measurement – Length, Mass, Time
	Cardinality & Ordinality	Operations	
7	Counting, Representation,	Number	Measurement – Length, Mass, Time
	Cardinality & Ordinality	Operations	
8	Counting, Representation,	Fractions	Measurement – Length, Mass, Time
	Cardinality & Ordinality		
9	Counting, Representation,	Fractions	Data Collection, Organisation, Presentation,
	Cardinality & Ordinality		Interpretation and Analysis
10	Counting, Representation,	Fractions	Data Collection, Organisation, Presentation,
	Cardinality & Ordinality		Interpretation and Analysis
11	Counting, Representation,	Money	Data Collection, Organisation, Presentation,
	Cardinality & Ordinality		Interpretation and Analysis
12	Counting, Representation,	Algebraic	Data Collection, Organisation, Presentation,
	Cardinality & Ordinality	Expressions	Interpretation and Analysis
		1	

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RME

WEEK	TERM 1 (SUB	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
	STRANDS)		
1	God the Creator	Religious Worship, Prayer and	The Youthful Life of the Leaders of
		other Religious Practices	the three Major Religions
2	God the Creator	Religious Worship, Prayer and	The Youthful Life of the Leaders of
		other Religious Practices	the three Major Religions
3	God the Creator	Religious Worship, Prayer and	Roles and Relationships
		other Religious Practices	
4	The Environment	Festivals in the Three Major	Roles and Relationships
		Religions	
5	The Environment	Festivals in the Three Major	Roles and Relationships
		Religions	
6	The Environment	Festivals in the Three Major	Roles and Relationships
		Religions	
7	The Purpose of	Festivals in the Three Major	Roles and Relationships
	God's Creation	Religions	
8	The Purpose of	Festivals in the Three Major	Roles and Relationships
	God's Creation	Religions	
9	The Purpose of	The Youthful Life of the Leaders of	Roles and Relationships
	God's Creation	the three Major Religions	
10	The Purpose of	The Youthful Life of the Leaders of	Personal Safety in the Community
	God's Creation	the three Major Religions	
11	The Purpose of	The Youthful Life of the Leaders of	Personal Safety in the Community
	God's Creation	the three Major Religions	
12	The Purpose of	The Youthful Life of the Leaders of	Personal Safety in the Community
	God's Creation	the three Major Religions	

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HISTORY

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	The People of Ghana	Inter-Group Relations	Some Selected Individuals
2	The People of Ghana	Inter-Group Relations	Some Selected Individuals
3	The People of Ghana	Inter-Group Relations	Some Selected Individuals
4	The People of Ghana	Inter-Group Relations	Some Selected Individuals
5	The People of Ghana	Inter-Group Relations	Arrival of Europeans
6	Inter-Group Relations	Major Historical Locations	Arrival of Europeans
7	Inter-Group Relations	Major Historical Locations	Arrival of Europeans
8	Inter-Group Relations	Major Historical Locations	Arrival of Europeans
9	Inter-Group Relations	Major Historical Locations	Arrival of Europeans
10	Inter-Group Relations	Major Historical Locations	Arrival of Europeans
11	Inter-Group Relations	Major Historical Locations	Arrival of Europeans
12	Inter-Group Relations	Major Historical Locations	Arrival of Europeans

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# **YEARLY SCHEME OF LEARNING**

### CREATIVE ARTS

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	Thinking and exploring	Thinking and exploring	Thinking and exploring
	(Visual arts)	(Visual Arts)	(Visual Arts)
2	Thinking and exploring	Thinking and exploring	Thinking and exploring
	(Performing arts)	(Performing Arts)	(Performing Arts)
3	Planning, Making and	Planning, Making and Composing	Planning, Making and Composing
	Composing	(Visual Arts)	(Visual Arts)
	(Visual arts)		
4	Planning, Making and	Planning, Making and Composing	Planning, Making and Composing
	Composing	(Performing Arts)	(Performing Arts)
	(Performing arts)		
5	Planning, Making and	Planning, Making and Composing	Planning, Making and Composing
	Composing	(Visual Arts)	(Visual Arts)
	(Visual arts)		
6	Planning, Making and	Planning, Making and Composing	Planning, Making and Composing
	Composing	(Performing Arts)	(Performing Arts)
	(Performing arts)		
7	Displaying and Sharing	Displaying and Sharing (Visual	Displaying and Sharing (Visual
	(Visual arts)	Arts)	Arts)
8	Displaying and Sharing	Displaying and Sharing	Displaying and Sharing
	(Performing arts)	(Performing Arts)	(Performing Arts)
9	Displaying and Sharing	Appreciating and	Appreciating and
	(Visual and Performing	Appraising	Appraising
	Arts)	(Visual and	(Visual Arts)
		Performing Arts)	
10	Displaying and Sharing /	Appreciating and	Appreciating and
	Appreciating and	Appraising	Appraising
		(Visual and	(Performing Arts)

	Appraising (Visual and	Performing Arts)	
	Performing Arts)		
11	Appreciating and	Display and Sharing (Performing	Display and Sharing
	Appraising (Performing	Arts)	School-Based Project
	arts)	School-Based Project	(Visual and
		(Visual and	Performing Arts)
		Performing Arts)	
12	Appreciating and	Appreciating and	Appreciating and
	Appraising (Visual and	Appraising	Appraising
	Performing Arts)	(Visual and	(Visual and
		Performing Arts)	Performing Arts)

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# **YEARLY SCHEME OF LEARNING**

### GHANAIAN LANGUAGE

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	Songs	Dramatisation and Role Play/ Conversation	Asking and Answering Questions
	Rhymes		
2	Rhymes	Conversation/	Giving and Following Commands
		Talking about Oneself, Family,	/Instructions
	Poems	People and Places	
	Listening and Story Telling		5
3	Listening and Story Telling	Listening Comprehension/	Presentation
		Asking and Answering	
	Dramatisation and Role Play	Questions	
4	Phonological and Phonemic	Phonics: Letter and Sound	Comprehension
	Awareness	Knowledge	
5	Phonological and Phonemic	Phonics: Letter and Sound	Silent Reading
	Awareness	Knowledge	
	Phonics: Letter and Sound		
	Knowledge		
6	Phonics: Letter and Sound	Phonics: Letter and Sound	Fluency
	Knowledge	Knowledge /	
		Vocabulary (Sight and Content	
		Vocabulary)	
7	Penmanship/Handwriting	Writing Simple Words/Names	Copying/
		of People and Places (Proper	Writing Simple Sentences with
			Correct Spacing

	Nouns) Labelling Items in the	
	Environment/Classroom	
Integrating Grammar in	Writing Simple Words/Names	Copying/
Written Language	of People and Places (Proper	Writing Simple Sentences with
(Capitalization)	Nouns) Labelling Items in the	Correct Spacing
	Environment/Classroom	
Integrating Grammar in	Integrating Grammar in	Integrating Grammar in Written
Written Language	Written Language (Use of	Language (Use of Simple and
(Punctuation)	Action Words)	Compound Sentences)
Integrating Grammar in	Integrating Grammar in	Integrating Grammar in Written
Written Language	Written Language (Use of	Language
(Punctuation)	Qualifying Words)	(Spelling)
Integrating Grammar in		
Written Language (Use of		
Action Words) CONTENT		
Building the Love and Culture	Integrating Grammar in	Integrating Grammar in Written
of Reading	Written Language (Use of	Language (Spelling)
	Postpositions)	
	Building the Love and Culture	Reading Short
Read Aloud with Children	of Reading	Texts/Poems/Narratives/Short
Read Aloud with children		
	Written Language (Capitalization) Integrating Grammar in Written Language (Punctuation) Integrating Grammar in Written Language (Punctuation) Integrating Grammar in Written Language (Use of Action Words) CONTENT Building the Love and Culture of Reading	Nouns) Labelling Items in the Environment/ClassroomIntegrating Grammar inWriting Simple Words/Names of People and Places (Proper Nouns) Labelling Items in the Environment/ClassroomIntegrating Grammar inIntegrating Grammar in Written Language (Punctuation)Integrating Grammar in Written Language (Punctuation)Integrating Grammar in Written Language (Use of Action Words)Integrating Grammar in Written Language (Punctuation)Integrating Grammar in Written Language (Use of Qualifying Words)Integrating Grammar in Written Language (Use of Action Words)Integrating Grammar in Written Language (Use of Action Words)Integrating Grammar in Written Language (Use of Action Words) CONTENTIntegrating Grammar in Written Language (Use of Postpositions)Building the Love and Culture Building the Love and CultureIntegrating Grammar in Written Language (Use of Postpositions)

Vetted by :.....

### PHYSICAL EDUCATION

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	LOCOMOTOR SKILLS	Manipulative skills	FLEXIBILITY
2	LOCOMOTOR SKILLS	Manipulative skills	BODY COMPOSITION
3	LOCOMOTOR SKILLS	Rhythmic skills	FITNESS PROGRAMME,
4	LOCOMOTOR SKILLS	Rhythmic skills	FITNESS PROGRAMME,
5	MANIPULATIVE SKILLS	Space Awareness,	HEALTHY DIET
6	MANIPULATIVE SKILLS	Dynamics	SAFETY AND INJURIES
7	MANIPULATIVE SKILLS	Dynamics	SAFETY AND INJURIES
8	MANIPULATIVE SKILLS	Relations	SUBSTANCES / DRUGS
9	MANIPULATIVE SKILLS	Strategies	SELF-RESPONSIBILITY
10	MANIPULATIVE SKILLS	Strategies	SOCIAL INTERACTION
11	MANIPULATIVE SKILLS	Aerobic capacity	GROUP DYNAMICS
12	MANIPULATIVE SKILLS	strength	CRITICAL THINKING

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### (SOL) for B3 Term 1 ENGLISH LANGUAGE

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Reading	Phonics	B3.2.2.1.	B3.2.2.1.1	Word cards
	Writing	Penmanship/Handwriting	B3.4.2.1.	B3.4.2.1.1	sentence
	Using Writing	Using Capitalisation	B3.5.1.1.	B3.5.1.1.1	cards, class
	Conventions				library
	Extensive	Building the Love and Culture of	B3.6.1.1.	B3.6.1.1.1	
	Reading	Reading			
2	Oral	Songs	B3.1.1.1.	B3.1.1.1.1	Word cards
	Language				sentence
	Reading	Phonics	B3.2.2.1.	B3.2.2.1.1	cards, class
	Writing	Penmanship/Handwriting	B3.4.2.1.	B3.4.2.1.1	library
	Using Writing	Using Capitalisation	B3.5.1.1.	B3.5.1.1.1	
	Conventions				
	Extensive	Building the Love and Culture of	B3.6.1.1.	B3.6.1.1.1	
	Reading	Reading			
3	Oral	Rhymes	B3.1.2.1.	B3.1.2.1.1	Word cards
	Language				sentence
	Reading	Word Families-Rhyming	B3.2.3.1.	B3.2.3.1.1	cards, class
		Endings and Common Digraphs			library
	Writing	Writing /Copying Letters – Small and Capital	B3.4.3.1.	B3.4.3.1.1	
	Using Writing	Using Punctuation	B3.5.2.1.	B3.5.2.1.1	
	Conventions				_
	Extensive	Building the Love and Culture of	B3.6.1.1.	B3.6.1.1.1	
	Reading	Reading			
4	Oral	Story Telling	B3.1.4.1.	B3.1.4.1.1	Word cards
	Language				sentence
	Reading	Word Families-Rhyming Endings and Common Digraphs	B3.2.3.1.	B3.2.3.1.1	cards, class library
	Writing	Writing /Copying Letters – Small and Capital	B3.4.3.1.	B3.4.3.1.1	
	Using Writing Conventions	Using Punctuation	B3.5.2.1.	B3.5.2.1.1	
	Extensive	Building the Love and Culture of	B3.6.1.1.	B3.6.1.1.1	1
	Reading	Reading	20.0.1.1.		
5	Oral	Dramatisation and Role Play	B3.1.5.1.	B3.1.5.1.1	Word cards
-	Language		2012.012.		sentence
	Reading	Diphthongs	B3.2.4.1.	B3.2.4.1.1	cards, class
	Writing	Labelling Items	B3.4.4.1.	B3.4.4.1.1	library
	Using Writing	Using Action Words	B3.5.4.1.	B3.5.4.1.1	
	Conventions				

	Extensive	Building the Love and Culture of	B3.6.1.1.	B3.6.1.1.1	
	Reading	Reading	D3.0.1.1.	D3.0.1.1.1	
5	Oral	Dramatisation and Role Play	B3.1.5.1.	B3.1.5.1.1	Word cards
0	Language		55.1.5.1.	55.1.5.1.1	sentence
	Reading	Diphthongs	B3.2.4.1.	B3.2.4.1.1	cards, class
	Writing	Writing Simple Words and	B3.4.5.1.	B3.4.5.1.1	library
	writing	Sentences	53.4.3.1.	03.4.3.1.1	norary
	Using Writing	Using Action Words	B3.5.4.1.	B3.5.4.1.1	
	Conventions				
	Extensive	Building the Love and Culture of	B3.6.1.1.	B3.6.1.1.1	
	Reading	Reading			
7	Oral	Conversation	B3.1.6.1	B3.1.6.1.1.	Word cards
	Language				sentence
	Reading	Blends and Consonant Cluster	B3.2.5.1.	B3.2.5.1.1	cards, class
	Writing	Writing Simple Words and	B3.4.5.1.	B3.4.5.1.2	library
	0	Sentences			
	Using Writing	Using Qualifying Words –	B3.5.5.1.	B3.5.5.1.1	
	Conventions	Adjectives			
	Extensive	Building the Love and Culture of	B3.6.1.1.	B3.6.1.1.1	
	Reading	Reading			
3	Oral	Conversation	B3.1.6.1.	B3.1.6.1.2	Word cards
	Language				sentence
	Reading	Blends and Consonant Cluster	B3.2.5.1.	B3.2.5.1.1	cards, class
	Writing	Writing Simple Words and	B3.4.5.1.	B3.4.5.1.2	library
		Sentences			
	Using Writing	Using Qualifying Words –	B3.5.5.1.	B3.5.5.1.1	
	Conventions	Adjectives			
	Extensive	Building the Love and Culture of	B3.6.1.1.	B3.6.1.1.1	
	Reading	Reading			
9	Oral	Conversation	B3.1.6.1.	B3.1.6.1.3	Word cards
	Language				sentence
	Reading	Vocabulary	B3.2.6.1.	B3.2.6.1.1	cards, class
	Writing	Guided Composition	B3.4.8.1.	B3.4.8.1.1	library
	Using Writing	Using Qualifying Words – Adverbs	B3.5.6.1.	B3.5.6.1.1	
	Conventions				
	Extensive	Building the Love and Culture of	B3.6.1.1.	B3.6.1.1.1	
	Reading	Reading			
10	Oral	Conversation	B3.1.6.1.	B3.1.6.1.3	Word cards
	Language				sentence
	Reading	Vocabulary	B3.2.6.1.	B3.2.6.1.2	cards, class
	Writing	Guided Composition	B3.4.8.1.	B3.4.8.1.1	library
	Using Writing	Using Qualifying Words – Adverbs	B3.5.6.1.	B3.5.6.1.1	
	Conventions				
	Extensive	Building the Love and Culture of	B3.6.1.1.	B3.6.1.1.1	
	Reading	Reading		1	1

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

Vetted by :....

(SOL) for B3 Term 1 SCIENCE

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

Vetted by :....

### (SOL) for B3 Term 1 RELIGIOUS AND MORAL EDUCATION

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

Vetted by :.....

### (SOL) for B3 Term 1 MATHEMATICS

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

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

Vetted by :....

(SOL) for B3 Term 1 HISTORY OF GHANA

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

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

Vetted by :..... Date : .....

### (SOL) for B3 Term 3 OUR WORLD AND OUR PEOPLE

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

Vetted by :....

### (SOL) for B1 Term 3 PHYSICAL EDUCATION

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

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(SOL) for B1 Term 2 CREATIVE ART

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

Vetted by :....

### Scheme of Learning GHANAIAN LANGUAGE for P3 Term 1

Week	STRAND	SUB-STRAND	CONTENT	INDICATORS	RESOURCES
			STANDARD		
1	Oral	Songs	B3.1.1.1.	B3.1.1.1.1	Drums, drum
	Language				sticks,
		Rhymes	B3.1.2.1.	B3.1.2.1.1	recorded audios,
2.	Oral	Rhymes	B3.1.2.1.	B3.1.2.1.2	Manila cards,
	Language				recorded audio
		Poems	B3.1.3.1	B3.1.3.1.1.	visuals
		Listoning and Stony Talling	D2 1 4 1	B3.1.4.1.1.	
3.	Oral	Listening and Story Telling	B3.1.4.1 B3.1.4.1.	B3.1.4.1.1. B3.1.4.1.2	Pictures of
5.	Language	Listening and Story Telling	B3.1.4.1. B3.1.4.1.	B3.1.4.1.2 B3.1.4.1.3	
	Language		DJ.1.4.1.	5.1.4.1.5	animals, Manila
		Dramatisation and Role Play	B3.1.5.1.	B3.1.5.1.1	cards, markers,
					recorded
					audiovisual
4.	Reading	Phonological and Phonemic	B3.2.3.1.	B3.2.3.1.1	Manila cards,
		Awareness	B3.2.3.1.	B3.2.3.1.2	markers, recorded
			9		audio-visual
5.	Reading	Phonological and Phonemic	B3.2.3.1.	B3.2.3.1.3	Manila cards,
		Awareness			markers, recorded
			B3.2.4.1.	B3.2.4.1.1	audio- visual
		Phonics: Letter and Sound			
_		Knowledge			
6.	Reading	Phonics: Letter and Sound	B3.2.4.1.	B3.2.4.1.2	Manila Cards,
		Knowledge	B3.2.4.1.	B3.2.4.1.3	Class reader
7.	Writing	Penmanship/Handwriting	B3.3.1.1	B3.3.1.1.1	Manila Cards,
			B3.3.1.1.	B3.3.1.1.2	Markers
8.	Writing	Integrating Grammar in Written	B3.5.1.1.	B3.5.1.1.1	Word cards,
	Convention	Language (Capitalization)	B3.5.1.1.	B3.5.1.1.2	Manila card
	s/ Usage		B3.5.1.1.	B3.5.1.1.3	Markers Word
	5, 030 <u>8</u> C				Cards, Manila card,

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

Vetted by :....

# **TERM ONE BASIC THREE** WEEK 1

.....: LESSON PLAN

SUBJECT: ENGLISH LANGUAGE

CLASS: THREE

Week Ending:					Class size:	
Day : Period :				Dat	e : son :	
						<i>Si</i> .
Strand :			Sub-stran	d :		
A. Readir	-		A. Ph			
B. Writin	-			enmanship/Handwriting		
-	Writing Con			sing Capitalisation		
D. Extens	sive Reading		<b>D.</b> Bu	ildir	ng the Love and Cu	lture of Reading
Indicator (cod		B3.2.2.1.1	B3.4.2.1.1.	•	B3.5.1.1.1.	B3.6.1.1.1
Content stan		B3.2.2.1.	B3.4.2.1.		B3.5.1.1.	B3.6.1.1.
Performance	Indicator			stan	d the relationship	between spelling of words and
		sounds of	•			
					paragraphs clearly	
	$\langle \rangle \rangle$		-			tials and abbreviations
	$\sim$	summaris		av	ariety of age and	d level-appropriate books and
		•		nica	tion and Collabora <sup>.</sup>	tion Personal Development and
Leadership Critical Thinking and Problem Solving.						
Keywords						
Reywords						
T. L .R. (s) Word ca		Word cards, sent	tence cards, letter cards, handwriting on a manila card and a clas			ing on a manila card and a class
		library.				
Ref:	English Lang	guage curriculum	Page			

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DAY	Phase 1:	Phase 2: Main	Phase 3:
	Starter (preparing the brain	(new learning including assessment)	Plenary / Reflections
	for		
	learning)		
Tuesday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>B. READING</li> <li>Have learners revise writing out some words as you pronounce them. (You can also make them read words on the board or word cards).</li> <li>Provide activities for learners to use letter names and sounds to spell and sound out words</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson
		Assessment: let learners use letter names and sounds to spell and sound out words	
Wednesday	Engage learners to sing songs	<ul> <li>C. WRITING</li> <li>Model copying a short paragraph on the board drawing attention to features such as clarity, spacing</li> </ul>	What have we learnt today?
	and recite familiar rhymes	<ul> <li>and alignment of letters.</li> <li>Let learners practise copying a short paragraph legibly and correctly on the board.</li> <li>Have learners copy short paragraphs from a book into their exercise books</li> <li>Assessment: let learners copy short paragraphs clearly</li> </ul>	Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs	<ul> <li>D. WRITING CONVENTIONS AND GRAMMAR USAGE</li> <li>Introduce initials and abbreviations in context.</li> <li>Provide learners with sentences or texts containing</li> </ul>	What have we learnt today?
	and recite familiar rhymes	<ul> <li>initials and abbreviations for them to identify.</li> <li>e. g.</li> <li>WHO – World Health Organisation;</li> <li>K. S. Manu – Kofi Sakyi Manu</li> <li>Give texts having full names of people and organisations.</li> </ul>	Ask learners to summarize the main points in the lesson
	H	• Ask learners to rewrite the text and replace the full names of people and organisations with initials and abbreviations	
		Assessment: let learners use capital letters to write initials and abbreviations	
Friday	Engage learners to sing songs and recite	E.EXTENSIVE READING Use the Author's chair to introduce the reading/ library time.	What have we learnt today?

	•		
	familiar	• Using the Author's chair, introduce the reading/library	Ask learners to
	rhymes	time.	summarize the main
		<ul> <li>Have a variety of age/level-appropriate books for</li> </ul>	points in the lesson
		learners to make a choice from.	
		<ul> <li>Introduce narratives, expository, procedural texts to</li> </ul>	
		learners.	
		<ul> <li>Guide learners to select books for readings</li> </ul>	
		Assessment: let learners read a variety of age and level-appropriate books and summarise them	$\langle 0 \rangle$
Tuesday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>B. READING</li> <li>Have learners revise writing out some words as you pronounce them. (You can also make them read words on the board or word cards).</li> <li>Provide activities for learners to use letter names and sounds to spell and sound out words</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson
		Assessment: let learners use letter names and sounds to spell and sound out words	

Vetted by :..... Date : .....

.....: LESSON PLAN

SUBJECT: MATHEMATICS CLASS: THREE

Week Endin	g:			Class size:		
Day :				te :		
Period :				Lesson :		
Strand : NUI	MBER	Sub-stra	and : (	Counting, Representation	, Cardinality & Ordinality	
Indicator (co	ode)	B3.1.1.1.1				
Content star	ndard (code)	B3.1.1.1.				
Performance	e Indicator	Learners can use number r quantities up to 10,000.	names	s and the counting seque	nce to count and estimate	
-		tivity and Innovation Comm ng and Problem Solving.	iunica	tion and Collaboration Pe	ersonal Development and	
Keywords						
T. L .R. (s)		Counters				
Ref:	Mathematic	cs curriculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter (preparing the brain for learning)	(new learning including as	sessn	nent)	Plenary / Reflections	
Tuesday	Sing songs like:	Skip count forwards and b 10s, 50s 100s, 500s and 10 Identify and correct errors counting sequence	000s starting at any point. Learners		Review the lesson with Learners	

I'm counting one, what is one.	Assessment: have learners to practice with more examples	
		Review the lesson with
like:	Skip count forwards and backwards from 0 to 10,000 by 10s, 50s 100s, 500s and 1000s starting at any point. Identify and correct errors or omissions in a skip	Learners
counting	counting sequence	
one, what is one,	Assessment: have learners to practice with more examples	
Cincrete		Deutschuches Lauren 191
like:	of objects by selecting the most appropriate of three estimates for a given collection of objects and justify	Review the lesson with Learners
l'm	the choice	
counting one, what	Assessment: have learners to practice with more examples	
is one.		
Sing songs like:	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	Review the lesson with Learners
ľm	the choice	
counting	Assessment: have learners to practice with more	
one, what	examples	
is one		
Sing songs	Skip count forwards and backwards from 0 to 10,000 by	Review the lesson with
like:		Learners
ľm	counting sequence	
counting one, what	Assessment: have learners to practice with more examples	
is one		
	l'm counting one, what is one. Sing songs like: l'm counting one, what is one, Sing songs like: l'm counting one, what is one. Sing songs like:	I'm counting one, what is one.Assessment: have learners to practice with more examplesSing songs like:Skip count forwards and backwards from 0 to 10,000 by 10s, 50s 100s, 500s and 1000s starting at any point. Identify and correct errors or omissions in a skip counting sequenceI'm counting one, what is one,Assessment: have learners to practice with more examplesSing songs like: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 it'm counting one, what is one.Sing songs like: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 it'm counting one, what is one.Sing songs like: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 it'm counting one, what is oneSing songs like: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 it'm counting one, what is oneSing songs like:Skip count forwards and backwards from 0 to 10,000 by 10s, 50s 100s, 500s and 1000s starting at any point. Identify and correct errors or omissions in a skip counting sequenceYim counting one, what is oneSkip count forwards and backwards from 0 to 10,000 by 10s, 50s 100s, 500s and 1000s starting at any point. Identify and correct errors or omissions in a skip counting seque

Vetted by :..... Signature: .....

Signature: ..... Date : .....

SUBJECT: SCIENCE CLASS: THREE

Week Ending: Class size:						
Day :				Date :		
Period :				Less	ion :	
Strand : DIV	ERSITY OF MA	ATTER	Sub-strand	<b>d :</b> L	VING AND NON-LIVING	THINGS
Indicator (co	ode)	B3.1.1.1.1				
Content star	ndard (code)	B3.1.1.1.				
Performance	e Indicator	Learners can class	ify living th	ing	into plants and animals	by their life processes
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development a Leadership Critical Thinking and Problem Solving.					ersonal Development and	
Keywords			$\sim$			
T. L.R. (s) Pictures						
Ref:	Science curi	iculum Page				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)			Phase 3: Plenary / Reflections	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>Learners collect cards of plants and</li> <li>Learners sort the through an activit</li> <li>Draw two large</li> </ul>	and display d animals e living thin y. circles and ent circles for sses.	y cu ngs i let l or p	deos on living things. t-out pictures or flash nto plants and animals earners place living ants and animals based ferent activities.	What have we learnt today? Ask learners to summarize the important points of the lesson

Assessment: let learners draw two large circles and let	
learners place living things into different circles for	
plants and animals based on their life processes.	

Vetted by :..... Date : .....

SUBJECT: CREATIVE ARTS CLASS: THREE

Week Endin	g:			Class size:	
Day :			Dat	e :	
Period :			Les	son :	
Strand : VISU	JAL ARTS	Sub-strar	nd : 1	hinking and Exploring Id	eas
	571271110				
Indicator (co	ode)	B3 1.1.1.1			
Content star	ndard (code)	B3 1.1.1.			
Performance	e Indicator	Learners can study and tal	k ak	out visual artworks pro	duced or found in other
		African communities that re	flect	the history and culture of	of people in those areas in
		Africa			
		tivity and Innovation Commu	inica	tion and Collaboration P	ersonal Development and
Leadership C	Critical Thinki	ng and Problem Solving.			
Keywords					
Reywords					
T. L .R. (s)		Pictures			
Ref: Creative Ar		s curriculum			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including ass	essn	nent)	Plenary / Reflections
	(preparing				
	the brain for				
	learning)				
Wednesday		Learners are to:			What have we learnt
weathestary	learners to	<ul> <li>watch documentaries on a</li> </ul>	artw	orks from Africa	today?
	sing songs	visit museums, galleries and art centres to see			
	and recite	samples of visual artworks from other countries in			Ask learners to
	familiar	Africa and the rest of the wo			summarize the main
	rhymes	I document the information			points in the lesson
	-	pictures of artworks from A	-		
		and by recording and down			
		for future use;		_	

Vetted by :..... Date : ..... Date : .....

SUBJECT: HISTORY CLASS: THREE

Week Ending:				Class size:	
Day :			Da	Date :	
Period :			Les	son :	
Strand : My Country Ghana Sub-stra			strand :	The People of Ghana	
Indicator (co	ode)	B3.2.1.1.1			
Content star	ndard (code)	B3.2.1.1.			
Performance Indicator Learners can discuss the or			e origins	of the major ethnic grou	ps in Ghana.
<b>Core Competencies:</b> Creativity and Innova Leadership Critical Thinking and Problem S			mmunica	ition and Collaboration Pe	ersonal Development and
Keywords	с /		<u> </u>		
T. L .R. (s)		History curriculum Page	ge		
Ref: History curriculum Page					
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including	(new learning including assessment)		Plenary / Reflections
	(preparing				
	the brain				
	for learning)				
Tuesday	Engage learners to sing songs and recite familiar rhymes	Mole-Dagbani/ Gonja, 2. Use a map to trace t	Akan, Ga he route:		What have we learnt today? Ask learners to summarize the main points in the lesson
	,	Assessment: let learner ethnic groups on a map		y some of the major	

Thursday	Engage	1. Identify some of the major ethnic groups. e.g. Guan,	What have we learnt
	learners to	Mole-Dagbani/ Gonja, Akan, Ga/Adangme, Ewe	today?
	sing songs	2. Use a map to trace the routes the major ethnic	
	and recite	groups travelled to get to their present-day locations in	Ask learners to
	familiar	Ghana.	summarize the main
	rhymes	Assessment: let learners Identify some of the major	points in the lesson
		ethnic groups on a map	
	What are		
	the major		
	ethnic		
	groups in		
	Ghana?		

Vetted by :....

Signature: ..... Date : .....

SUBJECT: OUR WORLD OUR PEOPLE CLASS: THREE

Week Endin	g:			Class size:		
Day :			Da	te :		
Period :			Les	son :	$\sim$	
Strand : ALL	ABOUT US	Sub-str	and :	Nature of God		
Indicator (co		B3.1.1.1.1.				
	ndard (code)					
Performanc	e Indicator	Learners can examine the	e purp	ose of God's creation of h	iuman beings	
Core Compe	tencies: Crea	tivity and Innovation Comr	nunica	tion and Collaboration Pe	ersonal Development and	
Leadership (	Critical Thinkin	ng and Problem Solving.				
Keywords			$\rightarrow$			
Reywords						
T. L.R. (s) Pictures			9			
Ref:						
			0-			
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including assessment)		Plenary / Reflections		
	(preparing					
	the brain	$\langle \cdot \rangle$				
	for					
	learning)					
Tuesday	Engage	Learners talk about the cr	eatior	of humankind.	What have we learnt	
	learners to	i. Who were the first peop	ole Go	d created?	today?	
	sing songs	ii. Who was created first?				
	and recite	Learners tell creation stor		Ask learners to		
	familiar	iii. Explain why God create	ed hur	nan beings e.g. to take	summarize the main	
	rhymes	care of other creatures, to	wors	hip and serve Him, etc.	points in the lesson	
		Learners think-pair-share	on wh	y we should protect and		
		care for God's creation:				
		i. to maintain creation for	gener	ations		
		ii. it is a command from G	od			

		iii. our survival depends on other creation: food,	
		medicine, shelter, air, etc.	
		iv. it is service to God and humankind	
		Assessment: Let learners explain why God created human beings	
Thursday	Engage	Group learners to discuss the usefulness of plants and	What have we learnt
	learners to	animals to human beings using pictures, models (use	today?
	sing songs	videos where available). With pictures, learners identify	
	and recite	uses of plants and animals.	Ask learners to
	familiar	Guide learners to perform series of activities to	summarize the main
	rhymes	consolidate learning e.g. draw and colour food plants	points in the lesson
		and domestic animals	)
		Assessment: Let learners explain why we should protect	
		and care for God's creation	

Vetted by :..... Date : ..... Date : .....

