

**SEMESTER ONE**  
**BASIC THREE**  
**ANNUAL SCHEME OF LEARNING**  
**FIRST SEMESTER SCHEME OF LEARNING**  
**WEEK 1 – 19**

NANA FIFI ACQUAH SCH

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## GENERAL INFORMATION

Name of school.....

District .....

Management Unit.....

Name of Class Teacher .....

Class Teachers Reg. No.....

Class .....

Boys .....

Girls.....

Average age of pupils.....

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## YEARLY SCHEME OF LEARNING

### ENGLISH LANGUAGE

WEEK	SEMESTER 1 (SUB STRANDS)	SEMESTER 2 (SUB STRANDS)
		Asking and Answering Questions
1	Phonics	Comprehension
	Penmanship/Handwriting	Narrative Writing
	Using Capitalisation	Using Action Words
	Building the Love and Culture of Reading	Building the Love and Culture of Reading
2	Songs	Asking and Answering Questions
	Phonics	Comprehension
	Penmanship/Handwriting	Narrative Writing
	Using Capitalisation	Using Action Words
	Building the Love and Culture of Reading	Building the Love and Culture of Reading
3	Rhymes	Giving and Responding to Commands/Instructions/Directions and Making Requests
	Word Families-Rhyming Endings and Common Digraphs	Comprehension
	Writing /Copying Letters – Small and Capital	Descriptive Writing
	Using Punctuation	Using Action Words
	Building the Love and Culture of Reading	Building the Love and Culture of Reading
4	Story Telling	Giving and Responding to Commands/Instructions/Directions and Making Requests
	Word Families-Rhyming Endings and Common Digraphs	Comprehension
	Writing /Copying Letters – Small and Capital	Descriptive Writing

	Using Punctuation	Using Simple Prepositions
	Building the Love and Culture of Reading	Building the Love and Culture of Reading
5	Dramatisation and Role Play	Presentation
	Diphthongs	Fluency
	Labelling Items	Persuasive/Argumentative Writing
	Using Action Words	Using Simple Prepositions
	Building the Love and Culture of Reading	Building the Love and Culture of Reading
6	Dramatisation and Role Play	Presentation
	Diphthongs	Fluency
	Writing Simple Words and Sentences	Persuasive/Argumentative Writing
	Using Action Words	Using Simple Prepositions
	Building the Love and Culture of Reading	Building the Love and Culture of Reading
7	Conversation	
	Blends and Consonant Cluster	Phonics
	Writing Simple Words and Sentences	Writing Simple Words and Sentences
	Using Qualifying Words –Adjectives	Using Punctuation
	Building the Love and Culture of Reading	Building the Love and Culture of Reading
8	Conversation	Story Telling
	Blends and Consonant Cluster	Phonics
	Writing Simple Words and Sentences	Writing Simple Words and Sentences
	Using Qualifying Words –Adjectives	Using Punctuation
	Building the Love and Culture of Reading	Building the Love and Culture of Reading
9	Conversation	Conversation
	Vocabulary	Vocabulary
	Guided Composition	Writing as a Process

	Using Qualifying Words – Adverbs	Using Punctuation
	Building the Love and Culture of Reading	Building the Love and Culture of Reading
10	Conversation	Conversation
	Vocabulary	Vocabulary
	Guided Composition	Writing as a Process
	Using Qualifying Words – Adverbs	Using Action Words
	Building the Love and Culture of Reading	Building the Love and Culture of Reading
11	Listening Comprehension	Listening Comprehension
	Comprehension	Comprehension
	Writing as a Process	Writing as a Process
	Using Qualifying Words – Adverbs	Using Action Words
	Building the Love and Culture of Reading	Building the Love and Culture of Reading
12	Listening Comprehension	Listening Comprehension
	Comprehension	Comprehension
	Writing as a Process	Writing as a Process
	Using Qualifying Words – Adverbs	Using Action Words
	Building the Love and Culture of Reading	Building the Love and Culture of Reading
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14		Asking and Answering Questions
	Phonics	Comprehension
	Writing Simple Words and Sentences	Narrative Writing
	Using Capitalisation	Using Simple and Compound Sentences

	Building the Love and Culture of Reading	Building the Love and Culture of Reading
15	Story Telling	Asking and Answering Questions
	Phonics	Comprehension
	Writing Simple Words and Sentences	Narrative Writing
	Using Capitalisation	Using Simple and Compound Sentences
	Building the Love and Culture of Reading	Building the Love and Culture of Reading
16	Conversation	Giving and Responding to Commands
	Word Families-Rhyming Endings and Common Digraphs	Fluency
	Writing as a Process	Informative/ Academic Writing
	Using Capitalisation	Using Simple and Compound Sentences
	Building the Love and Culture of Reading	Building the Love and Culture of Reading
17	Conversation	Giving and Responding to Commands
	Word Families-Rhyming Endings and Common Digraphs	Fluency
	Writing as a Process	Informative/ Academic Writing
	Using Punctuation	Spelling
	Building the Love and Culture of Reading	Building the Love and Culture of Reading
18	Conversation	Presentation
	Vocabulary	Fluency
	Writing as a Process	Informative/ Academic Writing
	Using Punctuation	Spelling
	Building the Love and Culture of Reading	Building the Love and Culture of Reading
19	Listening Comprehension	Presentation
	Vocabulary	Fluency

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	Writing as a Process	Informative/ Academic Writing
	Using Punctuation	Spelling
	Building the Love and Culture of Reading	Building the Love and Culture of Reading
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## YEARLY SCHEME OF LEARNING

SCIENCE

WEEK	SEMESTER 1 (SUB STRANDS)	SEMESTER 2 (SUB STRANDS)
1	LIVING AND NON-LIVING THINGS	ECOSYSTEM
2	MATERIALS	ECOSYSTEM
3	MATERIALS	SOURCES AND FORMS OF ENERGY
4	MATERIALS	SOURCES AND FORMS OF ENERGY
5	MATERIALS	SOURCES AND FORMS OF ENERGY
6	MATERIALS	SOURCES AND FORMS OF ENERGY
7	EARTH SCIENCE	SOURCES AND FORMS OF ENERGY
8	EARTH SCIENCE	FORCES AND MOVEMENT
9	EARTH SCIENCE	FORCES AND MOVEMENT
10	EARTH SCIENCE	FORCES AND MOVEMENT
11	EARTH SCIENCE	PERSONAL HYGIENE AND SANITATION
12	EARTH SCIENCE	DISEASES
13		
14	EARTH SCIENCE	DISEASES
15	EARTH SCIENCE	DISEASES
16	LIFE CYCLES OF ORGANISMS	SCIENCE AND INDUSTRY
17	LIFE CYCLES OF ORGANISMS	Climate Change
18	THE HUMAN BODY SYSTEMS	Climate Change
19	THE SOLAR SYSTEM	Climate Change
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## YEARLY SCHEME OF LEARNING

OWOP

WEEK	SEMESTER 1 (SUB STRANDS)	SEMESTER 2 (SUB STRANDS)
1	Nature of God	Basic Human Rights
2	Nature of God	Basic Human Rights
3	Nature of God	Being a Leader
4	Nature of God	Being a Leader
5	Myself	Being a Citizen
6	My Family and the Community	Being a Citizen
7	Home and School	Power and Authority
8	Home and School	Power and Authority
9	The Environment and the Weather	Responsible use of Resources
10	Plants and Animals	Responsible use of Resources
11	Map Making and Land Mark	Farming in Ghana
12	Map Making and Land Mark	Our Neighbouring Countries
13		
14	Map Making and Land Marks	Introduction to Computing
15	Map Making and Land Marks	Introduction to Computing
16	Population and Settlement	Sources of Information
17	Population and Settlement	Technology in Communication
18	Worship	Technology in Communication
19	Festivals	Technology in Communication
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## YEARLY SCHEME OF LEARNING

MATHS

WEEK	SEMESTER 1 (SUB STRANDS)	SEMESTER 2 (SUB STRANDS)
1	Counting, Representation, Cardinality & Ordinality	Fractions
2	Counting, Representation, Cardinality & Ordinality	2D & 3D Shapes
3	Counting, Representation, Cardinality & Ordinality	2D & 3D Shapes
4	Counting, Representation, Cardinality & Ordinality	Position/ Transformation
5	Number Operations	Measurement – Length, Mass, Time
6	Number Operations	Data Collection, Organisation, Presentation, Interpretation and Analysis
7	Number Operations	Counting, Representation, Cardinality & Ordinality
8	Fractions	Counting, Representation, Cardinality & Ordinality
9	Money	Counting, Representation, Cardinality & Ordinality
10	Patterns and Relationship	Number Operations
11	2D & 3D Shapes	Number Operations
12	Measurement – Length, Mass, Time	Fractions
13		
14	Counting, Representation, Cardinality & Ordinality	Measurement – Length, Mass, Time
15	Counting, Representation, Cardinality & Ordinality	Measurement – Length, Mass, Time
16	Counting, Representation, Cardinality & Ordinality	Measurement – Length, Mass, Time
17	Counting, Representation, Cardinality & Ordinality	Data Collection, Organisation, Presentation, Interpretation and Analysis
18	Number Operations	Data Collection, Organisation, Presentation, Interpretation and Analysis
19	Number Operations	Data Collection, Organisation, Presentation, Interpretation and Analysis
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## YEARLY SCHEME OF LEARNING

RME

WEEK	SEMESTER 1 (SUB STRANDS)	SEMESTER 2 (SUB STRANDS)
1	God the Creator	Festivals in the Three Major Religions
2	God the Creator	Festivals in the Three Major Religions
3	God the Creator	The Youthful Life of the Leaders of the three Major Religions
4	The Environment	The Youthful Life of the Leaders of the three Major Religions
5	The Environment	The Youthful Life of the Leaders of the three Major Religions
6	The Environment	The Youthful Life of the Leaders of the three Major Religions
7	The Purpose of God's Creation	The Youthful Life of the Leaders of the three Major Religions
8	The Purpose of God's Creation	The Youthful Life of the Leaders of the three Major Religions
9	The Purpose of God's Creation	Roles and Relationships
10	The Purpose of God's Creation	Roles and Relationships
11	The Purpose of God's Creation	Roles and Relationships
12	The Purpose of God's Creation	Roles and Relationships
13		
14	Religious Worship, Prayer and other Religious Practices	Roles and Relationships
15	Religious Worship, Prayer and other Religious Practices	Roles and Relationships
16	Religious Worship, Prayer and other Religious Practices	Roles and Relationships
17	Festivals in the Three Major Religions	Personal Safety in the Community
18	Festivals in the Three Major Religions	Personal Safety in the Community

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19	Festivals in the Three Major Religions	Personal Safety in the Community
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## YEARLY SCHEME OF LEARNING

HISTORY

WEEK	SEMESTER 1 (SUB STRANDS)	SEMESTER 2 (SUB STRANDS)
1	The People of Ghana	Major Historical Locations
2	The People of Ghana	Major Historical Locations
3	The People of Ghana	Major Historical Locations
4	The People of Ghana	Major Historical Locations
5	The People of Ghana	Major Historical Locations
6	Inter-Group Relations	Major Historical Locations
7	Inter-Group Relations	Some Selected Individuals
8	Inter-Group Relations	Some Selected Individuals
9	Inter-Group Relations	Some Selected Individuals
10	Inter-Group Relations	Some Selected Individuals
11	Inter-Group Relations	Arrival of Europeans
12	Inter-Group Relations	Arrival of Europeans
13		
14	Inter-Group Relations	Arrival of Europeans
15	Inter-Group Relations	Arrival of Europeans
16	Inter-Group Relations	Arrival of Europeans
17	Inter-Group Relations	Arrival of Europeans
18	Inter-Group Relations	Arrival of Europeans
19	Major Historical Locations	Arrival of Europeans
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## YEARLY SCHEME OF LEARNING

### CREATIVE ARTS

WEEK	SEMESTER 1 (SUB STRANDS)	SEMESTER 2 (SUB STRANDS)
1	Thinking and exploring (Visual arts)	Displaying and Sharing (Visual Arts)
2	Thinking and exploring (Performing arts)	Displaying and Sharing (Performing Arts)
3	Planning, Making and Composing (Visual arts)	Appreciating and Appraising (Visual and Performing Arts)
4	Planning, Making and Composing (Performing arts)	Appreciating and Appraising (Visual and Performing Arts)
5	Planning, Making and Composing (Visual arts)	Display and Sharing (Performing Arts) School-Based Project (Visual and Performing Arts)
6	Planning, Making and Composing (Performing arts)	Appreciating and Appraising (Visual and Performing Arts)
7	Displaying and Sharing (Visual arts)	Thinking and exploring (Visual Arts)
8	Displaying and Sharing (Performing arts)	Thinking and exploring (Performing Arts)
9	Displaying and Sharing (Visual and Performing Arts)	Planning, Making and Composing (Visual Arts)

10	Displaying and Sharing / Appreciating and Appraising (Visual and Performing Arts)	Planning, Making and Composing (Performing Arts)
11	Appreciating and Appraising (Performing arts)	Planning, Making and Composing (Visual Arts)
12	Appreciating and Appraising (Visual and Performing Arts)	Planning, Making and Composing (Performing Arts)
13		
14	Thinking and exploring (Visual Arts)	Displaying and Sharing (Visual Arts)
15	Thinking and exploring (Performing Arts)	Displaying and Sharing (Performing Arts)
16	Planning, Making and Composing (Visual Arts)	Appreciating and Appraising (Visual Arts)
17	Planning, Making and Composing (Performing Arts)	Appreciating and Appraising (Performing Arts)
18	Planning, Making and Composing (Visual Arts)	Display and Sharing School-Based Project (Visual and Performing Arts)
19	Planning, Making and Composing (Performing Arts)	Appreciating and Appraising (Visual and Performing Arts)
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## YEARLY SCHEME OF LEARNING