SUBJECT: PHYSICAL EDUCATION

CLASS: THREE

Week Endin	g:			Class size:		
Day :			Da	te :		
Period :			Les	son :		
Strand · MO		D MOVEMENT Sub-st	rand ·	OCOMOTOR SKILLS		
PATTERNS	TOR SKILL AN	DIVIOVEIVIEIVI JUD-SU	ranu .	LOCOMOTOR SKILLS		
TATIENNS						
Indicator (co	ode)	B3.1.1.1.1				
-	ndard (code)	B3.1.1.1.				
Performanc		Learners can change dir	ection	from forward and back	and right and left while	
		walking, running, hoppin	g, and	umping (i.e., locomotor s	skills).	
Core Competencies: Creativity and Innovation			munica	tion and Collaboration Pe	ersonal Development and	
Leadership Critical Thinking and Problem Solving.						
Keywords						
Reywords						
T. L .R. (s)		cones				
Ref: PE curriculu		m Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including	assessr	nent)	Plenary / Reflections	
	(preparing					
	the brain for					
	learning)					
Friday	Learners	Mark points on the court	with c	ones/skittles with	What have we learnt	
	jog round a	directions. After warm u		•	today?	
	demarcate	from forward to backwar				
	d area in	with walking, to running,	-	-	Use answers to	
	files while	fun way. Allow learners t			summarise the lesson.	
	singing and	Observe learner's perfor	mance	and give corrective		
	clapping to	feedback to improve per	formar	ce. End the lesson by		
	warm-up	leading learners to jog sl	owly to	walking with fun whiles		
	the body	flexing the body parts for	<sup>r</sup> quick	recovery.		

for	
maximal	
performan	
ce and to	
prevent	
injuries	

Vetted by :....

Signature: ..... Date : .....

	.:	LESSON PLAN
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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: THREE

Week Ending:				Class size:		
Day :	Day :			te :		
Period :			Les	Lesson :		
Strand : Goo	d, His Creatior	and Attributes S	ub-strand : (	God the Creator		
Indicator (co	ode)	B3. 1.1.1.1:				
Content sta	ndard (code)	B3. 1.1.1.				
Performanc	e Indicator	Learners can narrat	e the creatio	on stories of the three ma	in religions of Ghana.	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Developmen Leadership Critical Thinking and Problem Solving. Keywords				ersonal Development and		
,						
T. L .R. (s)		Pictures				
Ref:	RME curricu	Ilum Page				
DAY	Phase 1: Starter (preparing the brain for learning)				Phase 3: Plenary / Reflections	
Friday	Engage learners to sing songs and recite familiar rhymes	around them. • Let learners talk a them	bout who cr	rners talk about things eated the things around e who created the things	What have we learnt today? Ask learners to summarize the main points in the lesson	

Vetted by :..... Date : .....

SUBJECT: GHANAIAN LANGUAGE CLASS: THREE

Week Ending:				Class size:		
Day :				Dat	e :	
						$\frown$
Period :				Lesson :		
Strand :			Sub-stran	d :		
Oral Langua	ge		Songs			
			Rhymes			
Indicator (co	ode)	B3.1.1.1.1 B	3.1.2.1.1			
Content sta	ndard (code)	B3.1.1.1.1 B	3.1.2.1.		$\mathbf{X}$	
Performanc	e Indicator		~ ~ ~ ~ ~		igs with the correct rhyth	nms and discuss the
		-			es of the song	
				<u> </u>	e rhyming words	
=		tivity and Innovations of the second s		nica	tion and Collaboration Pe	ersonal Development and
Leavership		ig and Problem 30	ivilig.			
Keywords						
-						
T. L .R. (s)		Manila cards, markers, recorded audios visual				
Ref:	Ghanaian La	inguage curriculum				
		/// ,				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inc	luding asse	essn	nent)	Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)					
	Engage		g a familiar	occ	upational song they	What have we learnt
	leaners to	know.				today?
sing songs and recite				ngs	on a tape/clip for	
	familiar	learners to listen.				
	rhymes		the song ar	and let them sing the song		
	,	alone.				Review the lesson with
			-	-	with correct rhythms.	
		<ul> <li>Lead learners to</li> </ul>	o brainstori	m th	e meaning of the song.	learners

	<ul> <li>Lead learners through discussion to tell the moral</li> </ul>	
	values in the song.	
	Assessment: let learners sing songs with the correct	
	rhythms and discuss the meaning and moral values of	
	the song	
Engage	<ul> <li>Let learners sing a popular play song they know.</li> </ul>	What have we learnt
leaners to	<ul> <li>Read aloud a rhyme to learners.</li> </ul>	today?
sing songs	<ul> <li>Let learners read aloud the rhyme in turns.</li> </ul>	
and recite	<ul> <li>Lead learners through discussions to recognise</li> </ul>	
familiar rhymes	rhyming words in the rhyme.	
	Assessment: let learners identify rhyming words	Review the lesson with learners
Engage	<ul> <li>Let learners sing a popular play song they know.</li> </ul>	What have we learnt
leaners to	Read aloud a rhyme to learners.	today?
sing songs	<ul> <li>Let learners read aloud the rhyme in turns.</li> </ul>	
and recite	<ul> <li>Lead learners through discussions to recognise</li> </ul>	
familiar rhymes	rhyming words in the rhyme.	
	Assessment: let learners identify rhyming words	Review the lesson with
		learners

Vetted by :....

Signature: ..... Date : .....

# TERM ONE BASIC THREE WEEK 2

SUBJECT: ENGLISH LANGUAGE

CLASS: THREE

Week Ending:		Class size:			
Day : Period :		Dat	son :		
Penou .		Les		5	
Strand :	S	bub-strand :	$\langle \mathcal{N} \rangle$ .		
A. Oral Language		A. Songs			
B. Reading		B. Phonic	cs		
C. Writing		C. Penma	anship/Handw	riting	
D. Using Writing Con	ventions	D. Using	Capitalisation		
E. Extensive Reading		E. Buildir	ng the Love and	d Culture of F	Reading
Indicator (code)	B3.1.1.1.1. B3.2	2.2.1.1 B3	.4.2.1.1.	B3.5.1.1.1.	B3.6.1.1.1
Content standard (code)	B3.1.1.1. B3.2	2.2.1. B3	.4.2.1.	B3.5.1.1.	B3.6.1.1.
Performance Indicator	sounds of sp C. Learners car D. Learners car	n understan beech n copy short n use capital in read a v	d the relations paragraphs cle letters to writ	ship betweer early e initials and	n spelling of words and abbreviations appropriate books and
Core Competencies: Crea			tion and Colla	poration Pers	sonal Development and
Leadership Critical Thinki	ng and Problem Solvi	ng.			
Keywords	Word cards, senten library.	ice cards, lett	er cards, hand	writing on a	manila card and a class
T. L .R. (s)					

Ref:	English Language curriculum Page							
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections					
Monday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>A. ORAL LANGUAGE</li> <li>Let learners identify some familiar songs e.g. patriotic songs such as "The National Anthem".</li> <li>Teach the songs identified, e.g. "The National Anthem"</li> <li>Let learners sing rhythmically, using claps, gestures and dance where necessary.</li> <li>Let learners, in convenient groups, identify and talk about the moral lessons in the songs.</li> <li>Have learners think-pair-share the benefits of songs.</li> <li>Let the pairs then share their views with the whole class.</li> <li>Assessment: let learners talk about the benefits of songs</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson					
Tuesday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>B. READING</li> <li>Have learners revise writing out some words as you pronounce them. (You can also make them read words on the board or word cards).</li> <li>Provide activities for learners to use letter names and sounds to spell and sound out words.</li> <li>Assessment: let learners use letter names and sounds to spell and sound out words.</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson					
Wednesday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>C. WRITING</li> <li>Have learners revise writing out some words as you pronounce them. (You can also make them read words on the board or word cards).</li> <li>Provide activities for learners to use letter names and sounds to spell and sound out words</li> <li>Assessment: let learners copy short paragraphs clearly</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson					

Thursday	Engage	D. WRITING CONVENTIONS AND GRAMMAR USAGE	What have we learnt
	learners to	<ul> <li>Introduce initials and abbreviations in context.</li> </ul>	today?
	sing songs	<ul> <li>Provide learners with sentences or texts containing</li> </ul>	
	and recite	initials and abbreviations for them to identify.	Ask learners to
	familiar	e. g.	summarize the main
	rhymes	WHO – World Health Organisation;	points in the lesson
		K. S. Manu – Kofi Sakyi Manu	
		Give texts having full names of people and	
		organisations.	
		• Ask learners to rewrite the text and replace the full	
		names of people and organisations with initials and abbreviations	
		abbreviations	
		Assessment: let learners use capital letters to write	
		initials and abbreviations	
Friday	Engage	E.EXTENSIVE READING	What have we learnt
	learners to	Use the Author's chair to introduce the reading/ library	today?
	sing songs	time.	
	and recite	• Using the Author's chair, introduce the reading/library	Ask learners to
	familiar	time.	summarize the main
	rhymes	• Have a variety of age/level-appropriate books for	points in the lesson
	,	learners to make a choice from.	•
		• Introduce narratives, expository, procedural texts to	
		learners.	
		Guide learners to select books for readings	
		- Guide learners to select DOOKS for reduings	
		Assessment: let learners read a variety of age and	
		level-appropriate books and summarise them	

Vetted by :..... Date : .....

SUBJECT: MATHEMATICS CLASS: THREE

Week Ending:				Class size:		
Day :				ate :		
Period :				Lesson :		
Strand : NUMBER Sub-stra			b-strand :	Counting, Representatio	n, Cardinality & Ordinality	
Indicator (co	ode)	B3.1.1.1.1				
Content star	ndard	B3.1.1.1.	$\langle \rangle$			
(code)						
Performance	e Indicator	Learners can Use nun quantities up to 10,00		names and the counting sequence to count and estimate		
		tivity and Innovation C inking and Problem So		ation and Collaboration F	ersonal Development	
Keywords		$\langle \rangle$				
T. L .R. (s)	$\langle \rangle \rangle$	Counters				
Ref:	Mathematic	cs curriculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter (preparing the brain for learning)	(new learning includi	ng assess	ment)	Plenary / Reflections	
Monday	Sing songs like:	Represent numbers on numerals	or quantiti	es to 1000 with written	Review the lesson with Learners	

	T		1
	l'm counting	Assessment: have learners to practice with more	
	one, what is one	examples	
Tuesday	Sing songs like:	Represent numbers or quantities to 1000 with written numerals	Review the lesson with Learners
	I'm counting one, what is one	Assessment: have learners to practice with more examples	
Wednesda y	Sing songs like:	Write number words for given multiples of ten to 9999 and for multiples of 100 to 99990	Review the lesson with Learners
	I'm counting one, what is one	Assessment: have learners to practice with more examples	
Thursday	Sing songs like:	Write number words for given multiples of ten to 9999 and for multiples of 100 to 99990	Review the lesson with Learners
	I'm counting one, what is one	Assessment: have learners to practice with more examples	
Friday	Sing songs like:	Write number words for given multiples of ten to 9999 and for multiples of 100 to 99990	Review the lesson with Learners
	I'm counting one, what is one	Assessment: have learners to practice with more examples	

Vetted by :..... Date : .....

SUBJECT: SCIENCE CLASS: THREE

Week Ending:				Class size:		
Day :				Dat	e:	
Period :				Less	on :	$\bigcirc$
Strand : DIVERSITY OF MATTER Sub-stra				<b>d :</b> N	IATERIALS	$\sim$
					C \	
Indicator (co	ode)	B3.1.2.1.1				
Content sta	ndard (code)	B3.1.2.1.				
Performance	e Indicator	Learners can iden	ntify the us	ses	of everyday materials a	nd link the uses to their
		properties				
-				nicat	ion and Collaboration Pe	ersonal Development and
Leadership (	Critical Thinkin	ng and Problem Solv	ving.			
Keywords				~		
T. L .R. (s)		Pictures				
Ref:	Science cur	riculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inclu	uding asse	essm	ent)	Plenary / Reflections
	(preparing	$\langle \rangle$				
	the brain					
	for					
Manday	learning)		:	ام: ، ، ا		What have we leavet
Monday	Engage	• Show learners p				What have we learnt
	learners to sing songs	cotton, etc.	ou, plastics,	, pap	per, metals, leather,	today?
	and recite	Learners collect	ovorvdov n	nato	vrials in their	Ask learners to
	familiar				paper, metals, leather,	summarize the
	rhymes	-	-			important points of the
	mymes		<ul><li>cotton, etc. and bring them to class.</li><li>Learners use think-pair-share to discuss the uses or</li></ul>			lesson
		the materials colle	-			
				0 00	me out with the uses of	
		the materials in relation to their properties, e.g. metals				

	1		
		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	
		Assessment: let learners identify the uses of everyday	
		materials and link the uses to their properties	
Thursday	Engage	• Engage learners in an activity to match some products	What have we learnt
	learners to	such as buckets, cups, books, tables with their material	today?
	sing songs	sources such as metals, clay, glass, wood, plastics.	Ask learners to
	and recite	• Provide a lot of materials for the learners to do more	summarize the
	familiar	activities.	important points of the
	rhymes		lesson
		Assessment: let learners identify the uses of everyday	
		materials and link the uses to their properties	

Vetted by :....

Signature: ..... Date : .....

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SUBJECT: CREATIVE ARTS CLASS: THREE

Week Ending:			Class size:				
Day :			Da	te :			
Period :			Le	sson :			
Strand : PER	FORMING AR	TS	Sub-strand :	Thinking and Exploring Id	leas		
Indicator (co	ode)	B3 2.1.1.1			)`		
Content sta	ndard (code)	B3 2.1.1.					
Performanc	e Indicator	Learners can study	/ and talk ab	out performing artworks	produced or performed in		
		other African com	munities that	at reflect the history and	l culture or way of life of		
		people in those are	eas in Africa				
				ation and Collaboration P	ersonal Development and		
Leadership (	Critical Thinkin	ng and Problem Solv	ving.	$\mathcal{A}$			
Keywords							
Reywords							
T. L .R. (s)		Pictures					
Ref:	Creative Art	ts curriculum					
DAY	Phase 1:	Phase 2: Main			Phase 3:		
	Starter	(new learning inclu	uding assess	ment)	Plenary / Reflections		
	(preparing						
	the brain						
	for						
	learning)	-					
Monday	Engage	Learners are to:			What have we learnt		
	learners to	-	-	brary research, surfing	today?		
	sing songs	the internet for Af					
	and recite		umentaries c	n the performing arts of	Ask learners to		
	familiar	Africa;			summarize the main		
	rhymes			e used (e.g. instruments,	points in the lesson		
		elements, costume	•••••				
			dance and d	rama in Africa and the			
		rest of the world;	rest of the world;				

		Imitate the skills and techniques that the composers,	
		arrangers and performers use;	
		I discuss the subject matter, the occasions on which	
		they are performed – festivals, entertainment shows,	
		sporting activities, independence anniversary	
		celebrations and their social and cultural importance;	
		Assessment: let learners describe performing artworks	
		produced or performed in other African communities	
		that reflect the history and culture or way of life of	
		people in those areas in Africa	
Wednesday	Engage	Learners are to:	What have we learnt
	learners to	develop ideas and concepts for composing and	today?
	sing songs	performing music, dance and drama from the	
	and recite	compositions and performances from Africa.	Ask learners to
	familiar		summarize the main
	rhymes	Assessment: let learners describe performing artworks	points in the lesson
		produced or performed in other African communities	
		that reflect the history and culture or way of life of	
		people in those areas in Africa	

Vetted by :	 Signature:	Date :

SUBJECT: HISTORY CLASS: THREE

Week Endin	g:				Class size:		
Day :				Dat	e :		
Period :				Les	son :		
Strand : My	Country Ghar	าล	Sub-stran	i <b>d</b> : ⊺	he People of Ghana		
Indicator (co	ode)	B3.2.1.1.1					
Content star	ndard (code)	B3.2.1.1.					
Performance	e Indicator	Learners can disc	uss the ori	gins	of the major ethnic gr	oups in Ghana.	
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Developmer Leadership Critical Thinking and Problem Solving.					Personal Development and		
Keywords			-()		5		
T. L .R. (s)		Pictures					
Ref:	History curr	iculum Page	X				
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning incl	luding ass	essm	ient)	Plenary / Reflections	
	(preparing						
Turandaru					wisin of the maior	M/bet beve we leavet	
Tuesday		In groups, learners discuss the origin of the major					
		today?					
		Ask learners to					
		Assessment: let learners mention the origin of the					
	rhymes	maior ethnic groups				points in the lesson	
	What are						
	ethnic						
Ref:	Phase 1: Starter (preparing the brain for learning) Engage learners to sing songs and recite familiar rhymes What are the major	iculum Page Phase 2: Main (new learning incl In groups, learne ethnic groups. Assessment: let le	rs discuss t	he c	origin of the major	Plenary / Reflections What have we learnt today? Ask learners to summarize the main	

NANA I III I AC	QUAI		
	groups in Ghana?		
Thursday	Engage learners to	In groups, learners discuss the origin of the major ethnic groups.	What have we learnt today?
	sing songs and recite familiar rhymes	Assessment: let learners the origin of the major ethnic groups	Ask learners to summarize the main points in the lesson
	What are the major ethnic		
	groups in Ghana?		

Vetted by :..... Date : ..... Date :

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: THREE

Week Ending:					Class size:	
Day :		C	Date :			
Period :			L	.ess	ion :	$\mathcal{O}$
Strand : ALL ABOUT US Sub-stra			b-strand	:N	ature of God	
Indicator (co	ode)	B3.1.1.1.1.				
Content sta	ndard (code)	B3.1.1.1.				
Performanc	e Indicator	Learners can examin	e the pu	rpc	se of God's creation of h	numan beings
<b>Core Competencies:</b> Creativity and Innovation Communic Leadership Critical Thinking and Problem Solving.			icat	ion and Collaboration Pe	ersonal Development and	
Keywords			$\langle \rangle$		5	
T. L .R. (s)		Pictures				
Ref:	Our World (	Our People curriculum	n Page			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning includi	ng asses	ssm	ent)	Plenary / Reflections
	(preparing		-			
	the brain	$\langle \cdot \rangle$				
	for					
	learning)					
Tuesday	Engage	Learners talk about w	vays of ca	arir	g for the environment:	What have we learnt
	learners to	tree planting, proper	tree planting, proper disposal of waste, legal mining,			
	sing songs	clean-up exercises, av	voiding e	envi	ronmental pollution,	
	and recite	etc.				Ask learners to
	familiar	Learners draw and co	olour son	ne	of the creations of God	summarize the main
	rhymes	in the environment				points in the lesson
		Assessment: Let lear	ners mei	ntio	on ways of caring for	
		the environment				

Thursday	Engage	Group learners to discuss the usefulness of plants and	What have we learnt
	learners to	animals to human beings using pictures, models (use	today?
	sing songs	videos where available). With pictures, learners identify	
	and recite	uses of plants and animals.	Ask learners to
	familiar		summarize the main
	rhymes	Guide learners to perform series of activities to	points in the lesson
		consolidate learning e.g. draw and colour food plants	
		and domestic animals	
		Learners talk about ways of caring for the environment:	
		tree planting, proper disposal of waste, legal mining,	
		clean-up exercises, avoiding environmental pollution,	
		etc.	
		Learners organise and do clean-up exercises in the	
		school environment.	
		Learners, in groups, to do a project on clearing a	
		rubbish dump, planting trees, checking erosion, clearing	
		choked gutters, etc.	
		Assessment: Let learners explain the usefulness of	
		plants and animals to human beings	
L	1		L

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SUBJECT: PHYSICAL EDUCATION

CLASS: THREE

Week Endin	g:			Class size:	
Day :			Da	ate :	
					$\sim$
Period :	Period :			sson :	
Strand · MO		D MOVEMENT	Sub-strand -	LOCOMOTOR SKILLS	$\lambda \gamma$
PATTERNS	TOR SKILL AN	DIVIOVEIVIEINI	Sub-Stranu .	LOCOMOTOR SKILLS	
Indicator (co	ode)	B3.1.1.1.2			
Content sta	ndard (code)	B3.1.1.1.			
Performanc	e Indicator	Learners can jum	p continuousl	y forward and backward	over a turning rope
Core Compe	tencies: Crea	tivity and Innovati	on Communic	ation and Collaboration	Personal Development and
		ng and Problem So			
			$\sim / / $		
Keywords					
<b>T</b> + <b>D</b> ( )					
T. L .R. (s)		Cones			
Ref:	PE curriculu	m Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inc	luding assess	ment)	Plenary / Reflections
	(preparing				
	the brain				
	for				
E dela	learning)			·	
Friday	Learners		-	ip 10 times always	What have we learnt
	jog round a demarcate	-		et. Learners find free	today?
	d area in			foot always landing on rnate feet. With a jump	Use answers to
	files while			s always landing on the	summarise the lesson.
	singing and	•	•	e feet. With a jump	
	clapping to			es always landing on the	
		-	-	cs arways randing on the	
	warm-up	Dalls of Dorn reer	. In groups of	three, two holding each	

1	for	forward-turning rope 10 times after which they change	
	maximal	roles.	
	performan	In groups of three, two holding each end of the rope, a	
	ce and to	learner jumps continuously a backward-turning rope 10	
	prevent	time after which they change roles.	
i	injuries	In groups of three a learner jumps continuously, a	
		forward and backward-turning rope 10 times. Alternate	
		roles. End lesson with cool down activities.	

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	.:	LESSON PLAN
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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: THREE

Week Endin	g:			Class size:		
Day :			Da	:e :		
Period :			Les	son :	$\mathcal{O}$	
Strand : Goo	l, His Creatior	and Attributes Sub-str	and : (	God the Creator		
Indicator (co	ode)	B3. 1.1.1.1:				
Content star	ndard (code)	B3. 1.1.1.				
Performance	e Indicator	Learners can narrate the o	reatio	n stories of the three ma	in religions of Ghana.	
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Develoc Leadership Critical Thinking and Problem Solving.					ersonal Development and	
Keywords				<b>J</b>		
T. L .R. (s)		Pictures				
Ref:	RME curricu	Ilum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including a	ssessn	nent)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
	learning)	In groups, let learners narrate the creation story of each What have we lear				
Friday	Engage		In groups, let learners narrate the creation story of each			
	learners to	religion		today?		
	sing songs					
	and recite	As project work, let learne		-	As project work, let	
	familiar	husk and cob, palm frond	s, clay	pebbles, etc.	learners create things	
	rhymes				from corn husk and cob,	
		Assessment: let learners r			palm fronds, clay,	
		the three main religions o	t Ghar	1a.	pebbles, etc.	

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SUBJECT: GHANAIAN LANGUAGE CLASS: THREE

Week Ending	g:				Class size:	
Day :				Dat	e :	
Period :				Lesson :		
Strand :			Sub-strand	d :		
Oral Langua	ge		Rhymes			
			Poems		$\langle \rangle$	
			Listening a	and	Story Telling	
Indicator (code) B3.1.2.1.2 B3.1.3.1.1			B3.1.3.1.1.		B3.1.4.1.1.	
Content star	ndard (code)	B3.1.2.1.	B3.1.3.1.		B3.1.4.1.	
<ul> <li>Learners should e poem is about</li> </ul>			should explo bout	ore	own rhyming words poems and note the wor some of the key words i	
Core Compe	tencies: Crea	tivity and Innovati	on Commun	nica	tion and Collaboration Pe	ersonal Development and
Leadership C	Critical Thinkir	ng and Problem So	lving.			
Keywords	<	$\mathbb{N}$				
T. L .R. (s)		Manila cards, ma	rkers, record	ded	audios visual	
Ref:	Ghanaian La	anguage curriculu	IM			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter (preparing the brain for learning)	(new learning including assessment) Plenary / Reflections			Plenary / Reflections	
	Engage		g a popular	wo	k song they know.	What have we learnt
	leaners to		n rhyme and	l rea	d it to the learners.	today?
	sing songs and recite	• Lead learners to	o read the rh	hym	e in turns.	

familiar	• Discuss the skills involved in writing a rhyme with	
rhymes		
Thymes	learners.	
	<ul> <li>Encourage learners to produce their own rhyming</li> </ul>	Review the lesson with
	words.	learners
	Assessment: let learners write own rhyming words	
Engage	<ul> <li>Explore poems to learners.</li> </ul>	What have we learnt
leaners to	<ul> <li>As you read the poem, allow them to note words in</li> </ul>	today?
sing songs	the poem.	
and recite	• Let learners explore poems and take note of the	
familiar	words.	
rhymes	• Lead learners to explore the poem with gestures.	
	• Let learners tell what the poem is about	Review the lesson with
		learners
	Assessment: let learners describe what the poem is	
	about	
Engage	Revise occupational songs with learners.	What have we learnt
leaners to	• Tell/show an interesting story.	today?
sing songs	• Discuss the story with learners.	
and recite	Help learners to mention some of the key words in	
familiar	the story.	
rhymes	the story.	
	Assessment: let learners mention some of the key	Review the lesson with
	words in a story.	learners

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# TERM ONE BASIC THREE WEEK 3

SUBJECT: ENGLISH LANGUAGE

CLASS: THREE

Week Ending:			Class size:		
Day : Period :		Les	te : son :		
				5	
Strand :	Sub-st	rand :		•	
A. Oral Language	А.	Rhym	es		
B. Reading	В.	Word	Families-Rhyr	ming Endings and	d Common Digraphs
C. Writing	C.	Writir	ng /Copying Le	etters – Small and	d Capital
D. Using Writing Con	ventions D.	Using	Punctuation		
E. Extensive Reading	Ε.	Buildi	ng the Love ar	nd Culture of Rea	ading
Indicator (code)	B3.1.2.1.1 B3.2.3.	1.1	B3.4.3.1.1.	B3.5.2.1.1.	B3.6.1.1.1
Content standard (code)	B3.1.2.1. B3.2.3.	1.	B3.4.3.1.	B3.5.2.1.	B3.6.1.1
Performance Indicator       A. Learners can compose short rhymes and tongue-twisters and recite them         B. Learners can use common rhyming/endings words for decoding of words         C. Learners can use letter-sound relationships to represent most letters in words correctly         D. Learners can use full stops in initials and abbreviations         E. Learners can read a variety of age and level-appropriate books and summarise them         Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and					
Leadership Critical Thinkin	-				
Keywords					
T. L .R. (s)	Word cards, sentence ca	rds, let	ter cards, han	dwriting on a ma	anila card and a class
	library.				

Ref:	English Language curriculum Page					
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections			
Monday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>A. ORAL LANGUAGE</li> <li>Revise some previously taught rhymes.</li> <li>Present the new rhymes and perform them as learners listen and observe.</li> <li>Read through the lines meaningfully with learners.</li> <li>Let learners read through the lines in groups and individually on their own.</li> <li>Focus on rhyming words by helping learners to identify them.</li> <li>Put learners in convenient groups. Assign them a rhyme and task them to compose a parallel one.</li> <li>Have groups recite their rhymes with the class.</li> </ul> Assessment: let learners compose short rhymes and tongue-twisters and recite them	Ask learners to sin groups and ag learners to Assign them a parallel one. with the class.			
Tuesday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>B. READING</li> <li>Introduce learners to simple word formation by changing the beginning letter. e.g. pin, sin, fin</li> <li>Have learners build on these rhyming endings and read out the words to their group members.</li> <li>Have learners form sentences with these rhyming words.</li> <li>Assessment: let learners form sentences with these rhyming words.</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson			
Wednesday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>C. WRITING</li> <li>Let learners play the alphabet sound game.</li> <li>Dictate words and simple sentences for learners to write</li> <li>Assessment: let learners use letter-sound relationships to represent most letters in words correctly</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson			

Thursday	Engage	D. WRITING CONVENTIONS AND GRAMMAR USAGE	What have we learnt
	learners to	• Revise the use of the full stop (.).	today?
	sing songs	<ul> <li>Provide a short passage of about four sentences.</li> </ul>	
	and recite	<ul> <li>Pair learners place a full stop at the end of each</li> </ul>	Ask learners to
	familiar	sentence.	summarize the main
	rhymes	<ul> <li>Introduce full stops in initials and abbreviations.</li> <li>e.g. Mr. Badu - Mister Badu,</li> </ul>	points in the lesson
		A. O. Boateng – Adom Opoku Boateng	
		<ul> <li>Provide opportunities for learners to practise using</li> </ul>	
		full stops in initials of their names, and abbreviations.	$\sim \sim$
		Assessment: let learners use full stops in initials and abbreviations	
Friday	Engage	E.EXTENSIVE READING	What have we learnt
	learners to	Use the Author's chair to introduce the reading/library	today?
	sing songs	time.	
	and recite	• Using the Author's chair, introduce the reading/library	Ask learners to
	familiar	time.	summarize the main
	rhymes	<ul> <li>Have a variety of age/level-appropriate books for learners to make a choice from.</li> </ul>	points in the lesson
		<ul> <li>Introduce narratives, expository, procedural texts to</li> </ul>	
		learners.	
		<ul> <li>Guide learners to select books for readings</li> </ul>	
		Assessment: let learners read a variety of age and	
		level-appropriate books and summarise them	

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SUBJECT: MATHEMATICS CLASS: THREE

Week Ending:					Class size:			
Day :				Dat	e :			
Period :				Les	son :			
							$\langle \rangle$	
Strand : NUI	MBER		Sub-sti	rand : (	ounti	ing, Represer	ntation	, Cardinality & Ordinality
Indicator (co	ode)	B3.1.1.1.2						
Content sta	ndard	B3.1.1.1.						
(code)					$\overline{\ }$			
Performanc	e Indicator			nbers i	n diff	erent positio	ns aro	und a given number in a
		number char						
		itivity and Inno hinking and Pro			tion a	nd Collabora	tion Pe	ersonal Development
Keywords			-					
Reywords								
T. L .R. (s)	-	Counters						
Ref:	Mathemati	cs curriculum	Page					
DAY	Phase 1:	Phase 2: Mai	n					Phase 3:
	Starter	(new learning	g including a	issessm	ent)			Plenary / Reflections
	(preparing							
	the brain for							
	learning)							
Monday	Sing songs	Display a nun	nber chart w	ith nur	obers	between 0 a	ind	Review the lesson with
	like:							Learners
	positions around a given number. Put learners in							
I'm convenient groups and give					-		-	
counting around a chosen number. F						•		
one, what identify numbers above, be					•			
	is one	left etc.						
		1204	1204	1204		1204	]	
		1204	1204	1204		1204		

		253	253	253	253		
		4615	4615	4615	4615	_	
		6320	6320	6320	6320		
		910	910	910	910	_	
		910	910	910	910		
		Assessment: examples	have learne	rs to practice	e with more		
Tuesday	Sing songs	•	mber chart v	vith numbers	between 0 a	and	Review the lesson with
	like:			identify nur		erent	Learners
			-	number. Put			
	l'm			ive each grou		-	
	counting			umbers in di . For exampl			
	one, what			below, to the			
	is one	left etc.	,	,			
	1 - One is	1204	1204	1204	1204		
	one alone,	253	253	253	253		
	alone it	4615	4615	4615	4615		
	shall be.	6320	6320	6320	6320		
		910	910	910	910		
		examples		rs to practice			
Wednesda	Sing songs			vith numbers			Review the lesson with
У	like:			identify nur number. Put		erent	Learners
	N			ive each grou		grid	
	l'm	and have the	em identify n	umbers in di	fferent posit	ions	
	counting			. For exampl			
	one, what		bers above,	below, to the	e right or to t	he	
	is one 1 - One is	left etc. 1204	1204	1204	1204		
	one alone,						
	alone it	253	253	253	253		
	shall be.	4615	4615	4615	4615		
		6320	6320	6320	6320		
		910	910	910	910		
		Accesses	have laser -	vo to une -±!			
		Assessment: examples	nave learne	rs to practice	e with more		
	1	crampies					

Thursday		Display a p	umbor chart	with number	ers between 0	and	Review the lesson with
muisuay	Sing songs	10,000 and					
	like:	-	round a give	Learners			
			-		oup a number	orid	
	ľm				different posit	-	
	counting				ple, choose 34		
	one, what				the right or to		
	is one	left etc.		c, ociów, co (		the	
	1 - One is	1204	1204	1204	1204	]	
	one alone,	253	253	253	253	_	
	alone it	4615	4615	4615	4615		
	shall be.	6320	6320	6320	6320		
		910	910	910	910		
						1	
		Assessmen	t: have learr				
		examples					
Friday	Sing songs	Display a n	umber chart	Review the lesson with			
	like:				umbers in diff	erent	Learners
			round a give				
	ľm		groups and				
	counting		nem identify				
	-				ple, choose 34		
	one, what	-	mbers above				
	is one	left etc.	1204	1204	1204		
	1 - One is	1204	1204	1204	1204		
	one alone, alone it	253	253	253	253		
	shall be.	4615	4615	4615	4615		
	Shun be.	6320	6320	6320	6320		
		910	910	910	910		
	$\langle \rangle \rangle$		[		I	1	
	N/N						
1,	$\langle \rangle \rangle$	Assessmen	t: have learr	ners to practi	ice with more		
		examples					

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SUBJECT: SCIENCE CLASS: THREE

Week Ending:				Class size:			
Day :				Date :			
Period :				Lesson :			
Strand : DIV	ERSITY OF MA	ATTER	Sub-stran	nd : №	/IATERIALS		
Indicator (co	ode)	B3.1.2.1.2					
Content sta	ndard (code)	B3.1.2.1.					
Performanc	e Indicator	Learners can dem	onstrate a	n un	derstanding that an obje	ct is made of one or more	
		materials					
-		tivity and Innovatic ng and Problem Sol		nica	tion and Collaboration Pe	ersonal Development and	
Keywords							
T. L .R. (s)		Pictures					
Ref:	Science curi	riculum Page					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning incl	luding asso	essn	ient)	Plenary / Reflections	
	(preparing						
	the brain						
	for						
	learning)						
Monday	Engage			mpu	ter, football, clothes,	What have we learnt	
	learners to	mobile phone, pe				today?	
	sing songs		is such as	giass	, plastics, wood, metals		
	and recite	etc.	a idaatifuu	나누구가	an abiast such as	Ask learners to	
	familiar	Assist learners to			•	summarize the	
	rhymes	-	e up of mai	teria	ls such as plastics, glass	important points of the	
		and metals.				lesson	
					les of objects and the		
		materials used to	make ther	n.			

NANATIITAC		• Do more activities with learners to build the concepts	
		of objects and materials.	
		Assessment: let learners give examples of objects and	
		the materials used to make them	
Thursday	Engage	• Display objects such as computer, football, clothes,	What have we learnt
	learners to	mobile phone, pencils etc.	today?
	sing songs	• Provide materials such as glass, plastics, wood, metals	Ask learners to
	and recite	etc.	summarize the
	familiar	Assist learners to identify that an object such as	important points of the
	rhymes	computer is made up of materials such as plastics, glass	lesson
		and metals.	
		<ul> <li>Engage learners to give examples of objects and the</li> </ul>	
		materials used to make them.	task learners to find out
		• Do more activities with learners to build the concepts	some different cyclic
		of objects and materials.	events from their
			homes
		Assessment: let learners give examples of objects and	This should include day
		the materials used to make them	and night, wet and dry
			seasons, going to
			school, Independence
			Day celebrations,
			cultivation of crops [e.g.
			maize] and others).

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SUBJECT: CREATIVE ARTS CLASS: THREE

Week Ending:			Class size:				
Day :			Da	te :			
Period :			Les	son :			
					$\boldsymbol{\lambda}$		
Strand : VISU	JAL ARTS	Sub-	strand :	Planning, Making and Cor	nposing		
Indicator (co	-	B3 1.2.2.1					
	ndard (code)	B3 1.2.2.					
Performance	e Indicator				works produced or found		
					the tools, materials and		
		methods the visual art	tists used	to create artworks that	reflect the people, their		
		history and their way o					
				tion and Collaboration P	ersonal Development and		
Leadership (	Critical Thinkin	ng and Problem Solving.					
Keywords							
,							
T. L .R. (s)		Pictures					
Ref:	Creative Art	ts curriculum					
DAY	Phase 1:	Phase 2: Main			Phase 3:		
	Starter	(new learning including	g assessn	nent)	Plenary / Reflections		
	(preparing						
	the brain						
	for						
	learning)						
Monday	Engage	Learners are to:			What have we learnt		
	learners to	o 🛛 examine the history and culture of the people from today?					
	sing songs	other countries in Africa(beliefs, customs, religion,					
	and recite	festivals, rites of passag	ge, chieft	aincy, symbols of	Ask learners to		
	familiar	authority) as a guide;			summarize the main		
	rhymes	Italk about artworks p		•	points in the lesson		
				aintings, pottery wares,			
		woven baskets and leat	ther proc	lucts);			

			· · · · · · · · · · · · · · · · · · ·
		Identify and experiment with the tools, materials and	
		methods of production the artists use	
		Assessment: let learners write plan to make own	
		artworks that represent visual artworks produced or	
		found in other communities in Africa, by making	
		decisions on the tools, materials and methods the visual	
		artists used to create artworks that reflect the people,	
		their history and their way of life in those areas in Africa	
Wednesday	Engage	Learners are to:	What have we learnt
	learners to	organise and develop ideas by sketching own creative	today?
	sing songs	ideas and concepts to make own visual artworks such	
	and recite	as painting; collage; mosaic; montage, prints, patterns,	Ask learners to
	familiar	letter collé, greeting cards, posters, cast, carved and	summarize the main
	rhymes	modelled works, knitted, stitched, constructed, quilled	points in the lesson
	-	(origami) and assembled stabiles, etc.	
		Assessment: let learners write plan to make own	
		artworks that represent visual artworks produced or	
		found in other communities in Africa, by making	
		decisions on the tools, materials and methods the visual	
		artists used to create artworks that reflect the people,	
		their history and their way of life in those areas in Africa	

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SUBJECT: HISTORY CLASS: THREE

Week Ending:				Class size:		
Day :				Dat	e :	
Period :				Les	son :	
Strand : My	Country Ghar	าล	Sub-stran	d : ⊺	he People of Ghana	$\langle \cdot \rangle$
Indicator (co	ode)	B3.2.1.1.1				
Content star	ndard (code)	B3.2.1.1.				
Performance	e Indicator	Learners can disc	uss the ori	gins	of the major ethnic grou	ıps in Ghana.
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Deve Leadership Critical Thinking and Problem Solving. Keywords					ersonal Development and	
-						
T. L .R. (s)		Pictures				
Ref:	History curr	iculum Page	X			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)				Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes Where did the major ethnic	Compose a song with names of the major ethnic groups and where they originated (In the special schools, resource persons should assist the hearing impaired to sing). Assessment: let learners mention the names of the major ethnic groups and where they originated				What have we learnt today? Ask learners to summarize the main points in the lesson

	groups originate?		
Thursday	Engage learners to sing songs and recite familiar rhymes Where did the major ethnic groups originate?	Compose a song with names of the major ethnic groups and where they originated (In the special schools, resource persons should assist the hearing impaired to sing). Assessment: let learners mention the names of the major ethnic groups and where they originated	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: OUR WORLD OUR PEOPLE CLASS: THREE

Week End	ing:			Class size:			
Day :			Da	te :			
Period :			Les	sson :			
Strand : A	LL ABOUT US	Sub-str	and :	Myself	$\langle \cdot \rangle$		
Indicator	code)	B3.1.2.1.1.					
Content st	andard (code)	B3.1.2.1.					
Performar	nce Indicator	Learners can explain w responsible citizen	vays o	of promoting personal	hygiene and safety as a		
	o Critical Thinki	itivity and Innovation Comr ng and Problem Solving.	nunica	ation and Collaboration P	ersonal Development and		
T. L .R. (s)		Pictures					
Ref:	Our World	Our People curriculum Pa	age				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including a	Phase 2: Main (new learning including assessment)				
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners talk about thing personal hygiene: water, paste, nail cutter, etc. Learners talk about thing hygiene, through think-pa day, brushing of the teeth of clothes regularly, wash Assessment: Let learners personal hygiene and safe	soap, s they air-sha n, at le ing of expla	tooth brush and tooth do to show personal re, e.g. bathing twice a ast twice daily, washing hands regularly, etc. in ways of promoting	What have we learnt today? Ask learners to summarize the main points in the lesson		

Thursday	Engage	Learners draw items used in keeping our bodies clean.	What have we learnt
	learners to	Learners sing and tell stories about the importance of	today?
	sing songs	keeping personal hygiene	
	and recite		Ask learners to
	familiar	Assessment: Let learners mention the importance of	summarize the main
	rhymes	keeping personal hygiene	points in the lesson

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SUBJECT: PHYSICAL EDUCATION

CLASS: THREE

Week Endin	g:				Class size:	
Day :			D	Date	:	
Period :						
Period :				.ess	on :	
Strand : MO	TOR SKILL AN	D MOVEMENT	Sub-strand	:LC	DCOMOTOR SKILLS	
PATTERNS					<b>C</b> \	
Indicator (co	ode)	B3. 1.1.1.3:				
Content star	ndard (code)	B3. 1.1.1.				
Performance	e Indicator	Learners can Jump	o continuous	sly a	self forward turning rop	e in a circle (skipping with
		rope).				
				icat	on and Collaboration Pe	ersonal Development and
Leadership (	Critical Thinkir	ng and Problem Sol	ving.			
Keywords						
T. L .R. (s)		cones				
Ref:	PE curriculu	m Page				
		()				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning incl	uding asses	ssme	ent)	Plenary / Reflections
	(preparing					
	the brain for					
	learning)					
Friday	Learners	Take learners thro	ugh 5 minut	toc	iogging to warm the	What have we learnt
Thuay	jog round a		s through 5 minutes jogging to warm the ide learners to pick their skipping ropes and		today?	
	demarcate	find self-space. Hold the handle of the skipping rope		toddy.		
d area in		side by side with the two hands with the middle of the		Use answers to		
	files while	rope on the ground or slightly above. Hop over it and		summarise the lesson.		
singing and		swing the rope clo			·	
	clapping to	<b>.</b> .			tep-hops starting with	
	warm-up	double take-off. A				
	the body	step-hops and cha	ange clockwi	ise ı	ope movement to	

for	anti-clockwise. Allow learners to progress at their own	
maximal	pace. Give corrective feedback for skill improvement.	
performan	End the lesson with cool down activities.	
ce and to		
prevent		
injuries		<u>^</u>

Vetted by :....

	.: LESSON PLAN
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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: THREE

Week Ending:				Class size:		
Day :				Date :		
Period :				Les	son :	
Strand : Goo	l, His Creatior	and Attributes	Sub-strar	nd : (	od the Creator	
Indicator (co	ode)	B3. 1.1.1.1:				
Content sta	ndard (code)	B3. 1.1.1.				
Performanc	e Indicator	Learners can Na	rrate the c	reati	on stories of the three r	nain religions of Ghana.
		tivity and Innovations and Problem So		inica	tion and Collaboration F	ersonal Development and
Keywords						
T. L .R. (s)		Pictures				
Ref:	RME curricu	Ilum Page		5		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)			Phase 3: Plenary / Reflections	
Friday	Engage learners to sing songs and recite familiar rhymes	Through group activities, let I they can also create out of Go Assessment: let learners men create out of God's creation			s creation	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: GHANAIAN LANGUAGE CLASS: THREE

Week Endin	g:			Class size:	
Day :			D	ate :	
Period :				Lesson :	
Strand :			Sub-strand		
Oral Langua	ge		Listening an	d Story Telling	
			Dramatisati	on and Role Play	
Indicator (co	ode)	B3.1.4.1.2. B	33.1.4.1.3	B3.1.5.1.1	
Content star	ndard (code)	B3.1.4.1. B	33.1.4.1.	B3.1.5.1.	
Performance Core Compe		<ul><li>Learners sl</li><li>Learners sl</li></ul>	hould mention issues and morals in a story. hould dramatise the story. hould give details of characters and costumes for a drama on Communication and Collaboration Personal Development and		
Leadership (		ng and Problem Sol			
Keywords		$\langle \rangle \rangle$			
T. L .R. (s)		Manila cards, mar	Manila cards, markers, recorded audios visual		
Ref:	Ghanaian La	anguage curriculur	m		
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing the brain for learning)	(new learning incl	uding assess	sment)	Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	<ul> <li>Let learners sing</li> <li>Tell/show an int</li> <li>Discuss the setti</li> <li>Help learners to stories</li> </ul>	eresting stor	у.	What have we learnt today?

	Assessment: let learners mention issues and morals in a	Review the lesson with
	story	learners
Engage	Let learners demonstrate an occasional greeting in	What have we learnt
leaners to	pairs.	today?
sing songs	• Lead learners to sing a popular traditional song.	
and recite	• Tell/play an interesting story.	
familiar	• Discuss the story with learners.	
rhymes	Assign roles to learners.	
	Direct learners to dramatise the story.	Review the lesson with
		learners
	Assessment: let learners dramatise the story	$\sim$
Engage	Lead learners to sing a song.	What have we learnt
leaners to	• Tell or read an interesting story to learners.	today?
sing songs	• Discuss the story with learners and assign roles to	
and recite	them.	
familiar	• Direct learners to role play the story.	
rhymes	• Lead learners to discuss details of characters and	
	costumes for the drama.	Review the lesson with
		learners
	Assessment: let learners give details of characters and	
	costumes for a drama	

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# TERM ONE BASIC THREE WEEK 4

SUBJECT: ENGLISH LANGUAGE

CLASS: THREE

Week Ending:			Class size:		
Day : Period :		Les	te : son :	5	
Strand :	Sub-stra		()		
A. Oral Language			Telling		
00			-	aing Endings a	nd Common Digraphs
B. Reading			· · · · ·		• .
C. Writing				tters – Small a	nu Capital
	<ul> <li>D. Using Writing Conventions</li> <li>E. Extensive Reading</li> <li>E. Building the Love and Culture of Reading</li> </ul>				
E. Extensive Reading	E. I	sunan	ng the Love an	id Culture of Re	eading
Indicator (code)	B3.1.4.1.1. B3.2.3.1	1 F	33.4.3.1.1.	B3.5.2.1.1.	B3.6.1.1.1
Content standard (code)			33.4.3.1.	B3.5.2.1.	B3.6.1.1.
Performance Indicator	A. Learners can respo				
Performance indicator	B. Learners can use c		-		
				-	resent most letters in
	words correctly	lettei	-sound relatio		resent most letters m
	D. Learners can use f	ull sto	ns in initials a	nd abbroviatio	nc
	E. Learners can rea		•		
	summarise them	iu a	vallety of age		
-	tivity and Innovation Comm	unica	tion and Colla	boration Perso	onal Development and
Leadership Critical Thinki	ng and Problem Solving.				
Keywords					
T L D (a)					
T. L .R. (s)	Word cards, sentence card	is, let	ter cards, hand	awriting on a n	nanila card and a class
	library.				

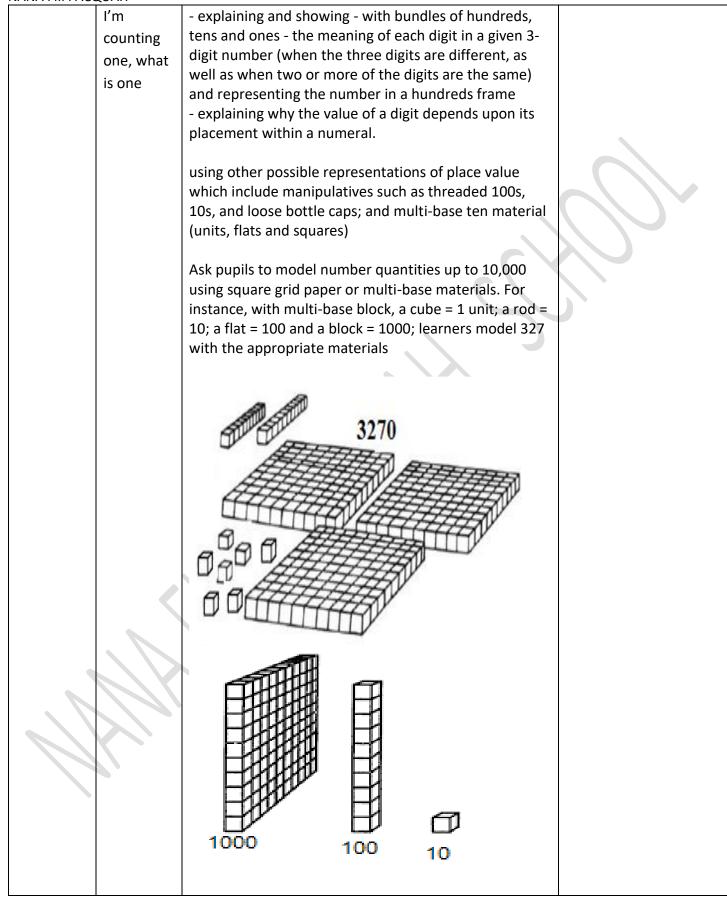
Ref:	English Language curriculum Page							
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections					
Monday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>A. ORAL LANGUAGE</li> <li>Select a suitable story to tell or read to the class.</li> <li>e.g. Ananse and the family.</li> <li>Let learners tell their favourite parts of the story.</li> <li>Have learners respond to the story by asking and answering relevant questions to enhance comprehension.</li> <li>Assessment: let learners respond to questions based on stories heard</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson					
Tuesday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>B. READING</li> <li>Introduce learners to simple word formation by changing the beginning letter. e.g. pin, sin, fin</li> <li>Have learners build on these rhyming endings and read out the words to their group members.</li> <li>Assessment: let learners form sentences with these rhyming words</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson					
Wednesday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>C. WRITING</li> <li>Let learners play the alphabet sound game.</li> <li>Dictate words and simple sentences for learners to write</li> <li>Assessment: Dictate words and simple sentences for learners to write</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson					
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>D. WRITING CONVENTIONS AND GRAMMAR USAGE</li> <li>Revise the use of the full stop (.).</li> <li>Provide a short passage of about four sentences.</li> <li>Pair learners place a full stop at the end of each sentence.</li> <li>Introduce full stops in initials and abbreviations.</li> <li>e.g. Mr. Badu - Mister Badu,</li> <li>A. O. Boateng – Adom Opoku Boateng</li> <li>Provide opportunities for learners to practise using full stops in initials of their names, and abbreviations.</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson					

		Assessment: let learners use full stops in initials and abbreviations	
Friday	Engage learners to	E.EXTENSIVE READING Use the Author's chair to introduce the reading/library	What have we learnt today?
	sing songs and recite familiar rhymes	<ul> <li>time.</li> <li>Using the Author's chair, introduce the reading/library time.</li> <li>Have a variety of age/level-appropriate books for learners to make a choice from.</li> <li>Introduce narratives, expository, procedural texts to learners.</li> </ul>	Ask learners to summarize the main points in the lesson
		<ul> <li>Guide learners to select books for readings</li> <li>Assessment: let learners read a variety of age and level-appropriate books and summarise them</li> </ul>	

Vetted by :..... Date : .....

SUBJECT: MATHEMATICS CLASS: THREE

Week Ending	g:			Class size:		
Day :				ate :		
Period :				Lesson :		
Strand : NUN	MBER	Su	ub-strand	: Counting, Repres	sentation	, Cardinality & Ordinality
Indicator (co	ode)	B3.1.1.1.3	$\frown$			
Content star	ndard	B3.1.1.1.	$\langle \rangle$			
(code)						
Performance	e Indicator				-	ween numbers from 0 to
		10,000 in equivalent				
		tivity and Innovation ( inking and Problem So		cation and Collabc	oration Pe	ersonal Development
Keywords						
T. L .R. (s)		Counters				
Ref:	Mathematio	cs curriculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
Starter (new learning inc			ling asses	sment)		Plenary / Reflections
	(preparing the brain					
for						
	learning)					
Monday Sing songs like: Demonstrate a conceptual value of whole numbers be			-			Review the lesson with Learners



	Assessment: have learners to practice with more examples	
Tuesday Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	Demonstrate a conceptual understanding of place value of whole numbers between 100 and 10,000 by: - explaining and showing - with bundles of hundreds, tens and ones - the meaning of each digit in a given 3- digit number (when the three digits are different, as well as when two or more of the digits are the same) and representing the number in a hundreds frame - explaining why the value of a digit depends upon its placement within a numeral. using other possible representations of place value which include manipulatives such as threaded 100s, 10s, and loose bottle caps; and multi-base ten material (units, flats and squares) Ask pupils to model number quantities up to 10,000 using square grid paper or multi-base materials. For instance, with multi-base block, a cube = 1 unit; a rod = 10; a flat = 100 and a block = 1000; learners model 327 with the appropriate materials	Review the lesson with Learners

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		Assessment: have learners to practice with more examples	
y I	Sing songs like: I'm	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.)	Review the lesson with Learners
	counting one, what is one.	Assessment: have learners to practice with more examples	
	Sing songs like:	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.)	Review the lesson with Learners
	l'm counting	Assessment: have learners to practice with more examples	

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

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SUBJECT: SCIENCE CLASS: THREE

Week Endin	g:			Class size:		
Day :			D	ate :		
Period :			Lesson :			
Strand : DIV	ERSITY OF MA	ATTER	Sub-strand	EARTH SCIENCE		
Indicator (co	ode)	B3.2.1.1.1				
Content sta	ndard (code)	B3.2.1.1.				
Performanc	e Indicator	Learners can deso	cribe some cy	clic events like	day and ni	ight, wet and dry seasons
		and their interval	s/periods			
Leadership (		tivity and Innovation ng and Problem Sol		ation and Collal	boration Pe	ersonal Development and
Keywords						
T. L .R. (s)	1	Pictures				
Ref:	Science cur	riculum Page				
DAY	Phase 1:	Phase 2: Main	*			Phase 3:
	Starter (preparing the brain for learning)	(new learning incl	luding assess	ment)		Plenary / Reflections
Monday	Engage	Learners mention	on the import	ance of some cy	yclic	What have we learnt
	learners to	events.				today?
	sing songs	<ul> <li>Guide learners t</li> </ul>	to identify so	ne activities ass	ociated	
	and recite	with each event.				Ask learners to
	familiar					summarize the
	rhymes	Assessment: let le		-	events	important points of the
		like day and night		-		lesson
Thursday	Engage	Learners draw and		s e.g. day and n	ight, wet	What have we learnt
	learners to	and dry seasons,	etc			today?
	sing songs					

and recite	Assessment: let learners describe some cyclic events	Ask learners to
familiar	like, wet and dry seasons and their intervals/periods	summarize the
rhymes		important points of the
		lesson

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SUBJECT: CREATIVE ARTS

CLASS: THREE

Week Endin	g:			(	Class size:		
Day :			1	Date	:		
Period :			1	Lesson :			
Strand : PER	RFORMING AR	RTS	Sub-strand : Planning, Making and Composing				
Indicator (code) B3 2.2.2.1							
Content standard (code) B3 2.2.2.							
Performanc	e Indicator					ing artworks produced or	
		· ·				isions on the instruments,	
		resources and techniques used by the performing artists for creating artworks that					
					nd their culture in those		
				nicati	on and Collaboration P	ersonal Development and	
Leadership		ng and Problem Sol	ving.				
Keywords							
,							
T. L .R. (s)		Pictures					
Ref:	Creative Art	ts curriculum					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning incl	uding asses	ssme	nt)	Plenary / Reflections	
	(preparing						
	the brain						
	for						
	learning)						
Monday	Engage	Learners are to:				What have we learnt	
	learners to	-	-	•	rom memory to come	today?	
	sing songs				mpose own music,		
	and recite	dance and drama		nowl	edge and	Ask learners to	
	familiar	understanding of				summarize the main	
	rhymes	I talk about the h	-		. –	points in the lesson	
		customs, religion,	festivals, ri	ites o	f passage, chieftaincy,		

NANA FIIFI ACC	JUAH		
		symbols of authority, politics) of people from other	
		parts of Africa;	
		Experiment with compositions produced/performed	
		in other parts of Africa (Dances: Indiamu of South	
		Africa, Moribayasa of Guinea, Eskista of Ethiopia,	
		Atilogwu of Nigeria, Aduma of Kenya; Music: Afrobeat	
		of Nigeria, Highlife of Ghana);	
		Assessment: let learners write plan to make own	
		artworks that represent performing artworks produced	
		or performed in other communities in Africa, by making	
		decisions on the instruments, resources and techniques	$\sim$
		used by the performing artists for creating artworks	
		that reflect the people, their history and their culture in	
		those areas of Africa	
Wednesday	Engage	Learners are to:	What have we learnt
,	learners to	I organise and develop concepts from memory to come	today?
	sing songs	out with own creative ideas to compose own music,	
	and recite	dance and drama based on knowledge and	Ask learners to
	familiar	understanding of the:	summarize the main
	rhymes	Italk about the history and culture (e.g. beliefs,	points in the lesson
		customs, religion, festivals, rites of passage, chieftaincy,	
		symbols of authority, politics) of people from other	
		parts of Africa;	
		experiment with compositions produced/performed	
		in other parts of Africa (Dances: Indlamu of South	
		Africa, Moribayasa of Guinea, Eskista of Ethiopia,	
		Atilogwu of Nigeria, Aduma of Kenya; Music: Afrobeat	
		of Nigeria, Highlife of Ghana);	
	$\langle \rangle \rangle$		
		Assessment: let learners write plan to make own	
	11,	artworks that represent performing artworks produced	
		or performed in other communities in Africa, by making	
		decisions on the instruments, resources and techniques	
		used by the performing artists for creating artworks	
		that reflect the people, their history and their culture in	
		those areas of Africa	
	í <u> </u>		

Vetted by :..... Date : .....

SUBJECT: HISTORY CLASS: THREE

Week Ending:						Class si	ze:
Day :			Date :				
Period :			Lesson	:			
Strand : My Country			Sub-strand : The People of Ghana				
Indicator (code)			B3.2.1.	1.1			
Content standard (c	ode)		B3.2.1.	1.			
Performance Indicat	Learnei Ghana.		scuss th	ie origin:	s of the major ethnic groups in		
				nmunicat	ion and	Collabor	ation Personal Development and
Leadership Critical Thinking and Problem S			olving.	$ \longrightarrow $			
Keywords			C	$\sim$			
T. L .R. (s)			Pictures				
Ref:		History cu	ırriculum	n Page			
DAY	Phase 1:		Phase 2	2: Main			Phase 3:
	Starter			arning in	cluding		Plenary / Reflections
	(preparing	g the	assessn	nent)			
	brain for loornin						
Tuosday	for learnin		Draw	manto	locato th		What have we learnt today?
Tuesday	Engage lease sing songs		Draw a map to locate the migratory routes of the ethnic			What have we learnt today?	
	recite fam		groups. (This can also be done			Ask learners to summarize the	
rhymes		on a manila card.)			main points in the lesson		
	Why did t to their pr locations?	resent	map to	ment: let locate th of the et la card	ne migra	tory	
Thursday	Engage lea			a map to			What have we learnt today?
	sing songs		_	ory route			
	recite fam	niliar		. (This ca anila caro		aone	Ask learners to summarize the
	rhymes				··)		main points in the lesson

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	Assessment: let learners draw a	
Why did they move	map to locate the migratory	
to their present	routes of the ethnic groups on	
locations?	a manila card	

SUBJECT: OUR WORLD OUR PEOPLE CLASS: THREE

Week Endir	ng:			Class size:			
Day :				Date :			
Period :				Lesson :		$\sim$	
Strand : ALL	ABOUT US		Sub-stran	<b>d</b> : My Family and the	e Commi	unity	
Indicator (c	ode)	B3.1.3.1. 1.					
-	ndard (code)						
Performanc			ain factors	that promote good	relations	hips at home, school and	
		community				,	
Core Comp	etencies: Crea	-	n Commu	nication and Collabor	ration Pe	rsonal Development and	
		ng and Problem Solv					
Keywords							
T. L .R. (s)	-	Pictures					
Ref:	Our World	Our People curricul	lum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning inclu	uding asse	essment)		Plenary / Reflections	
	(preparing	$\langle \rangle$					
	the brain						
	for						
Tuesday	learning)	Learners talk abou	t good rol	ationchin		What have we learnt	
Tuesuay	Engage learners to		-	alk about things tha	÷	today?	
				-		loudy!	
	sing songs and recite		•	e.g. comportment, re endliness, honesty.	spect,	Ask learners to	
	familiar		unnity, m	enumess, nonesty.		summarize the main	
	rhymes	Loarnors rolo play	bobaviour	s that show good rel	ations	points in the lesson	
	Ingines		DEHAVIOUI	s that show good lef	ations		
		Assessment: Let le	earners ex	plain factors that pro	omote		
		good relationships	at home,	school and commun	ity		

Thursday	Engage	In groups, learners talk about the need to promote	What have we learnt
	learners to	good relationship e.g. it promotes, peace, unity,	today?
	sing songs	development, friendliness	
	and recite		Ask learners to
	familiar		summarize the main
	rhymes	Assessment: Let learners explain the need to promote	points in the lesson
		good relationship	

Vetted by :....