### GHANAIAN LANGUAGE

WEEK	SEMESTER 1 (SUB STRANDS)	SEMESTER 2 (SUB STRANDS)
1	Songs  Rhymes	Writing Simple Words/Names of People and Places (Proper Nouns) Labelling Items in the Environment/Classroom
2	Rhymes  Poems  Listening and Story Telling	Writing Simple Words/Names of People and Places (Proper Nouns) Labelling Items in the Environment/Classroom
3	Listening and Story Telling  Dramatisation and Role Play	Integrating Grammar in Written Language (Use of Action Words)
4	Phonological and Phonemic Awareness	Integrating Grammar in Written Language (Use of Qualifying Words)
5	Phonological and Phonemic Awareness  Phonics: Letter and Sound Knowledge	Integrating Grammar in Written Language (Use of Postpositions)
6	Phonics: Letter and Sound Knowledge	Building the Love and Culture of Reading
7	Penmanship/Handwriting	Asking and Answering Questions
8	Integrating Grammar in Written Language (Capitalization)	Giving and Following Commands /Instructions
9	Integrating Grammar in Written Language (Punctuation)	Presentation
10	Integrating Grammar in Written Language (Punctuation)	Comprehension

	Integrating Grammar in Written Language (Use of Action Words) CONTENT	
11	Building the Love and Culture of Reading	Silent Reading
12	Read Aloud with Children	Fluency
13		
14	Dramatisation and Role Play/ Conversation	Copying/ Writing Simple Sentences with Correct Spacing
15	Conversation/ Talking about Oneself, Family, People and Places	Copying/ Writing Simple Sentences with Correct Spacing
16	Listening Comprehension/ Asking and Answering Questions	Integrating Grammar in Written Language (Use of Simple and Compound Sentences)
17	Phonics: Letter and Sound Knowledge	Integrating Grammar in Written Language (Spelling)
18	Phonics: Letter and Sound Knowledge	Integrating Grammar in Written Language (Spelling)
19	Phonics: Letter and Sound Knowledge / Vocabulary (Sight and Content Vocabulary)	Reading Short Texts/Poems/Narratives/Short Stories and Respond to Them
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## YEARLY SCHEME OF LEARNING

PHYSICAL EDUCATION

WEEK	SEMESTER 1 (SUB STRANDS)	SEMESTER 2 (SUB STRANDS)
1	LOCOMOTOR SKILLS	Dynamics
2	LOCOMOTOR SKILLS	Relations
3	LOCOMOTOR SKILLS	Strategies
4	LOCOMOTOR SKILLS	Strategies
5	MANIPULATIVE SKILLS	Aerobic capacity
6	MANIPULATIVE SKILLS	strength
7	MANIPULATIVE SKILLS	FLEXIBILITY
8	MANIPULATIVE SKILLS	BODY COMPOSITION
9	MANIPULATIVE SKILLS	FITNESS PROGRAMME,
10	MANIPULATIVE SKILLS	FITNESS PROGRAMME,
11	MANIPULATIVE SKILLS	HEALTHY DIET
12	MANIPULATIVE SKILLS	SAFETY AND INJURIES
13		
14	Manipulative skills	SAFETY AND INJURIES
15	Manipulative skills	SUBSTANCES / DRUGS
16	Rhythmic skills	SELF-RESPONSIBILITY
17	Rhythmic skills	SOCIAL INTERACTION
18	Space Awareness,	GROUP DYNAMICS
19	Dynamics	CRITICAL THINKING
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## FIRST SEMESTER SCHEME OF LEARNING

(SOL) for B3 SEMESTER 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 sentence cards, class library
	Writing	Penmanship/Handwriting	B3.4.2.1.	B3.4.2.1.1	
	Using Writing Conventions	Using Capitalisation	B3.5.1.1.	B3.5.1.1.1	
	Extensive Reading	Building the Love and Culture of Reading	B3.6.1.1.	B3.6.1.1.1	
2	Oral Language	Songs	B3.1.1.1.	B3.1.1.1.1	Word cards sentence cards, class library
	Reading	Phonics	B3.2.2.1.	B3.2.2.1.1	
	Writing	Penmanship/Handwriting	B3.4.2.1.	B3.4.2.1.1	
	Using Writing Conventions	Using Capitalisation	B3.5.1.1.	B3.5.1.1.1	
	Extensive Reading	Building the Love and Culture of Reading	B3.6.1.1.	B3.6.1.1.1	
3	Oral Language	Rhymes	B3.1.2.1.	B3.1.2.1.1	Word cards sentence cards, class library
	Reading	Word Families- Rhyming Endings and Common Digraphs	B3.2.3.1.	B3.2.3.1.1	
	Writing	Writing /Copying Letters – Small and Capital	B3.4.3.1.	B3.4.3.1.1	
	Using Writing Conventions	Using Punctuation	B3.5.2.1.	B3.5.2.1.1	
	Extensive Reading	Building the Love and Culture of Reading	B3.6.1.1.	B3.6.1.1.1	
4	Oral Language	Story Telling	B3.1.4.1.	B3.1.4.1.1	Word cards sentence cards, class library
	Reading	Word Families-Rhyming Endings and Common Digraphs	B3.2.3.1.	B3.2.3.1.1	
	Writing	Writing /Copying Letters – Small and Capital	B3.4.3.1.	B3.4.3.1.1	
	Using Writing Conventions	Using Punctuation	B3.5.2.1.	B3.5.2.1.1	
	Extensive Reading	Building the Love and Culture of Reading	B3.6.1.1.	B3.6.1.1.1	

5	Oral Language	Dramatisation and Role Play	B3.1.5.1.	B3.1.5.1.1	Word cards sentence cards, class library
	Reading	Diphthongs	B3.2.4.1.	B3.2.4.1.1	
	Writing	Labelling Items	B3.4.4.1.	B3.4.4.1.1	
	Using Writing Conventions	Using Action Words	B3.5.4.1.	B3.5.4.1.1	
	Extensive Reading	Building the Love and Culture of Reading	B3.6.1.1.	B3.6.1.1.1	
6	Oral Language	Dramatisation and Role Play	B3.1.5.1.	B3.1.5.1.1	Word cards sentence cards, class library
	Reading	Diphthongs	B3.2.4.1.	B3.2.4.1.1	
	Writing	Writing Simple Words and Sentences	B3.4.5.1.	B3.4.5.1.1	
	Using Writing Conventions	Using Action Words	B3.5.4.1.	B3.5.4.1.1	
	Extensive Reading	Building the Love and Culture of Reading	B3.6.1.1.	B3.6.1.1.1	
7	Oral Language	Conversation	B3.1.6.1..	B3.1.6.1.1.	Word cards sentence cards, class library
	Reading	Blends and Consonant Cluster	B3.2.5.1.	B3.2.5.1.1	
	Writing	Writing Simple Words and Sentences	B3.4.5.1.	B3.4.5.1.2	
	Using Writing Conventions	Using Qualifying Words – Adjectives	B3.5.5.1.	B3.5.5.1.1	
	Extensive Reading	Building the Love and Culture of Reading	B3.6.1.1.	B3.6.1.1.1	
8	Oral Language	Conversation	B3.1.6.1.	B3.1.6.1.2	Word cards sentence cards, class library
	Reading	Blends and Consonant Cluster	B3.2.5.1.	B3.2.5.1.1	
	Writing	Writing Simple Words and Sentences	B3.4.5.1.	B3.4.5.1.2	
	Using Writing Conventions	Using Qualifying Words – Adjectives	B3.5.5.1.	B3.5.5.1.1	
	Extensive Reading	Building the Love and Culture of Reading	B3.6.1.1.	B3.6.1.1.1	
9	Oral Language	Conversation	B3.1.6.1.	B3.1.6.1.3	Word cards sentence cards, class library
	Reading	Vocabulary	B3.2.6.1.	B3.2.6.1.1	
	Writing	Guided Composition	B3.4.8.1.	B3.4.8.1.1	

	Using Writing Conventions	Using Qualifying Words – Adverbs	B3.5.6.1.	B3.5.6.1.1	
	Extensive Reading	Building the Love and Culture of Reading	B3.6.1.1.	B3.6.1.1.1	
10	Oral Language	Conversation	B3.1.6.1.	B3.1.6.1.3	Word cards sentence cards, class library
	Reading	Vocabulary	B3.2.6.1.	B3.2.6.1.2	
	Writing	Guided Composition	B3.4.8.1.	B3.4.8.1.1	
	Using Writing Conventions	Using Qualifying Words – Adverbs	B3.5.6.1.	B3.5.6.1.1	
	Extensive Reading	Building the Love and Culture of Reading	B3.6.1.1.	B3.6.1.1.1	
11	Oral Language	Listening Comprehension	B3.1.7.1.	B3.1.7.1.1	Word cards sentence cards, class library
	Reading	Comprehension	B3.2.7.1.	B3.2.7.1.1	
	Writing	Writing as a Process	B3.4.9.1.	B3.4.9.1.1	
	Using Writing Conventions	Using Qualifying Words – Adverbs	B3.5.6.1.	B3.5.6.1.1	
	Extensive Reading	Building the Love and Culture of Reading	B3.6.1.1.	B3.6.1.1.1	
12	Oral Language	Listening Comprehension	B3.1.7.1.	B3.1.7.1.1	Word cards sentence cards, class library
	Reading	Comprehension	B3.2.7.1.	B3.2.7.1.1	
	Writing	Writing as a Process	B3.4.9.1.	B3.4.9.1.1	
	Using Writing Conventions	Using Qualifying Words – Adverbs	B3.5.6.1.	B3.5.6.1.1	
	Extensive Reading	Building the Love and Culture of Reading	B3.6.1.1.	B3.6.1.1.1	
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14	Reading	Phonics	B3.2.2.1.	B3.2.2.1.2	Word cards sentence cards, class library
	Writing	Writing Simple Words and Sentences	B3.4.5.1.	B3.4.5.1.3	
	Using Writing Conventions	Using Capitalisation	B3.5.1.1.	B3.5.1.1.2	
	Extensive Reading	Building the Love and Culture of Reading	B3.6.1.1..	B3.6.1.1.1.	

15	Oral Language	Story Telling	B3.1.4.1..	B3.1.4.1.2.	Word cards sentence cards, class library
	Reading	Phonics	B3.2.2.1.	B3.2.2.1.2	
	Writing	Writing Simple Words and Sentences	B3.4.5.1.	B3.4.5.1.3	
	Using Writing Conventions	Using Capitalisation	B3.5.1.1.	B3.5.1.1.2	
	Extensive Reading	Building the Love and Culture of Reading	B3.6.1.1..	B3.6.1.1.1.	
16	Oral Language	Conversation	B3.1.6.1..	B3.1.6.1.4.	Word cards sentence cards, class library
	Reading	Word Families- Rhyming Endings and Common Digraphs	B3.2.3.1..	B3.2.3.1.2.	
	Writing	Writing as a Process	B3.4.9.2.	B3.4.9.2.1	
	Using Writing Conventions	Using Capitalisation	B3.5.1.1.	B3.5.1.1.2	
	Extensive Reading	Building the Love and Culture of Reading	B3.6.1.1..	B3.6.1.1.1.	
17	Oral Language	Conversation	B3.1.6.2	B3.1.6.2.1	Word cards sentence cards, class library
	Reading	Word Families-Rhyming Endings and Common Digraphs	B3.2.3.1..	B3.2.3.1.2.	
	Writing	Writing as a Process	B3.4.9.2.	B3.4.9.2.1	
	Using Writing Conventions	Using Punctuation	B3.5.2.1.	B3.5.2.1.2	
	Extensive Reading	Building the Love and Culture of Reading	B3.6.1.1..	B3.6.1.1.1.	
18	Oral Language	Conversation	B3.1.6.2..	B3.1.6.2.2.	Word cards sentence cards, class library
	Reading	Vocabulary	B3.2.6.1..	B3.2.6.1.3.	
	Writing	Writing as a Process	B3.4.9.3.	B3.4.9.3.1	
	Using Writing Conventions	Using Punctuation	B3.5.2.1.	B3.5.2.1.2	
	Extensive Reading	Building the Love and Culture of Reading	B3.6.1.1..	B3.6.1.1.1.	
19	Oral Language	Listening Comprehension	B3.1.7.1.	B3.1.7.1.2	Word cards sentence cards, class library
	Reading	Vocabulary	B3.2.6.1..	B3.2.6.1.3.	
	Writing	Writing as a Process	B3.4.9.3.	B3.4.9.3.1	
	Using Writing Conventions	Using Punctuation	B3.5.2.1.	B3.5.2.1.2	
	Extensive Reading	Building the Love and Culture of Reading	B3.6.1.1..	B3.6.1.1.1.	
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## FIRST SEMESTER SCHEME OF LEARNING

(SOL) for B3 SEMESTER 1 SCIENCE

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	DIVERSITY OF MATTER	LIVING AND NON-LIVING THINGS	B3.1.1.1.	B3.1.1.1.1	Plants and animals in the environment, plastics, stones, pictures videos paper,
2	DIVERSITY OF MATTER	MATERIALS	B3.1.2.1.	B3.1.2.1.1	
3	DIVERSITY OF MATTER	MATERIALS	B3.1.2.1.	B3.1.2.1.2	Plants and animals in the environment, plastics, stones, pictures videos paper
4	DIVERSITY OF MATTER	MATERIALS	B3.1.2.1.	B3.1.2.1.2	
5	DIVERSITY OF MATTER	MATERIALS	B3.1.2.2.	B3.1.2.2.1	
6	DIVERSITY OF MATTER	MATERIALS	B3.1.2.3	B3.1.2.3.1	
7	DIVERSITY OF MATTER	EARTH SCIENCE	B3.2.1.1.	B3.2.1.1.1	
8	DIVERSITY OF MATTER	EARTH SCIENCE	B3.2.1.1.	B3.2.1.1.1	
9	CYCLES	EARTH SCIENCE	B3.2.1.2.	B3.2.1.2.1	
10	CYCLES	EARTH SCIENCE	B3.2.1.3.	B3.2.1.3.1	
11	CYCLES	EARTH SCIENCE	B3.2.1.3.	B3.2.1.3.1	Plants and animals in the environment, plastics, stones, batteries, pictures videos paper
12	CYCLES	EARTH SCIENCE	B3.2.1.3.	B3.2.1.3.1	
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14	CYCLES	EARTH SCIENCE	B3.2.1.4.	B3.2.1.4.1	Plants and animals in the environment, plastics, stones, batteries, pictures videos paper

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15	CYCLES	EARTH SCIENCE	B3.2.1.4	B3.2.1.4.2	Plants and animals in the environment, plastics, stones, batteries, pictures videos paper
16	CYCLES	LIFE CYCLES OF ORGANISMS	B3.2. 2.1	B3.2. 2.1.2	Plants and animals in the environment, plastics, stones, batteries, pictures videos paper
17	CYCLES	LIFE CYCLES OF ORGANISMS	B3.2. 2.1	B3.2. 2.1.2	Plants and animals in the environment, plastics, stones, batteries, pictures videos paper
18	SYSTEMS	THE HUMAN BODY SYSTEMS	B3.3.1.1.	B3.3.1.1.1	Plants and animals in the environment, plastics, stones, batteries, pictures videos paper
19	SYSTEMS	THE SOLAR SYSTEM	B3.3.2.1.	B3.3.2.1.1	Plants and animals in the environment, plastics, stones, batteries, pictures videos paper
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## FIRST SEMESTER SCHEME OF LEARNING