SUBJECT: PHYSICAL EDUCATION

CLASS: THREE

Week Endin	g:			Class size:			
Day :			Da	Date :			
Period :			Lesson :				
renou .							
Strand : MO	TOR SKILL AN	D MOVEMENT Sub	Sub-strand : LOCOMOTOR SKILLS				
PATTERNS				$\sim$	$\sim$		
Indicator (co	ode)	B3.1.1.1.4:					
Content star	ndard (code)	B3.1.1.1.					
Performance	e Indicator	Learners can Demonst	trate the	difference between a jog	g and a run, a hop and a		
		jump, and a gallop and	d a slide.				
				tion and Collaboration Pe	ersonal Development and		
Leadership (	Critical Thinkir	ng and Problem Solving.					
Keywords							
T. L .R. (s)		cones					
Ref:	PE curriculu	m Page	5				
DAY	Phase 1:	Phase 2: Main			Phase 3:		
	Starter	(new learning includin	g assessr	nent)	Plenary / Reflections		
	(preparing						
	the brain						
	for						
	learning)						
Friday	Learners	Learner demonstrate j	jogging ar	d running and compare	What have we learnt		
	jog round a	their similarities and d	lifferences	s. Do same for other hop	today?		
	demarcate	and jump as well as ga	llop and s	lide. Demonstrate to			
	d area in	confirm the similarities	s and diff	erences.	Use answers to		
	files while				summarise the lesson.		
	singing and						
	clapping to						
	warm-up						
	the body						
	for						
	maximal						

performan	
ce and to	
prevent	
injuries	

Vetted by :	Signature:	Date :
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•	LESSON PLAN
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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: THREE

Week Ending: Class size:						
Day :				Dat	e :	
Period :				Les	son :	
Strand : Goo	l, His Creatior	and Attributes	Sub-stran	<b>d</b> : ⊺	he Environment	
Indicator (co	ode)	B3.1.2.1.1				
Content star	ndard (code)	B3.1.2.1.				
Performance	e Indicator	Learners can dem	onstrate	way	to care for the environ	ment.
Core Compe	tencies: Crea	tivity and Innovatior	n Commu	nica	ion and Collaboration Pe	ersonal Development and
		ng and Problem Solv				
Keywords				-		
ney words						
T. L .R. (s)		Pictures				
Ref:	RME curricu	ılum Page				
DAY	Phase 1:	Phase 2: Main	$\sim$			Phase 3:
	Starter	(new learning inclu	iding asse	essm	ent)	Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)					
Friday	Engage					What have we learnt
	learners to	Use questions and	answers	for le	earners to explain the	today?
	sing songs	environment.				
	and recite	<ul> <li>Using Think-Pair-</li> </ul>	Share, let	lear	ners talk about ways of	Ask learners to
	familiar	caring for the envir	ronment t	throu	igh: tree planting,	summarize the main
	rhymes	proper disposal of	waste, leg	egal mining, clean-up points in the lesson		
		exercises, avoiding	environn	nent	al pollution, etc.	
			arners me	ntio	n ways to care for the	
		environment				

Vetted by :..... Date : .....

SUBJECT: GHANAIAN LANGUAGE CLASS: THREE

Week Endin	g:			Class size:		
Day : Period :				Date : Lesson :		
Strand : Rea	ding		Sub-strand	Phonological and Phoner	nic Awareness	
Indicator (co	•	B3.2.3.1.1	B3.2.3.1.2			
	ndard (code)		B3.2.3.1			
Performanc	e indicator		should add ind	ise and separate syllables lividual sounds in simple c	ne-syllable words to make	
		tivity and Innovations and Problem So		ation and Collaboration P	ersonal Development and	
Keywords						
T. L .R. (s)		Manila cards, ma	arkers, recorded audios visual			
Ref:	Ghanaian La	anguage curriculu	m			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding assess	ment)	Phase 3: Plenary / Reflections	
	Engage leaners to sing songs and recite familiar rhymes	group. • Call learners to turns.	say the letter	ers of the alphabet as a s of the alphabet in and separation with	What have we learnt today?	

NANA FIIFI ACQ	UAII		
		<ul> <li>Allow learners to apply the knowledge to recognise</li> </ul>	Review the lesson with
		and separate syllables in words	learners
		Assessment: let learners identify and separate syllables	
		in words	
	Engage	<ul> <li>Lead learners to say the letters of the alphabet as a</li> </ul>	What have we learnt
	leaners to	group.	today?
	sing songs	<ul> <li>Call learners to say the letters of the alphabet in</li> </ul>	
	and recite	turns.	
	familiar	<ul> <li>Practice adding individual sounds to one syllabic</li> </ul>	
	rhymes	words.	
		• Encourage learners to add sounds to one-syllabic	Review the lesson with
		words to form new words on their own. E.g. $/ba/ + /g/ =$	learners
		bag /ba/ + /t/ = bat	
		Assessment: let learners add individual sounds in simple	
		one-syllable words to make up new words	
	Engage	<ul> <li>Lead learners to say the letters of the alphabet as a</li> </ul>	What have we learnt
	leaners to	group.	today?
	sing songs	<ul> <li>Call learners to say the letters of the alphabet in</li> </ul>	
	and recite	turns.	
	familiar	<ul> <li>Practice adding individual sounds to one syllabic</li> </ul>	
	rhymes	words.	
		<ul> <li>Encourage learners to add sounds to one-syllabic</li> </ul>	Review the lesson with
		words to form new words on their own. E.g. $/ba/ + /g/ =$	learners
		bag/ba/ + /t/ = bat	
		Assessment: let learners add individual sounds in simple	
		one-syllable words to make up new words	

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# TERM ONE BASIC THREE WEEK 5

SUBJECT:

CLASS: THREE

Day :		Da	te :			
Period :			ison :	5		
Strand :	Sub-st	rand :	$\left( \right) \left( \right) \left( \right) \left( \left( \right) \right) \left( \left( \left( \right) \right) \right) \left( \left( \left( \left( \left( \right) \right) \right) \right) \left( $			
A. Oral Language	A.	Drama	atisation and Role	Play		
B. Reading	В.	Diphtl	nongs			
C. Writing	C.	Labell	abelling Items			
D. Using Writing Conv	ventions D.	Using	sing Action Words			
E. Extensive Reading	E.	Buildi	ng the Love and Cu	llture of Readinန	5	
Indicator (code)	B3.1.5.1.1. B3.2.4		B3.4.4.1.1.	B3.5.4.1.1.	B3.6.1.1.1	
Content standard (code)	B3.1.5.1. B3.2.4		B3.4.4.1.	B3.5.4.1.	B3.6.1.1.	
Performance Indicator			and role-play stori		ad	
			ongs to build word			
			-			
			•	nuous form of	action words in	
	•					
		ead a	variety of age an	d level-approp	riate books and	
		munica	ition and Collabora	ition Personal D	evelopment and	
Keywords						
T. L .R. (s)	Word cards, sentence ca	rds, let	ter cards, handwrit	ting on a manila	card and a class	
	library.					
-	D. Learners can id spoken and written com E. Learners can re summarise them ivity and Innovation Com g and Problem Solving.	entify munica ead a munica	variety of age an	nuous form of d level-approp ntion Personal D	action words in riate books and evelopment and	

Ref:	English Language curriculum Page								
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections						
Monday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>A. ORAL LANGUAGE</li> <li>Let learners mention titles of stories they have heard or read,</li> <li>e.g. The Magic Pot.</li> <li>Let learners identify some characters in the stories mentioned.</li> <li>Let learners dramatise or role-play stories they have heard, read or created, with appropriate characters.</li> <li>Discuss stories dramatised or role-played.</li> </ul> Assessment: let learners dramatise and role-play stories heard and read	What have we learnt today? Ask learners to summarize the main points in the lesson						
Tuesday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>B. READING</li> <li>Revise digraphs and have learners identify them in words.</li> <li>Introduce diphthongs in context.</li> <li>e.g. ou-out, loud, cloud</li> <li>Through think-pair-share, let learners generate diphthongs and build words with them.</li> <li>Assessment: let learners use diphthongs to build words</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson						
Wednesday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>C. WRITING</li> <li>Lead the class to make a list of objects found in a given thematic area.</li> <li>e.g. The Bus Stop.</li> <li>Let groups and pairs make similar lists from self-chosen or given areas. They may use invented spelling initially.</li> <li>Guide learners to edit and self-correct the errors before presenting their work to the class. They may use children's pictures, dictionaries and other sources.</li> <li>Assessment: let learners make a list of objects found in the environment</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson						

Thursday	Engage	D. WRITING CONVENTIONS AND GRAMMAR USAGE	What have we learnt
	learners to	Through demonstration, assist learners to use the	today?
	sing songs	continuous form of the action words such as running,	
	and recite	eating and sitting. Provide sentences and let learners	Ask learners to
	familiar	identify the continuous form of the action words:	summarize the main
	rhymes	e.g. Adongo is running with the ball.	points in the lesson
		Assessment: let learners make a list of objects found in	
		the environment	
Friday	Engage	E.EXTENSIVE READING	What have we learnt
	learners to	Use the Author's chair to introduce the reading/ library	today?
	sing songs	time.	$\sim$
	and recite	<ul> <li>Using the Author's chair, introduce the reading/library</li> </ul>	Ask learners to
	familiar	time.	summarize the main
	rhymes	<ul> <li>Have a variety of age/level-appropriate books for</li> </ul>	points in the lesson
		learners to make a choice from.	
		<ul> <li>Introduce narratives, expository, procedural texts to</li> </ul>	
		learners.	
		<ul> <li>Guide learners to select books for readings</li> </ul>	
		Assessment: let learners read a variety of age and	
		level-appropriate books and summarise them	

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SUBJECT: MATHEMATICS CLASS: THREE

Week Ending:				Class size:			
Day :			Dat	te :			
Period :				son :			
Strand : NUI	MBER	Sub-stra	and : (	Counting, Representatior	n, Cardinality & Ordinality		
Indicator (co	ode)	B3.1.1.1.3	$\overline{\ }$				
Content star	ndard (code)	B3.1.1.1.					
Performance	e Indicator			bers and the relationship between numbers from 0 to using the place value concept			
		tivity and Innovation Comm ng and Problem Solving.	iunica	tion and Collaboration P	ersonal Development and		
Keywords							
T. L .R. (s)		Counters					
Ref:	Mathemati	cs curriculum Page					
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including as	ssessn	nent)	Phase 3: Plenary / Reflections		
Monday	Sing songs like:	Explain why the value of a placement within a numer	-	depends upon its	Review the lesson with Learners		

NANA FIIFI ACC								
	I'm counting	Hundreds	frame					
	one, what is one	Ten Thousand	Thousand	Hundred	Tens	Ones		
		Read a giv	en numbe	r up to 10(	00 by indic	cating the <sup>r</sup>	value	
		of each dig thirty-five	and not fo	our three f	ive	~		
		Assessmer examples	nt: have le	arners to p	bractice w	ith more		
Tuesday	Sing songs like:	Explain wh			t depends	upon its		Review the lesson with Learners
	I'm counting one, what	Hundreds	frame	$\langle \rangle$	S			
	is one 1 - One is one alone,	Ten Thousand	Thousand	Hundred	Tens	Ones		
	alone it shall be.	$\left\{ \left\{ \right. \right\} \right\}$						
		Read a giv of each dig thirty-five	git (i.e., rea	ading 435	as four hu	-		
	Y,	Assessmer examples						
Wednesday	Sing songs like:	Explain why the value of a digit depends upon its placement within a numeral.						Review the lesson with Learners
	I'm counting one, what is one	Hundreds	frame					

NANA FIIFI ACO				1	1	1	1	· · · · · · · · · · · · · · · · · · ·
	1 - One is one alone, alone it	Ten Thousand	Thousand	Hundred	Tens	Ones		
	shall be.						Read	
		given num each digit five and no	(i.e., readi	ing 435 as			F	$\partial$
		Assessmer examples						
Thursday	Sing songs like:	Explain wh placement	-	-	t depends	upon its		Review the lesson with Learners
	I'm counting one, what	Hundreds	frame		$\langle \rangle$			
	is one 1 - One is one alone, alone it shall be.	Ten Thousand	Thousand	Hundred	Tens	Ones		
		Read a giv of each dig thirty-five	git (i.e., re	ading 435	as four hu			
		Assessmer examples	nt: have le	arners to I	practice w	ith more		
Friday	Sing songs like:	Explain wh placement	-	-	t depends	upon its		Review the lesson with Learners
	I'm counting one, what is one 1 - One is	Hundreds	frame					
	one alone,							

alone it shall be.	Ten Thousand Thousand	Hundred	Tens	Ones		
	Read a given n of each digit (i thirty-five and					
	Assessment: h examples	ave learners to	practice wit	th more		

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SUBJECT: SCIENCE CLASS: THREE

Week Endin	g:			Class size:			
Day :			Da	te :			
					$\frown$		
Period :			Les	son :			
Strand : CYC	LES	Sub-s	strand :	EARTH SCIENCE	$\sim$		
Indicator (co	ode)	B3.2.1.2.1					
Content sta	ndard (code)	B3.2.1.2.					
Performanc	e Indicator	Learners can know the i	importai	nce of the sun to the ear	th		
Core Compe	tencies: Crea	tivity and Innovation Con	nmunica	tion and Collaboration P	ersonal Development and		
-		ng and Problem Solving.	$\langle \rangle$				
			$\sim$				
Keywords		c/					
T. L .R. (s)		Pictures					
Ref:	Science cur	riculum Page					
DAY	Phase 1:	Phase 2: Main			Phase 3:		
	Starter	(new learning including	assessr	nent)	Plenary / Reflections		
	(preparing						
	the brain						
	for						
	learning)						
Monday	Engage	<ul> <li>Begin by discussing wi</li> </ul>	ith learn	ers the role of the sun	What have we learnt		
	learners to	and its importance to lif	fe on eai	th.	today?		
	sing songs	<ul> <li>Ask the following ques</li> </ul>	stions:				
	and recite	(a) what is the sun?			Ask learners to		
	familiar	(b) What are some of the ways through which the summarize the					
	rhymes	earth benefits from the	sun?		important points of the		
					lesson		
		Learners perform out	door act	ivities to illustrate the			
		importance of the sun.					

		Assessment: let learners mention the importance of the	
		sun to the earth	
Thursday	Engage	Guide learners to know other major uses of the sun to	What have we learnt
	learners to	the earth.	today?
	sing songs	<ul> <li>Learners outline everyday uses of the sun.</li> </ul>	Ask learners to
	and recite	<ul> <li>Evaluate the lesson by asking learners to draw a</li> </ul>	summarize the
	familiar	picture showing one benefit of the sun to life on earth	important points of the
	rhymes	(drying of clothes).	lesson
		Assessment: let learners draw a picture showing one	
		benefit of the sun to life on earth (drying of clothes).	

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SUBJECT: CREATIVE ARTS CLASS: THREE

Week Ending:				Class size:		
Day :			Da	te :		
Period :				son :	$\mathcal{O}$	
Strand : VIS	UAL ARTS	Sub-str	and :	Planning, Making and Cor	nposing	
Indicator (c	ode)	B3 1.2.3.1				
Content sta	ndard (code)	B3 1.2.3.				
Performanc	e Indicator	Learners can create own f	unctio	nal visual artworks by skil	fully using available visual	
		arts tools, material and i	nethc	ds to express own view	s of visual artworks that	
		reflect the history and cul	ture o	f people in other African	communities	
		tivity and Innovation Comn ng and Problem Solving.	nunica	tion and Collaboration Pe	ersonal Development and	
Keywords			5			
T. L .R. (s)		Pictures				
Ref:	Creative Art	ts curriculum				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including a	ssessr	nent)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
	learning)					
Monday	Engage	Learners are to:			What have we learnt	
	learners to	Create own artworks ba		•	today?	
	sing songs	of the people from other of				
	and recite	beliefs, customs, religion,	festiv	als, rites of passage);	Ask learners to	
	familiar			• · · ·	summarize the main	
	rhymes	Assessment: let learners o			points in the lesson	
		artworks by skilfully using				
		material and methods to e	expres	s own views of visual		

		artworks that reflect the history and culture of people	
		in other African communities	
Wednesday	Engage	Learners are to:	What have we learnt
	learners to	Create own artworks based on what is produced in	today?
	sing songs	other countries in Africa (e.g. masks, sculptures,	
	and recite	paintings, pottery wares, woven, printed and dyed	Ask learners to
	familiar	fabrics; leather products; beads).	summarize the main
	rhymes		points in the lesson
		Assessment: let learners create own functional visual	
		artworks by skilfully using available visual arts tools,	
		material and methods to express own views of visual	
		artworks that reflect the history and culture of people	
		in other African communities	

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SUBJECT: HISTORY CLASS: THREE

Week Ending:				Class size:			
Day :				Dat	e :		
Period :				Les	son :		
Strand : My	Country Ghar	าล	Sub-stran	n <b>d :</b> 1	he People of Ghana		
Indicator (co	ode)	B3.2.1.1.1					
Content star	ndard (code)	B3.2.1.1					
Performance	e Indicator	Learners can discu	uss the ori	gins	of the major ethnic gro	oups in Ghana.	
Core Compe	tencies: Crea	L tivity and Innovation	on Commu	nica	tion and Collaboration	Personal Development and	
-		ng and Problem Sol			$\langle \rangle$		
Keywords							
Reywords		(					
T. L .R. (s)		Pictures	Pictures				
Ref:	History curr	iculum Page	X				
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning incl	luding ass	essm	ient)	Plenary / Reflections	
	(preparing the brain						
	for						
	learning)						
Tuesday	Engage	Develon a timelin	e of the ne	riod	s each ethnic group	What have we learnt	
Tuesday	learners to	arrived in Ghana.			s caell curine group	today?	
	sing songs						
	and recite	Assessment: let le	earners dev	velo	a timeline of the	Ask learners to	
	familiar	periods each ethnic group arrived in Ghana				summarize the main	
	rhymes					points in the lesson	
	Why did						
	they move						
	to their						

	present		
	locations?		
Thursday	Engage	Develop a timeline of the periods each ethnic group	What have we learnt
,	learners to	arrived in Ghana.	today?
	sing songs and recite familiar rhymes	Assessment: let learners develop a timeline of the periods each ethnic group arrived in Ghana	Ask learners to summarize the main points in the lesson
	Why did		
	they move		
	to their		
	present		
	locations?		

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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: THREE

Week Ending:				Class size:		
Day :			[	Date :		
Period :			L	Lesson :		
Strand : ALL	ABOUT US	S	Sub-strand	: Home and Sc	hool	
Indicator (co	ode)	B3.1.4.1. 1.				
Content sta	ndard (code)	B3.1.4.1.			)	
Performanc		routes and other in	nportant lo	ocations		wing major home, major
		tivity and Innovation ng and Problem Solvi		ication and Col	laboration P	ersonal Development and
Keywords		. (				
T. L .R. (s)		Pictures				
Ref:	Our World (	Our People curriculu	um Page			
DAY	Phase 1:	Phase 2: Main	-			Phase 3:
	Starter (preparing the brain for learning)	(new learning including assessment)			Plenary / Reflections	
Tuesday	Engage	Learners discuss loo	cation of th	neir homes and	other	What have we learnt
	learners to sing songs	o important places in their neighbourhood. today?				today?
	and recite familiar rhymes	Learners draw/sket showing their home community e.g. the market, police stati	e and othe e chief's pa	r important pla	ices in the	Ask learners to summarize the main points in the lesson

		Assessment: Let learners sketch a map of the neighbourhood showing major home, major routes and other important locations	
Thursday	Engage	Learners write simple sentences giving direction to their	What have we learnt
	learners to	home and important places in the community	today?
	sing songs		
	and recite	Assessment: Let learners write simple sentences giving	Ask learners to
	familiar	direction to their home and important places in the	summarize the main
	rhymes	community	points in the lesson

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SUBJECT: PHYSICAL EDUCATION

CLASS: THREE

Week Endin	g:				Class size:	
Day :				Dat	e :	
Period :				Les	son :	$\sim$
Strand : MO	TOR SKILL AN	D MOVEMENT	Sub-stran	nd : N	ANIPULATIVE SKILLS	
PATTERNS						
Indicator (co	ode)	B3.1.2.1.1				
Content star	ndard (code)	B3.1.2.1.				
Performanc	e Indicator	Learners can Roll	a ball from	n sta	tionary forward and back	k, using sticks.
Core Compe	tencies: Crea	l tivity and Innovation	on Commu	nica	tion and Collaboration Pe	ersonal Development and
		ng and Problem Sol				
Keywords						
			~ ( )			
T. L .R. (s)		cones				
Ref:	PE curriculu	im Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inc	luding ass	essn	ient)	Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)					
Friday	Learners	After warm ups, l				What have we learnt
	jog round a	stationary to a de		•		today?
	demarcate		-	-	actice and give them	
	d area in	feedback. Learne	rs end less	on w	ith cool down activities.	
	files while					summarise the lesson.
	singing and					
	clapping to					
	warm-up					
	the body					
	for					
	maximal					

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	performan		
	ce and to		
	prevent		
	injuries		
etted by :		 . Signature:	 Date :
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	.:	LESSON PLAN
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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: THREE

Week Ending:				Class size:		
Day :			Dat	:e :		
Period :			Les	son :		
Strand : Goo	l, His Creatior	and Attributes	Sub-strand :	The Environment		
Indicator (co	ode)	B3.1.2.1.1:				
Content star	ndard (code)	B3.1.2.1.				
Performance	e Indicator	Learners can Dem	onstrate ways	to care for the environn	nent.	
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Developmen Leadership Critical Thinking and Problem Solving.					ersonal Development and	
Keywords		(	-()			
T. L .R. (s)		Pictures				
Ref:	RME curricu	Ilum Page	X			
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning incl	uding assessn	nent)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
	learning)					
Friday	Engage				What have we learnt	
	learners to	Let learners organ	today?			
	sing songs	school environme	nt			
	and recite				Ask learners to	
	familiar			nd colour activities of	summarize the main	
	rhymes	caring for the envi	ironment		points in the lesson	

Vetted by :..... Date : .....

SUBJECT: GHANAIAN LANGUAGE CLASS: THREE

Week Ending:				Class size:		
Day :				Dat	e :	
Period :				Les	son :	
Strand :			Sub-stran	d :		
Reading			Phonologi	ical a	and Phonemic Awarenes	S
			Phonics: L	.ette	r and Sound Knowledge	
Indicator (co	ode)	B3.2.3.1.3. B3	3.2.4.1.1			
Content star	ndard (code)	B3.2.3.1 . B3	3.2.4.1.			
Performanc	e Indicator	new word	s.		e one sound in two-sylla abetic awareness to dec	
-		tivity and Innovation ng and Problem Sol		nica	tion and Collaboration Pe	ersonal Development and
Keywords						
T. L .R. (s)		Manila cards, markers, recorded audios visual				
Ref:	Ghanaian La	anguage curriculum				
DAY	Phase 1: Starter	Phase 2: Main	luding asse	accm	ent)	Phase 3: Plenary / Reflections
	(preparing the brain for learning)					Thendry / Reflections
	Engage leaners to sing songs and recite familiar rhymes	<ul><li>turns.</li><li>Demonstrate action</li><li>to form new word</li><li>Let learners app</li></ul>	dding one s ds on the bo bly the know	oun oarc wlec	of the alphabet in d to two-syllabic words l. lge to substitute one nake up new words. E.g.	What have we learnt today?
		/table/ -/t/ + /c/ = /toffee/ -/t/ + /c/		arro	ot/ - /c/ + /p/ = /parrot/	Review the lesson with learners

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	Assessment: let learners substitute one sound in two- syllable words to make up new words.	
Engage leaners to sing songs and recite familiar rhymes	<ul> <li>Lead learners to say the letters of the alphabet as a group.</li> <li>Call learners to say the letters of the alphabet in turns.</li> <li>Practice alphabetic awareness to decode words on the board for learners to observe.</li> <li>Aid learners to use alphabetic awareness to decode simple words</li> <li>Assessment: let learners use alphabetic awareness to</li> </ul>	What have we learnt today? Review the lesson with learners
Engage leaners to sing songs and recite familiar rhymes	<ul> <li>decode words</li> <li>Lead learners to say the letters of the alphabet as a group.</li> <li>Call learners to say the letters of the alphabet in turns.</li> <li>Practice alphabetic awareness to decode words on the board for learners to observe.</li> <li>Aid learners to use alphabetic awareness to decode simple words</li> </ul>	What have we learnt today? Review the lesson with learners
	Assessment: let learners use alphabetic awareness to decode words	

Vetted by :..... Date : .....

# TERM ONE BASIC THREE WEEK 6

SUBJECT: ENGLISH LANGUAGE

CLASS: THREE

Week Ending:			Class size:		
Day : Period :		Les	te : son :		5
				5	•
Strand :	Sub	o-strand :			
A. Oral Language			atisation and Role	e Play	
B. Reading		B. Diphth	- T		
C. Writing			g Simple Words a	and Sentences	
D. Using Writing Con			Action Words		
E. Extensive Reading			ng the Love and C		
Indicator (code)	B3.1.5.1.1 B3.2.4		B3.4.5.1.1.	B3.5.4.1.1.	B3.6.1.1.1
Content standard (code)			B3.4.5.1.	B3.5.4.1.	B3.6.1.1.
Performance Indicator Core Competencies: Crea Leadership Critical Thinkin	<ul> <li>C. Learners can favourite chara</li> <li>D. Learners can spoken and wr</li> <li>E. Learners can summarise the tivity and Innovation Comparison</li> </ul>	use diphth write simp acters in te identify t ritten com read a v em	ongs to build wor ple sentences to exts the present cont munication variety of age a	rds express perso tinuous form nd level-appr	onal opinions about of action words in ropriate books and
		•			
Keywords					
T. L .R. (s)	Word cards, sentence library.	cards, let	ter cards, handwr	riting on a mai	nila card and a class

Ref:	English Language curriculum Page					
DAY	Phase 1:       Phase 2: Main         Starter       (new learning including assessment)         (preparing the brain for learning)		Phase 3: Plenary / Reflections			
Monday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>A. ORAL LANGUAGE</li> <li>Let learners mention titles of stories they have heard or read,</li> <li>e.g. The Magic Pot.</li> <li>Let learners identify some characters in the stories mentioned.</li> <li>Let learners dramatise or role-play stories they have heard, read or created, with appropriate characters.</li> <li>Discuss stories dramatised or role-played.</li> <li>Let learners comment on stories dramatised or role-played.</li> <li>.</li> <li>Assessment: let learners dramatise and role-play stories heard and read</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson			
Tuesday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>B. READING</li> <li>Revise digraphs and have learners identify them in words.</li> <li>Introduce diphthongs in context.</li> <li>e.g. ou-out, loud, cloud</li> <li>Through think-pair-share, let learners generate diphthongs and build words with them.</li> <li>Assessment: let learners use diphthongs to build words</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson			
Wednesday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>C. WRITING</li> <li>Put learners in groups to discuss characters in a story read.</li> <li>Have learners write simple sentences to express personal opinions on favourite characters.</li> <li>Let learners exchange their books and do peer editing by checking for: <ol> <li>correct spelling of words,</li> <li>correct writing of capitals,</li> <li>correct writing of small letters,</li> <li>correct spacing of letters and words.</li> </ol> </li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson			

		Assessment: let learners write simple sentences to express personal opinions about favourite characters in texts	
Thursday	Engage learners to sing songs and recite familiar rhymes	D. WRITING CONVENTIONS AND GRAMMAR USAGE 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. Assessment: let learners identify the present continuous form of action words in spoken and written	What have we learnt today? Ask learners to summarize the main points in the lesson
Friday	Engage	communication E.EXTENSIVE READING	What have we learnt
linday	learners to sing songs and recite familiar rhymes	<ul> <li>Use the Author's chair to introduce the reading/library time.</li> <li>Using the Author's chair, introduce the reading/library time.</li> <li>Have a variety of age/level-appropriate books for</li> </ul>	today? Ask learners to summarize the main points in the lesson
		<ul> <li>learners to make a choice from.</li> <li>Introduce narratives, expository, procedural texts to learners.</li> <li>Guide learners to select books for readings</li> <li>Assessment: let learners read a variety of age and level-appropriate books and summarise them</li> </ul>	

Vetted by :..... Date : .....

SUBJECT: MATHEMATICS CLASS: THREE

Week Ending	g:			Class size:	
Day :			Dat	ie :	
Period :			Les	son :	
Strand : NUN	MBER	Sub-stra	nd : (	Counting, Representation	, Cardinality & Ordinality
Indicator (co	ode)	B3.1.1.1.4			
Content star	ndard (code)	B3.1.1.1.	$\overline{}$		
Performance	e Indicator	Learners can Compare an comparisons using the sym		•	to 10,000 and represent
		tivity and Innovation Commung and Problem Solving.	unica	tion and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Counters			
Ref:	Mathematic	cs curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including ass	sessn	nent)	Phase 3: Plenary / Reflections
Monday	Sing songs like:	Demonstrate an understan determines the relative size (between 100 and 10,000)	e of v		Review the lesson with Learners

NANA FIIFI ACO			
	I'm counting one, what is one	<ul> <li>describing the relative size of two numbers (i.e., saying whether one number is a little or a lot bigger or smaller than another and justifying the answer)</li> <li>identifying which of two given numbers is bigger (or smaller), explaining why using place value and representing the relationship using the symbols&lt; and &gt;;</li> </ul>	
		Assessment: have learners to practice with more examples	
Tuesday	Sing songs like: I'm	Demonstrate an understanding of how place value determines the relative size of whole numbers (between 100 and 10,000) by: - describing the relative size of two numbers (i.e., saying	Review the lesson with Learners
	counting one, what is one	<ul> <li>whether one number is a little or a lot bigger or smaller</li> <li>than another and justifying the answer)</li> <li>identifying which of two given numbers is bigger (or</li> <li>smaller), explaining why using place value and</li> </ul>	
		representing the relationship using the symbols< and >; Assessment: have learners to practice with more examples	
Wednesda y	Sing songs like:	Demonstrate an understanding of how place value determines the relative size of whole numbers (between 100 and 10,000) by:	Review the lesson with Learners
	I'm counting one, what is one	putting a small group of numbers in increasing or decreasing order and justifying the order using a hundreds frame, a number line or place value; Assessment: have learners to practice with more examples	
Thursday	Sing songs like:	Demonstrate an understanding of how place value determines the relative size of whole numbers (between 100 and 10,000) by:	Review the lesson with Learners
	I'm counting one, what is one	identifying the missing numbers or errors in a section of number line from 100 to 10,000 or in a hundreds chart and justifying the answer using place value	
		Assessment: have learners to practice with more examples	
Friday	Sing songs like:	Demonstrate an understanding of how place value determines the relative size of whole numbers (between 100 and 10,000) by:	Review the lesson with Learners

l'm	solving word problems that involve comparing
counting	quantities to 1000 (i.e., Agbo has 230 chickens. Dzifa
one, wha	has 460. What can you say?)
is one	Assessment: have learners to practice with more examples

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SUBJECT: SCIENCE CLASS: THREE

Week Endin	g:			Class size:	
Day :			Da	:e :	
Period :			Les	son :	
Strand : CYC	LES	Sub-stra	nd : I	IFE CYCLES OF ORGANIS	MS
Indicator (co	ode)	B3.2. 2.1.2			
-	ndard (code)	B3.2. 2.1.			
Performanc	e Indicator	Learners can observe the g	ermi	nation of maize and bean	seeds
-		tivity and Innovation Comm	unica	tion and Collaboration Pe	ersonal Development and
Leavership		ig and Froblem Solving.			
Keywords				3.	
T. L .R. (s)		Pictures			
Ref:	Science cur	riculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including as	sessn	nent)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)				
Monday	Engage	<ul> <li>Begin this activity by aski</li> </ul>	ng le	arners to predict	What have we learnt
	learners to	whether it is possible for b			today?
	sing songs	germinate/sprout in water			
	and recite	<ul> <li>Place learners into group</li> </ul>			Ask learners to
	familiar	transparent glasses or plas			summarize the
	rhymes	B), cotton wool, water and	viab	e maize and bean	important points of the
		seeds.			lesson
		Learners pack container /			
		push one of each of the dif		-	
		side of the container but no	ot to	touch the bottom.	