(SOL) for B3 SEMESTER 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
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14	Religious practices and their moral implications	Religious Worship, Prayer and other Religious Practices	B3.2.1.1.	B3.2.1.1.1	

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15	Religious practices and their moral implications	Religious Worship, Prayer and other Religious Practices	B3 2.1.1.	B3 2.1.1.1	
16	Religious practices and their moral implications	Religious Worship, Prayer and other Religious Practices	B3 2.1.1.	B3 2.1.1.2	
17	Religious practices and their moral implications	Festivals in the Three Major Religions	B3 2.1.1.	B3 2.1.1.2	
18	Religious practices and their moral implications	Festivals in the Three Major Religions	B3.2.2.1.	B3.2.2.1.1	
19	Religious practices and their moral implications	Festivals in the Three Major Religions	B3.2.2.1.	B3.2.2.1.1	
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## FIRST SEMESTER SCHEME OF LEARNING

(SOL) for B3 SEMESTER 1 MATHEMATICS

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	NUMBER	Counting, Representation, Cardinality & Ordinality	B3.1.1.1.	B3.1.1.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards
2	NUMBER	Counting, Representation, Cardinality & Ordinality	B3.1.1.1.	B3.1.1.1.1	
3	NUMBER	Counting, Representation, Cardinality & Ordinality	B3.1.1.1.	B3.1.1.1.2	Counters, bundle and loose straws, Paper strips, Cut out cards
4	NUMBER	Counting, Representation, Cardinality & Ordinality	B3.1.1.1.	B3.1.1.1.3	Counters, bundle and loose straws, Paper strips, Cut out cards
5	Number	Number Operations	B3.1.2.3.	B3.1.2.3.1	Counters, bundle and loose straws, Paper strips, Cut out cards
6	Number	Number Operations	B3.1.2.4. B3.1.2.4.	B3.1.2.4.3 B3.1.2.4.4	Counters, bundle and loose straws, Paper strips, Cut out cards
7	Number	Number Operations	B3.1.2.5.	B3.1.2.5.1	Counters, bundle and loose straws, Paper strips, Cut out cards
8	Number	Fractions	B3.1.3.1.	B3.1.3.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards
9	Number	Money	B3.1.4.1.	B3.1.4.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards
10	Algebra	Patterns and Relationship	B3.2.1.1.	B3.2.1.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards
11	Geometry and Measurement	2D & 3D Shapes	B3.3.1.1. B3.3.1.1.	B3.3.1.1.1 B3.3.1.1.2	Counters, bundle and loose straws, Paper strips, Cut out cards

12	Geometry and Measurement	Measurement – Length, Mass, Time	B3.3.1.1. B3.3.1.1.	B3.3.3.1.1 B3.3.3.1.2	Geometry and Measurement
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14	NUMBER	Counting, Representation, Cardinality & Ordinality	B3.1.1.1.	B3.1.1.1.4	Counters, bundle and loose straws, Paper strips, Cut out cards
15	NUMBER	Counting, Representation, Cardinality & Ordinality	B3.1.1.1.	B3.1.1.1.4	Counters, bundle and loose straws, Paper strips, Cut out cards
16	NUMBER	Counting, Representation, Cardinality & Ordinality	B3.1.1.2.	B3.1.1.2.1	Counters, bundle and loose straws, Paper strips, Cut out cards
17	NUMBER	Counting, Representation, Cardinality & Ordinality	B3.1.1.2.	B3.1.1.2.2	Counters, bundle and loose straws, Paper strips, Cut out cards
18	Number	Number Operations	B3.1.2.5.	B3.1.2.5.2	Counters, bundle and loose straws, Paper strips, Cut out cards
19	Number	Number Operations	B3.1.2.6.1	B3.1.2.6.1	Counters, bundle and loose straws, Paper strips, Cut out cards
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## FIRST SEMESTER SCHEME OF LEARNING

(SOL) for B3 SEMESTER 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
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14	My Country Ghana	Inter-Group Relations	B3.2.2.1.	B3.2.2.1.2	A map of Ghana, Posters, documentary
15	My Country Ghana	Inter-Group Relations	B3.2.2.1.	B3.2.2.1.2	A map of Ghana, Posters, documentary
16	My Country Ghana	Inter-Group Relations	B3.2.2.1.	B3.2.2.1.2	A map of Ghana, Posters, documentary

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17	My Country Ghana	Inter-Group Relations	B3.2.2.1.	B3.2.2.1.2	A map of Ghana, Posters, documentary
18	My Country Ghana	Inter-Group Relations	B3.2.2.1.	B3.2.2.1.3	A map of Ghana, Posters, documentary
19	My Country Ghana	Major Historical Locations	B3.2.4.1.	B3.2.4.1.1	A map of Ghana, Posters, documentary
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## FIRST SEMESTER SCHEME OF LEARNING

(SOL) for B3 SEMESTER 1 OUR WORLD AND OUR PEOPLE

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	ALL ABOUT US	Nature of God	B3.1.1.1.	B3.1.1.1.1.	Pictures, Charts, Video Clip
2	ALL ABOUT US	Nature of God	B3.1.1.2.	B3.1.1.2.1.	Pictures, Charts, Video Clip
3	ALL ABOUT US	Nature of God	B3.1.1.2.	B3.1.1.2.2.	
4	ALL ABOUT US	Nature of God	B3.1.1.2.	B3.1.1.2.2.	
5	ALL ABOUT US	Myself	B3.1.2.1..	B3.1.2.1.1.	Pictures, Charts, Video Clip
6	ALL ABOUT US	My Family and the Community	B3.1.3.1.	B3.1.3.1. 1.	Pictures, Charts, Video Clip
7	ALL ABOUT US	Home and School	B3.1.4.1.	B3.1.4.1. 1.	Pictures, Charts, Video Clip
8	ALL ABOUT US	Home and School	B3.1.4.1.	B3.1.4.1. 1.	
9	ALL AROUND US	The Environment and the Weather	B3.2.1.1.	B3.2.1.1. 1.	Pictures, Charts, Video Clip
10	ALL AROUND US	Plants and Animals	B3.2.2.1.	B3.2.2.1.1.	Pictures, Charts, Video Clip
11	ALL AROUND US	Map Making and Land Mark	B3.2.3.1..	B3.2.3.1. 1.	Pictures, Charts, Video Clip
12	ALL AROUND US	Map Making and Land Mark	B3.2.3.1..	B3.2.3.1. 1.	Pictures, Charts, Video Clip
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14	ALL AROUND US	Map Making and Land Marks	B3.2.3.1..	B3.2.3.1. 2.	Pictures, Charts, Video Clip
15	ALL AROUND US	Map Making and Land Marks	B3.2.3.2..	B3.2.3.2.1.	Pictures, Charts, Video Clip
16	ALL AROUND US	Population and Settlement	B3.2.4.1.	B3.2.4.1. 1.	Pictures, Charts, Video Clip
17	ALL AROUND US	Population and Settlement	B3.2.4.1.	B3.2.4.1. 1.	Pictures, Charts, Video Clip
18	OUR BELIEFS AND VALUES	Worship	B3.3.1.1.	B3.3.1.1.1	Pictures, Charts, Video Clip
19	OUR BELIEFS AND VALUES	Festivals	B3.3.2.1. .	B3.3.2.1. 1.	Pictures, Charts, Video Clip
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## FIRST SEMESTER SCHEME OF LEARNING

(SOL) for B1 SEMESTER 1 PHYSICAL EDUCATION

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	MOTOR SKILL AND MOVEMENT PATTERNS	LOCOMOTOR SKILLS	B3.1.1.1.	B3.1.1.1.1	Balls, Videos and Picture,
2	MOTOR SKILL AND MOVEMENT PATTERNS	LOCOMOTOR SKILLS	B3.1.1.1.	B3.1.1.1.2	Drums, Speakers
3	MOTOR SKILL AND MOVEMENT PATTERNS	LOCOMOTOR SKILLS	B3.1.1.1.	B3.1.1.1.3	Balls, Videos and Picture,
4	MOTOR SKILL AND MOVEMENT PATTERNS	LOCOMOTOR SKILLS	B3.1.1.1.	B3.1.1.1.4	Drums, Speakers
5	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B3.1.2.1.	B3.1.2.1.1	Balls, Videos and Picture,
6	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B3.1.2.1.	B3.1.2.1.2	Drums, Speakers
7	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B3.1.2.1.	B3.1.2.1.3	Balls, Videos and Picture,
8	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B3.1.2.1.	B3.1.2.1.4	Drums, Speakers
9	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B3.1.2.1:	B3.1.2.1.5:	Balls, Videos and Picture, Drums, Speakers
10	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B3.1.2.1	B3.1.2.1.6	Balls, Videos and Picture, Drums, Speakers
11	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B3.1.2.1.	B3.1.2.1.7	Videos and Picture, Drums
12	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B3.1.2.1. B3.1.2.1.	B3.1.2.1.8 B3.1.2.1.9	Videos and Picture,Drums
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14	Motor Skills and Movement Pattern	Manipulative skills	B3.1.2.1.	B3.1.2.1.10	Videos and Picture,Drums
15	Motor Skills and Movement Pattern	Manipulative skills	B3.1.2.1.	B3.1.2.1.11	Videos and Picture,Drums
16	Motor Skills and Movement Pattern	Rhythmic skills	B3.1.3.1.	B3.1.3.1.1	Videos and Picture,Drums
17	Motor Skills and Movement Pattern	Rhythmic skills	B3.1.3.1.	B3.1.3.1.2	Videos and Picture,Drums
18	Movement Concepts, Principles and Strategies	Space Awareness,	B3.2.1.2.	B3.2.1.2.1:	Videos and Picture,Drums
19	Movement Concepts, Principles and Strategies	Dynamics	B3.2.2.2.	B3.2.2.2.1:	Videos and Picture,Drums

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## FIRST SEMESTER SCHEME OF LEARNING

(SOL) for B1 SEMESTER 1      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-

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14	Visual arts	Thinking and exploring (Visual Arts)	B3 1.1.1.	B3 1.1.1.2	-do-
15	Performing arts	Thinking and exploring (Performing Arts)	B3 2.1.1.	B3 2.1.1.2	-do-
16	Visual arts	Planning, Making and Composing (Visual Arts)	B3 1.2.2.	B3 1.2.2.2	-do-
17	Performing arts	Planning, Making and Composing (Performing Arts)	B3.2.2.2.	B3.2.2.2.2	-do-
18	Visual arts	Planning, Making and Composing	B3 1.2.3.	B3 1.2.3.2	-do-
19	Performing arts	Planning, Making and Composing	B3 2.2.3.	B3 2.2.3.3	-do-
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## FIRST SEMESTER SCHEME OF LEARNING

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

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

9.	Writing Convention s/ Usage	Integrating Grammar in Written Language (Punctuation)	B3.5.2.1. B3.5.2.1.	B3.5.2.1.1 B3.5.2.1.2	Word cards, Manila card Markers Word Cards, Manila card,
10.	Writing Convention s/ Usage	Integrating Grammar in Written Language (Punctuation)  Integrating Grammar in Written Language (Use of Action Words) CONTENT	B3.5.2.1.  B3.5.3.1.	B3.5.2.1.3  B3.5.3.1.1	Reading materials
11.	Extensive Reading/ Children Library	Building the Love and Culture of Reading	B3.6.1.1.	B3.6.1.1.1	Manila Cards, Markers
12.	Extensive Reading/ Children Library	Read Aloud with Children	B3.6.2.1.	B3.6.2.1.1	Manila Cards, Markers
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14	Oral Language	Dramatisation and Role Play/ Conversation	B3.1.5.1. B3.1.6.1.	B3.1.5.1.2 B3.1.6.1.1	Manila Cards, Markers
15	Oral Language	Conversation/ Talking about Oneself, Family, People and Places	B3.1.6.1. B3.1.7.1. B3.1.7.1.	B3.1.6.1.3 B3.1.7.1.1 B3.1.7.1.2	Manila Cards, Markers

16	Oral Language	Listening Comprehension/ Asking and Answering Questions	B3.1.8.1. B3.1.8.1. B3.1.9.1..	B3.1.8.1.1 B3.1.8.1.1 B3.1.9.1.1.	Manila Cards, Markers
17	Reading	Phonics: Letter and Sound Knowledge	B3.2.4.2. B3.2.4.2.	B3.2.4.2.1 B3.2.4.2.2	Manila Cards, Markers
18	Reading	Phonics: Letter and Sound Knowledge	B3.2.4.2. B3.2.4.2.	B3.2.4.2.3 B3.2.4.2.4	Manila Cards, Markers
19	Reading	Phonics: Letter and Sound Knowledge / Vocabulary (Sight and Content Vocabulary)	B3.2.4.2. B3.2.5.1.	B3.2.4.2.5 B3.2.5.1.1	Manila Cards, Markers
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# **SEMESTER ONE**

## **BASIC THREE**

### **WEEK 1**

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SUBJECT: ENGLISH LANGUAGE

CLASS: THREE

<b>Week Ending:</b> 21st January, 2022		<b>Class size:</b>	
<b>Day :</b> Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		<b>Date :</b> 17th January, 2022 18th January, 2022 19th January, 2022 20th January, 2022 21st January, 2022	
<b>Period :</b> 2 2 2 2 2		<b>Lesson :</b> 1 of 1 1 of 1 1 of 1 1 of 1 1 of 1	
<b>Strand :</b> A. Reading B. Writing C. Using Writing Conventions D. Extensive Reading		<b>Sub-strand :</b> A. Phonics B. Penmanship/Handwriting C. Using Capitalisation D. Building the Love and Culture of Reading	
<b>Indicator (code)</b>	B3.2.2.1.1 B3.6.1.1.1	B3.4.2.1.1.	B3.5.1.1.1.
<b>Content standard (code)</b>	B3.2.2.1. B3.6.1.1.	B3.4.2.1.	B3.5.1.1.
<b>Performance Indicator</b>	A. Learners can understand the relationship between spelling of words and sounds of speech B. Learners can copy short paragraphs clearly C. Learners can use capital letters to write initials and abbreviations D. Learners can read a variety of age and level-appropriate books and summarise them		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			

<b>T. L .R. (s)</b>		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
<b>Ref:</b>		English Language curriculum Page	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Tuesday	<p><b>Cover Up</b></p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> <li>1. Write a word on the board.</li> <li>2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered.</li> <li>3. Do this until the sounds of all the individual letters have been made by pupils.</li> <li>4. Run your finger under the word for pupils to blend the sounds to read</li> <li>5. The pupil who blend the sounds to read wins the game.</li> </ol> <p>DEBRIEFING</p> <p>What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p><b>B. READING</b></p> <ul style="list-style-type: none"> <li>• Have learners revise writing out some words as you pronounce them. (You can also make them read words on the board or word cards).</li> <li>• Provide activities for learners to use letter names and sounds to spell and sound out words</li> </ul> <p>Assessment: let learners use letter names and sounds to spell and sound out words</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
Wednesday	<p><b>Writing Chain</b> (Penmanship activity)</p> <p>Learners in convenient groups e.g (Group A &amp; B) observe/</p>	<p><b>C. WRITING</b></p> <ul style="list-style-type: none"> <li>• Model copying a short paragraph on the board drawing attention to</li> </ul>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers</p>

	<p>perceive a card with an inscription (a pattern or a letter)</p> <p>When signaled, the first learner in each Group passes the card to the next group member and at the same time writes or draws the same pattern on a sheet. They all do the card passing and drawing in turns.</p> <p>When the last member finishes in each group, he/she shouts 'Bingo!'</p> <p><b>DEBRIEFING:</b> How did you help your team to win the game?</p> <p>What objects in the classroom look like the strokes you traced?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>features such as clarity, spacing and alignment of letters.</p> <ul style="list-style-type: none"> <li>• Let learners practise copying a short paragraph legibly and correctly on the board.</li> <li>• Have learners copy short paragraphs from a book into their exercise books</li> </ul> <p>Assessment: let learners copy short paragraphs clearly</p>	<p>of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
<p>Thursday</p>	<p><b>H-A-N-G-M-A-N SPELLING GAME</b></p> <p>Mention a word and number of letters are in the word and then draw dash, dash marks on the board for each letter in the word.</p> <p>draw a person with a parachute. Draw the same number of strings attaching the person to the parachute as the number of letters in the chosen word. The other students then take turns guessing letters from the alphabet that they think may be in the chosen word. If they guess a correct letter, it's written above the dash,dash,</p>	<p>D. WRITING CONVENTIONS AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> <li>• Introduce initials and abbreviations in context.</li> <li>• Provide learners with sentences or texts containing initials and abbreviations for them to identify. e. g. WHO – World Health Organisation; K. S. Manu – Kofi Sakyi Manu</li> </ul>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>and that student then gets a chance to guess what the word is. If they guess an incorrect letter, it is noted on the board and one of the parachute strings is erased.</p> <p>DEBRIEFING :          What did you like about the game?          What did you dislike about the game?          What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> <li>• Give texts having full names of people and organisations.</li> <li>• Ask learners to rewrite the text and replace the full names of people and organisations with initials and abbreviations</li> </ul> <p>Assessment: let learners use capital letters to write initials and abbreviations</p>	
<p>Friday</p>	<p>Cover Up</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> <li>1. Write a word on the board.</li> <li>2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered.</li> <li>3. Do this until the sounds of all the individual letters have been made by pupils.</li> <li>4. Run your finger under the word for pupils to blend the sounds to read</li> <li>5. The pupil who blend the sounds to read wins the game.</li> </ol> <p>Assessment          What did you like about the game?</p>	<p>E.EXTENSIVE READING</p> <ul style="list-style-type: none"> <li>• Using the Author’s chair, introduce the reading/library time.</li> <li>• Have a variety of age/level-appropriate books for learners to make a choice from.</li> <li>• Introduce narratives, expository, procedural texts to learners.</li> <li>• Guide learners to select books for readings</li> </ul> <p>Assessment: let learners read a</p>	<p>What new things have you learned today?</p> <p>Learning progress voting:          Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>variety of age and level-appropriate books and summarise them</p>	
<p>Tuesday</p>	<p><b>Cover Up</b></p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> <li>1. Write a word on the board.</li> <li>2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered.</li> <li>3. Do this until the sounds of all the individual letters have been made by pupils.</li> <li>4. Run your finger under the word for pupils to blend the sounds to read</li> <li>5. The pupil who blend the sounds to read wins the game.</li> </ol> <p>DEBRIEFING What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>B. READING</p> <ul style="list-style-type: none"> <li>• Have learners revise writing out some words as you pronounce them. (You can also make them read words on the board or word cards).</li> <li>• Provide activities for learners to use letter names and sounds to spell and sound out words</li> </ul> <p>Assessment: let learners use letter names and sounds to spell and sound out words</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

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Date : .....

WEEK ONE : LESSON PLAN

SUBJECT: MATHEMATICS

CLASS: THREE

<b>Week Ending:</b> 21st January, 2022		<b>Class size:</b>	
<b>Day :</b> Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		<b>Date :</b> 17th January, 2022 18th January, 2022 19th January, 2022 20th January, 2022 21st January, 2022	
<b>Period :</b> 2 2 2 2 2		<b>Lesson :</b> 1 of 3 2 of 3 3 of 3 1 of 2 2 of 2	
<b>Strand :</b> NUMBER		<b>Sub-strand :</b> Counting, Representation, Cardinality & Ordinality	
<b>Indicator (code)</b>	B3.1.1.1.1		
<b>Content standard (code)</b>	B3.1.1.1.		
<b>Performance Indicator</b>	Learners can use number names and the counting sequence to count and estimate quantities up to 10,000.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>	Number name, one hundred, one thousand - ten thousand		
<b>T. L .R. (s)</b>	Place value chart, number chart.		
<b>Ref:</b>	Mathematics curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	<ol style="list-style-type: none"> <li>Learners write numbers on a ball using a marker.</li> <li>Learners bounce or throw the ball to other learners and have them mention the number they see first.</li> <li>Learners bounces/throw the ball to another learner, who does same by adding the</li> </ol>	<p>Skip count forwards and backwards from 0 to 10,000 by 10s, 50s 100s, 500s and 1000s starting at any point. Identify and correct errors or omissions in a skip counting sequence</p> <p>Differentiated Lessons Low Ability Learners</p> <ul style="list-style-type: none"> <li>Give out 1000 number charts to learners.</li> </ul>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>number he/she sees to the number of the first learner.</p> <p><b>DEBRIEFING</b></p> <ol style="list-style-type: none"> <li>1. How did you find the game?</li> <li>2. How difficult/easy was it adding your number to your friends number?</li> <li>3. What were some of the numbers you heard your friends calling out?</li> </ol> <p>Share lesson indicator and treat key words with learner</p>	<p>They skip count by 100s starting from any number.</p> <p>High Ability Learners</p> <ul style="list-style-type: none"> <li>• Working in pairs, learners write and count multiples of 100 from 3,100 up to 4,200.</li> </ul> <p>Assessment: have learners to practice with more examples</p>	
<p>Tuesday</p>	<ol style="list-style-type: none"> <li>1. Learners write numbers on a ball using a marker.</li> <li>2. Learners bounce or throw the ball to other learners and have them mention the number they see first.</li> <li>3. Learners bounces/throw the ball to another learner, who does same by adding the number he/she sees to the number of the first learner.</li> </ol> <p><b>DEBRIEFING</b></p> <ol style="list-style-type: none"> <li>1. How did you find the game?</li> <li>2. How difficult/easy was it adding your number to your friends number?</li> <li>3. What were some of the numbers you heard your friends calling out?</li> </ol> <p>Share lesson indicator and treat key words with learner</p>	<p>Skip count forwards and backwards from 0 to 10,000 by 10s, 50s 100s, 500s and 1000s starting at any point. Identify and correct errors or omissions in a skip counting sequence</p> <p>Low Ability Learners</p> <ul style="list-style-type: none"> <li>• Count backwards by 100's starting at 1,800 to 3000. Work in pairs.</li> </ul> <p>High Ability Learners</p> <ul style="list-style-type: none"> <li>• Learners work in pairs; they count backwards by 100s starting from 3,200 up to 5000.</li> </ul> <p>Assessment: have learners to practice with more examples</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
<p>Wednesday</p>	<ol style="list-style-type: none"> <li>1. Learners write numbers on a ball using a marker.</li> <li>2. Learners bounce or throw the ball to other learners and have them mention the number they see first.</li> <li>3. Learners bounces/throw the ball to another learner,</li> </ol>	<p>Skip count forwards and backwards from 0 to 10,000 by 10s, 50s 100s, 500s and 1000s starting at any point. Identify and correct errors or omissions in a skip counting sequence</p> <p>Differentiated Lessons</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p>

	<p>who does same by adding the number he/she sees to the number of the first learner.</p> <p><b>DEBRIEFING</b></p> <ol style="list-style-type: none"> <li>1. How did you find the game?</li> <li>2. How difficult/easy was it adding your number to your friends number?</li> <li>3. What were some of the numbers you heard your friends calling out?</li> </ol> <p>Share lesson indicator and treat key words with learner</p>	<p>Low Ability Learners</p> <ul style="list-style-type: none"> <li>• Give out 1000 number charts to learners.</li> </ul> <p>They skip count by 100s starting from any number.</p> <p>High Ability Learners</p> <ul style="list-style-type: none"> <li>• Working in pairs, learners write and count multiples of 100 from 3,100 up to 4,200.</li> </ul> <p>Assessment: have learners to practice with more examples</p>	<p>Independent Activity/ Homework:</p>
<p>Thursday</p>	<ol style="list-style-type: none"> <li>1. Learners write numbers on a ball using a marker.</li> <li>2. Learners bounce or throw the ball to other learners and have them mention the number they see first.</li> <li>3. Learners bounces/throw the ball to another learner, who does same by adding the number he/she sees to the number of the first learner.</li> </ol> <p><b>DEBRIEFING</b></p> <ol style="list-style-type: none"> <li>1. How did you find the game?</li> <li>2. How difficult/easy was it adding your number to your friends number?</li> <li>3. What were some of the numbers you heard your friends calling out?</li> </ol> <p>Share lesson indicator and treat key words with learner</p>	<p>Count to tell the number of objects in given collection of objects by selecting the most appropriate of three estimates for a given collection of objects and justify the choice</p> <p>Differentiated Lessons</p> <p>Low Ability Learners</p> <ul style="list-style-type: none"> <li>• Learners form a big circle; they skip count backwards by 500s starting from 5,000. They correct errors and omissions themselves as they count.</li> </ul> <p>High Ability Learners</p> <ul style="list-style-type: none"> <li>• Learners form a big circle. They skip count backwards by 500s starting from 9,500.</li> </ul> <p>Assessment: have learners to practice with more examples</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
<p>Friday</p>	<p>Learners form convenient groups. Give each group a designed playing cards Learners plays in turns (one at a time) Learner picks up two cards at a time and then add the</p>	<p>Count to tell the number of objects in given collection of objects by selecting the most appropriate of three estimates for a given collection of objects and justify the choice</p> <p>Differentiated Lessons</p> <p>Low Ability Learners</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p>

	<p>numbers on the cards together to give the sum. If the learner gets the answer right, the learner keeps the cards but if the learner gets it wrong, the learner put the cards back and the cards are shuffled. The learner with the highest number of cards at the end wins the game</p> <p><b>DEBRIEFING</b></p> <ol style="list-style-type: none"><li>1. How was the game? What makes it so?</li><li>2. How were you able to get the sum of the numbers you picked?</li><li>3. How will you be able to add six oranges and two oranges together?</li></ol> <p>Share lesson indicator and treat key words with learner</p>	<ul style="list-style-type: none"><li>• Give out number line cards for learners to count forwards by 1000s from any number to 10,000.</li></ul> <p>High Ability Learners</p> <ul style="list-style-type: none"><li>• Learners write multiples of 1000 from 6,800 up to 10,000.</li></ul> <p>Assessment: have learners to practice with more examples</p>	<p>Independent Activity/ Homework:</p>
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NANA FIFI ACQUAH SCH

WEEK ONE : LESSON PLAN

SUBJECT: SCIENCE

CLASS: THREE

<b>Week Ending:</b> 21st January, 2022		<b>Class size:</b>	
<b>Day :</b> Monday, 60 minutes Thursday, 60 minutes		<b>Date :</b> 17th January, 2022 20th January, 2022	
<b>Period :</b> 2 2		<b>Lesson :</b> 1 of 2 2 of 2	
<b>Strand :</b> DIVERSITY OF MATTER		<b>Sub-strand :</b> LIVING AND NON-LIVING THINGS	
<b>Indicator (code)</b>	B3.1.1.1.1		
<b>Content standard (code)</b>	B3.1.1.1.		
<b>Performance Indicator</b>	Learners can classify living things into plants and animals by their life processes		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>	Life processes, breathe, carnivore, omnivore, herbivore, nutrients		
<b>T. L .R. (s)</b>	videos showing life processes such as growth, movement, excretion and reproduction. Plants. Pictures depicting life processes.		
<b>Ref:</b>	Science curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Thursday	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p><b>DEBRIEFING:</b></p> <ul style="list-style-type: none"> <li>•How did you feel during the game?</li> <li>•What new words did you learn?</li> <li>•How does it feel to win?</li> </ul>	<ul style="list-style-type: none"> <li>• Learners watch pictures and videos on living things.</li> <li>• Learners collect and display cut-out pictures or flash cards of plants and animals</li> <li>• Learners sort the living things into plants and animals through an activity.</li> <li>• Draw two large circles and let learners place living things into different circles</li> </ul>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<ul style="list-style-type: none"><li>•What will you do next time to win?</li></ul> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>for plants and animals based on their life processes.</p> <ul style="list-style-type: none"><li>• Produce more materials for different activities.</li></ul> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"><li>• Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li><li>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</li></ul> <p>Assessment: let learners draw two large circles and let learners place living things into different circles for plants and animals based on their life processes.</p>	
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WEEK ONE : LESSON PLAN

SUBJECT: CREATIVE ARTS

CLASS: THREE

<b>Week Ending:</b> 21st January, 2022		<b>Class size:</b>	
<b>Day :</b> Monday, 60 minutes Wednesday, 60 minutes		<b>Date :</b> 17th January, 2022 19th January, 2022	
<b>Period :</b> 2 2		<b>Lesson :</b> 1 of 2 2 of 2	
<b>Strand :</b> VISUAL ARTS		<b>Sub-strand :</b> Thinking and Exploring Ideas	
<b>Indicator (code)</b>		B3 1.1.1.1	
<b>Content standard (code)</b>		B3 1.1.1.	
<b>Performance Indicator</b>		Learners can study and talk about visual artworks produced or found in other African communities that reflect the history and culture of people in those areas in Africa	
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>		Creative Arts curriculum	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Wednesday	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words	Learners are to: ☑ watch documentaries on artworks from Africa; ☑ visit museums, galleries and art centres to see samples of visual artworks from other countries in Africa and the rest of the world;	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> <li>•How did you feel during the game?</li> <li>•What new words did you learn?</li> <li>•How does it feel to win?</li> <li>•What will you do next time to win?</li> </ul> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> <li>☐ document the information gathered by taking pictures of artworks from Africa, photocopying them and by recording and downloading videos and images for future use;</li> <li>☐ gather information through library research, surfing the Internet for artworks (e.g. mask, sculptures, painting, pottery, beads, body arts) from Africa;</li> <li>☐ identify ideas and concepts for artistic expression from artworks produced by Africans;</li> <li>☐ discuss the visual artworks of people in the identified communities in Africa.</li> </ul> <p>Assessment: let learners describe visual artworks produced or found in other African communities that reflect the history and culture of people in those areas in Africa</p>	<p>Independent Activity/ Homework:</p>
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Date : .....