		<ul> <li>Guide learners to pour a little water to soak the cotton wool. The setup is left to stand for one week while keeping the cotton wool always wet.</li> <li>Guide learners to prepare container B using the same method but with a dry cotton wool</li> </ul>	
Thursday	Engage	Assessment: let learners perform the set-up <ul> <li>Learners observe the set-up critically and record</li> </ul>	What have we learnt
	learners to sing songs and recite	whatever they see.	today? Ask learners to summarize the
	familiar rhymes	Assessment: let learners observe the set-up critically and record whatever they see.	important points of the lesson

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SUBJECT: CREATIVE ARTS CLASS: THREE

		techniques to express own views of performing	
		artworks of other Africa communities that reflect the	
		people, their history and their culture in those areas	
Wednesday	Engage	Learners are to:	What have we learnt
	learners to	I create own music, dance and drama based on the	today?
	sing songs	concept of performances in Africa using available	
	and recite	instruments, resources and techniques	Ask learners to
	familiar		summarize the main
	rhymes	Assessment: let learners create own artworks by	points in the lesson
		skilfully using available instruments, resources and	
		techniques to express own views of performing	
		artworks of other Africa communities that reflect the	
		people, their history and their culture in those areas	

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SUBJECT: HISTORY CLASS: THREE

Week Ending:					Class size:		
Day :				Dat	Date :		
Period :			Lesson :				
Strand : My	Country Ghar	าล	Sub-strand : Inter-Group Relations				
Indicator (co	ode)	B3 2.2.1.1					
Content standard (code)		B3 2.2.1.					
Performance Indicator		Learners can discuss the nature of exchanges among the ethnic groups.					
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.							
Keywords							
T. L .R. (s)		Pictures					
Ref:	History curr	iculum Page					
DAY	Phase 1:	Phase 2: Main Phase 3:				Phase 3:	
	Starter (preparing the brain for learning)	(new learning including assessment) Plenary / Reflections					
Tuesday	Engage learners to sing songs	Identify the forms of exchan trade, inter-marriage, conflic			-	What have we learnt today?	
	and recite familiar rhymes	Assessment: let learners mer exchanges among the ethnic				Ask learners to summarize the main points in the lesson	
Thursday	Engage learners to sing songs and recite	Identify the forms of exchang trade, inter-marriage, conflict			-	What have we learnt today?	

fa	amiliar	Assessment: let learners mention the nature of	Ask learners to
rh	nymes	exchanges among the ethnic groups	summarize the main
			points in the lesson
W	/hat form		
di	id the		
ex	xchanges		
ta	ake?		

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SUBJECT: OUR WORLD OUR PEOPLE CLASS: THREE

Week Ending:				Class size:			
Day :			Da	Date :			
Period :			Les	son :			
Strand : ALL	AROUND US	Sub-st	and :	۲he Environment and the	Weather		
Indicator (co	ode)	B3.2.1.1. 1.					
Content star	ndard (code)	B3.2.1.1.					
Performance	e Indicator	Learners can explain pro	blems	with the use of land and w	water		
Core Compe	tencies: Crea	l tivity and Innovation Comi	nunica	tion and Collaboration Pe	ersonal Development and		
		ng and Problem Solving.					
Keywords							
T. L .R. (s)		Pictures					
Ref:	Our World	Our People curriculum Pa	age				
DAY	Phase 1:	Phase 2: Main			Phase 3:		
	Starter	(new learning including a	issessr	nent)	Plenary / Reflections		
	(preparing						
	the brain						
	for						
	learning)						
Tuesday	Engage	Through pictures/films of	-	• •	What have we learnt		
	learners to	Galamsey sites, indiscrim			today?		
	sing songs	choked gutters, roads wit	•				
	and recite	Compare situations in the	e pictu	res with what pertains in	Ask learners to		
	familiar	their area:			summarize the main		
	rhymes	Learners talk about the p			points in the lesson		
		i. Describe activities takin		-			
		community. (Slash and bu	ish bu	ming, sand winning,			
		quarrying).					

		Assessment: Let learners explain problems with the use	
		of land	
Thursday	Engage	Teacher shows pictures of water bodies or conduct a	What have we learnt
	learners to	study tour to observe water bodies within their	today?
	sing songs	communities.	
	and recite	Learners talk about activities taking place around water	Ask learners to
	familiar	bodies in their community e.g. fishing, swimming,	summarize the main
	rhymes	irrigation, farming, throwing waste in water bodies,	points in the lesson
		defecating in streams	
		Assessment: Let learners explain problems with the use	
		of water	

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SUBJECT: PHYSICAL EDUCATION

CLASS: THREE

Week Endin	g:			Class size:			
Day :	Day :			Date :			
Period :				esson :			
		D MOVEMENT		: MANIPULATIVE SKILLS			
PATTERNS			Sub-Stranu	. WANFOLATIVE SKILLS			
Indicator (co	nde)	B3 1.2.1.2					
-	ndard (code)	B3 1.2.1.					
Performance			nipulate an o	bject whiles distributing we	eight and base of support.		
				cation and Collaboration Pe	ersonal Development and		
	Critical Thinkin	ng and Problem Sol	ving.				
Keywords							
T. L .R. (s)		Cones					
Ref:	PE curriculu		$\sim$				
NET.		ini rage	$\sim$				
DAY	Phase 1:	Phase 2: Main			Phase 3:		
D/ (I	Starter	(new learning incl	luding asses	sment)	Plenary / Reflections		
	(preparing						
	the brain						
	for						
	learning)						
Friday	Learners	Learners go throu	ıgh warm up	s. Review base of support	What have we learnt		
	jog round a			ers to volley light balls at a	today?		
	demarcate	•		unce balls at a spot or with			
	d area in			ld lean slightly down and	Use answers to		
	files while		-	e ball at a spot. Learners	summarise the lesson.		
	singing and	end the lesson wi	th cool dowi	n activities.			
	clapping to						
	warm-up						
	the body						
	for						
	maximal						

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	erforman			
	e and to			
	revent			
in	juries			
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	: LESSON PLAN
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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: THREE

Week Ending:				Class size:		
Day :				Date :		
Period :				Les	son :	$\langle \rangle$
Strand : Goo	l, His Creatior	and Attributes	Sub-stran	i <b>d :</b> ⊺	he Environment	
Indicator (co	ode)	B3.1.2.1.1:				
Content sta	ndard (code)	B3.1.2.1.				
Performanc	e Indicator	Learners can dem	onstrate	way	s to care for the environr	nent.
		tivity and Innovation ng and Problem Solv		nica	tion and Collaboration Pe	ersonal Development and
Keywords						
T. L .R. (s)						
Ref:	RME curricu	ılum Page		}		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)				Phase 3: Plenary / Reflections
FridayEngage learners to sing songsGuide learners in groups to rubbish dump, planting tree choked gutters, etc.and recite familiar rhymes• Let learners present their appreciation and discussion Assessment: let learners me environment			s, ch worl	ecking erosion, clearing	What have we learnt today? Ask learners to summarize the main points in the lesson	

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SUBJECT: GHANAIAN LANGUAGE CLASS: THREE

Week Ending:				Class size:		
Day :				Date :		
Period :				Lesson :		
Strand : Rea	aing		Sub-stran		Phonics: Letter and Sound	rhowledge
Indicator (co	ode)	B3.2.4.1.2	B3.2.	2.1.3	3	
	ndard (code)	B3.2.4.1.	B3.2.	2.1.		
Performance	e Indicator				nabetic awareness to dec	•
						t include compound word
-		tivity and Innovations and Problem Sol		inica	tion and Collaboration Pe	ersonal Development and
Keywords						
T. L .R. (s)		Manila cards, mar	rkers, reco	rded	audios visual	
Ref:	Ghanaian La	anguage curricului	m			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assess			ient)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes end recite familiar rhymes end recite familiar rhymes end recite familiar rhymes end recite familiar rhymes end recite familiar rhymes end recite familiar rhymes			ness n the	with learners to board.	What have we learnt today? Review the lesson with learners

NANATIITACQUAIT		
	Assessment: let learners use alphabetic awareness to	
	decode compound words	
Engage	<ul> <li>Let learners say the letters of the alphabet.</li> </ul>	What have we learnt
leaners to	<ul> <li>Write and read simple short sentences that include</li> </ul>	today?
sing songs	compound words on the board.	
and recite	<ul> <li>Lead learners to read the sentences aloud.</li> </ul>	
familiar rhymes	• Underline the compound words in the sentences and	
mymes	encourage learners to use the words to form simple	
	short sentences that include compound words.	Review the lesson with
		learners
	Assessment: let learners read simple short sentences	
	that include compound word	
Engage	• Let learners say the letters of the alphabet.	What have we learnt
leaners to		today?
sing songs and recite	compound words on the board.	
familiar	<ul> <li>Lead learners to read the sentences aloud.</li> </ul>	
rhymes	<ul> <li>Underline the compound words in the sentences and</li> </ul>	
	encourage learners to use the words to form simple	
	short sentences that include compound words.	Review the lesson with
		learners
	Assessment: let learners read simple short sentences	
	that include compound word	

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# TERM ONE BASIC THREE WEEK 7

SUBJECT: ENGLISH LANGUAGE

CLASS: THREE

Week Ending:	Class size:				
Day :		Da	te :		6
Period :		Les	son :	5	
Strand :	Sub-stra				
A. Oral Language		Conversation			
B. Reading		Blends and Consonant Cluster			
C. Writing		Vriting Simple Words and Sentences			
D. Using Writing Con			sing Qualifying Words –Adjectives		
E. Extensive Reading	E. E	uildi	ng the Love and	d Culture of Re	ading
Indicator (code)	B3.1.6.1.1 B3.2.5.1.	1	B3.4.5.1.2.	B3.5.5.1.1	B3.6.1.1.1
Content standard (code)	B3.1.6.1. B3.2.5.1.		B3.4.5.1.	B3.5.5.1.	B3.6.1.1.
Performance Indicator	A. Learners can use a	oprop	priate greetings	s for special oc	casions
	B. Learners can use co	onsor	nant blends to l	build words	
	C. Learners can write	e sim	ple meaningful	l sentences to	express feelings and
	opinions about peo	ple a	nd things		
	D. Learners can iden	tify a	nd use adjecti	ves in short s	entences to describe
	height, length, etc				
	E. Learners can rea	da	variety of age	and level-ap	propriate books and
	summarise them				
	tivity and Innovation Comm	unica	tion and Collat	oration Perso	nal Development and
Leadership Critical Thinkir	ng and Problem Solving.				
Keywords					
NEYWUIUS					

#### NANA FIIFI ACQUAH T. L .R. (s) Word cards, sentence cards, letter cards, handwriting on a manila card and a class library. Ref: English Language curriculum Page DAY Phase 1: Phase 2: Main Phase 3: Starter (new learning including assessment) Plenary / Reflections (preparing the brain for learning) What have we learnt Monday A. ORAL LANGUAGE Engage • Revise greetings for special occasions such as today? learners to birthdays, anniversaries, festivals. sing songs and recite Let learners take turns to demonstrate greetings for Ask learners to familiar special occasions and practise the appropriate summarize the main rhymes responses. points in the lesson • Put learners into groups. Assign each group a special occasion for them to practise greetings and responses for that occasion Assessment: let learners use appropriate greetings for special occasions Tuesday What have we learnt Engage **B. READING** • Have learners revise diphthongs and use them in learners to today? sing songs sentences. and recite Introduce consonant blends and have learners Ask learners to familiar identify words having the blends. summarize the main points in the lesson rhymes 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. Assessment: let learners use consonant blends to build words C. WRITING What have we learnt Wednesday Engage • Guide learners, with examples, to write simple today? learners to sing songs sentences to express their feelings and opinions about and recite their peers and things found in the environment. Ask learners to familiar • Have the groups edit their work and publish them summarize the main rhymes points in the lesson

		Assessment: let learners write simple meaningful sentences to express feelings and opinions about people and things	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>D. WRITING CONVENTIONS AND GRAMMAR USAGE</li> <li>Provide sentences with simple adjectives for learners to identify,</li> <li>e.g. I saw a tall tree.</li> <li>Put learners in groups to use the adjectives identified in simple sentences</li> <li>Assessment: let learners identify and use adjectives in short sentences to describe height, length, etc</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson
Friday	Engage learners to sing songs	E.EXTENSIVE READING Use the Author's chair to introduce the reading/library time.	What have we learnt today?
	and recite familiar rhymes	<ul> <li>Using the Author's chair, introduce the reading/library time.</li> <li>Have a variety of age/level-appropriate books for learners to make a choice from.</li> <li>Introduce narratives, expository, procedural texts to learners.</li> <li>Guide learners to select books for readings</li> <li>Assessment: let learners read a variety of age and level appropriate books and summarise them</li> </ul>	Ask learners to summarize the main points in the lesson
		level-appropriate books and summarise them	

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SUBJECT: MATHEMATICS CLASS: THREE

Week Endin	g:			Class size:	
Day :			Di	ate :	
Period :			Le	sson :	
Strand : NUI	MBER	Su	ıb-strand :	Counting, Representation	n, Cardinality & Ordinality
Indicator (co	ode)	B3.1.1.2.1			
Content star	ndard (code)	B3.1.1.2.			
Performance	e Indicator	Learners can Describ	e situatior	is having opposite direction	ons or values
		tivity and Innovation ( ng and Problem Solvin		ation and Collaboration P	ersonal Development and
Keywords	<				
T. L .R. (s)		Counters			
Ref:	Mathematic	cs curriculum Page			
DAY	Phase 1: Starter (preparing the brain	Phase 2: Main (new learning including assessment)		ment)	Phase 3: Plenary / Reflections
	for learning)				
Monday	Sing songs like:	Invite pairs of learners to pl a learner performs an actio opposite whilst the rest of t		nd the partner does the	Review the lesson with Learners

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	I'm counting one, what is one	Assessment: have learners to practice with more examples	
Tuesday	Sing songs like:	Invite pairs of learners to play the "opposite game" (i.e. a learner performs an action and the partner does the opposite whilst the rest of the class serve as referees)	Review the lesson with Learners
	I'm counting one, what is one	Assessment: have learners to practice with more examples	
Wednesda y	Sing songs like: I'm	Make a space down the centre of the classroom and mark with chalk cross and ask a pair to stand on the cross with their back facing. the learners then move in the opposite direction a straight line	Review the lesson with Learners
	counting one, what is one	Assessment: have learners to practice with more examples	
Thursday	Sing songs like: I'm counting one, what is one	Make a space down the centre of the classroom and mark with chalk cross and ask a pair to stand on the cross with their back facing. the learners then move in the opposite direction a straight line Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like: I'm counting one, what is one	Make a space down the centre of the classroom and mark with chalk cross and ask a pair to stand on the cross with their back facing. the learners then move in the opposite direction a straight line Assessment: have learners to practice with more examples	Review the lesson with Learners

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SUBJECT: SCIENCE CLASS: THREE

Week Endin	g:			Class size:	
Day :			Dat	e :	
Period :			Les	son :	()
Strand : CYC	LES	Sub-stran	<b>d :</b> L	IFE CYCLES OF ORGANISI	VIS
Indicator (co	ode)	B3.2. 2.1.2			
Content star	ndard (code)	B3.2. 2.1.			
Performance	e Indicator	Learners can observe the ge	rmir	nation of maize and bean	seeds
		tivity and Innovation Commu	nica	tion and Collaboration Pe	ersonal Development and
Leadership C	ritical i ninkir	ng and Problem Solving.			
Keywords					
T. L .R. (s)		Pictures			
Ref:	Scionco cur	riculum Page			
Ner.	Science curi	iculuin Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including asse	essm	ient)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)				
Monday	Engage	• Learners observe the set-u	ib cu	itically and record	What have we learnt
	learners to	whatever they see.			today?
	sing songs	A			A al- la a un ava ta
	and recite	Assessment: let learners obs		e the set-up critically	Ask learners to
	familiar	and record whatever they se	ee.		summarize the
	rhymes				important points of the lesson
Thursday	Engage	• Learners observe the set-u	ıp cr	itically and record	What have we learnt
	learners to	whatever they see.	-	-	today?
	sing songs	Challenge learners with th	e qu	estion: What made the	Ask learners to
	and recite	seeds germinate in set-up A	?		summarize the

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	familiar		important points of the
	rhymes	Assessment: What made the seeds germinate in set-up A?	lesson

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SUBJECT: CREATIVE ARTS CLASS: THREE

Week Endin	g:			Class size:	
Day :			Dat	e :	
Period :			Les	son :	
Strand : VISU	JAL ARTS	Sub-stran	d : [	Displaying and Sharing	
Indicator (a)		B3 1.3.4.1			
Indicator (co	ndard (code)	B3 1.3.4.1 B3 1.3.4.			
Performance		Learners can plan a display	of	wn visual artworks to sl	nare creative experiences
		based on ideas that reflect			·
		communities			
Core Compe	<b>tencies:</b> Crea	tivity and Innovation Commu	nica	tion and Collaboration Po	ersonal Development and
Leadership (	Critical Thinki	ng and Problem Solving.			
Keywords					
T. L .R. (s)		Pictures			
Ref:	Creative Art	ts curriculum			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing	(new learning including asse	essn	ient)	Plenary / Reflections
	the brain				
	for				
	learning)				
Monday	Engage	Learners are to:			What have we learnt
	learners to	watch a short video on an	exh	bition of other African	today?
	sing songs	cultures;			
	and recite	I discuss the need for displa	ying	a portfolio of own	Ask learners to
	familiar	visual artworks;			summarize the main
	rhymes	Plan a display of portfolio	of o	wn visual artworks (e.g.	points in the lesson
		drawing and colouring) to sh	nare	ideas, educate and	
		inform the public on the hist	tory	and culture of people	
		in other parts of Africa			

		Assessment: let learners write a plan to display own visual artworks to share creative experiences based on ideas that reflect the history and way of life of people in other African communities	
Wednesday	Engage	Learners are to:	What have we learnt
	learners to	I watch a short video on an exhibition of other African	today?
	sing songs	cultures;	
	and recite	I discuss the need for displaying a portfolio of own	Ask learners to
	familiar	visual artworks;	summarize the main
	rhymes	Plan a display of portfolio of own visual artworks (e.g.	points in the lesson
		drawing and colouring) to share ideas, educate and	
		inform the public on the history and culture of people	
		in other parts of Africa	
		Assessment: let learners write a plan to display own	
		visual artworks to share creative experiences based on	
		ideas that reflect the history and way of life of people in	
		other African communities	

Vetted by :	Signature:	Date :

SUBJECT: HISTORY CLASS: THREE

Week Endin	g:				Class size:	
Day :				Dat	e :	
Period :				Les	son :	
Strand : My	Country Ghar	าล	Sub-stran	nd : I	nter-Group Relation	5
Indicator (co	ode)	B3 2.2.1.1				
Content sta	ndard (code)	B3 2.2.1.				
Performanc	e Indicator	Learners can discu	iss the nat	ture	of exchanges among	; the ethnic groups.
<b>Core Competencies:</b> Creativity and Innovation Co Leadership Critical Thinking and Problem Solving.				inica	tion and Collaborati	on Personal Development and
Keywords			$- \bigcirc$		5	
T. L .R. (s)		Pictures				
Ref:	History curr	iculum Page	X			
DAY	Phase 1:	Phase 2: Main				Phase 3:
Brtt	Starter	(new learning inclu	uding ass	essm	ent)	Plenary / Reflections
	(preparing					
	the brain	$\langle \rangle$				
	for					
	learning)					
Tuesday	Engage	Identify the forms	s of excha	nges	including forms of	What have we learnt
	learners to	trade, inter-marria	age, confli	ct ar	d alliances.	today?
	sing songs					
	and recite	Assessment: let le				Ask learners to
	familiar	exchanges among	the ethnic	c gro	ups	summarize the main
	rhymes					points in the lesson
	What form					
	did the					

	exchanges		
	take?		
Thursday	Engage	Identify the forms of exchanges including forms of	What have we learnt
	learners to	trade, inter-marriage, conflict and alliances.	today?
	sing songs and recite familiar rhymes	Assessment: let learners mention the nature of exchanges among the ethnic groups	Ask learners to summarize the main points in the lesson
	What form		
	did the		
	exchanges	<b>C</b> \	
	take?		

Vetted by :....

Signature: ..... Date : .....

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SUBJECT: OUR WORLD OUR PEOPLE CLASS: THREE

Week Endin	g:			Class size:		
Day :				:e :		
Period :				son :	$\mathcal{O}$	
Strand : ALL	AROUND US	Sub-s	trand :	Plants and Animals		
Indicator (co	ode)	B3.2.2.1.1.				
Content star	ndard (code)	B3.2.2.1.				
Performance	e Indicator	Learners can explain ho	ow to ma	ike and maintain a garder	n	
-		tivity and Innovation Con ng and Problem Solving.	nmunica	tion and Collaboration Pe	ersonal Development and	
Keywords				2		
T. L .R. (s)		Pictures				
Ref:	Our World (	Dur People curriculum	Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)			Phase 3: Plenary / Reflections	
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners talk about the importance of gardens in the home, school and community Learners visit various gardens e.g. school garden, flower garden Assessment: Let learners explain the importance of gardens in the home, school and community		What have we learnt today? Ask learners to summarize the main points in the lesson		
Thursday	Engage learners to sing songs	Learners make a simple for them e.g. flower pot Learners watch picture/	s, flowe	r beds, vegetable beds	What have we learnt today?	

sted by : Date :	IANA FIIFI AC	and recite familiar rhymes	Assessment: Let learners explain how to make and maintain a garden	Ask learners to summarize the main points in the lesson
	tted by :		Signature:	Date :
				30

SUBJECT: PHYSICAL EDUCATION

CLASS: THREE

Week Endi	ng:			Cla	ss size:	
Day :			C	Date :		
Period :			L	esson	:	
						$\lambda$
	DTOR SKILL AN	D MOVEMENT	Sub-strand	:MAN	IIPULATIVE SKILLS	
PATTERNS						
Indicator (c	ode)	B3.1.2.1.3				
-	andard (code)					
	ce Indicator		ance while m	noving	and manipulating ar	n object on a ground-level
		balance beam.		3		, , , , , , , , , , , , , , , , , , , ,
Core Comp	etencies: Crea	tivity and Innovati	on Communi	ication	and Collaboration P	ersonal Development and
Leadership	Critical Thinkir	ng and Problem So	lving.			
Keywords						
Reywords						
T. L .R. (s)		Cones				
Ref:	PE curriculu	m Page				
		$() \land )$	•			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inc	luding asses	ssment	)	Plenary / Reflections
	(preparing					
	the brain					
	for learning)					
Friday	Learners	Learners go throu	igh warm un	محامه	ners lean forward	What have we learnt
TTICAY	ay Learners Learners go through warm jog round a and bounce balls whiles mo					today?
	demarcate			-	tick whiles moving.	
	d area in	Learners practice	-		-	Use answers to
	files while	lesson with cool of				summarise the lesson.
	singing and					
	clapping to					
	warm-up					
	the body					

for	
maximal	
performan	
ce and to	
prevent	
injuries	

Vetted by :....

Signature: ..... Date : .....

	.: LESSON PLAN
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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: THREE

Week Endin	lg:			Class size:		
Day :			Dat	:e :		
Period :			Les	son :		
Strand : Goo	d, His Creatior	and Attributes	Sub-strand : <sup>-</sup>	The Purpose of God's	Creation	
Indicator (co	ode)	B3.1.3.1.1				
Content sta	ndard (code)	B3.1.3.1.				
Performanc	e Indicator	Learners can ex	plain the purpo	se of God's creation c	f humankind	
Leadership		tivity and Innovati ng and Problem So		tion and Collaboratio	n Personal Development and	
Keywords		(	$\sim$			
T. L .R. (s)		Pictures				
Ref:	RME curricu	ilum Page	X			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)			Phase 3: Plenary / Reflections	
Friday	Engage learners to sing songs and recite familiar rhymes	Discuss with learners the created -Who were the first people Go -Who was created first? Assessment: let learners narra humankind		created?	What have we learnt today? Ask learners to summarize the main points in the lesson	

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SUBJECT: GHANAIAN LANGUAGE CLASS: THREE

Week Endin	g:				Class size:		
Day :				Date :			
Period :				Lesson :			
Strand : Wri	ting		Sub-strar	1d : F	enmanship/Handwriting		
Indicator (co	ode)	B3.3.1.1.1	B3.3.1.1.2	2.			
Content star	ndard (code)	B3.3.1.1.	B3.3.1.1.				
Performanc	e Indicator	Learners	should wri	te le	tters and words.		
		• Learners	should cop	oy sir	nple sentences boldly an	d clearly.	
		tivity and Innovations and Problem Sol		inica	tion and Collaboration Pe	ersonal Development and	
Keywords							
T. L .R. (s)		Manila cards, markers, recorded audios visual					
Ref:	Ghanaian La	anguage curriculu	m				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding ass	essn	ient)	Phase 3: Plenary / Reflections	
	Engage leaners to sing songs and recite familiar rhymes	<ul> <li>and individually.</li> <li>Write letter and words boldly on the board.</li> <li>Give learners some letters and words to write on their own.</li> <li>Assist learners to write letters and words given them</li> </ul>				What have we learnt today? Review the lesson with learners	

• Let learners say the letters of the alphabet as a group	What have we learnt
and individually.	today?
<ul> <li>Write simple sentences boldly on the board.</li> </ul>	
• Lead learners to read the sentences aloud as a group.	
<ul> <li>Let learners read the sentences aloud in turns.</li> </ul>	
<ul> <li>Let learners copy the simple sentences boldly and</li> </ul>	
clearly in their books.	Review the lesson with
	learners
Assessment: let learners copy simple sentences boldly	
and clearly	
• Let learners say the letters of the alphabet as a group	What have we learnt
and individually.	today?
• Write simple sentences boldly on the board.	
• Lead learners to read the sentences aloud as a group.	
• Let learners read the sentences aloud in turns.	
• Let learners copy the simple sentences boldly and	
clearly in their books.	Review the lesson with
	learners
Assessment: let learners copy simple sentences boldly	
and clearly	
	<ul> <li>and individually.</li> <li>Write simple sentences boldly on the board.</li> <li>Lead learners to read the sentences aloud as a group.</li> <li>Let learners read the sentences aloud in turns.</li> <li>Let learners copy the simple sentences boldly and clearly in their books.</li> <li>Assessment: let learners copy simple sentences boldly and clearly</li> <li>Let learners say the letters of the alphabet as a group and individually.</li> <li>Write simple sentences boldly on the board.</li> <li>Lead learners to read the sentences aloud as a group.</li> <li>Let learners read the sentences aloud in turns.</li> <li>Let learners to read the sentences aloud as a group.</li> <li>Let learners read the sentences aloud and clearly in their books.</li> </ul>

Vetted by :	 Signature:	Date :

# TERM ONE BASIC THREE WEEK 8

SUBJECT: ENGLISH LANGUAGE

CLASS: THREE

Week Ending:			Class size:		
Day : Period :		Dat			5
Period :		Les	son :	5)	
Strand :	Sub	o-strand :			
A. Oral Language		A. Conve			
B. Reading		B. Blends	and Consona	nt Cluster	
C. Writing				ds and Sentences	
D. Using Writing Con	ventions	D. Using	Qualifying Wo	ords – Adjectives	
E. Extensive Reading		E. Buildir	ng the Love an	nd Culture of Readin	ıg
Indicator (code)	B3.1.6.1.2 B3.2.5.	.1.1 B3	.4.5.1.2.	B3.5.5.1.1	B3.6.1.1.1
Content standard (code)	B3.1.6.1 B3.2.5.	.1. B3	.4.5.1	B3.5.5.1.	B3.6.1.1.
Performance Indicator Core Competencies: Crea Leadership Critical Thinkin	opinions about D. Learners can height, length, E. Learners can summarise the tivity and Innovation Co	use conson write simp t people ar identify a etc read a v em	ant blends to ble meaningfund things nd use adject variety of ago	build words ul sentences to exp tives in short sente e and level-approp	ences to describe priate books and
Keywords					

#### NANA FIIFI ACQUAH T. L .R. (s) Word cards, sentence cards, letter cards, handwriting on a manila card and a class library. Ref: English Language curriculum Page DAY Phase 1: Phase 2: Main Phase 3: Starter (new learning including assessment) Plenary / Reflections (preparing the brain for learning) What have we learnt Monday A. ORAL LANGUAGE Engage Have learners sing a familiar song about a topic. today? learners to • Show pictures of events in the community, e.g. sing songs and recite durbar, festival, naming ceremony, birthday. Ask learners to familiar Have learners think-pair-share the events with the summarize the main rhymes person sitting next to them. points in the lesson • Have the pairs share their experiences with the class. Have learners talk about which of the events they like most and why they like them. • Let learners, in groups, role-play the events of their choice. Assessment: let learners talk about events in the community Tuesday **B. READING** What have we learnt Engage • Have learners revise diphthongs and use them in today? learners to sing songs sentences. and recite Introduce consonant blends and have learners Ask learners to familiar identify words having the blends. summarize the main rhymes e.g. points in the lesson bl - black br-brush st- stone tr- tree • Let learners work in pairs/groups to identify consonant blends and build words from them. Assessment: let learners use consonant blends to build words What have we learnt Wednesday C. WRITING Engage • Guide learners, with examples, to write simple learners to today? sing songs sentences to express their feelings and opinions about and recite their peers and things found in the environment.

	familiar rhymes	<ul> <li>Have the groups edit their work and publish them</li> </ul>	Ask learners to summarize the main
		Assessment: let learners can write simple meaningful sentences to express feelings and opinions about people and things	points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>D. WRITING CONVENTIONS AND GRAMMAR USAGE</li> <li>Provide sentences with simple adjectives for learners to identify,</li> <li>e.g. I saw a tall tree.</li> <li>Put learners in groups to use the adjectives identified in simple sentences</li> <li>Assessment: let learners use adjectives in short sentences to describe height, length, etc</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson
Friday	Engage	E.EXTENSIVE READING	What have we learnt
	learners to	Use the Author's chair to introduce the reading/ library	today?
	sing songs	time.	
	and recite	• Using the Author's chair, introduce the reading/library	Ask learners to
	familiar	time.	summarize the main
	rhymes	<ul> <li>Have a variety of age/level-appropriate books for learners to make a choice from.</li> </ul>	points in the lesson
		• Introduce narratives, expository, procedural texts to	
		learners.	
		<ul> <li>Guide learners to select books for readings</li> </ul>	
		Assessment: let learners read a variety of age and	
		level-appropriate books and summarise them	

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Signature: ..... Date : .....