WEEK ONE : LESSON PLAN

SUBJECT: HISTORY

CLASS: THREE

<b>Week Ending:</b> 21st January, 2022		<b>Class size:</b>	
<b>Day :</b> Tuesday, 60 minutes Thursday, 60 minutes		<b>Date :</b> 18th January, 2022 20th January, 2022	
<b>Period :</b> 2 2		<b>Lesson :</b> 1 of 2 2 of 2	
<b>Strand :</b> My Country Ghana		<b>Sub-strand :</b> The People of Ghana	
<b>Indicator (code)</b>	B3.2.1.1.1		
<b>Content standard (code)</b>	B3.2.1.1.		
<b>Performance Indicator</b>	Learners can discuss the origins of the major ethnic groups in Ghana.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>	ethnic group, tradition, customs, oral traditions, colonisers, dialect, rituals, famine, exile, voting, famous, migrated		
<b>T. L .R. (s)</b>	drums		
<b>Ref:</b>	History curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Tuesday	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words	1. Identify some of the major ethnic groups. e.g. Guan, Mole-Dagbani/ Gonja, Akan, Ga/Adangme, Ewe 2. Use a map to trace the routes the major ethnic groups travelled to get to their present-day locations in Ghana.  Differentiated learning	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.  Independent Activity/ Homework:

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> <li>•How did you feel during the game?</li> <li>•What new words did you learn?</li> <li>•How does it feel to win?</li> <li>•What will you do next time to win?</li> </ul> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> <li>• Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li> <li>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.</li> </ul> <p>Assessment: let learners Identify some of the major ethnic groups on a map</p>	
<p>Thursday</p>	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> <li>•How did you feel during the game?</li> <li>•What new words did you learn?</li> <li>•How does it feel to win?</li> <li>•What will you do next time to win?</li> </ul>	<ol style="list-style-type: none"> <li>1. Identify some of the major ethnic groups. e.g. Guan, Mole-Dagbani/ Gonja, Akan, Ga/Adangme, Ewe</li> <li>2. Use a map to trace the routes the major ethnic groups travelled to get to their present-day locations in Ghana.</li> </ol> <p>Assessment: let learners Identify some of the major ethnic groups on a map</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

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	<p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>		
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NANA FIIFI ACQUAH SCH

WEEK ONE : LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: THREE

<b>Week Ending:</b> 21st January, 2022		<b>Class size:</b>	
<b>Day :</b> Tuesday, 60 minutes Thursday, 60 minutes		<b>Date :</b> 18th January, 2022 20th January, 2022	
<b>Period :</b> 2 2		<b>Lesson :</b> 1 of 2 2 of 2	
<b>Strand :</b> ALL ABOUT US		<b>Sub-strand :</b> Nature of God	
<b>Indicator (code)</b>	B3.1.1.1.1.		
<b>Content standard (code)</b>	B3.1.1.1.		
<b>Performance Indicator</b>	Learners can examine the purpose of God’s creation of human beings		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>	Fruitful, increase, creature, environment, creation, protect, humankind, possession, descendants		
<b>T. L .R. (s)</b>	Pictures, videos paper, pencils, charts, computer, projector		
<b>Ref:</b>	Our World Our People curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Tuesday	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p><b>DEBRIEFING:</b></p> <ul style="list-style-type: none"> <li>•How did you feel during the game?</li> <li>•What new words did you learn?</li> <li>•How does it feel to win?</li> <li>•What will you do next time to win?</li> </ul>	<p>Learners talk about the creation of humankind.</p> <p>i. Who were the first people God created?</p> <p>ii. Who was created first?</p> <p>Learners tell creation stories.</p> <p>iii. Explain why God created human beings e.g. to take care of other creatures, to worship and serve Him, etc.</p> <p>Learners think-pair-share on why we should protect and care for God’s creation:</p> <p>i. to maintain creation for generations</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>ii. it is a command from God          iii. our survival depends on other creation: food, medicine, shelter, air, etc.          iv. it is service to God and humankind</p> <p>Differentiated learning          Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> <li>• Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li> <li>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</li> </ul> <p>Assessment: Let learners explain why God created human beings</p>	
<p>Thursday</p>	<p>Play the HOT SEAT game using the key words.          Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> <li>•How did you feel during the game?</li> <li>•What new words did you learn?</li> <li>•How does it feel to win?</li> <li>•What will you do next time to win?</li> </ul>	<p>Group learners to discuss the usefulness of plants and animals to human beings using pictures, models (use videos where available). With pictures, learners identify uses of plants and animals.          Guide learners to perform series of activities to consolidate learning e.g. draw and colour food plants and domestic animals</p> <p>Differentiated learning          Ask stronger learners to answer some questions</p>	<p>What new things have you learned today?</p> <p>Learning progress voting:          Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/          Homework:</p>

	<p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"><li>• Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li><li>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</li></ul> <p>Assessment: Let learners explain why we should protect and care for God's creation</p>	
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NANA FIFI ACCUJAH SCH

SUBJECT: PHYSICAL EDUCATION

CLASS: THREE

<b>Week Ending:</b> 21st January, 2022		<b>Class size:</b>	
<b>Day :</b> Friday, 60 minutes		<b>Date :</b> 21st January, 2022	
<b>Period :</b> 2		<b>Lesson :</b> 1 of 1	
<b>Strand :</b> MOTOR SKILL AND MOVEMENT PATTERNS		<b>Sub-strand :</b> LOCOMOTOR SKILLS	
<b>Indicator (code)</b>	B3.1.1.1.1		
<b>Content standard (code)</b>	B3.1.1.1.		
<b>Performance Indicator</b>	Learners can change direction from forward and back and right and left while walking, running, hopping, and jumping (i.e., locomotor skills).		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>	Cones		
<b>Ref:</b>	PE curriculum Page		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal	Mark points on the court with cones/skittles with directions. After warm ups lead learners to direction from forward to backward, right to left whiles starting with walking, to running, hopping to jumping, etc. in a fun way. Allow learners to progress at their own pace. Observe learner’s performance and give corrective feedback to improve performance. End the lesson by leading learners to jog slowly to walking with fun whiles flexing the body parts for quick recovery.	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.

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NANA FIIFI ACQUAH SCH

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: THREE

<b>Week Ending:</b> 21st January, 2022		<b>Class size:</b>	
<b>Day :</b> Friday, 60 minutes		<b>Date :</b> 21st January, 2022	
<b>Period :</b> 2		<b>Lesson :</b> 1 of 1	
<b>Strand :</b> God, His Creation and Attributes		<b>Sub-strand :</b> God the Creator	
<b>Indicator (code)</b>		B3. 1.1.1.1:	
<b>Content standard (code)</b>		B3. 1.1.1.	
<b>Performance Indicator</b>		Learners can narrate the creation stories of the three main religions of Ghana.	
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>		RME curriculum Page	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Friday	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p><b>DEBRIEFING:</b></p> <ul style="list-style-type: none"> <li>•How did you feel during the game?</li> <li>•What new words did you learn?</li> <li>•How does it feel to win?</li> <li>•What will you do next time to win?</li> </ul>	<ul style="list-style-type: none"> <li>• Using Think-Pair-Share, let learners talk about things around them.</li> <li>• Let learners talk about who created the things around them</li> </ul> <p>Differentiated learning Ask stronger learners to answer some questions</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"><li>• Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li><li>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</li></ul> <p>Assessment: let learners narrate who created the things around them.</p>	
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WEEK ONE : LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b> 2 2 2		<b>Lesson :</b> 1 of 1 1 of 1 1 of 1	
<b>Strand :</b> Oral Language		<b>Sub-strand :</b> Songs Rhymes	
<b>Indicator (code)</b>	B3.1.1.1.1	B3.1.2.1.1	
<b>Content standard (code)</b>	B3.1.1.1.1	B3.1.2.1.	
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>Learners should sing songs with the correct rhythms and discuss the meaning and moral values of the song</li> <li>Learners should recognise rhyming words</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Manila cards, markers, recorded audios visual	
<b>Ref:</b>		Ghanaian Language curriculum	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
	<b>Cover Up</b>  Learners in convenient groups.  1. Write a word on the board.	<ul style="list-style-type: none"> <li>Let learners sing a familiar occupational song they know.</li> <li>Play familiar traditional songs on a</li> </ul>	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those

	<p>2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered.</p> <p>3. Do this until the sounds of all the individual letters have been made by pupils.</p> <p>4. Run your finger under the word for pupils to blend the sounds to read</p> <p>5. The pupil who blend the sounds to read wins the game.</p> <p>DEBRIEFING:          What did you like about the game?          What did you dislike about the game?          What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>tape/clip for learners to listen.</p> <ul style="list-style-type: none"> <li>• Teach learners the song and let them sing the song alone.</li> <li>• Allow learners to sing the song with correct rhythms.</li> <li>• Lead learners to brainstorm the meaning of the song.</li> <li>• Lead learners through discussion to tell the moral values in the song.</li> </ul> <p>Assessment: let learners sing songs with the correct rhythms and discuss the meaning and moral values of the song</p>	<p>‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>
	<p><b>Onset and Rime Game</b></p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> <li>1. Write onsets and rime of words ( e.g. ink words) on cards.</li> <li>2. Mix the cards up and place them on a table or in a bowl in front of the class.</li> <li>3. A pupil picks a card. If s/he picks an onset, s/he searches for a card with a rime and vice versa. S/he then puts the two cards together and blends the sounds to read the word and writes the word on the board.              That particular onset is put aside. Example S ink Sink              The team that is able to read and write more words becomes the winner.</li> </ol>	<ul style="list-style-type: none"> <li>• Let learners sing a popular play song they know.</li> <li>• Read aloud a rhyme to learners.</li> <li>• Let learners read aloud the rhyme in turns.</li> <li>• Lead learners through discussions to recognise rhyming words in the rhyme.</li> </ul> <p>Assessment: let learners identify rhyming words</p>	<p>What new things have you learned today?</p> <p>Learning progress voting:          Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>DEBRIEFING:                  What did you like about the game?                  What did you dislike about the game?                  What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>		
	<p><b>Cover Up</b></p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> <li>1. Write a word on the board.</li> <li>2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered.</li> <li>3. Do this until the sounds of all the individual letters have been made by pupils.</li> <li>4. Run your finger under the word for pupils to blend the sounds to read</li> <li>5. The pupil who blend the sounds to read wins the game.</li> </ol> <p>DEBRIEFING:                  What did you like about the game?                  What did you dislike about the game?                  What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> <li>• Let learners sing a popular play song they know.</li> <li>• Read aloud a rhyme to learners.</li> <li>• Let learners read aloud the rhyme in turns.</li> <li>• Lead learners through discussions to recognise rhyming words in the rhyme.</li> </ul> <p>Assessment: let learners identify rhyming words</p>	<p>What new things have you learned today?</p> <p>Learning progress voting:                  Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/                  Homework:</p>

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**SEMESTER ONE**  
**BASIC THREE**  
**WEEK 2**

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WEEK TWO : LESSON PLAN

SUBJECT: ENGLISH LANGUAGE

CLASS: THREE

<b>Week Ending:</b> 28th January, 2022		<b>Class size:</b>		
<b>Day :</b> Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		<b>Date :</b> 24th January, 2022 25th January, 2022 26th January, 2022 27th January, 2022 28th January, 2022		
<b>Period :</b> 2 2 2 2 2		<b>Lesson :</b> 1 of 1 1 of 1 1 of 1 1 of 1 1 of 1		
<b>Strand :</b> A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		<b>Sub-strand :</b> A. Songs B. Phonics C. Penmanship/Handwriting D. Using Capitalisation E. Building the Love and Culture of Reading		
<b>Indicator (code)</b>	B3.1.1.1.1.	B3.2.2.1.1	B3.4.2.1.1.	B3.5.1.1.1.
		B3.6.1.1.1		
<b>Content standard (code)</b>	B3.1.1.1.	B3.2.2.1.	B3.4.2.1.	B3.5.1.1.
		B3.6.1.1.		
<b>Performance Indicator</b>	A. Learners can talk about the benefits of songs B. Learners can understand the relationship between spelling of words and sounds of speech C. Learners can copy short paragraphs clearly D. Learners can use capital letters to write initials and abbreviations E. Learners can read a variety of age and level-appropriate books and summarise them			
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
<b>Keywords</b>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.			

<b>T. L.R. (s)</b>			
<b>Ref:</b>		English Language curriculum Page	
<b>DAY</b>	<b>Phase 1: Starter (preparing the brain for learning)</b>	<b>Phase 2: Main (new learning including assessment)</b>	<b>Phase 3: Plenary / Reflections</b>
Monday	<p>Engage learners to recite/sing the rhyme/song ‘</p> <p>DEBRIEFING</p> <ol style="list-style-type: none"> <li>1.What did you enjoy about the song?</li> <li>2.What was the song about?</li> <li>3. what benefit do we get from songs?</li> </ol> <p>Share lesson indicator and treat key words with learner</p>	<p>A. ORAL LANGUAGE</p> <ul style="list-style-type: none"> <li>• Let learners identify some familiar songs e.g. patriotic songs such as “The National Anthem”.</li> <li>• Teach the songs identified, e. g. “The National Anthem”</li> <li>• Let learners sing rhythmically, using claps, gestures and dance where necessary.</li> <li>• Let learners, in convenient groups, identify and talk about the moral lessons in the songs.</li> <li>• Have learners think-pair-share the benefits of songs. Let the pairs then share their views with the whole class.</li> </ul> <p>Assessment: let learners talk about</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>

		the benefits of songs	
Tuesday	<p><b>Cover Up</b></p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> <li>1. Write a word on the board.</li> <li>2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered.</li> <li>3. Do this until the sounds of all the individual letters have been made by pupils.</li> <li>4. Run your finger under the word for pupils to blend the sounds to read</li> <li>5. The pupil who blend the sounds to read wins the game.</li> </ol> <p>DEBRIEFING</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>B. READING</p> <ul style="list-style-type: none"> <li>• Have learners revise writing out some words as you pronounce them. (You can also make them read words on the board or word cards).</li> <li>• Provide activities for learners to use letter names and sounds to spell and sound out words.</li> </ul> <p>Assessment: let learners use letter names and sounds to spell and sound out words.</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
Wednesday	<p><b>Look-Say-Cover-Write-Check</b></p>	<p>C. WRITING</p> <ul style="list-style-type: none"> <li>• Have learners revise writing out</li> </ul>	<p>What new things have you learned today?</p>

	<p>Learners in convenient groups.</p> <ol style="list-style-type: none"> <li>Put word cards on the table/floor/in a bowl.</li> <li>A pupil picks a word card, reads the word, covers it/turns it over and writes the word on the board.</li> <li>S/he then picks the card and shows it to the class.</li> <li>The class checks to see if the pupil's word is correct.</li> <li>The pupil with the correct number of words wins the game.</li> </ol> <p>DEBRIEFING          What did you like about the game?          What did you dislike about the game?          What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>some words as you pronounce them. (You can also make them read words on the board or word cards).</p> <ul style="list-style-type: none"> <li>Provide activities for learners to use letter names and sounds to spell and sound out words</li> </ul> <p>Assessment: let learners copy short paragraphs clearly</p>	<p>Learning progress voting:          Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
<p>Thursday</p>	<p><b>H-A-N-G-M-A-N SPELLING GAME</b></p> <p>Mention a word and number of letters are in the word and then draw dash, dash marks on the board for each letter in the word.          draw a person with a parachute. Draw the same number of strings attaching the person to</p>	<p>D. WRITING CONVENTIONS AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> <li>Introduce initials and abbreviations in context.</li> <li>Provide learners with sentences or texts containing initials and abbreviations for them to identify.</li> </ul>	<p>What new things have you learned today?</p> <p>Learning progress voting:          Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>the parachute as the number of letters in the chosen word. The other students then take turns guessing letters from the alphabet that they think may be in the chosen word. If they guess a correct letter, it's written above the dash,dash, and that student then gets a chance to guess what the word is. If they guess an incorrect letter, it is noted on the board and one of the parachute strings is erased.</p> <p>DEBRIEFING :          What did you like about the game?          What did you dislike about the game?          What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>e. g.          WHO – World Health Organisation;          K. S. Manu – Kofi Sakyi Manu</p> <ul style="list-style-type: none"> <li>• Give texts having full names of people and organisations.</li> <li>• Ask learners to rewrite the text and replace the full names of people and organisations with initials and abbreviations</li> </ul> <p>Assessment: let learners use capital letters to write initials and abbreviations</p>	
<p>Friday</p>	<p>Cover Up</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> <li>1. Write a word on the board.</li> <li>2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered.</li> </ol>	<p>E.EXTENSIVE READING</p> <p>Use the Author's chair to introduce the reading/ library time.</p> <ul style="list-style-type: none"> <li>• Have a variety of age/level-appropriate books for learners to make a choice from.</li> <li>• Introduce narratives,</li> </ul>	<p>What new things have you learned today?</p> <p>Learning progress voting:          Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>3. Do this until the sounds of all the individual letters have been made by pupils.</p> <p>4. Run your finger under the word for pupils to blend the sounds to read</p> <p>5. The pupil who blend the sounds to read wins the game.</p> <p>Assessment What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>expository, procedural texts to learners.</p> <ul style="list-style-type: none"><li>• Guide learners to select books for readings</li></ul> <p>Assessment: let learners read a variety of age and level-appropriate books and summarise them</p>	
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Date : .....

SUBJECT: MATHEMATICS

CLASS: THREE

<b>Week Ending:</b> 28th January, 2022		<b>Class size:</b>	
<b>Day :</b> Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		<b>Date :</b> 24th January, 2022 25th January, 2022 26th January, 2022 27th January, 2022 28th January, 2022	
<b>Period :</b> 2 2 2 2 2		<b>Lesson :</b> 1 of 5 2 of 5 3 of 5 4 of 5 5 of 5	
<b>Strand :</b> NUMBER		<b>Sub-strand :</b> Counting, Representation, Cardinality & Ordinality	
<b>Indicator (code)</b>	B3.1.1.1.1		
<b>Content standard (code)</b>	B3.1.1.1.		
<b>Performance Indicator</b>	Learners can use number names and the counting sequence to count and estimate quantities up to 10,000.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>	Number name, one hundred, one thousand - ten thousand		
<b>T. L .R. (s)</b>	Place value chart, number chart.		
<b>Ref:</b>	Mathematics curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	<ol style="list-style-type: none"> <li>Learners write numbers on a ball using a marker.</li> <li>Learners bounce or throw the ball to other learners and have them mention the number they see first.</li> <li>Learners bounces/throw the ball to another learner, who does same by adding the</li> </ol>	<p>Represent numbers or quantities to 1000 with written numerals</p> <p>Differentiated Lessons Low Ability Learners</p> <ul style="list-style-type: none"> <li>Learners work in groups of six. They make</li> </ul>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>number he/she sees to the number of the first learner.</p> <p><b>DEBRIEFING</b></p> <ol style="list-style-type: none"> <li>1. How did you find the game?</li> <li>2. How difficult/easy was it adding your number to your friends number?</li> <li>3. What were some of the numbers you heard your friends calling out?</li> </ol> <p>Share lesson indicator and treat key words with learner</p>	<p>a circle and count from 1000 up to 5000. Learners correct errors and omissions as they skip count the sequence.</p> <p>High Ability Learners</p> <ul style="list-style-type: none"> <li>• Work in groups of six.</li> </ul> <p>They make a circle and skip count by 1000s starting from 5,200 up to 10,000. Errors and omissions are corrected by themselves.</p> <p>Assessment: have learners to practice with more examples</p>	
<p>Tuesday</p>	<p>Learners form convenient groups. Give each group a designed playing cards Learners plays in turns (one at a time) Learner picks up two cards at a time and then add the numbers on the cards together to give the sum. If the learner gets the answer right, the learner keeps the cards but if the learner gets it wrong, the learner put the cards back and the cards are shuffled. The learner with the highest number of cards at the end wins the game</p> <p><b>DEBRIEFING</b></p> <ol style="list-style-type: none"> <li>1. How was the game? What makes it so?</li> <li>2. How were you able to get the sum of the numbers you picked?</li> <li>3. How will you be able to add six oranges and two oranges together?</li> </ol>	<p>Represent numbers or quantities to 1000 with written numerals</p> <p>Differentiated Lessons</p> <p>Low Ability Learners</p> <ul style="list-style-type: none"> <li>• Learners work in groups of six. They make a circle and count from 1000 up to 5000. Learners correct errors and omissions as they skip count the sequence.</li> </ul> <p>High Ability Learners</p> <ul style="list-style-type: none"> <li>• Work in groups of six.</li> </ul> <p>They make a circle and skip count by 1000s starting from 5,200 up to 10,000. Errors and omissions are corrected by themselves.</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	Share lesson indicator and treat key words with learner .	Assessment: have learners to practice with more examples	
Wednesday	<p>*</p> <ol style="list-style-type: none"> <li>Learners write numbers on a ball using a marker.</li> <li>Learners bounce or throw the ball to other learners and have them mention the number they see first.</li> <li>Learners bounces/throw the ball to another learner, who does same by multiplying the number he/she sees to the number of the first learner.</li> </ol> <p><b>DEBRIEFING</b></p> <ol style="list-style-type: none"> <li>How did you find the game?</li> <li>How difficult/easy was it adding your number to your friends number?</li> <li>What were some of the numbers you heard your friends calling out?</li> </ol> <p>Share lesson indicator and treat key words with learner</p>	<p>Write number words for given multiples of ten to 9999 and for multiples of 100 to 99990</p> <p>Differentiated Lessons Low Ability Learners</p> <ul style="list-style-type: none"> <li>Learners work in groups of six. They make a circle and count from 1000 up to 5000. Learners correct errors and omissions as they skip count the sequence.</li> </ul> <p>High Ability Learners</p> <ul style="list-style-type: none"> <li>Work in groups of six. They make a circle and skip count by 1000s starting from 5,200 up to 10,000. Errors and omissions are corrected by themselves.</li> </ul> <p>Assessment: have learners to practice with more examples</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
Thursday	<p>*</p> <ol style="list-style-type: none"> <li>Learners write numbers on a ball using a marker.</li> <li>Learners bounce or throw the ball to other learners and have them mention the number they see first.</li> <li>Learners bounces/throw the ball to another learner, who does same by multiplying the</li> </ol>	<p>Write number words for given multiples of ten to 9999 and for multiples of 100 to 99990</p> <p>Differentiated Lessons Low Ability Learners</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>number he/she sees to the number of the first learner.</p> <p><b>DEBRIEFING</b></p> <ol style="list-style-type: none"> <li>1. How did you find the game?</li> <li>2. How difficult/easy was it adding your number to your friends number?</li> <li>3. What were some of the numbers you heard your friends calling out?</li> </ol> <p>Share lesson indicator and treat key words with learner</p>	<ul style="list-style-type: none"> <li>• Learners work in groups of six. They make a circle and count from 1000 up to 5000. Learners correct errors and omissions as they skip count the sequence.</li> </ul> <p>High Ability Learners</p> <ul style="list-style-type: none"> <li>• Work in groups of six. They make a circle and skip count by 1000s starting from 5,200 up to 10,000. Errors and omissions are corrected by themselves.</li> </ul> <p>Assessment: have learners to practice with more examples</p>	
<p>Friday</p>	<p>*</p> <ol style="list-style-type: none"> <li>1. Learners write numbers on a ball using a marker.</li> <li>2. Learners bounce or throw the ball to other learners and have them mention the number they see first.</li> <li>3. Learners bounces/throw the ball to another learner, who does same by multiplying the number he/she sees to the number of the first learner.</li> </ol> <p><b>DEBRIEFING</b></p> <ol style="list-style-type: none"> <li>1. How did you find the game?</li> <li>2. How difficult/easy was it adding your number to your friends number?</li> <li>3. What were some of the numbers you heard your friends calling out?</li> </ol> <p>Share lesson indicator and treat key words with learner</p>	<p>Write number words for given multiples of ten to 9999 and for multiples of 100 to 99990</p> <p>Differentiated Lessons</p> <p>Low Ability Learners</p> <ul style="list-style-type: none"> <li>• Learners work in groups of six. They make a circle and count from 1000 up to 5000. Learners correct errors and omissions as they skip count the sequence.</li> </ul> <p>High Ability Learners</p> <ul style="list-style-type: none"> <li>• Work in groups of six. They make a circle and skip count by 1000s starting from 5,200 up to 10,000. Errors and omissions</li> </ul>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

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		are corrected by themselves.  Assessment: have learners to practice with more examples	
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NANA FIIFI ACQUAH SCH

WEEK TWO : LESSON PLAN

SUBJECT: SCIENCE

CLASS: THREE

<b>Week Ending:</b> 28th January, 2022		<b>Class size:</b>	
<b>Day :</b> Monday, 60 minutes Thursday, 60 minutes		<b>Date :</b> 24th January, 2022 27th January, 2022	
<b>Period :</b> 2 2		<b>Lesson :</b> 1 of 2 2 of 2	
<b>Strand :</b> DIVERSITY OF MATTER		<b>Sub-strand :</b> MATERIALS	
<b>Indicator (code)</b>	B3.1.2.1.1		
<b>Content standard (code)</b>	B3.1.2.1.		
<b>Performance Indicator</b>	Learners can identify the uses of everyday materials and link the uses to their properties		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>	Pottery, Fabric, furniture, carpenter, basketry, cutlery, transparent		
<b>T. L .R. (s)</b>	common materials such as clay, wood, fabric, metal, clay, paper		
<b>Ref:</b>	Science curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words	<ul style="list-style-type: none"> <li>Show learners pictures and videos of common materials e.g. wood, plastics, paper, metals, leather, cotton, etc.</li> <li>Learners collect everyday materials in their environment e.g. wood, plastics, paper, metals, leather, cotton, etc. and bring them to class.</li> </ul>	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> <li>•How did you feel during the game?</li> <li>•What new words did you learn?</li> <li>•How does it feel to win?</li> <li>•What will you do next time to win?</li> </ul> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> <li>• Learners use think-pair-share to discuss the uses of the materials collected.</li> <li>• Brainstorm with learners to come out with the uses of the materials in relation to their properties, e.g. metals are used for making car bodies because they are hard, plastics are used for making bottles, buckets, bowls because they can be moulded into different shapes</li> </ul> <p>Assessment: let learners identify the uses of everyday materials and link the uses to their properties</p>	<p>Independent Activity/ Homework:</p>
<p>Thursday</p>	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> <li>•How did you feel during the game?</li> <li>•What new words did you learn?</li> <li>•How does it feel to win?</li> <li>•What will you do next time to win?</li> </ul> <p>Share lesson indicator and treat key words with learner</p>	<ul style="list-style-type: none"> <li>• Engage learners in an activity to match some products such as buckets, cups, books, tables with their material sources such as metals, clay, glass, wood, plastics.</li> <li>• Provide a lot of materials for the learners to do more activities.</li> </ul> <p>Assessment: let learners identify the uses of everyday materials and link the uses to their properties</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

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	Share lesson indicator and treat key words with learner .		
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NANA FIIFI ACQUAH SCH