SUBJECT: MATHEMATICS CLASS: THREE

Week Ending:				Class size:		
Day :				Date :		
Period :			1	Lesson :		
Strand : NUMBER Sub-stra			Sub-strand	nd : Counting, Representation, Cardinality & Ordinality		
Indicator (code)		B3.1.1.2.2				
Content star	ndard	B3.1.1.2.				
(code)						
Performance Indicator		Learners can Use real life contexts to deduce positive and negative number representations				
	<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords						
T. L .R. (s)		Counters				
Ref:	Ref: Mathematics curriculum Page					
DAY Phase 1:		Phase 2: Main				Phase 3:
	Starter (preparing the brain for learning)	(new learning incl	uding asses	ssm	ent)	Plenary / Reflections
Monday	Sing songs like:	Draw a large picture showing the sea and space below sea legitems such as a fish, a whale, a			el. Provide pictures of	Review the lesson with Learners

NANA FIIFI ACO		-	
	I'm counting one, what is one	octopus etc. Ask the learners where they would place each of the items on your picture. Encourage them to say "above the sea level" or "below the sea level". When all the items are stuck, discuss how high the plane might be and how low the octopus might be and so on. Introduce the "minus" sign to indicate under the sea level	
		Assessment: have learners to practice with more examples	
Tuesday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	Draw a large picture showing the sea, mountains above the sea and space below sea level. Provide pictures of items such as a fish, a whale, a boat, car, house, an octopus etc. Ask the learners where they would place each of the items on your picture. Encourage them to say "above the sea level" or "below the sea level". When all the items are stuck, discuss how high the plane might be and how low the octopus might be and so on. Introduce the "minus" sign to indicate under the sea level Assessment: have learners to practice with more examples	Review the lesson with Learners
Wednesda y	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	Draw a large picture showing the sea, mountains above the sea and space below sea level. Provide pictures of items such as a fish, a whale, a boat, car, house, an octopus etc. Ask the learners where they would place each of the items on your picture. Encourage them to say "above the sea level" or "below the sea level". When all the items are stuck, discuss how high the plane might be and how low the octopus might be and so on. Introduce the "minus" sign to indicate under the sea level Assessment: have learners to practice with more examples	Review the lesson with Learners
Thursday	Sing songs like: I'm counting one, what is one	Draw a large picture showing the sea, mountains above the sea and space below sea level. Provide pictures of items such as a fish, a whale, a boat, car, house, an octopus etc. Ask the learners where they would place each of the items on your picture. Encourage them to say "above the sea level" or "below the sea level". When all the items are stuck, discuss how high the	Review the lesson with Learners

1 - One is one alon alone it shall be.		
Friday Sing song like: I'm counting one, wha is one 1 - One is one alon alone it shall be.	<ul> <li>Draw a large picture showing the sea, mountains above the sea and space below sea level. Provide pictures of items such as a fish, a whale, a boat, car, house, an octopus etc. Ask the learners where they would place each of the items on your picture. Encourage them to say "above the sea level" or "below the sea level".</li> <li>When all the items are stuck, discuss how high the plane might be and how low the octopus might be and so on. Introduce the "minus" sign to indicate under the plane with a sea back.</li> </ul>	Review the lesson with Learners

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SUBJECT: SCIENCE CLASS: THREE

Week Ending:				Class size:		
Day :			C	Date :		
Period :			L	Lesson :		
Strand : SYSTEMS		Sub-strand : THE HUMAN BODY SYSTEMS				
Indicator (co	ode)	B3.3.1.1.1				
Content sta	ndard (code)	B3.3.1.1.				
Performance	e Indicator	Learners can explain that the external parts of the human body work				
		interdependently to perform a function				
		tivity and Innovatior ng and Problem Solv		cation and Collabor	ation Personal Development and	
Keywords						
T. L .R. (s)		Pictures				
Ref:	Science cur	riculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter (preparing the brain	(new learning inclu	Plenary / Reflections			
	for learning)					
Monday	Engage learners to sing songs	rs to body, e.g. head, shoulders, knees and toes, show me today?				
	and recite familiar	• Learners brainsto human body suppo	orm on how ort each oth	the various parts o er to perform vario	f the Ask learners to us summarize the	
	rhymes	functions, e.g. assuming a dog is barking towards you,important pohow do the eyes, ears, feet help you to recogniselessondanger and escape?				

	- 4 -		
		Assessment: let learners explain how the various parts	
		of the human body support each other to perform	
		various functions	
Thursday	Engage	<ul> <li>Learners engage in various activities (skipping),</li> </ul>	What have we learnt
	learners to	playing football and explain how the various parts of	today?
	sing songs	the body contribute to undertake the activity	Ask learners to
	and recite	successfully.	summarize the
	familiar	NB: The key lesson for learners is to appreciate the fact	important points of the
	rhymes	that every part of the body is important and must be	lesson
		taken care of.	
		Assessment: let learners explain how the various parts	
		of the body contribute to undertake an activity	
		successfully.	

Vetted by :..... Date : .....

SUBJECT: CREATIVE ARTS

Week Endin	g:			Class size:		
Day :			Da	te :		
Period :			Les	son :	$\sim \sim$	
Strand : PER	FORMING AR	S Sub-strand : Displaying and Sharing				
Indicator (co	ode)	B3 2.3.4.2				
Content sta	ndard (code)	B3 2.3.4.				
Performanc	e Indicator	Learners can plan a dis	play of	own music, dance and	drama to share creative	
		-			nanmade environments in	
		other African communiti				
Core Compe	tencies: Crea	tivity and Innovation Com	munica	tion and Collaboration Pe	ersonal Development and	
Leadership (	Critical Thinkin	ng and Problem Solving.				
Keywords						
Reywords						
T. L .R. (s)		Pictures				
Ref:	Creative Art	ts curriculum				
					Γ.	
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including	assessr	nent)	Plenary / Reflections	
	(preparing					
	the brain for					
	learning)					
Monday		Learners are to:			What have we learnt	
wonuay	Engage learners to	watch a short video th	at rafla	to the natural and		
	sing songs	manmade environments			today?	
	and recite	select compositions by			Ask learners to	
	familiar	creativity and originality			summarize the main	
				music, dance and drama		
	rhymes				points in the lesson	
		to share with the public				
		environments of other p	ai is Of i	AIIICa		
1						

		Assessment: let learners write a plan to display their	
		own music, dance and drama to share creative	
		experiences based on ideas that reflect the natural and	
		manmade environments in other African communities	
Wednesday	Engage	Learners are to:	What have we learnt
	learners to	I watch a short video that reflects the natural and	today?
	sing songs	manmade environments of other African cultures;	
	and recite	Iselect compositions by considering criteria like	Ask learners to
	familiar	creativity and originality;	summarize the main
	rhymes	Image: Plan the arrangement of own music, dance and drama	points in the lesson
		to share with the public on the natural and manmade	
		environments of other parts of Africa	
		Assessment: let learners write a plan to display their	
		own music, dance and drama to share creative	
		experiences based on ideas that reflect the natural and	
		manmade environments in other African communities	

SUBJECT: HISTORY CLASS: THREE

Week Ending:					Class size:	
Day :				Dat	e :	
Period :				Les	son :	
Strand : My Count	ry Ghar	าล	Sub-strar	<b>nd :</b> I	nter-Group Relatio	ns
Indicator (code)		B3 2.2.1.1				$\sim$
Content standard	(code)	B3 2.2.1.				
Performance India	cator	Learners can disc	uss the nat	ture	of exchanges amor	ng the ethnic groups.
Core Competencie	es: Crea	tivity and Innovation	on Commu	inica	tion and Collaborat	tion Personal Development and
Leadership Critical	l Thinkir	ng and Problem Sol	lving.		()	
Keywords			-()	$\overline{)}$	).	
Ref: Histo	ory curr	iculum Page				
DAY Phas	ie 1:	Phase 2: Main				Phase 3:
Start	ter	(new learning inc	luding ass	essm	ient)	Plenary / Reflections
	paring					
	orain					
		Discuss the bene	fit of these	e exc	hanges	What have we learnt
						today?
	-	Assessment: let learners mention the benefit of				
		exchanges among the ethnic groups. Ask learners t				
rhym	nes					points in the lesson
How	,					
	e these					
Leadership Critical Keywords T. L .R. (s) Ref: Histo DAY Phas Start (prep the b for learn Tuesday Enga learn sing and b fami rhym	I Thinkir	Pictures iculum Page Phase 2: Main (new learning inc Discuss the bene Assessment: let le	luding ass	essm essm	hanges n the benefit of	Phase 3: Plenary / Reflections What have we learnt today? Ask learners to summarize the main

	exchanges		
	to the		
	ethnic		
	groups?		
Thursday	Engage	Discuss the benefit of these exchanges	What have we learnt
	learners to		today?
	sing songs	Assessment: let learners mention the benefit of	
	and recite	exchanges among the ethnic groups.	Ask learners to
	familiar		summarize the main
	rhymes		points in the lesson
	How		
	beneficial		
	were these		
	exchanges		
	to the		
	ethnic		
	groups?		

SUBJECT: OUR WORLD OUR PEOPLE

Week Endin	g:			Class size:		
Day :			Da	te :		
Period :			Les	sson :	$\mathcal{O}\mathcal{O}$	
Strand : ALL	AROUND US	Sub	o-strand :	Map Making and Land	Mark	
Indicator (co	ode)	B3.2.3.1.1.				
Content sta	ndard (code)	B3.2.3.1.				
Performanc	e Indicator	Learners can sketch teacher's desk	the shape	of the classroom and	indicate the position of the	
-		tivity and Innovation Congression and Problem Solving		ition and Collaboratior	Personal Development and	
Keywords		. ()	$\bigcirc$	2		
T. L .R. (s)		Pictures				
Ref:	Our World	Our People curriculum	n Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning includir	ng assessr	nent)	Phase 3: Plenary / Reflections	
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners sketch the sh Through questions an indicate where they si sketches with a small Learners show on the following: i) Chalk/Whit Cupboard (C) iii) Teacher's ta	id answers it in the cl round sha ir sketches te board	a, guide learners to assroom, on their pe. s the location of the	What have we learnt today? Ask learners to summarize the main points in the lesson	

Learners label their objects with abbreviations as in the list of objects.	NANA FIIFI ACC	JUAN		1
Image: Index of the state of the state of the classroom and indicate where they sit       Image: Index of the classroom.         Image: Index of the state of the classroom and indicate where they sit       Image: Index of the classroom.         Image: Index of the state of the classroom.       Image: Index of the classroom.         Image: Index of the state of the classroom.       Image: Index of the classroom.         Image: Index of the state of the classroom.       Image: Index of the classroom.         Image: Index of the state of the classroom.       Image: Index of the classroom.         Image: Index of the state of the classroom.       Image: Index of the classroom.         Image: Index of the state of the classroom.       Image: Index of the classroom.         Image: Index of the state of the classroom.       Image: Index of the classroom.         Image: Index of the state of the classroom.       Image: Index of the classroom.         Image: Index of the state of the classroom.       Image: Image			-	
Image: Learners describe the shape of the cupboard         Assessment: Let learners sketch the shape of the classroom and indicate where they sit         Image: Learners to sing songs and recite familiar rhymes         Image: Learners show on their sketches the location of the following:         Image: Imag			Bb/Wb Tt	
Thursday       Engage learners to sing songs and recite familiar rhymes       Learners sketch the shape of the classroom. Through questions and answers, guide learners to indicate where they sit in the classroom, on their sketches with a small round shape. Learners show on their sketches the location of the following: <ul> <li>i) Chalk/White board (Bb/Wb) ii) Cupboard (C) iii) Teacher's table (Tt)</li> <li>Learners label their objects with abbreviations as in the list of objects.</li> </ul> What have we learnt today?			M e 🦱	
Image       classroom and indicate where they sit       What have we learnt         Thursday       Engage       Learners sketch the shape of the classroom.       What have we learnt         Through questions and answers, guide learners to indicate where they sit in the classroom, on their sketches with a small round shape.       What have we learnt         and recite familiar rhymes       i) Chalk/White board (Bb/Wb) ii)       Ask learners to summarize the main points in the lesson         ii) Chalk/White board (C)       iii) Teacher's table (Tt)       Learners label their objects with abbreviations as in the list of objects.         Iso objects.       Image Bb/Wb       Image Bb/Wb       Image Bb/Wb         Image Bb/Wb       Image Bb/Wb       Image Bb/Wb       Image Bb/Wb       Image Bb/Wb			Learners describe the shape of the cupboard	
Iearners to       Through questions and answers, guide learners to       today?         and recite       familiar       the classroom, on their         familiar       rhymes       i) Chalk/White board (Bb/Wb) ii)       Ask learners to         summarize the main       points in the lesson       cupboard (C)       iii) Teacher's table (Tt)         Learners label their objects with abbreviations as in the       list of objects.       It the       M         M       e       M       e       It the       It the				
and recite familiar rhymes sketches with a small round shape. Learners show on their sketches the location of the following: i) Chalk/White board (Bb/Wb) ii) Cupboard (C) iii) Teacher's table (Tt) Learners label their objects with abbreviations as in the list of objects.	Thursday	learners to	Through questions and answers, guide learners to indicate where they sit in the classroom, on their	What have we learnt today?
Learners label their objects with abbreviations as in the list of objects.		and recite familiar	Learners show on their sketches the location of the following: i) Chalk/White board (Bb/Wb) ii)	summarize the main
			Learners label their objects with abbreviations as in the	
Learners describe the shape of the cupboard				
			Learners describe the shape of the cupboard	

	Assessment: Let learners sketch the shape of the classroom and indicate the position of the teacher's desk
tted by :	Signature: Date :

SUBJECT: PHYSICAL EDUCATION

Week Endin	g:			Class size:		
Day :			C	Date :		
					$\sim$	
Period :			L	esson :	$\sim$	
Strand : MOTOR SKILL AND MOVEMENT Sub-str				: MANIPULATIVE SKILLS		
PATTERNS						
					<b>)</b>	
Indicator (co	ode)	B3.1.2.1.4				
Content star	ndard (code)	B3.1.2.1.				
Performanc	e Indicator	Learners can Stri	ke (serve) a	lightweight ball to a parti	ner, using the underhand	
		movement patter				
•				cation and Collaboration P	ersonal Development and	
Leadership (	Critical Thinkir	ng and Problem So	lving.	О.		
Keywords						
T. L .R. (s)		cones				
Ref:	PE curriculu	m Page				
		$() \land ()$				
DAY						
	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	Phase 2: Main (new learning inc	luding asses	sment)	Phase 3: Plenary / Reflections	
	Starter (preparing		luding asses	sment)		
	Starter (preparing the brain		luding asses	sment)		
	Starter (preparing the brain for		luding asses	sment)		
Friday	Starter (preparing the brain for learning)	(new learning inc			Plenary / Reflections	
Friday	Starter (preparing the brain for learning) Learners	(new learning inc After warm ups a	s usual, put l	earners in pairs with a	Plenary / Reflections What have we learnt	
Friday	Starter (preparing the brain for learning) Learners jog round a	(new learning inc After warm ups a ball. Learners tos	s usual, put l s a ball and s	earners in pairs with a wing the arm from behind	Plenary / Reflections	
Friday	Starter (preparing the brain for learning) Learners jog round a demarcate	(new learning inc After warm ups a ball. Learners tos to strike the ball t	s usual, put l s a ball and s to a partner a	earners in pairs with a wing the arm from behind about 6m away. Learners	Plenary / Reflections What have we learnt today?	
Friday	Starter (preparing the brain for learning) Learners jog round a demarcate d area in	(new learning inc After warm ups a ball. Learners tos to strike the ball bac	s usual, put l s a ball and s to a partner a ck to continu	earners in pairs with a wing the arm from behind about 6m away. Learners e the rally. The process	Plenary / Reflections What have we learnt today? Use answers to	
Friday	Starter (preparing the brain for learning) Learners jog round a demarcate d area in files while	(new learning inc After warm ups a ball. Learners tos to strike the ball to strike the ball bac should continue v	s usual, put l s a ball and s to a partner a ck to continu when the bal	earners in pairs with a wing the arm from behind about 6m away. Learners e the rally. The process I drops. Supervise and	Plenary / Reflections What have we learnt today?	
Friday	Starter (preparing the brain for learning) Learners jog round a demarcate d area in files while singing and	(new learning inc After warm ups a ball. Learners tos to strike the ball to strike the ball bac should continue v give support to le	s usual, put l s a ball and s to a partner a ck to continu when the bal	earners in pairs with a wing the arm from behind about 6m away. Learners e the rally. The process	Plenary / Reflections What have we learnt today? Use answers to	
Friday	Starter (preparing the brain for learning) Learners jog round a demarcate d area in files while	(new learning inc After warm ups a ball. Learners tos to strike the ball to strike the ball bac should continue v	s usual, put l s a ball and s to a partner a ck to continu when the bal	earners in pairs with a wing the arm from behind about 6m away. Learners e the rally. The process I drops. Supervise and	Plenary / Reflections What have we learnt today? Use answers to	

for	
maximal	
performan	
ce and to	
prevent	
injuries	

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Signature: ..... Date : .....

22000112		LESSON PLAN
	•	I ESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: THREE

Week Ending:				Class size:		
Day :				Date :		
Period :				امد	son :	$\sim$
renou .				LES		$\sim \sim$
Strand : Goo	l, His Creatior	and Attributes	Sub-stran	n <b>d :</b> 1	he Purpose of God's Cre	ation
Indicator (co	ode)	B3.1.3.1.1				
Content star	ndard (code)	B3.1.3.1.				
Performance	e Indicator	Learners can exp	lain the pu	urpo	se of God's creation of h	umankind
		tivity and Innovationg and Problem Solv		nica	tion and Collaboration Pe	ersonal Development and
Keywords						
T. L .R. (s)		Pictures				
Ref:	RME curricu	ilum Page		3		
DAY	Phase 1:	Phase 2: Main	$\sim$			Phase 3:
	Starter	(new learning inclu	uding ass	essn	ient)	Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)				<b>6</b>	
Friday	Engage	Let learners tell creation stories from the three religious			from the three religious	
	learners to	<b>o</b>				today?
	sing songs	Assessment: let learners narrate the creation stories				
	and recite					Ask learners to
	familiar	from the three rel	igious gro	ups	n Ghana	summarize the main
	rhymes					points in the lesson

SUBJECT: GHANAIAN LANGUAGE

Week Ending:				Class size:		
Day :			Da	Date :		
Period :			Les	son :		
Strand : Wri	ting Conventi		/ Usage <b>Sub-strand :</b> Integrating Grammar in Written Language (Capitalization)		Vritten Language	
Indicator (co	ode)	B3.5.1.1.1 B3.5	5.1.1.2	B3.5.1.1.3		
Content star	ndard (code)	B3.5.1.1. B3.5	5.1.1.	B3.5.1.1.		
Performance Indicator		<ul> <li>Learners should understand the use of capital letters to write proper nouns</li> <li>Learners should comprehend the use of capital letters to write sentences</li> <li>Learners should understand and use capital letters after sentences and full stops</li> <li>tivity and Innovation Communication and Collaboration Personal Development and</li> </ul>				
Leadership (	Critical Thinkir	g and Problem Solving.				
Keywords						
T. L .R. (s)		Manila cards, marke	ers, recorde	d audios visual		
Ref:	Ghanaian La	anguage curriculum				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including ass		nent)	Phase 3: Plenary / Reflections	
	Engage leaners to sing songs and recite familiar rhymes	<ul> <li>Let learners sing a</li> <li>Create a game tha write proper nouns.</li> <li>Through the game use of capital letters</li> </ul>	at helps to u	se capital letters to ers to understand the	What have we learnt today?	

		Review the lesson with
	Assessment: let learners use capital letters to write	learners
	proper nouns	
Engage leaners to sing songs and recite familiar rhymes		What have we learnt today? Review the lesson with learners
	sentences	
Engage leaners to sing songs and recite familiar rhymes		What have we learnt today? Review the lesson with
	board.	learners
	Assessment: let learners use capital letters after sentences and full stops	

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Signature: ..... Date : .....

# TERM ONE BASIC THREE WEEK 9

SUBJECT: ENGLISH LANGUAGE

Week Ending:		Cl	ass size:		
Day :		Date :			
Period :		Lesson			
Strand :	Sub-strar	nd :			
A. Oral Language			onversation		
B. Reading		ocabulary			
C. Writing			omposition		
D. Using Writing Con	ventions D. U	sing Qua	ing Qualifying Words – Adverbs		
E. Extensive Reading	E. B	uilding t	the Love and Cultu	ure of Reading	
Indicator (code)	B3.1.6.1.3 B3.2.6.1.1. B3	3.4.8.1.2	1 B3.5.6.1.1.	B3.6.1.1.1	
Content standard (code)	B3.1.6.1. B3.2.6.1. B3	3.4.8.1.	B3.5.6.1.	B3.6.1.1.	
Performance Indicator	A. Learners can talk at	pout imp	portant places in t	heir communities	
	B. Learners can read le	evel-app	propriate sight wo	rds, understand and use them	
	in meaningful comp	lex sent	ences		
	C. Learners can devel	lop two	coherent paragra	aphs on one idea or concept	
	using leading questi	ons			
	D. Learners can identil	fy qualif	fying words		
E. Learners can read			iety of age and	level-appropriate books and	
	summarise them				
Core Competencies: Crea	tivity and Innovation Commu	unicatio	n and Collaboratic	on Personal Development and	
Leadership Critical Thinkii	າg and Problem Solving.				
Keywords					

#### NANA FIIFI ACQUAH T. L .R. (s) Word cards, sentence cards, letter cards, handwriting on a manila card and a class library. Ref: English Language curriculum Page DAY Phase 1: Phase 2: Main Phase 3: Starter (new learning including assessment) Plenary / Reflections (preparing the brain for learning) What have we learnt Monday A. ORAL LANGUAGE Engage Show pictures of important places in their today? learners to communities such as the community centre, the lorry sing songs and recite station, the mission house, the market, the fire service Ask learners to familiar station etc. summarize the main rhymes Let learners think-pair-share their views and opinions points in the lesson about the pictures. • Put learners into groups according to the number of pictures. • Have each group talk about the activities that go on in these places and their importance to the community and the nation. Assessment: let learners talk about important places in their communities **B. READING** Tuesday What have we learnt Engage Provide learners with texts containing level-appropriate learners to today? sing songs sight words. • Put them into groups to identify, read and use sight and recite Ask learners to familiar words in meaningful sentences. summarize the main rhymes points in the lesson Assessment: let learners read level-appropriate sight words, understand and use them in meaningful complex sentences Wednesday Engage C. WRITING What have we learnt • Have learners brainstorm to choose a topic, e.g. My today? learners to sing songs Home and recite • Write the topic on the board. Ask learners to familiar • Ask questions for learners to generate ideas on the summarize the main points in the lesson rhymes topic • Discuss the questions with learners for them to

answer appropriately

	<u>LOAU</u>		
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>e.g. My home</li> <li>i. Where do you live?</li> <li>ii. How many of you live there?</li> <li>iii. What kind of buildings are there?</li> <li>Assessment: let learners develop two coherent paragraphs on one idea or concept using leading questions <ul> <li>D. WRITING CONVENTIONS AND GRAMMAR USAGE</li> <li>B3.5.6.1.1. Identify qualifying words</li> <li>Provide sentences with simple adverbs for learners to identify.</li> <li>e.g.</li> <li>i. He walked quickly to the church.</li> <li>ii. She danced beautifully.</li> <li>Elicit other adverbs and provide practice</li> </ul> </li> <li>Assessment: let learners identify qualifying words in sentences</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson
Friday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>E.EXTENSIVE READING</li> <li>Use the Author's chair to introduce the reading/library time.</li> <li>Using the Author's chair, introduce the reading/library time.</li> <li>Have a variety of age/level-appropriate books for learners to make a choice from.</li> <li>Introduce narratives, expository, procedural texts to learners.</li> <li>Guide learners to select books for readings</li> <li>Assessment: let learners read a variety of age and level-appropriate books and summarise them</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson

SUBJECT: MATHEMATICS CLASS: THREE

Week Ending:				Class size:				
Day :				te :				
Period :				Lesson :				
Strand : NUI	MBER	Su	ub-strand :	Counting, Representation	n, Cardinality & Ordinality			
Indicator (co	ode)	B3.1.1.3.1	B3.1.1.3.1					
Content star	ndard	B3.1.1.3.						
(code)								
Performance	e Indicator	Learners can Describ	earners can Describe situations using positive and negative values					
		tivity and Innovation inking and Problem S		ation and Collaboration Pe	ersonal Development			
Keywords		$\langle \rangle \rangle$						
T. L .R. (s)	$\overline{)}$	Counters						
Ref:	Mathematio	cs curriculum Page						
DAY	Phase 1:	Phase 2: Main			Phase 3:			
	Starter	(new learning includ	ling assessi	ment)	Plenary / Reflections			
	(preparing							
	the brain							
	for							
	learning)							
Monday	Sing songs	Draw a number line		•	Review the lesson with			
	like:	place. Ask a pair to s			Learners			
		their back facing. The		e on the number line.				
		opposite unection a	sti aigi it illi	e on the number line.				

NANA HIH ACC	l'm counting	Have learners move on the opposite direction on the number line and name the numbers as shown:	
	one, what is one		
		-6 -5 -4 -3 -2 -1 0 1 2 3 4 5 6	
		Learners also build their own number line to include - 10	
		A blank number line	
		Assessment: have learners to practice with more examples	
Tuesday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	Draw a number line on the floor or any convenient place. Ask a pair to stand on the cross (centre) with their back facing. The learners then move in the opposite direction a straight line on the number line. Have learners move on the opposite direction on the number line and name the numbers as shown: -6 -5 -4 -3 -2 -1 0 1 2 3 4 5 6 Learners also build their own number line to include - 10	Review the lesson with Learners
		A blank number line Assessment: have learners to practice with more	
		examples	
Wednesda y	Sing songs like:	Draw a number line on the floor or any convenient place. Ask a pair to stand on the cross (centre) with	Review the lesson with Learners

on with

Friday	Sing songs	Draw a number line on the floor or any convenient	Review the lesson with
	like:	place. Ask a pair to stand on the cross (centre) with	Learners
	I'm counting one, what	their back facing. The learners then move in the opposite direction a straight line on the number line. Have learners move on the opposite direction on the number line and name the numbers as shown:	
	is one 1 - One is one alone, alone it	-6 -5 -4 -3 -2 -1 0 1 2 3 4 5 6	$\mathcal{O}$
	shall be.	Learners also build their own number line to include - 10	
		A blank number line	
		Assessment: have learners to practice with more	
		examples	

SUBJECT: SCIENCE CLASS: THREE

Week Ending:				Class size:		
Day :				te :		
Period :				Lesson :		
Strand : SYS	TEMS	Sub-stra	ind : <sup>-</sup>	THE SOLAR SYSTEM		
Indicator (co	ode)	B3.3.2.1.1				
Content star	ndard (code)	B3.3.2.1.				
Performance	e Indicator	Learners can know the sur	n, earth and moon as parts of the solar system			
-		tivity and Innovation Comm ng and Problem Solving.	unica	ntion and Collaboration Pe	ersonal Development and	
Keywords	<					
T. L .R. (s)		Pictures				
Ref:	Science cur	riculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter (preparing the brain for learning)	(new learning including as	sessn	nent)	Plenary / Reflections	
Monday	Engage	<ul> <li>Show learners pictures, or</li> </ul>	harts	or drawings of parts of	What have we learnt	
/	learners to	the solar system containin			today?	
	sing songs	• Engage learners in a reci	tal of	the poem "I see the		
	and recite	moon, and the moon sees	me".			

	familiar	<ul> <li>Assist learners to identify the sun, moon and earth in</li> </ul>	Ask learners to
	rhymes	the pictures.	summarize the
		<ul> <li>Guide learners to mention the uses of the sun and</li> </ul>	important points of the
		moon	lesson
		Assessment: let learners mention the uses of the sun and moon	
Thursday	Engage	<ul> <li>Assist learners to know that the earth moves around</li> </ul>	What have we learnt
	learners to	the sun, and the moon moves around the earth.	today?
	sing songs	<ul> <li>Engage learners in an activity to role play the</li> </ul>	Ask learners to
	and recite	movement of the earth around the sun, and the moon	summarize the
	familiar	around the earth	important points of the
	rhymes		lesson
		Assessment: let learners sun, earth and moon as parts	
		of the solar system	

SUBJECT: CREATIVE ARTS CLASS: THREE

Week Ending:				Class size:		
Day :			Date :			
Period :				Lesson :		
Strand : VISUAL ARTS , PERFORMING ARTS Sub-stra			nd : [	Displaying and Sharing		
Indicator (co	ode)	B3 1.3.4.2 B3 2	.3.5.	1		
Content star	ndard (code)	B3 1.3.4 B3 2	2.3.5.			
Performance Indicator		<ul> <li>Learners can plan for a display of own artworks to share creative experiences based on ideas that reflect the natural and manmade environments in other African communities.</li> <li>Learners can perform own artworks to share creative experiences based or ideas that reflect the history and culture of people in other African communities.</li> </ul>			natural and manmade tive experiences based on	
<b>Core Competencies:</b> Creativity and Innovation Leadership Critical Thinking and Problem Solvi			unica	tion and Collaboration Pe	ersonal Development and	
Keywords	11,					
T. L .R. (s)		Pictures				
Ref:	Creative Art	ts curriculum				
DAY	Phase 1: Starter (preparing the brain	Phase 2: Main (new learning including ass	sessn	nent)	Phase 3: Plenary / Reflections	
	for learning)					

Monday	Engage	Learners are to:	What have we learnt
	learners to	I discuss and display own artworks to reflect other	today?
	sing songs	African communities;	
	and recite	Plan the arrangement of own artworks in order to	Ask learners to
	familiar	share, educate and inform the public on the natural and	summarize the main
	rhymes	manmade environments in other parts of Africa.	points in the lesson
		Assessment: let learners write a plan for a display of their own artworks to share creative experiences based on ideas that reflect the natural and manmade environments in other African communities	
Wednesday	Engage	Learners are to:	What have we learnt
	learners to	I watch a video or live performance of music, dance	today?
	sing songs	and drama of other parts of Africa;	
	and recite	Perform some of the music, dance and drama	Ask learners to
	familiar	displayed during a festival of other African	summarize the main
	rhymes	communities;	points in the lesson
		Perform own music, dance and drama compositions	
		to share ideas, educate and inform the public on own	
		knowledge and understanding of the history and	
		culture of other African communities	
		Assessment: let learners perform own artworks to	
		share creative experiences based on ideas that reflect	
		the history and culture of people in other African	
		communities	

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SUBJECT: HISTORY CLASS: THREE

			Class siz	ze:	
Day :			Date :		
Period :			Lesson :		
ry Ghan	a	Sub-stran	<b>d :</b> Inter-Gro	up Relations	
	B3.2.2.1.2				
(code)	B3.2.2.1.				
cator	Learners can name	e some of	the items ex	changed among	the various groups
	tivity and Innovatio g and Problem Solv History curriculum	ving.	nication and	Collaboration P	ersonal Development and
ory curri	culum Page				
e 1:	Phase 2: Main				Phase 3:
er baring brain hing)	(new learning including assessment)				Plenary / Reflections
ge ners to songs recite liar nes	ethnic groups: salt and cloth and iron 2. Match items wit were obtained. e.	:. fish, gold utensils. th the area g. shea but	l, kola, shea l as/sources w tter - savann	butter, pottery here the items ah belt.	What have we learnt today? Ask learners to summarize the main points in the lesson
e ora ora nir ge sc re lia	1: ring ain ng) e rs to ongs cite nr	ring ain (new learning inclu- ring ain (new learning inclu- ring) 1. Identify trade it ethnic groups: salt and cloth and iron 2. Match items wir were obtained. e.g	y curriculum Page 1: Phase 2: Main (new learning including asser- ring ain ng) 1. Identify trade items that y ethnic groups: salt. fish, gold and cloth and iron utensils. 2. Match items with the area were obtained. e.g. shea but	y curriculum Page 1: Phase 2: Main (new learning including assessment) ring ain ng) 1. Identify trade items that were exchan ethnic groups: salt. fish, gold, kola, sheal and cloth and iron utensils. 2. Match items with the areas/sources w were obtained. e.g. shea butter - savann	y curriculum Page 1: Phase 2: Main (new learning including assessment) ring ain ng) e 1. Identify trade items that were exchanged among ethnic groups: salt. fish, gold, kola, shea butter, pottery and cloth and iron utensils. 2. Match items with the areas/sources where the items were obtained. e.g. shea butter - savannah belt.

	among the various ethnic groups?		
Thursday	Engage learners to sing songs and recite familiar rhymes Why were these items exchanged ?	<ol> <li>Identify trade items that were exchanged among ethnic groups: salt. fish, gold, kola, shea butter, pottery and cloth and iron utensils.</li> <li>Match items with the areas/sources where the items were obtained. e.g. shea butter - savannah belt.</li> <li>Assessment: let learners match items with the areas/sources where the items were obtained</li> </ol>	What have we learnt today? Ask learners to summarize the main points in the lesson

SUBJECT: OUR WORLD OUR PEOPLE CLASS: THREE

Week Endin	g:			Class size:			
Day :			Da	Date :			
Deried :							
Period :			Les	son :			
Strand : ALL	AROUND US	Sub-s	trand : I	Population and Settleme	nt		
				<b>C</b>			
Indicator (co	ode)	B3.2.4.1. 1.					
Content sta	ndard (code)	B3.2.4.1.					
Performanc	e Indicator	Learners can recognise	the nee	d to be proud of their co	mmunities		
Coro Compo	toncios: Croa	tivity and Innovation Com	munica	tion and Collaboration P	ersonal Development and		
-		ng and Problem Solving.	munica		ersonal Development and		
			$\sim$				
Keywords				<b>J</b>			
T. L .R. (s)	1	Pictures					
Ref:	Our World (	Our People curriculum	Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:		
	Starter	(new learning including	assessn	nent)	Plenary / Reflections		
	(preparing the brain						
	for						
	learning)						
Tuesday	Engage	Learners talk about the i	need to	he proud of their	What have we learnt		
rucoday	learners to	communities e.g. that is		•	today?		
	sing songs						
	and recite		Ask learners to				
	familiar	Assessment: Let learner	Assessment: Let learners explain the need to be proud				
	rhymes	of their communities	·		points in the lesson		
Thursday	Engage	Through role play/drama	atisatio	n/fieldtrip guide	What have we learnt		
	learners to	learners to talk about ho	ow they	will protect their	today?		
	sing songs	environment and the fac	cilities ir	n their community. e.g.			
	and recite	do not litter the environ	ment, d	o not engage in open			

familiar	defecation, report people who destroy public utilities,	Ask learners to
rhymes	switch off light in public place if not in use, shut open	summarize the main
	tap if not in use, etc.,	points in the lesson
	Assessment: Let learners explain how they will protect	
	their environment and the facilities in their community	

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SUBJECT: PHYSICAL EDUCATION

Week Endin	g:			Class size:		
Day :			D	Date :		
Period :				esson :		
Strand : MO	TOR SKILL AN	D MOVEMENT Su	ub-strand	: MANIPULATIVE SKILLS		
PATTERNS					$\boldsymbol{\lambda}$	
Indicator (co	ode)	B3.1.2.1.5:				
Content star	ndard (code)	B3.1.2.1.				
Performance	e Indicator	Learners can strike	e a gently	tossed ball with a bat,	using a side orientation	
		(movement).				
Core Compe	etencies: Crea	tivity and Innovation	Communio	cation and Collaboration P	ersonal Development and	
Leadership (	Critical Thinkir	ng and Problem Solvir	ng.			
		[				
Keywords						
		C	( )			
T. L .R. (s)		Cones	$\rightarrow$			
Ref:	PE curriculu	im Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning includ	ding assess	sment)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
	learning)					
Friday	Learners			s. Learners put in pairs	What have we learnt	
	jog round a			nis balls. Learners stand	today?	
	demarcate			artner. Guide them to		
	d area in	bounce ball and gen	-	-	Use answers to	
	files while			vard orientation. Support	summarise the lesson.	
	singing and	•	t at their p	ace. End lesson with cool		
	clapping to	down activities.				
	warm-up					
	the body					
	for					
	maximal					
	performan					

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	ce and to						
	prevent						
	injuries						

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: THREE

Week Endin	g:				Class size:	
Day :				Date :		
Period :				Les	son :	
Strand : Goo	d, His Creatior	and Attributes	and Attributes Sub-strand : The Purpose of God's Creation			
Indicator (co	ode)	B3.1.3.1.1	L			
Content sta	ndard (code)	B3.1.3.1.				
Performanc	e Indicator	Learners can exp	plain the p	urpo	se of God's creation of h	umankind
		tivity and Innovations and Problem So		inica	tion and Collaboration P	ersonal Development and
Keywords					$\langle \mathcal{N} \rangle$	
T. L .R. (s)		Pictures				
Ref:	RME curricu	ilum Page		}		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding ass	essn	nent)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	other creatures to	o worship earners exj	and :	beings: to take care of serve Him, etc. the purpose of God's	What have we learnt today? Ask learners to summarize the main points in the lesson

SUBJECT: GHANAIAN LANGUAGE CLASS: THREE

Week Ending:				Class size:	
Day :				Date :	
Period :				Lesson :	
Strand : Wri	ting Conventi	ons / Usage Sub-stra (Punctu		ntegrating Grammar in W	/ritten Language
Indicator (co	ode)	B3.5.2.1.1 B3.5.2.	1.2		
Content star	ndard (code)	B3.5.2.1. B3.5.2.	L.		
-	tencies: Crea		derst	and and use full stops an and the use of full stops a tion and Collaboration Pe	it the end of sentences.
Keywords T. L .R. (s)		Manila cards, markers, rec	ordeo	l audios visual	
Ref:	Ghanaian La	anguage curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including as	sessn	nent)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	<ul> <li>Let a learner lead the clacknow.</li> <li>Create a game on the Shuse of full stops and comm</li> <li>Play the game with learn</li> <li>Help learners to underst commas.</li> </ul>	ow ar nas. ers.	understanding of the	What have we learnt today? Review the lesson with learners

	Assessment: let learners use full stops and commas	
Engage leaners to sing songs and recite familiar rhymes	<ul> <li>Let the class sing a popular traditional occupational song they know.</li> <li>Create a game on the use of full stops.</li> <li>Play the game with learners and let learners play the game in groups.</li> <li>Help learners to show an understanding of the use of full stops at the end of sentences.</li> <li>Assessment: let learners use of full stops at the end of sentences.</li> </ul>	What have we learnt today? Review the lesson with learners
Engage leaners to sing songs and recite familiar rhymes	<ul> <li>Let the class sing a popular traditional occupational song they know.</li> <li>Create a game on the use of full stops.</li> <li>Play the game with learners and let learners play the game in groups.</li> <li>Help learners to show an understanding of the use of full stops at the end of sentences.</li> <li>Assessment: let learners use of full stops at the end of sentences.</li> </ul>	What have we learnt today? Review the lesson with learners

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# TERM ONE BASIC THREE WEEK 10

SUBJECT:

Week Ending:		Class size:
Day :		Date :
Period :		Lesson :
Strand :	Sub-strar	nd :
A. Oral Language		Conversation
B. Reading		/ocabulary
C. Writing C. Guided Composition		
D. Using Writing Conventions D. Using Qualifying Words – Adverbs		
E. Extensive Reading	E. BI	Building the Love and Culture of Reading
Indicator (code)	B3.1.6.1.3 B3.2.6.1.2	B3.4.8.1.1 B3.5.6.1.1. B3.6.1.1.1
Content standard (code)	B3.1.6.1. B3.2.6.1.	B3.4.8.1. B3.5.6.1. B3.6.1.1.
Performance Indicator       A. Learners can talk about important places in their communities         B. Learners can use knowledge of prefixes and suffixes to interpret unfamiliar words         C. Learners can develop two coherent paragraphs on one idea or concept using leading questions         D. Learners can identify qualifying words         E. Learners can read a variety of age and level-appropriate books and summarise them         Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.		
Keywords		

#### NANA FIIFI ACQUAH T. L .R. (s) Word cards, sentence cards, letter cards, handwriting on a manila card and a class library. Ref: English Language curriculum Page DAY Phase 1: Phase 2: Main Phase 3: Starter (new learning including assessment) Plenary / Reflections (preparing the brain for learning) What have we learnt Monday A. ORAL LANGUAGE Engage Show pictures of important places in their today? learners to communities such as the community centre, the lorry sing songs and recite station, the mission house, the market, the fire service Ask learners to familiar station etc. summarize the main rhymes Let learners think-pair-share their views and opinions points in the lesson about the pictures. • Put learners into groups according to the number of pictures. • Have each group talk about the activities that go on in these places and their importance to the community and the nation. Assessment: let learners talk about important places in their communities Tuesday **B. READING** What have we learnt Engage learners to today? Use knowledge of prefixes and suffixes to interpret sing songs unfamiliar words and recite Ask learners to familiar summarize the main Assessment: let learners use knowledge of prefixes and points in the lesson rhymes suffixes to interpret unfamiliar words Wednesday C. WRITING Engage What have we learnt learners to • Have learners brainstorm to choose a topic, e.g. My today? sing songs Home and recite • Write the topic on the board. Ask learners to familiar • Ask questions for learners to generate ideas on the summarize the main points in the lesson rhymes topic Discuss the questions with learners for them to answer appropriately e.g. My home i. Where do you live?

ii. How many of you live there?

VANATINTAC	QUAI		
		iii. What kind of buildings are there?	
		Assessment: let learners develop two coherent paragraphs on one idea or concept using leading questions	
Thursday	Engage learners to sing songs and recite familiar rhymes	D. WRITING CONVENTIONS AND GRAMMAR USAGE B3.5.6.1.1. Identify qualifying words • 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 Assessment: let learners identify qualifying words in simple sentences	What have we learnt today? Ask learners to summarize the main points in the lesson
Friday	Engage learners to	E.EXTENSIVE READING Use the Author's chair to introduce the reading/ library	What have we learnt today?
	sing songs and recite familiar rhymes	<ul> <li>time.</li> <li>Using the Author's chair, introduce the reading/library time.</li> <li>Have a variety of age/level-appropriate books for learners to make a choice from.</li> <li>Introduce narratives, expository, procedural texts to learners.</li> <li>Guide learners to select books for readings</li> </ul>	Ask learners to summarize the main points in the lesson
		Assessment: let learners read a variety of age and level-appropriate books and summarise them	

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SUBJECT: MATHEMATICS CLASS: THREE

Week Ending:				Class size:				
Day :				te :				
Period :			Le	Lesson :				
Strand : NUN	MBER	Su	b-strand :	Counting, Representation	n, Cardinality & Ordinality			
Indicator (co	ode)	B4.1.1.3.2	B4.1.1.3.2					
Content star	ndard	B4.1.1.3.						
(code)								
Performance	e Indicator	Learners can Count forwards and backwards with positive and negative whole numbers through zero						
		tivity and Innovation C inking and Problem Sc		ation and Collaboration Pe	ersonal Development			
Keywords		$\langle \rangle$						
T. L .R. (s)		Counters						
Ref:	Mathematic	cs curriculum Page						
DAY	Phase 1:	Phase 2: Main			Phase 3:			
	Starter (preparing the brain for learning)	(new learning includi	ing assessi	nent)	Plenary / Reflections			
Monday	Sing songs like:	Display the number li learners to move/hop number through zero	p from the		Review the lesson with Learners			

IANA FIIFI AC	-		
	l'm		
	counting	AT 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	
	one, what		
	is one		
	is one	-0-3-4-3-2-10 1 2 3 4 3 8	
		Assessment: have learners to practice with more	
		examples	
Tuesday	Sing songs	Display the number line, mention a number and ask	Review the lesson with
	like:	learners to move/hop from the number to another	Learners
		number through zero.	
	ľm		
		ATT T T T T T T T T T T T T	
	counting		
	one, what		
	is one		
	1 - One is		
	one alone,		
	alone it s	Assessment: have learners to practice with more	
		examples	
Wednesda	Sing songs	Display the number line, mention a number and ask	Review the lesson with
у	like:	learners to move/hop from the number to another	Learners
		number through zero.	
	l'm		
	counting		
	_		
	one, what	-6 -5 -4 -3 -2 -1 0 1 2 3 4 5 6	
	is one		
	1 - One is		
	one alone,	Assessment: have learners to practice with more	
		examples	
Thursday	Sing songs	Display the number line, mention a number and ask	Review the lesson with
indicady	like:	learners to move/hop from the number to another	Learners
	like.		Learners
	counting		
	one, what		
	is one	-6 -5 -4 -3 -2 -1 0 1 2 3 4 5 6	
		Assessment: have learners to practice with more	
	I'm counting one, what	number through zero.	

Friday	Sing songs like:	Display the number line, mention a number and ask learners to move/hop from the number to another number through zero.	Review the lesson with Learners
	I'm counting one, what is one	-6 -5 -4 -3 -2 -1 0 1 2 3 4 5 6	
	1 - One is one alone,	Assessment: have learners to practice with more examples	

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SUBJECT: SCIENCE CLASS: THREE

Week Endin	g:			Class size:		
Day :			Da	:e :		
Period :				son :		
Strand : SYS	TEMS	Sub-sti	and :	THE SOLAR SYSTEM		
Indicator (co	ode)	B3.3.2.1.1				
Content star	ndard (code)	B3.3.2.1.				
Performance	e Indicator	Learners can know the su	n, ear	h and moon as parts of t	he solar system	
-		tivity and Innovation Comr ng and Problem Solving.	nunica	tion and Collaboration Pe	ersonal Development and	
Keywords						
T. L .R. (s)		Pictures				
Ref:	Science curi	riculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including a	ssessr	nent)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
	learning)					
Monday	Engage	<ul> <li>Assist learners to know</li> </ul>			What have we learnt	
	learners to	the sun, and the moon m			today?	
	sing songs	• Engage learners in an a				
	and recite	movement of the earth a	round	the sun, and the moon	Ask learners to	
	familiar	around the earth			summarize the	
	rhymes				important points of the	
		Assessment: let learners	sun, ea	rth and moon as parts	lesson	
		of the solar system				

Thu	rsday	Engage	<ul> <li>Learners in groups make a model of the solar system</li> </ul>	What have we learnt
		learners to	showing only the sun, earth and moon	today?
		sing songs		Ask learners to
		and recite	Assessment: let learners make a model of the solar	summarize the
		familiar	system showing only the sun, earth and moon	important points of the
		rhymes		lesson

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SUBJECT: CREATIVE ARTS CLASS: THREE

Week Endin	g:			Class size:			
Day :	Day :				Date :		
Period :				Lesson			
Strand :			Sub-stran	d :			
Visual Arts			Displaying	g and Sh	aring		
Performing <i>i</i>	Arts		Appreciat	ing and	Appraising		
Indicator (co	ode)	B3 1.3.5.1					
Content sta	ndard (code)	B3 1.3.5.			$\langle \rangle$		
Performanc		<ul> <li>Learners can display own visual artworks to share creative experiences based on ideas that reflect the history and culture of people in other African communities</li> <li>Learners can based on the agreed guidelines, generate feedback or reports on how own and others' displayed performing artworks could be modified or enhanced for future presentations</li> </ul>					
-		tivity and Innovations and Problem Sol		nication	and Collaboration	Personal Development and	
Keywords							
T. L .R. (s)		Pictures					
Ref:	Creative Art	s curriculum					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter (preparing the brain for learning)	(new learning including assessment) Plenary / Reflection				Plenary / Reflections	
Monday	Engage	Learners are to:				What have we learnt	
	learners to	I display portfolio	o of own vis	sual artv	vorks to educate	today?	
	sing songs	and inform the pu	ublic on arty	works tł	nat reflect the		
	and recite	history and cultur	e of other <i>i</i>	African	people		

	familiar		Ask learners to
	rhymes	Assessment: let learners display own visual artworks to	summarize the main
		share creative experiences based on ideas that reflect	points in the lesson
		the history and culture of people in other African	
		communities	
Wednesday	Engage	Learners are to:	What have we learnt
	learners to	display (real/photographs/video) selected own and	today?
	sing songs	others' displayed	
	and recite	Performing artworks	Ask learners to
	familiar	Italk about the works dispassionately using agreed	summarize the main
	rhymes	guidelines;	points in the lesson
		Ise the outcome of the appreciation/appraisal to	
		modify the performance or to present similar or	
		different music, dance and drama artworks	
		Suggested Process/Steps	
		Italk about appreciate and appraise own and/or	
		others' compositions and performances using the	
		guidelines above dispassionately;	
		Ise the outcome of the appreciation/appraisal to	
		modify the product or to produce a similar or different	
		composition and performance;	
		Precord/documentthe activity and share using a social	
		media by the class/group e.g. Facebook, Twitter,	
		Instagram, WhatsApp, etc	
		Assessment: let learners write reports on how own and	
		others' displayed performing artworks could be	
		modified or enhanced for future presentations	

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SUBJECT: HISTORY CLASS: THREE

Week Ending:					Class size:	
Day :	Day :			Dat	e :	
Period :			Les	son :	$\mathcal{O}\mathcal{V}$	
Strand : My	Country Ghar	าล	Sub-stran	<b>d :</b> I	nter-Group Relations	$\langle \cdot \rangle$
Indicator (co	ode)	B3.2.2.1.2				
Content star	ndard (code)	B3.2.2.1.				
Performance	e Indicator	Learners can nam	e some of	the	items exchanged among	the various groups
		tivity and Innovatic ng and Problem Sol		nica	tion and Collaboration P	ersonal Development and
Keywords						
T. L .R. (s)						
Ref:	History curr	iculum Page	X			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)			Phase 3: Plenary / Reflections	
Tuesday	Engage learners to sing songs and recite familiar rhymes How and why did cowrie	Discuss the trans barter system to shells as a mediu Explain the mediu Trace the origin o Assessment: let le 'cedi'.	the use if im of exch im of exch f the name	cowi ange ange e 'ce	ry	What have we learnt today? Ask learners to summarize the main points in the lesson

	shells		
	(cedie)		
	become		
	the most		
	common		
	medium of		
Thursday	exchange?	Further the modium of such as as	
Thursday	Engage	Explain the medium of exchange.	What have we learnt
	learners to	Trace the origin of the name 'cedi'.	today?
	sing songs	Assessment: let learners narrate the origin of the name	
	and recite	'cedi'.	Ask learners to
	familiar		summarize the main
	rhymes		points in the lesson
	How and		
	why did		
	cowrie		
	shells		
	(cedie)		
	become		
	the most		
	common		
	medium of		
	exchange?		

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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: THREE

Week Ending:				Class size:			
Day :				Date :			
Period :				Lesson :			
Strand : OU	R BELIEFS ANI	D VALUES S	ub-strand	I : Worship			
Indicator (co	ode)	B3.3.1.1.1					
Content sta	ndard (code)	B3.3.1.1.					
Performanc	e Indicator	Learners can expla major religions amo			cred scriptures of the three		
-		tivity and Innovation ng and Problem Solvi		ication and Collaboratio	n Personal Development and		
Keywords		. (					
T. L .R. (s)		Pictures					
Ref:	Our World (	Our People curriculu	um Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:		
	Starter (preparing the brain for learning)	(new learning includ	Plenary / Reflections				
Tuesday	Engage	Learners mention a	ind talk ab	out why they study the	What have we learnt		
	learners to	sacred scriptures: T	he Holy Bi	ible (Christianity), The H	bly today?		
	sing songs	Qur'an, Hadith (Isla	ım)				
	and recite				Ask learners to		
	familiar				summarize the main		
	rhymes	Assessment: Let lea	arners exp	plain the reasons for	points in the lesson		
		studying the sacred	l scripture:	s of the three major			
		religions among the	eir followe	rs			

Thursday	Engage	Learners mention and talk about why they study the	What have we learnt
	learners to	sacred scriptures: Sacred Myths, parables and taboos	today?
	sing songs	(Traditional Religion), etc.	
	and recite		Ask learners to
	familiar		summarize the main
	rhymes	Assessment: Let learners explain the reasons for	points in the lesson
		studying the sacred scriptures of the three major	
		religions among their followers	

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SUBJECT: PHYSICAL EDUCATION

CLASS: THREE

Week Endin	g:				Class size:	
Day :				Date :		
Period :				Les	son :	$\sim$
Strand : MO	TOR SKILL AN	D MOVEMENT	Sub-stran	<b>nd :</b> N	ANIPULATIVE SKILLS	
PATTERNS						
Indicator (co	ode)	B3.1.2.1.6				
Content star	ndard (code)	B3.1.2.1.				
Performance	e Indicator	Learners can Perf	orm the tv	vo-h	anded throw pattern (as	throwing in football).
Core Compe	tencies: Crea	tivity and Innovation	on Commu	inica	tion and Collaboration Pe	ersonal Development and
		ng and Problem Sol		inica		
Keywords						
					<b>J</b>	
T. L .R. (s)		Cones				
Ref:	PE curriculu	m Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inc	uding ass	essm	ient)	Plenary / Reflections
	(preparing					
	the brain					
	for					
E data	learning)					
Friday	Learners				warm ups. Learners	What have we learnt
	jog round a	with balls stand for			-	today?
	demarcate				hands and move their	
	d area in files while				d. Learners slightly flex	Use answers to
	files while		-		Is to throw ball over the	summarise the lesson.
	singing and			-	tice two-hand chest	
	clapping to				etball and netball, etc.	
	warm-up	cool down to end	the lessor	1.		
	the body					
	for					
	maximal					

	performan			
	co and to			
	ce and to			
	prevent			
	injuries			
tted by :		 Signature:		Date :
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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: THREE

Week Endin	g:				Class size:	
Day :				Date :		
Period :				Les	son :	$\bigcirc$
Strand : Goo	l, His Creatior	and Attributes	Sub-stran	<b>d :</b> ⊺	he Purpose of God's Cre	ation
Indicator (co	ode)	B3.1.3.1.2:				
-	ndard (code)	B3.1.3.1.				
Performanc	e Indicator	Learners can give	reasons fo	or pr	otecting God's creation	
-		tivity and Innovatio ng and Problem Solv		nica	tion and Collaboration P	ersonal Development and
Keywords						
T. L .R. (s)		Pictures				
Ref:	RME curricu	ılum Page	X			
DAY	Phase 1:	Phase 2: Main				Phase 3:
Brtt	Starter	(new learning inclu	uding asse	essm	ent)	Plenary / Reflections
	(preparing	(				
	the brain	$\langle \cdot \rangle$				
	for					
	learning)					
Friday	Engage					What have we learnt
	learners to	Lead learners to th	nink-pair-s	hare	e on why we should	today?
	sing songs	protect God's crea	ation:			
	and recite	- to preserve creat	tion for gei	nera	tions,	Ask learners to
	familiar	- it is a command f	from God,			summarize the main
	rhymes	- our survival depe	ends on otl	her	creation: food,	points in the lesson
		medicine, shelter,	air, etc. ar	nd		
		- it is a service to G	God and hu	uma	nkind	

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	Assessment: let learners give reasons for protecting
	God's creation

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SUBJECT: GHANAIAN LANGUAGE CLASS: THREE

Week Endin	g:				Class size:		
Day :				Dat	e :		
Period :				Lesson :			
Strand :			Sub-strand	d :			
Writing Con	ventions / Usa	age	Integrating	g Gr	ammar in Written Langu	age (Punctuation)	
			Integrating	g Gr	ammar in Written Langu	age (Use of Action	
			Words) CO	DNT	ENT		
Indicator (co	B3.5.2.1.3.	B3.5.3.1.1					
Content sta	ndard (code)	B3.5.2.1.	B3.5.3.1.				
Performanc	e Indicator	Learners should recognise and use punctuation marks in sentences.					
		Learners s	should recognise present continuous action words in sentences				
		tivity and Innovations and Problem Sol		nica	tion and Collaboration Pe	ersonal Development and	
T. L .R. (s)		Manila cards, mai	rkers, recor	ded	audios visual		
Ref:	Ghanaian La	anguage curricului	m				
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter (preparing	(new learning incl	luding asse	essm	ient)	Plenary / Reflections	
	the brain						
	for						
	learning)			<u> </u>			
	Engage leaners to		g a popular	tra	ditional occupational	What have we learnt today?	
	sing songs	song they know.		<b>..</b>		loudy:	
	and recite	-		-	unctuation marks.		
	familiar		vith learner	s an	id let learners play the		
	rhymes	game in groups.					

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	Help learners to recognise and use punctuation marks	Review the lesson with
	in sentences	learners
	Assessment: let learners use punctuation marks in	
	sentences.	
Engage	<ul> <li>Write sentences in continuous action on cardboards.</li> </ul>	What have we learnt
leaners to	• Discuss it with learners.	today?
sing songs	<ul> <li>Help learners to recognise present continuous action</li> </ul>	
and recite	words in sentences. E.g. going, coming, eating and	
familiar	drinking.	Review the lesson with
rhymes		learners
	Assessment: let learners present continuous action	
	words in sentences	
Engage	Write sentences in continuous action on cardboards.	What have we learnt
leaners to	• Discuss it with learners.	today?
sing songs	<ul> <li>Help learners to recognise present continuous action</li> </ul>	
and recite	words in sentences. E.g. going, coming, eating and	
familiar	drinking.	
rhymes		
		Review the lesson with
	Assessment: let learners present continuous action	learners
	words in sentences	
 1		

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# TERM ONE BASIC THREE WEEK 11

SUBJECT: ENGLISH LANGUAGE

CLASS: THREE

Week Ending:		C	Class size:
Day : Period :		Date :	
Strand :	Sub-strar	d :	
A. Oral Language			g Comprehension
B. Reading	B. Co	mpreh	hension
C. Writing	C. W	riting a	as a Process
D. Using Writing Con	ventions D. Us	ing Qu	ualifying Words – Adverbs
E. Extensive Reading	Ε. Βι	ilding	the Love and Culture of Reading
Indicator (code)	B3.1.7.1.1. B3.2.7.1.1 E	3.4.9.1	.1.1. B3.5.6.1.1. B3.6.1.1.1
Content standard (code)	ВЗ.1.7.1. ВЗ.2.7.1. В	3.4.9.1	1. B3.5.6.1. B3.6.1.1.
Performance Indicator Core Competencies: Crea Leadership Critical Thinkin	<ul> <li>B. Learners can use set texts</li> <li>C. Learners can select a organise before writ</li> <li>D. Learners can identif</li> <li>E. Learners can read summarise them</li> </ul>	f-corre topic ng y quali a var	interact actively within information texts ection strategies to make meaning when reading c on familiar themes (e.g. Myself), brainstorm and lifying words priety of age and level-appropriate books and on and Collaboration Personal Development and
Keywords			
-			
T. L .R. (s)	Word cards, sentence cards library.	letter	r cards, handwriting on a manila card and a class

Ref:	English Language curriculum Page							
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections					
Monday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>A. ORAL LANGUAGE</li> <li>Before reading, let learners think- pair- share, and talk about what they already know (K) about the topic .Have learners ask questions about what they want to know (W).</li> <li>While you read the text, pause often to give the children the chance to share what they have learned</li> <li>Let learners answer the questions they asked before reading.</li> <li>After the reading, have learners share what they have learned.</li> <li>.</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson					
Tuesday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>B. READING</li> <li>Engage learners on before reading activities, e.g. review of background knowledge, discussion of title and accompanying pictures).</li> <li>Model reading the text aloud and have learners echoread the text (if necessary).</li> <li>Read out words and sentences for learners to identify in the text.</li> <li>Let learners read aloud in groups and pairs and answer question</li> <li>Assessment: let learners read aloud in pairs and answer questions</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson					
Wednesday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>C. WRITING</li> <li>Take learners through the writing process:</li> <li>Pre-writing stage</li> <li>Consider composition writing as a process. That is, it should be done in stages.</li> <li>Take learners through stages such as preparation, writing, editing and publishing.</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson					

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Thursday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>Assist learners to prepare for writing by discussing the topic to write on, e.g. My School.</li> <li>In groups, let learners discuss their ideas.</li> <li>Use learner strategies such as brainstorming to help learners generate ideas appropriate to the topic</li> <li>Assessment: let learners select a topic on familiar themes (e.g. Myself), brainstorm and organise before writing</li> <li>D. WRITING CONVENTIONS AND GRAMMAR USAGE</li> <li>B3.5.6.1.1. Identify qualifying words</li> <li>Provide sentences with simple adverbs for learners to identify.</li> <li>e.g.</li> <li>i. He walked quickly to the church.</li> <li>ii. She danced beautifully.</li> <li>Elicit other adverbs and provide practice</li> <li>Assessment: let learners identify qualifying words in sentences</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson
Friday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>E.EXTENSIVE READING</li> <li>Use the Author's chair to introduce the reading/library time.</li> <li>Using the Author's chair, introduce the reading/library time.</li> <li>Have a variety of age/level-appropriate books for learners to make a choice from.</li> <li>Introduce narratives, expository, procedural texts to learners.</li> <li>Guide learners to select books for readings</li> <li>Assessment: let learners read a variety of age and</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson
	$\sim$	level-appropriate books and summarise them	

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SUBJECT: MATHEMATICS CLASS: THREE

Week Ending:				Class size:				
Day :				te :				
Period :				Lesson :				
Strand : NUI	MBER	Si	ub-strand :	Counting, Representatior	n, Cardinality & Ordinality			
Indicator (co	ode)	B3.1.2.1.1	B3.1.2.1.1					
Content star	ndard	B3.1.2.1.1						
(code)								
Performance	e Indicator	Learners can Use standard strategy or procedure to do addition or subtraction within 1000						
		tivity and Innovation inking and Problem S		ation and Collaboration P	ersonal Development			
Keywords								
T. L .R. (s)		Counters						
Ref: Mathematics curriculum Page								
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning incluc	ding assessr	nent)	Phase 3: Plenary / Reflections			
Monday	Sing songs like:	Explain the purpose underline in a given	-		Review the lesson with Learners			

l'm	mathematics sentences with one unknown (e.g.: 227 +	
	□ = 609)	
counting	L = 009)	
-	Assessment: have learners to practice with more	
is one	examples	
Sing songs	Explain the purpose of a symbol like a square or an	Review the lesson with
like:	underline in a given addition or subtraction mathematics sentences with one unknown (e.g.: 227 +	Learners
ľm	□ = 609)	
counting		
one, what	Assessment: have learners to practice with more –	
is one		
Sing songs		Review the lesson with
like:	Create an addition or subtraction question with an	Learners
	unknown for a classmate to solve, and using either $\Box$	
ľm	or to represent the unknown	
counting	Assessment: have learners to practice with more	
one, what		
is one	examples	
Sing songs		Review the lesson with
like:	Create an addition or subtraction question with an	Learners
	unknown for a classmate to solve, and using either $\Box$	
l'm	or to represent the unknown	
counting	Assessment: have learners to practice with more	
one, what	·	
is one	exemples	
Sing songs		Review the lesson with
like:	Create an addition or subtraction question with an	Learners
$\sim$	unknown for a classmate to solve, and using either $\Box$	
l'm	or to represent the unknown	
counting		
one, what	Assessment: have learners to practice with more	
is one	•	
	1 -	
	like: l'm counting one, what is one Sing songs like: l'm counting one, what is one Sing songs like: l'm counting one, what is one Sing songs like: l'm counting one, what is one	is one       Assessment: have learners to practice with more examples         Sing songs like:       Explain the purpose of a symbol like a square or an underline in a given addition or subtraction mathematics sentences with one unknown (e.g.: 227 + 1'm = 609)         counting one, what is one       Assessment: have learners to practice with more examples         Sing songs like:       Create an addition or subtraction question with an unknown for a classmate to solve, and using either or

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SUBJECT: SCIENCE CLASS: THREE

Week Endi	ng:			Class size:		
Day :			Dat	e :		
Period :				son :	$\mathcal{O}$	
Strand : SY	STEMS	Sub-stran	nd : E	COSYSTEM	$\langle \cdot \rangle$	
Indicator (	code)	B3.3.3.1.1				
Content sta	andard (code)	B3.3.3.1.				
Performan	ce Indicator	Learners can identify orga particular place	nism	s in a habitat and des	cribe why they live in a	
-		itivity and Innovation Commung and Problem Solving.	inica	tion and Collaboration P	ersonal Development and	
		Pictures				
T. L .R. (s) Ref:	Science cur	riculum Page				
Nel.		inculum Page				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)			Phase 3: Plenary / Reflections	
Monday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>Show pictures, videos and their various homes (habitate Take learners on a field tri environment) to study about (1) Birds and insects on a tree (2) Frogs and fish in a pond/ (3) Grasshoppers, insects or (4) Different plant on a farm Assessment: let learners ide</li> </ul>	ts). ip (o it so ee ⁄stre n a g n.	r a tour of the school me ecosystems, e.g. am rass field	What have we learnt today? Ask learners to summarize the important points of the lesson	

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Thursday	Engage	Assist learners to identify some observable features	What have we learnt
	learners to	that enable organisms to live successfully in their	today?
	sing songs	habitat e.g. tilapia has fins to help it swim in a pond.	Ask learners to
	and recite	Birds have wings to help them.	summarize the
	familiar	Guide learners to discuss the following:	important points of the
	rhymes	(1) is a frog a fish?	lesson
		(2) Why can't a fish live on land?	
		<ul> <li>Learners plan, design and draw posters showing</li> </ul>	
		organisms in their natural homes.	
		Assessment: let learners identify organisms in a habitat	
		and describe why they live in a particular place	$\mathbf{\lambda}$
Monday	Engage	Show pictures, videos and drawings of organisms in	What have we learnt
wonday	learners to	their various homes (habitats).	today?
	sing songs	• Take learners on a field trip (or a tour of the school	touay:
	and recite	environment) to study about some ecosystems, e. g.	Ask learners to
	familiar	(1) Birds and insects on a tree	summarize the
	rhymes	(2) Frogs and fish in a pond/stream	important points of the
		(3) Grasshoppers, insects on a grass field	lesson
		(4) Different plant on a farm.	
		Assessment: let learners identify organisms in a habitat	
Thursday	Engage	Assist learners to identify some observable features	What have we learnt
	learners to	that enable organisms to live successfully in their	today?
	sing songs	habitat e.g. tilapia has fins to help it swim in a pond.	Ask learners to
	and recite	Birds have wings to help them.	summarize the
	familiar	• Guide learners to discuss the following:	important points of the
	rhymes	(1) is a frog a fish?	lesson
		(2) Why can't a fish live on land?	
	$\sim$	a Learners plan, design and draw posters showing	
	(///)	Learners plan, design and draw posters showing     organisms in their natural homes	
		organisms in their natural homes.	
		Assessment: let learners identify organisms in a habitat and describe why they live in a particular place	
Monday	Engage	Show pictures, videos and drawings of organisms in	What have we learnt
wonudy	learners to	their various homes (habitats).	today?
	sing songs	• Take learners on a field trip (or a tour of the school	
	and recite		Ask learners to
		environment) to study about some ecosystems, e.g.	
	familiar	(1) Birds and insects on a tree	summarize the
	rhymes	(2) Frogs and fish in a pond/stream	

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		(3) Grasshoppers, insects on a grass field	important points of the
		(4) Different plant on a farm.	lesson
		Assessment: let learners identify organisms in a habitat	

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SUBJECT: CREATIVE ARTS CLASS: THREE

Week Endin	g:			Class size:			
Day :			I	Date :			
					$\sim$		
Period :				esson :			
					$\langle \rangle \rangle$		
Strand : VISU	JAL ARTS PEF	RFORMING ARTS	Sub-stranc	: Appreciating and Appra	ising		
Indicator (co	ode)	B3 1.4.6.2	B3 2.4.6.2		)		
	ndard (code)		B3 2.4.6.				
Performance			can agree or	n guidelines for assessing	and deriving meaning from		
			-		tions of artworks produced		
		or found i	n other Afri	can communities			
		Learners	can use the	agreed guidelines to ex	amine and derive meaning		
		from own and others' performances as representations of artworks					
		produced or found in other African communities					
Core Compe	tencies: Crea	tivity and Innovation	on Commun	ication and Collaboration	Personal Development and		
Leadership (	Critical Thinkin	ng and Problem So	lving.				
Konwordo							
Keywords							
T. L .R. (s)		Pictures					
Ref:	Creative Art	ts curriculum					
DAY	Phase 1:	Phase 2: Main			Phase 3:		
	Starter	(new learning inc	luding asse	ssment)	Plenary / Reflections		
	(preparing						
	the brain						
	for						
Manday	learning)						
Monday Engage Learners are to: learners to 2 agree on guidelines for deducing the mean				using the meaning of eac	What have we learnt		
learners to				ucing the meaning of eac	h today?		
	sing songs and recite	artwork displayed		elines to express the	Ask learners to		
	familiar	meaning of each	-	-	summarize the main		
	rhymes		aispiayeu ai		points in the lesson		
	inymes	rnymes					

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		Assessment: let learners write guidelines for assessing	
		and deriving meaning from own and others' visual	
		artworks as representations of artworks produced or	
		found in other African communities	
Wednesday	Engage	Learners are to:	What have we learnt
	learners to	I agree on guidelines for deducing the meaning of each	today?
	sing songs	artwork displayed;	
	and recite	I discuss how to use the guidelines to express and	Ask learners to
	familiar	report the meaning of each displayed artwork	summarize the main
	rhymes		points in the lesson
		Suggested Process/Steps	
		I discuss and accept guide for appreciating and	$\sim$
		appraising own and/or others; compositions and	
		performances based on the guide guidelines suggested	
		above;	
		Identify the correct vocabulary to use for appreciating	
		and appraising music, dance and drama;	
		I agree on what to use the appraisal report for and how	
		to share it ;	
		I agree on the approach/method (manual/digital) to	
		use in recording/documenting	
		Ithe appraisal process;	
		If ix a day/date for the appreciation/appraisal/jury	
		Assessment: let learners write agreed guidelines to	
		examine and derive meaning from own and others'	
		performances as representations of artworks produced	
		or found in other African communities	

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SUBJECT: HISTORY CLASS: THREE

Week Endin	g:				Class size:		
Day :			Dat	e :			
Period :				Les	son :		
Strand : My	Country Ghar	าล	Sub-stran	n <b>d :</b> I	nter-Group Relations		
Indicator (co	ode)	B3.2.2.1.2					
Content star	ndard (code)	B3.2.2.1.					
Performance	e Indicator	Learners can nam	e some of	the	items exchanged among	the various groups	
Core Compe	tencies: Crea	tivity and Innovation	on Commù	nica	tion and Collaboration P	ersonal Development and	
Leadership (	Critical Thinkin	ng and Problem Sol	lving.		$\langle \rangle$		
Keywords		$n^{2}$					
T. L .R. (s)		Pictures					
Ref:	History curr	iculum Page	X				
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning inc	luding asse	essm	ient)	Plenary / Reflections	
	(preparing						
	the brain						
	for						
	learning)						
Tuesday	Engage	Explain the medi		-		What have we learnt	
	learners to	Trace the origin o		e ce		today?	
	sing songs	Assessment: let le	earners nar	the origin of the name	Ask learners to		
	and recite familiar	'cedi'.				summarize the main	
	rhymes					points in the lesson	
	How and						
	why did						
	cowrie						

	shells		
	(cedie)		
	become		
	the most		
	common		
	medium of		
Thursday	exchange?	Further the modium of such as as	
Thursday	Engage	Explain the medium of exchange.	What have we learnt
	learners to	Trace the origin of the name 'cedi'.	today?
	sing songs	Assessment: let learners narrate the origin of the name	
	and recite	'cedi'.	Ask learners to
	familiar		summarize the main
	rhymes		points in the lesson
	How and		
	why did		
	cowrie		
	shells		
	(cedie)		
	become		
	the most		
	common		
	medium of		
	exchange?		

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SUBJECT: OUR WORLD OUR PEOPLE CLASS: THREE

Week Ending:				Class size:				
Day :			Date :					
Period :				Lesson :				
Strand : OUR BELIEFS AND VALUES Sub				-strand : Worship				
Indicator (co	ode)	B3.3.1.1.1						
Content star	ndard (code)	B3.3.1.1.						
Performance	e Indicator	Learners can expl	ain the re	easo	ns for studying the sacro	ed scriptures of the three		
		major religions am	ong their	follo	owers			
		tivity and Innovation ng and Problem Solv		inica	tion and Collaboration P	ersonal Development and		
Keywords								
T. L .R. (s)		Pictures						
Ref:	Our World (	Our People curriculum Page						
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main       Phase 3:         (new learning including assessment)       Plenary / Reflections				Phase 3: Plenary / Reflections		
Tuesday	Engage learners to sing songs and recite familiar rhymes	fatihah (Islam), Psalm 23 (Christianity)today?Ask learnerAsk learnerAssessment: Let learners explain the reasons for studying the sacred scriptures of the three major religions among their followerspoints in the				Ask learners to summarize the main points in the lesson		
Thursday	Engage learners to sing songs and recite	Learners recite simple texts from the scriptures: SacredWhat have we learntMyths, folktales, parables, etc. (Traditional Religion).today?				What have we learnt today?		

familiar	Assessment: Let learners explain the reasons for	Ask learners to
rhymes	studying the sacred scriptures of the three major	summarize the main
	religions among their followers	points in the lesson

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SUBJECT: PHYSICAL EDUCATION

CLASS: THREE

Week Endin	g:			Class size:			
Day :			Da	Date :			
Period :				Lesson :			
Strand : MANIPULATIVE SKILLS Sub-st			strand :	Aerobic capacity			
Indicator (co	ode)	B3.1.2.1.7:					
Content standard (code)		B3.1.2.1.					
Performance	e Indicator	Learners can Throw and catch a ball with a partner while both partners are moving					
		using underhand, overh	nand and	sidearm throw patterns.			
-		tivity and Innovation Cor ng and Problem Solving.	nmunica	ntion and Collaboration Pe	ersonal Development and		
Keywords							
Reywords							
T. L .R. (s)		Cones					
Ref:	PE curriculu						
Ner.		iii rage					
DAY	Phase 1:	Phase 2: Main	Phase 3:				
	Starter	(new learning including	Plenary / Reflections				
	(preparing						
	the brain						
	for						
	learning)						
Friday	Learners	Learners go through ge		•	What have we learnt		
	jog round a			all. Learners stand about	-		
	demarcate	6m apart facing the direction of movement. Guide them					
	d area in	to perform throwing an		•	Use answers to		
	files while	one point to the other.	=	-	summarise the lesson.		
	singing and	feedback to improve th	•				
				l game. End the lesson			
	warm-up with cool down activities						
	the body						
	for						
	maximal						
	performan						
	ce and to						

	prevent			
	injuries			
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tted by :			Signature:	 Date :
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	.:	LESSON PLAN
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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: THREE

Week Ending:					Class size:		
Day :				Date :			
Period :				Lesson :			
Strand : Goo	d, His Creatior	and Attributes	d Attributes Sub-strand : The Purpose of God's Creation				
Indicator (co	ode)	B3.1.3.1.2					
Content standard (code)		B3.1.3.1.					
Performanc	e Indicator						
-		tivity and Innovations and Problem Sol		nicat	ion and Collaboration	Personal Development and	
Keywords							
T. L .R. (s)		Pictures					
Ref:	RME curricu						
DAY	Phase 1: Starter (preparing the brain for learning)				Phase 3: Plenary / Reflections		
Friday	Engage learners to sing songs and recite familiar rhymes	Lead learners to think-pair-si protect God's creation: - to preserve creation for gen - it is a command from God, - our survival depends on oth medicine, shelter, air, etc. ar - it is a service to God and hu Assessment: let learners give God's creation			tions, creation: food, hkind	What have we learnt today? Ask learners to summarize the main points in the lesson	

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SUBJECT: GHANAIAN LANGUAGE CLASS: THREE

Week Ending:				Class size:		
Day :	Day :			Date :		
Period :			L	Lesson :		
Strand : Exte	ensive Readin	g	Sub-strand	: Building the Love and	Culture of Reading	
Indicator (co	-	B3.6.1.1.1		VX/		
	ndard (code)	B3.6.1.1.				
Performance	e Indicator	Learners	should read	short stories aloud corr	ectly	
		tivity and Innovation ng and Problem So		ication and Collaboration	n Personal Development and	
T. L .R. (s)		Manila cards, markers, recorded audios visual				
Ref:	Ghanaian La	anguage curriculu	m			
DAY	Phase 1: Starter (preparing the brain for learning)			Phase 3: Plenary / Reflections		
	<ul> <li>Engage</li> <li>leaners to sing songs and recite</li> <li>familiar rhymes</li> <li>Let learners explore a pop</li> <li>Read a short story aloud a</li> <li>Discuss the short story with</li> <li>Call them out one by one correctly.</li> <li>Ask them questions based</li> </ul>		ory aloud and rt story with ne by one to	d correctly to learners. learners. read short stories alouc	What have we learnt today?	

	Assessment: let learners read short stories aloud	Review the lesson with
	correctly	learners
Engage leaners t sing song and recite familiar rhymes	field a short story aloud and correctly to rearriers.	What have we learnt today?
inymes	<ul> <li>Ask them questions based on the story read.</li> </ul>	Review the lesson with
	Assessment: let learners read short stories aloud correctly	learners
Engage leaners to sing song and recite familiar rhymes	field a short story around and correctly to rearriers.	What have we learnt today?
		Review the lesson with
	Assessment: let learners read short stories aloud correctly	learners

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# TERM ONE BASIC THREE WEEK 12

SUBJECT: ENGLISH LANGUAGE

CLASS: THREE

Week Ending:	-	Class size:		
Day :		Date :		
Period :		Lesson :		
Strand :	Sub-strar			
A. Oral Language		istening Comprehension		
B. Reading		Comprehension		
C. Writing		Vriting as a Process		
D. Using Writing Con		sing Qualifying Words – Adverbs		
E. Extensive Reading	E. B	Building the Love and Culture of Reading		
Indicator (code)	B3.1.7.1.1 B3.2.7.1.1 B3	33.4.9.1.1 B3.5.6.1.1 B3.6.1.1.1		
Content standard (code)	ВЗ.1.7.1. ВЗ.2.7.1. В	B3.4.9.1. B3.5.6.1. B3.6.1.1.		
Performance Indicator Core Competencies: Crea Leadership Critical Thinkin	<ul> <li>B. Learners can use se texts</li> <li>C. Learners can select a organise before writ</li> <li>D. Learners can identif</li> <li>E. Learners can read summarise them</li> <li>tivity and Innovation Communication</li> </ul>	0		
Keywords				

T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.				
Ref:	English Language curriculum Page					
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections			
Monday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>A. ORAL LANGUAGE</li> <li>Before reading, let learners think- pair- share, and talk about what they already know (K) about the topic .Have learners ask questions about what they want to know (W).</li> <li>While you read the text, pause often to give the children the chance to share what they have learned</li> <li>Let learners answer the questions they asked before reading.</li> <li>After the reading, have learners share what they have learned.</li> <li>Assessment: let learners answer the questions within information texts</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson			
Tuesday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>B. READING</li> <li>Engage learners on before reading activities, e.g. review of background knowledge, discussion of title and accompanying pictures).</li> <li>Model reading the text aloud and have learners echoread the text (if necessary).</li> <li>Read out words and sentences for learners to identify in the text.</li> <li>Let learners read aloud in groups and pairs and answer question</li> <li>Assessment: let learners read aloud in pairs and answer questions</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson			
Wednesday	Engage learners to sing songs and recite	C. WRITING Take learners through the writing process: Pre-writing stage	What have we learnt today?			

	familiar rhymes	<ul> <li>Consider composition writing as a process. That is, it should be done in stages.</li> <li>Take learners through stages such as preparation, writing, editing and publishing.</li> <li>Assist learners to prepare for writing by discussing the</li> </ul>	Ask learners to summarize the main points in the lesson
		<ul> <li>topic to write on, e.g. My School.</li> <li>In groups, let learners discuss their ideas.</li> <li>Use learner strategies such as brainstorming to help learners generate ideas appropriate to the topic</li> <li>Assessment: let learners select a topic on familiar</li> </ul>	
		themes (e.g. Myself), brainstorm and organise before writing	
Thursday	Engage learners to sing songs and recite familiar rhymes	D. WRITING CONVENTIONS AND GRAMMAR USAGE B3.5.6.1.1. Identify qualifying words • 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 Assessment: let learners identify qualifying words	What have we learnt today? Ask learners to summarize the main points in the lesson
Friday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>E.EXTENSIVE READING</li> <li>Use the Author's chair to introduce the reading/library time.</li> <li>Using the Author's chair, introduce the reading/library time.</li> <li>Have a variety of age/level-appropriate books for learners to make a choice from.</li> <li>Introduce narratives, expository, procedural texts to learners.</li> <li>Guide learners to select books for readings</li> <li>Assessment: let learners read a variety of age and</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson
		level-appropriate books and summarise them	

SUBJECT: MATHEMATICS CLASS: THREE

Week Ending:				Class size:		
Day : Period :				Date : Lesson :		
Strand : NUI	MBER	Sub-stra	nd : (	Counting, Representation	, Cardinality & Ordinality	
Indicator (co	ode)	B3.1.2.1.1	$\overline{\mathcal{N}}$			
Content star	ndard	B3.1.2.1.	$\overline{\mathbf{N}}$			
(code)			5			
Performance	e Indicator	Learners can use standard within 1000	strategy or procedure to do addition or subtraction			
		tivity and Innovation Comm inking and Problem Solving.		tion and Collaboration Po	ersonal Development	
Keywords		$\langle \rangle$				
T. L .R. (s)		Counters				
Ref:	Mathematic	cs curriculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter (preparing the brain for learning)	(new learning including as	sessn	nent)	Plenary / Reflections	
Monday	Sing songs like:	Solve an addition or subtra unknown, using a variety o the strategy used.		•	Review the lesson with Learners	

	l'm		
	counting	Assessment: have learners to practice with more	
	one, what	examples	
	is one		
Tuesday	Sing songs like: I'm counting one, what is one	Solve an addition or subtraction question with one unknown, using a variety of strategies and explaining the strategy used. Assessment: have learners to practice with more examples	Review the lesson with Learners
Wednesda y	Sing songs like: I'm counting one, what is one	Use the methods of decomposition to find the sums and difference of numbers within 1000 Assessment: have learners to practice with more examples	Review the lesson with Learners
Thursday	Sing songs like: I'm counting one, what is one.	Use the methods of decomposition to find the sums and difference of numbers within 1000 Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like: I'm counting one, what is one.	Use the methods of decomposition to find the sums and difference of numbers within 1000 Assessment: have learners to practice with more examples	Review the lesson with Learners

SUBJECT: SCIENCE CLASS: THREE

Week Endi	ng:			Class size:			
Day :	Day :			Date :			
Period :				son :	$\mathcal{O}\mathcal{O}$		
Strand : SYS	STEMS	Sub-strar	nd : I	COSYSTEM			
Indicator (c	ode)	B3.3.3.1.1			)		
Content sta	andard (code)	B3.3.3.1.					
Performan	ce Indicator	Learners can identify orga particular place	nism	ns in a habitat and des	cribe why they live in a		
-		itivity and Innovation Commung and Problem Solving.	inica	tion and Collaboration Pe	ersonal Development and		
T. L .R. (s)		Pictures	Pictures				
Ref:	Science cur	riculum Page					
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)			Phase 3: Plenary / Reflections		
Monday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>Show pictures, videos and their various homes (habita</li> <li>Take learners on a field tri environment) to study abou Birds and insects on a tree ( pond/stream</li> <li>Grasshoppers, insects or plant on a farm.</li> <li>Assessment: let learners ide</li> </ul>	ts). ip (o ut so 2) Fr n a g	r a tour of the school me ecosystems, e.g. (1) rogs and fish in a rass field (4) Different	What have we learnt today? Ask learners to summarize the important points of the lesson		

Thursday	Engage	Assist learners to identify some observable features	What have we learnt
	learners to	that enable organisms to live successfully in their	today?
	sing songs	habitat e.g. tilapia has fins to help it swim in a pond.	Ask learners to
	and recite	Birds have wings to help them.	summarize the
	familiar	• Guide learners to discuss the following: (1) is a frog a	important points of the
	rhymes	fish? (2) Why can't a fish live on land?	lesson
		<ul> <li>Learners plan, design and draw posters showing</li> </ul>	
		organisms in their natural homes.	
		Assessment: let learners identify organisms in a habitat	
		and describe why they live in a particular place	

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SUBJECT: CREATIVE ARTS CLASS: THREE

Week Ending:				Class size:			
Day :			I	Date :			
Period :			1	Lesson :			
Strand : VISUAL ARTS, PERFORMING ARTS Sub-stra			Sub-strand	<b>l :</b> Apprecia	ating and Apprais	ing	
Indicator (co	ode)	B3 1.4.6.2	B3 2.4.6.2				
Content star	ndard (code)	B3 1.4.6.	B3 2.4.6.				
Performance	e Indicator	Learners	can agree oi	n guideline	s for assessing ar	nd deriving meaning from	
		own and	others' visu	al artwork	s as representation	ons of artworks produced	
		or found i	n other Afri	can comm	unities		
		Learners	can use the	agreed g	uidelines to exan	nine and derive meaning	
		from own	from own and others' performances as representations of artworks				
		produced	or found in	l in other African communities			
-				ication and	d Collaboration Pe	ersonal Development and	
Leadership (	Critical Thinkin	ng and Problem So	lving.				
Keywords							
Reywords							
T. L .R. (s)		Pictures					
Ref:	Creative Art	ts curriculum	s curriculum				
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning inc	luding asse	ssment)		Plenary / Reflections	
	(preparing						
	the brain						
	for						
Mandau	learning)					M/h at have use he and	
Monday	Engage					What have we learnt	
	learners to			lucing the i	meaning of each	today?	
	sing songs and recite	artwork displayed		lolinos to s	varace the	Ask learners to	
	familiar	<ul><li>discuss how to meaning of each</li></ul>	-		spress the	summarize the main	
			uispiayeu di	LWUIK.			
	rhymes					points in the lesson	

ANATIITACC	20/11		
		Assessment: let learners write guidelines for assessing	
		and deriving meaning from own and others' visual	
		artworks as representations of artworks produced or	
		found in other African communities	
Wednesday	Engage	Learners are to:	What have we learnt
	learners to	I agree on guidelines for deducing the meaning of each	today?
	sing songs	artwork displayed;	
	and recite	I discuss how to use the guidelines to express and	Ask learners to
	familiar	report the meaning of each displayed artwork	summarize the main
	rhymes		points in the lesson
		Suggested Process/Steps	
		I discuss and accept guide for appreciating and	$\sim$
		appraising own and/or others; compositions and	
		performances based on the guide guidelines suggested	
		above;	
		Identify the correct vocabulary to use for appreciating	
		and appraising music, dance and drama;	
		I agree on what to use the appraisal report for and how	
		to share it ;	
		I agree on the approach/method (manual/digital) to	
		use in recording/documenting	
		Ithe appraisal process;	
		If ix a day/date for the appreciation/appraisal/jury	
		Assessment: let learners write agreed guidelines to	
		examine and derive meaning from own and others'	
		performances as representations of artworks produced	
		or found in other African communities	

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SUBJECT: HISTORY CLASS: THREE

Week Endin	g:				Class size:	
Day :				Dat	e :	
Period :				Les	son :	$\mathcal{O}$
Strand : My	Country Ghar	าล	Sub-stran	d : I	nter-Group Relations	
Indicator (co	ode)	B3.2.2.1.2				
Content star	ndard (code)	B3.2.2.1.				
Performance	e Indicator	Learners can Nam	ne some of	the	items exchanged among	the various groups
Core Compe	tencies: Crea	tivity and Innovation	on Commu	nica	tion and Collaboration P	ersonal Development and
Leadership (	Critical Thinkin	ng and Problem Sol	ving.		$(\mathcal{L})$	
Keywords		$C \mathcal{D}$				
T. L .R. (s)		Pictures				
Ref:	History curr	iculum Page	~			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning incl	luding asse	essm	ient)	Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)					
Tuesday	Engage	Explain the medi		-		What have we learnt
	learners to	Trace the origin o	i the name	e ce	JI .	today?
	sing songs	Assessment: let le	earners nar	rate	the origin of the name	Ask learners to
	and recite familiar	'cedi'.				summarize the main
	rhymes				points in the lesson	
	How and					
	why did					
	cowrie					

	shells		
	(cedie)		
	become		
	the most		
	common		
	medium of		
Thursday	exchange?	Fundain the modium of such as as	
Thursday	Engage	Explain the medium of exchange.	What have we learnt
	learners to	Trace the origin of the name 'cedi'.	today?
	sing songs	Assessment: let learners narrate the origin of the name	
	and recite	'cedi'.	Ask learners to
	familiar		summarize the main
	rhymes		points in the lesson
	How and		
	why did		
	cowrie		
	shells		
	(cedie)		
	become		
	the most		
	common		
	medium of		
	exchange?		

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SUBJECT: OUR WORLD OUR PEOPLE CLASS: THREE

Week Ending:			Class size:			
Day :			Dat	e :		
Period :			Les	son :	$\mathcal{O}$	
Strand : OUI	R BELIEFS AND	D VALUES S	Sub-stran	d : \	Vorship	
Indicator (co	ode)	B3.3.1.1.1				
Content sta	ndard (code)	B3.3.1.1.				
Performance	e Indicator	Learners can expla	ain the re	easo	ns for studying the sac	red scriptures of the three
		major religions amo	ong their	follo	owers	
Leadership (		tivity and Innovatior ng and Problem Solvi		nica	tion and Collaboration	Personal Development and
Keywords						
T. L .R. (s)		Pictures				
Ref:	Our World (	Our People curricul	um Page	ē		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)		nent)	Phase 3: Plenary / Reflections	
Tuesday	Engage learners to sing songs and recite familiar rhymes	Let learners recite t Assessment: Let le studying the sacred religions among the	arners ex d scriptur	cplai es o	n the reasons for	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite	Learners to talk about the moral lessons from the scriptures.			What have we learnt today?	

<u>ANA FIIFI AC</u>	familiar rhymes	Assessment: Let learners explain the reasons for studying the sacred scriptures of the three major religions among their followers	Ask learners to summarize the main points in the lesson
tted by :		Signature:	Date :
		$\mathcal{O}\mathcal{O}$	
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SUBJECT: PHYSICAL EDUCATION

CLASS: THREE

Week Ending:			Class size:		
Day :	Day :			Date :	
Period :	Period :			son :	$\sim \sim \sim$
Strand : MC	OTOR SKILL AN	D MOVEMENT Sub-stran	Sub-strand : MANIPULATIVE SKILLS		
PATTERNS				$\sim$	$\sim$
Indicator (c	ode)	B3.1.2.1.8: B3.1.2.1.9			
Content sta	ndard (code)	B3.1.2.1. B3.1.2.1.			
Performanc	e Indicator	Learners can Catch a	flyi	ng ball away from the bo	ody
		<ul> <li>Learners can Kick a</li> </ul>	sta	tionary ball from the	ground into the air to a
		stationary partner ar	nd a	moving partner using th	e inside of the f
-		tivity and Innovation Commu	nica	tion and Collaboration P	ersonal Development and
Leadership	Critical Thinkir	ng and Problem Solving.			
Keywords				3	
,					
T. L .R. (s)		Cones			
Ref:	PE curriculu	m Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including asse	essn	nent)	Plenary / Reflections
	(preparing	$\langle \rangle$			
	the brain				
	for				
Friday	learning)	Learners to stand straight s	hou	dore straight with the	What have we learnt
Friday	Learners jog round a	Learners to stand straight, s		•	
	demarcate		e throwing hand slightly forward. their arms and hands fully sideways.		today?
	d area in	With fingers open catch the			Use answers to
	files while	They can step sideways to g			summarise the lesson.
	singing and	for easy catching. Give them			
	clapping to	they practice at their pace.			
	warm-up				
	-				
	for				
	the body for				

maximal	learners place balls in front about 2m away. Learners	
performan	demonstrate how to kick by stepping forward to kick	
ce and to	the stationary ball into the air to a partner at 10m apart	
prevent	using the inside of the foot. Learners practice at their	
injuries	pace and give feedback. Organise a mini football game	
	for learners. End lesson with cool down activities.	

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	: LESSON PLAN
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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: THREE

Week Ending:				Class s	ize:	
Day :			[	Date :		
Period :			L	esson :		$\sim \sim \sim$
Strand : Goo	d, His Creatior	and Attributes S	Sub-strand	: The Purp	ose of God's Cre	eation
Indicator (co		B3.1.3.1.2				
Content sta	ndard (code)	B3.1.3.1.				
Performanc	e Indicator	Learners can give r	reasons for	r protectin	g God's creation	
Core Compe	etencies: Crea	l tivity and Innovation	n Commun	ication and	Collaboration P	ersonal Development and
-		ng and Problem Solvi				
Keywords						
T. L .R. (s)	1	Pictures				
Ref:	RME curricu	ılum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inclu	ding asses	ssment)		Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)					
Friday	Engage	Lead learners to thi	-	are on wh	y we should	What have we learnt
	learners to	protect God's creat				today?
	sing songs	- to preserve creation	-	erations,		
	and recite	- it is a command fr			<i>c</i> ,	Ask learners to
	familiar	- our survival deper			1: food,	summarize the main
	rhymes	medicine, shelter, a				points in the lesson
		- it is a service to G	od and hui	mankind		
		Assessment: let lea	rners give	reasons fo	r protecting	
		God's creation			Protecting	

SUBJECT: GHANAIAN LANGUAGE CLASS: THREE

Week Ending:				Class size:		
Day :			Da	e :		
Period :				Lesson :		
Strand : Ext	ensive Readin	g Su	b-strand :	Read Aloud with Children	1	
Indicator (c	-	B3.6.2.1.1				
Content sta	indard (code)	B3.6.2.1.				
Performand	e Indicator	Learners should read	d Aloud wit	h Children		
-		tivity and Innovation ( ng and Problem Solvin		tion and Collaboration P	ersonal Development and	
Keywords			$\mathbf{i}$			
T. L .R. (s)		Manila cards, marker	rs, recordeo	l audios visual		
Ref:	Ghanaian La	anguage curriculum				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assess		nent)	Phase 3: Plenary / Reflections	
	Engage leaners to sing songs and recite familiar rhymes	correctly.	aloud and o vith learners by one to re d a sentend	orrectly to learners. and read the story ad short stories aloud e each from the story.	What have we learnt today? Review the lesson with learners	

Engage leaners to sing songs and recite familiar rhymes		What have we learnt today? Review the lesson with
	Assessment: let learners read Aloud with Children	learners
Engage leaners to sing songs and recite familiar rhymes	<ul> <li>Discuss the story with learners and read the story again.</li> <li>Call them out one by one to read short stories aloud correctly.</li> </ul>	What have we learnt today?
	• Call learners to read a sentence each from the story. Assessment: let learners read Aloud with Children	Review the lesson with learners