WEEK TWO : LESSON PLAN

SUBJECT: CREATIVE ARTS

CLASS: THREE

<b>Week Ending:</b> 28th January, 2022		<b>Class size:</b>	
<b>Day :</b> Monday, 60 minutes Wednesday, 60 minutes		<b>Date :</b> 24th January, 2022 26th January, 2022	
<b>Period :</b> 2 2		<b>Lesson :</b> 1 of 2 2 of 2	
<b>Strand :</b> PERFORMING ARTS		<b>Sub-strand :</b> Thinking and Exploring Ideas	
<b>Indicator (code)</b>	B3 2.1.1.1		
<b>Content standard (code)</b>	B3 2.1.1.		
<b>Performance Indicator</b>	Learners can study and talk about performing artworks produced or performed in other African communities that reflect the history and culture or way of life of people in those areas in Africa		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Pictures			
<b>Ref:</b>		Creative Arts curriculum	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words	Learners are to: ☑ gather information through library research, surfing the internet for African music, dances and drama; ☑ watch short documentaries on the performing arts of Africa; ☑ discuss the resources that are used (e.g. instruments,	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> <li>•How did you feel during the game?</li> <li>•What new words did you learn?</li> <li>•How does it feel to win?</li> <li>•What will you do next time to win?</li> </ul> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>elements, costumes, props) for composing and performing music, dance and drama in Africa and the rest of the world;</p> <ul style="list-style-type: none"> <li>☑ imitate the skills and techniques that the composers, arrangers and performers use;</li> <li>☑ 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;</li> </ul> <p>Assessment: let learners describe performing artworks produced or performed in other African communities that reflect the history and culture or way of life of people in those areas in Africa</p>	<p>Independent Activity/ Homework:</p>
<p>Wednesday</p>	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> <li>•How did you feel during the game?</li> </ul>	<p>Learners are to:</p> <p>develop ideas and concepts for composing and performing music, dance and drama from the compositions and performances from Africa.</p> <p>Assessment: let learners describe performing artworks produced or performed in other African communities that reflect the history and culture or way of life of</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>

	<ul style="list-style-type: none"><li>•What new words did you learn?</li><li>•How does it feel to win?</li><li>•What will you do next time to win?</li></ul> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	people in those areas in Africa	
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Date : .....

NANA FIIFI ACQUAH SCH

WEEK TWO : LESSON PLAN

SUBJECT: HISTORY

CLASS: THREE

<b>Week Ending:</b> 28th January, 2022		<b>Class size:</b>	
<b>Day :</b> Tuesday, 60 minutes Thursday, 60 minutes		<b>Date :</b> 25th January, 2022 27th January, 2022	
<b>Period :</b> 2 2		<b>Lesson :</b> 1 of 2 2 of 2	
<b>Strand :</b> My Country Ghana		<b>Sub-strand :</b> The People of Ghana	
<b>Indicator (code)</b>		B3.2.1.1.1	
<b>Content standard (code)</b>		B3.2.1.1.	
<b>Performance Indicator</b>		Learners can discuss the origins of the major ethnic groups in Ghana.	
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>		ethnic group, tradition, customs, oral traditions, colonisers, dialect, rituals, famine, exile, voting, famous, migrated	
<b>T. L. R. (s)</b>		Drums	
<b>Ref:</b>		History curriculum Page	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Tuesday	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words  DEBRIEFING:	In groups, learners discuss the origin of the major ethnic groups.  Differentiated learning Ask stronger learners to answer some questions	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.  Independent Activity/ Homework:

	<ul style="list-style-type: none"> <li>•How did you feel during the game?</li> <li>•What new words did you learn?</li> <li>•How does it feel to win?</li> <li>•What will you do next time to win?</li> </ul> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> <li>• Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li> <li>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.</li> </ul> <p>Assessment: let learners mention the origin of the major ethnic groups</p>	
<p>Thursday</p>	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> <li>•How did you feel during the game?</li> <li>•What new words did you learn?</li> <li>•How does it feel to win?</li> <li>•What will you do next time to win?</li> </ul>	<p>In groups, learners discuss the origin of the major ethnic groups.</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> <li>• Pair up stronger and weaker learners so that</li> </ul>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>stronger learners can help weaker ones.</p> <ul style="list-style-type: none"><li>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge.</li></ul> <p>Assessment: let learners the origin of the major ethnic groups</p>	
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NANA FIFI ACQUAH SCH

WEEK TWO : LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: THREE

<b>Week Ending:</b> 28th January, 2022		<b>Class size:</b>	
<b>Day :</b> Tuesday, 60 minutes Thursday, 60 minutes		<b>Date :</b> 25th January, 2022 27th January, 2022	
<b>Period :</b> 2 2		<b>Lesson :</b> 1 of 2 2 of 2	
<b>Strand :</b> ALL ABOUT US		<b>Sub-strand :</b> Nature of God	
<b>Indicator (code)</b>		B3.1.1.2.1.	
<b>Content standard (code)</b>		B3.1.1.2.	
<b>Performance Indicator</b>		Learners can explain God's promises to humankind	
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>		Our World Our People curriculum Page	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Tuesday	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words  DEBRIEFING: •How did you feel during the game? •What new words did you learn?	In groups, let learners discuss the call of Abraham (Ibrahim) and Moses (Musa). Let learners present their work to class for discussion.  Let learner's role play the call of Moses (Musa).	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.  Independent Activity/ Homework:

	<ul style="list-style-type: none"> <li>•How does it feel to win?</li> <li>•What will you do next time to win?</li> </ul> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> <li>• Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li> <li>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</li> </ul> <p>Assessment: Let learners narrate God's promises to Abraham (Ibrahim) and Moses (Musa).</p>	
<p>Thursday</p>	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p>	<p>Let learners mention the ways we respond to God's call:</p> <ol style="list-style-type: none"> <li>prayer</li> <li>service to humankind</li> <li>caring for the environment</li> </ol>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p>

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> <li>•How did you feel during the game?</li> <li>•What new words did you learn?</li> <li>•How does it feel to win?</li> <li>•What will you do next time to win?</li> </ul> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>iv. helping the needy (charity), etc</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> <li>• Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li> <li>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</li> </ul> <p>Assessment: Let learners mention the ways we respond to God's call</p>	<p>Independent Activity/ Homework:</p>
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Vetted by : ..... Signature: ..... Date : .....

WEEK TWO : LESSON PLAN

SUBJECT: PHYSICAL EDUCATION

CLASS: THREE

<b>Week Ending:</b> 28th January, 2022		<b>Class size:</b>	
<b>Day :</b> Friday, 60 minutes		<b>Date :</b> 28th January, 2022	
<b>Period :</b> 2		<b>Lesson :</b> 1 of 1	
<b>Strand :</b> MOTOR SKILL AND MOVEMENT PATTERNS		<b>Sub-strand :</b> LOCOMOTOR SKILLS	
<b>Indicator (code)</b>	B3.1.1.1.2		
<b>Content standard (code)</b>	B3.1.1.1.		
<b>Performance Indicator</b>	Learners can jump continuously forward and backward over a turning rope		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Cones			
<b>Ref:</b>	PE curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal	Learners find free space and skip 10 times always landing on the balls of both feet. Learners find free space and skip 5 times on one foot always landing on the balls of the same foot. Alternate feet. With a jump rope, each learner skips 5 times always landing on the balls of the same foot. Alternate feet. With a jump rope, each learner skips 10 times always landing on the balls of both feet. In groups of three, two holding each end of the rope, a learner jumps continuously a forward-turning rope 10 times after which they change roles.	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.

	performance and to prevent injuries	In groups of three, two holding each end of the rope, a learner jumps continuously a backward-turning rope 10 times after which they change roles. In groups of three a learner jumps continuously, a forward and backward-turning rope 10 times. Alternate roles. End lesson with cool down activities.	Independent Activity/ Homework:
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<b>Week Ending:</b> 28th January, 2022		<b>Class size:</b>	
<b>Day :</b> Friday, 60 minutes		<b>Date :</b> 28th January, 2022	
<b>Period :</b> 2		<b>Lesson :</b> 1 of 1	
<b>Strand :</b> God, His Creation and Attributes		<b>Sub-strand :</b> God the Creator	
<b>Indicator (code)</b>		B3. 1.1.1.1:	
<b>Content standard (code)</b>		B3. 1.1.1.	
<b>Performance Indicator</b>		Learners can narrate the creation stories of the three main religions of Ghana.	
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>		RME curriculum Page	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Friday	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words  DEBRIEFING: •How did you feel during the game? •What new words did you learn? •How does it feel to win?	In groups, let learners narrate the creation story of each religion  As project work, let learners create things from corn husk and cob, palm fronds, clay, pebbles, etc.  Differentiated learning	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.  Independent Activity/ Homework:

	<ul style="list-style-type: none"><li>•What will you do next time to win?</li></ul> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"><li>• Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li><li>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</li></ul> <p>Assessment: let learners narrate the creation stories of the three main religions of Ghana.</p>	<p>As project work, let learners create things from corn husk and cob, palm fronds, clay, pebbles, etc.</p>
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Signature: .....

Date : .....

WEEK TWO : LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b> 2 2 2		<b>Lesson :</b> 1 of 1 1 of 1 1 of 1	
<b>Strand :</b> Oral Language		<b>Sub-strand :</b> Rhymes Poems Listening and Story Telling	
<b>Indicator (code)</b>	B3.1.2.1.2	B3.1.3.1.1.	B3.1.4.1.1.
<b>Content standard (code)</b>	B3.1.2.1.	B3.1.3.1.	B3.1.4.1.
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>• Learners should produce own rhyming words</li> <li>• Learners should explore poems and note the words and discuss what the poem is about</li> <li>• Learners should mention some of the key words in a story.</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Manila cards, markers, recorded audios visual	
<b>Ref:</b>		Ghanaian Language curriculum	
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	<b>Cover Up</b>  Learners in convenient groups.	• Let learners sing a popular work song they know.	What new things have you learned today?

	<ol style="list-style-type: none"> <li>1. Write a word on the board.</li> <li>2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered.</li> <li>3. Do this until the sounds of all the individual letters have been made by pupils.</li> <li>4. Run your finger under the word for pupils to blend the sounds to read</li> <li>5. The pupil who blend the sounds to read wins the game.</li> </ol> <p>DEBRIEFING:          What did you like about the game?          What did you dislike about the game?          What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> <li>• Write your own rhyme and read it to the learners.</li> <li>• Lead learners to read the rhyme in turns.</li> <li>• Discuss the skills involved in writing a rhyme with learners.</li> <li>• Encourage learners to produce their own rhyming words.</li> </ul> <p>Assessment: let learners write own rhyming words</p>	<p>Learning progress voting:          Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/          Homework:</p>
	<p><b>Onset and Rime Game</b></p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> <li>1. Write onsets and rime of words ( e.g. ink words) on cards.</li> <li>2. Mix the cards up and place them on a table or in a bowl in front of the class.</li> <li>3. A pupil picks a card. If s/he picks an onset, s/he searches for a card with a rime and vice versa. S/he then puts the two cards together and blends the sounds to read the word and writes the word on the board.</li> </ol> <p>That particular onset is put aside.          Example S ink Sink          The team that is able to read and write more words becomes the winner.</p>	<ul style="list-style-type: none"> <li>• Explore poems to learners.</li> <li>• As you read the poem, allow them to note words in the poem.</li> <li>• Let learners explore poems and take note of the words.</li> <li>• Lead learners to explore the poem with gestures.</li> <li>• Let learners tell what the poem is about</li> </ul> <p>Assessment: let learners describe</p>	<p>What new things have you learned today?</p> <p>Learning progress voting:          Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/          Homework:</p>

	<p><b>DEBRIEFING:</b>                  What did you like about the game?                  What did you dislike about the game?                  What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>what the poem is about</p>	
	<p><b>Cover Up</b></p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> <li>1. Write a word on the board.</li> <li>2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered.</li> <li>3. Do this until the sounds of all the individual letters have been made by pupils.</li> <li>4. Run your finger under the word for pupils to blend the sounds to read</li> <li>5. The pupil who blend the sounds to read wins the game.</li> </ol> <p><b>DEBRIEFING:</b>                  What did you like about the game?                  What did you dislike about the game?                  What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> <li>• Revise occupational songs with learners.</li> <li>• Tell/show an interesting story.</li> <li>• Discuss the story with learners.</li> <li>• Help learners to mention some of the key words in the story.</li> </ul> <p>Assessment: let learners mention some of the key words in a story.</p>	<p>What new things have you learned today?</p> <p>Learning progress voting:                  Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/                  Homework:</p>

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**SEMESTER ONE**  
**BASIC THREE**  
**WEEK 3**

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WEEK THREE : LESSON PLAN

SUBJECT: ENGLISH LANGUAGE

CLASS: THREE

<b>Week Ending:</b> 4th February, 2022		<b>Class size:</b>	
<b>Day :</b> Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		<b>Date :</b> 31st January, 2022 1st February, 2022 2nd February, 2022 3rd February, 2022 4th February, 2022	
<b>Period :</b> 2 2 2 2 2		<b>Lesson :</b> 1 of 1 1 of 1 1 of 1 1 of 1 1 of 1	
<b>Strand :</b> A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		<b>Sub-strand :</b> A. Rhymes B. Word Families-Rhyming Endings and Common Digraphs C. Writing /Copying Letters – Small and Capital D. Using Punctuation E. Building the Love and Culture of Reading	
<b>Indicator (code)</b>	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
<b>Content standard (code)</b>	B3.1.2.1. B3.6.1.1	B3.2.3.1.	B3.4.3.1. B3.5.2.1.
<b>Performance Indicator</b>	<p>A. Learners can compose short rhymes and tongue-twisters and recite them</p> <p>B. Learners can use common rhyming/endings words for decoding of words</p> <p>C. Learners can use letter-sound relationships to represent most letters in words correctly</p> <p>D. Learners can use full stops in initials and abbreviations</p> <p>E. Learners can read a variety of age and level-appropriate books and summarise them</p>		

<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
<b>Ref:</b>		English Language curriculum Page	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	Engage learners to recite/sing the rhyme/song ‘  DEBRIEFING 1.What did you enjoy about the song? 2.What was the song about? 3. what benefit do we get from songs?  Share lesson indicator and treat key words with learner	A. ORAL LANGUAGE • Revise some previously taught rhymes. • Present the new rhymes and perform them as learners listen and observe. • Read through the lines meaningfully with learners. • Let learners read through the lines in groups and individually on their own. • Focus on rhyming words by helping learners to identify them. • Put learners in convenient groups. Assign them a rhyme and task them to compose a parallel one.	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.  Independent Activity/ Homework:

		<ul style="list-style-type: none"> <li>• Have groups recite their rhymes with the class.</li> </ul> <p>Assessment: let learners compose short rhymes and tongue-twisters and recite them</p>	
<p>Tuesday</p>	<p><b>Onset and Rime Game</b></p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> <li>1. Write onsets and rime of words ( e.g. ink words) on cards.</li> <li>2. Mix the cards up and place them on a table or in a bowl in front of the class.</li> <li>3. A pupil picks a card. If s/he picks an onset, s/he searches for a card with a rime and vice versa. S/he then puts the two cards together and blends the sounds to read the word and writes the word on the board.</li> </ol> <p>That particular onset is put aside. Example S ink Sink</p> <p>The team that is able to read and write more words becomes the winner.</p> <p>DEBRIEFING</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p>	<p>B. READING</p> <ul style="list-style-type: none"> <li>• Introduce learners to simple word formation by changing the beginning letter. e.g. pin, sin, fin</li> <li>• Have learners build on these rhyming endings and read out the words to their group members.</li> <li>• Have learners form sentences with these rhyming words.</li> </ul> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> <li>• Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li> <li>• Use the remedial activities as practice for learners</li> </ul>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>Share lesson indicator and treat key words with learner .</p>	<p>who struggle, and the extension activities for those learners who need more of a challenge</p> <p>Assessment: let learners form sentences with these rhyming words.</p>	
<p>Wednesday</p>	<p><b>Cover Up</b></p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> <li>1. Write a word on the board.</li> <li>2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered.</li> <li>3. Do this until the sounds of all the individual letters have been made by pupils.</li> <li>4. Run your finger under the word for pupils to blend the sounds to read</li> <li>5. The pupil who blend the sounds to read wins the game.</li> </ol> <p>DEBRIEFING</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p>	<p>C. WRITING</p> <ul style="list-style-type: none"> <li>• Let learners play the alphabet sound game.</li> <li>• Dictate words and simple sentences for learners to write</li> </ul> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> <li>• Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li> <li>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</li> </ul>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	Share lesson indicator and treat key words with learner .	Assessment: let learners use letter-sound relationships to represent most letters in words correctly	
Thursday	<p><b>Word Jumble Race</b></p> <p>Write out a number of sentences, using different colors for each sentence. have 3-5 sentences for each team. Cut up the sentences so you have a handful of words. Put each sentence into a bowl keeping each separate. Split your class into teams 3. Teams must now put their sentences in the correct order.</p> <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>D. WRITING CONVENTIONS AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> <li>• Revise the use of the full stop (.)</li> <li>• Provide a short passage of about four sentences.</li> <li>• Pair learners place a full stop at the end of each sentence.</li> <li>• Introduce full stops in initials and abbreviations. e.g. Mr. Badu - Mister Badu, A. O. Boateng – Adom Opoku Boateng</li> <li>• Provide opportunities for learners to practise using full stops in initials of their names, and abbreviations.</li> </ul> <p>Assessment: let learners use full stops in initials and abbreviations</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
Friday	<p>Cover Up</p> <p>Learners in convenient groups.</p> <p>1. Write a word on the board.</p>	<p>E.EXTENSIVE READING</p> <ul style="list-style-type: none"> <li>• Using the Author's chair, introduce the reading/library time.</li> <li>• Have a variety of age/level-</li> </ul>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p>

	<p>2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered.</p> <p>3. Do this until the sounds of all the individual letters have been made by pupils.</p> <p>4. Run your finger under the word for pupils to blend the sounds to read</p> <p>5. The pupil who blend the sounds to read wins the game.</p> <p>Assessment          What did you like about the game?          What did you dislike about the game?          What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>appropriate books for learners to make a choice from.</p> <ul style="list-style-type: none"> <li>• Introduce narratives, expository, procedural texts to learners.</li> <li>• Guide learners to select books for readings</li> </ul> <p>Assessment: let learners read a variety of age and level-appropriate books and summarise them</p>	<p>Independent Activity/ Homework:</p>
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Date : .....

WEEK THREE : LESSON PLAN

SUBJECT: MATHEMATICS

CLASS: THREE

<b>Week Ending:</b> 4th February, 2022			<b>Class size:</b>												
<b>Day :</b> Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		<b>Date :</b> 31st January, 2022 1st February, 2022 2nd February, 2022 3rd February, 2022 4th February, 2022													
<b>Period :</b> 2 2 2 2 2		<b>Lesson :</b> 1 of 5 2 of 5 3 of 5 4 of 5 5 of 5													
<b>Strand :</b> NUMBER		<b>Sub-strand :</b> Counting, Representation, Cardinality & Ordinality													
<b>Indicator (code)</b>		B3.1.1.1.2													
<b>Content standard (code)</b>		B3.1.1.1.													
<b>Performance Indicator</b>		Learners can identify numbers in different positions around a given number in a number chart													
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.															
<b>Keywords</b>		above, right, left, below, top, beside, between, identify.													
<b>T. L .R. (s)</b>		Number chart, number line cards													
<b>Ref:</b>		Mathematics curriculum Page													
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections												
Monday	1. Learners form convenient groups. 2. Give each group a number chart/Bingo grid <table border="1" data-bbox="300 1816 722 1963"> <tr> <td>4</td> <td>1</td> <td>6</td> </tr> <tr> <td>5</td> <td>7</td> <td>40</td> </tr> <tr> <td>3</td> <td>16</td> <td>13</td> </tr> <tr> <td>10</td> <td>14</td> <td>2</td> </tr> </table>	4	1	6	5	7	40	3	16	13	10	14	2	Display a number chart with numbers between 0 and 10,000 and have learners identify numbers in different positions around a given number. Put learners in convenient groups and give each group a number grid and have them identify numbers in different positions around a	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or 'didn't get it' respectively.
4	1	6													
5	7	40													
3	16	13													
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Vetted by : ..... Signature: ..... Date : .....

NANA FIFI ACQUAH SCH

WEEK THREE : LESSON PLAN

SUBJECT: SCIENCE

CLASS: THREE

<b>Week Ending:</b> 4th February, 2022		<b>Class size:</b>	
<b>Day :</b> Monday, 60 minutes Thursday, 60 minutes		<b>Date :</b> 31st January, 2022 3rd February, 2022	
<b>Period :</b> 2 2		<b>Lesson :</b> 1 of 2 2 of 2	
<b>Strand :</b> DIVERSITY OF MATTER		<b>Sub-strand :</b> MATERIALS	
<b>Indicator (code)</b>	B3.1.2.1.2		
<b>Content standard (code)</b>	B3.1.2.1.		
<b>Performance Indicator</b>	Learners can demonstrate an understanding that an object is made of one or more materials		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>	wardrobe, roof		
<b>T. L .R. (s)</b>	pictures of houses, cars, item such as knives with wooden or plastic handles.		
<b>Ref:</b>	Science curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words  DEBRIEFING:	<ul style="list-style-type: none"> <li>• Display objects such as computer, football, clothes, mobile phone, pencils etc.</li> <li>• Provide materials such as glass, plastics, wood, metals etc.</li> <li>• Assist learners to identify that an object such as computer is made up of materials</li> </ul>	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.  Independent Activity/ Homework:

	<ul style="list-style-type: none"><li>•How did you feel during the game?</li><li>•What new words did you learn?</li><li>•How does it feel to win?</li><li>•What will you do next time to win?</li></ul> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>such as plastics, glass and metals.</p> <ul style="list-style-type: none"><li>• Engage learners to give examples of objects and the materials used to make them.</li><li>• Do more activities with learners to build the concepts of objects and materials.</li></ul> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"><li>• Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li><li>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</li></ul> <p>Assessment: let learners give examples of objects and the materials used to make them</p>	
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<p>Thursday</p>	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> <li>•How did you feel during the game?</li> <li>•What new words did you learn?</li> <li>•How does it feel to win?</li> <li>•What will you do next time to win?</li> </ul> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> <li>• Display objects such as computer, football, clothes, mobile phone, pencils etc.</li> <li>• Provide materials such as glass, plastics, wood, metals etc.</li> <li>• Assist learners to identify that an object such as computer is made up of materials such as plastics, glass and metals.</li> <li>• Engage learners to give examples of objects and the materials used to make them.</li> <li>• Do more activities with learners to build the concepts of objects and materials.</li> </ul> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> <li>• Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li> <li>• Use the remedial activities as practice for learners who struggle, and the extension activities for</li> </ul>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
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		those learners who need more of a challenge  Assessment: let learners give examples of objects and the materials used to make them	
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Vetted by : ..... Signature: ..... Date : .....

NANA FIFI ACQUAH SCH

WEEK THREE : LESSON PLAN

SUBJECT: CREATIVE ARTS

CLASS: THREE

<b>Week Ending:</b> 4th February, 2022		<b>Class size:</b>	
<b>Day :</b> Monday, 60 minutes Wednesday, 60 minutes		<b>Date :</b> 31st January, 2022 2nd February, 2022	
<b>Period :</b> 2 2		<b>Lesson :</b> 1 of 2 2 of 2	
<b>Strand :</b> VISUAL ARTS		<b>Sub-strand :</b> Planning, Making and Composing	
<b>Indicator (code)</b>	B3 1.2.2.1		
<b>Content standard (code)</b>	B3 1.2.2.		
<b>Performance Indicator</b>	Learners can plan own artworks that represent visual artworks produced or found in other communities in Africa, by making decisions on the tools, materials and methods the visual artists used to create artworks that reflect the people, their history and their way of life in those areas in Africa		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>		Creative Arts curriculum	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words	Learners are to: ☑ examine the history and culture of the people from other countries in Africa(beliefs, customs, religion, festivals, rites of passage, chieftaincy, symbols of authority) as a guide; ☑ talk about artworks produced/performed in Africa (e.g. masks, beads sculptures, paintings, pottery wares, woven baskets and leather products);	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.  Independent Activity/ Homework:

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> <li>•How did you feel during the game?</li> <li>•What new words did you learn?</li> <li>•How does it feel to win?</li> <li>•What will you do next time to win?</li> </ul> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>☑ identify and experiment with the tools, materials and methods of production the artists use</p> <p>Assessment: let learners write plan to make own artworks that represent visual artworks produced or found in other communities in Africa, by making decisions on the tools, materials and methods the visual artists used to create artworks that reflect the people, their history and their way of life in those areas in Africa</p>	
<p>Wednesday</p>	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> <li>•How did you feel during the game?</li> <li>•What new words did you learn?</li> <li>•How does it feel to win?</li> <li>•What will you do next time to win?</li> </ul> <p>Share lesson indicator and treat key words with learner</p>	<p>Learners are to: organise and develop ideas by sketching own creative ideas and concepts to make own visual artworks such as painting; collage; mosaic; montage, prints, patterns, letter collé, greeting cards, posters, cast, carved and modelled works, knitted, stitched, constructed, quilled (origami) and assembled stables, etc.</p> <p>Assessment: let learners write plan to make own artworks that represent visual artworks produced or found in other communities in Africa, by making decisions on the tools, materials and methods the visual artists used to create artworks that reflect the people, their history and their way of life in those areas in Africa</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

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	Share lesson indicator and treat key words with learner .		
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WEEK THREE : LESSON PLAN

SUBJECT: HISTORY

CLASS: THREE

<b>Week Ending:</b> 4th February, 2022		<b>Class size:</b>	
<b>Day :</b> Tuesday, 60 minutes Thursday, 60 minutes		<b>Date :</b> 1st February, 2022 3rd February, 2022	
<b>Period :</b> 2 2		<b>Lesson :</b> 1 of 2 2 of 2	
<b>Strand :</b> My Country Ghana		<b>Sub-strand :</b> The People of Ghana	
<b>Indicator (code)</b>		B3.2.1.1.1	
<b>Content standard (code)</b>		B3.2.1.1.	
<b>Performance Indicator</b>		Learners can discuss the origins of the major ethnic groups in Ghana.	
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>		ethnic group, tradition, customs, oral traditions, colonisers, dialect, rituals, famine, exile, voting, famous, migrated	
<b>T. L. R. (s)</b>		Drums	
<b>Ref:</b>		History curriculum Page	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Tuesday	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words	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).  Differentiated learning Ask stronger learners to answer some questions	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.  Independent Activity/ Homework:

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> <li>•How did you feel during the game?</li> <li>•What new words did you learn?</li> <li>•How does it feel to win?</li> <li>•What will you do next time to win?</li> </ul> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> <li>• Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li> <li>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</li> </ul> <p>Assessment: let learners mention the names of the major ethnic groups and where they originated</p>	
<p>Thursday</p>	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> <li>•How did you feel during the game?</li> <li>•What new words did you learn?</li> <li>•How does it feel to win?</li> <li>•What will you do next time to win?</li> </ul> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>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).</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> <li>• Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li> <li>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</li> </ul>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

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		Assessment: let learners mention the names of the major ethnic groups and where they originated	
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WEEK THREE : LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: THREE

<b>Week Ending:</b> 4th February, 2022		<b>Class size:</b>	
<b>Day :</b> Tuesday, 60 minutes Thursday, 60 minutes		<b>Date :</b> 1st February, 2022 3rd February, 2022	
<b>Period :</b> 2 2		<b>Lesson :</b> 1 of 2 2 of 2	
<b>Strand :</b> ALL ABOUT US		<b>Sub-strand :</b> Nature of God	
<b>Indicator (code)</b>		B3.1.1.2.2	
<b>Content standard (code)</b>		B3.1.1.2.	
<b>Performance Indicator</b>		Learners can identify benefits of responding to God’s call.	
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>		Our World Our People curriculum Page	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Tuesday, 60 minutes	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words  DEBRIEFING:	In groups, guide learners to mention the benefits of responding to God’s call: i. drawing closer to God ii. long life iii. prosperity iv. eternal life, etc.  Differentiated learning Ask stronger learners to answer some questions	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.  Independent Activity/ Homework:

	<ul style="list-style-type: none"> <li>•How did you feel during the game?</li> <li>•What new words did you learn?</li> <li>•How does it feel to win?</li> <li>•What will you do next time to win?</li> </ul> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> <li>• Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li> <li>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</li> </ul> <p>Assessment: Let learners mention the benefits of responding to God’s call</p>	
<p>Thursday, 60 minutes</p>	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> <li>•How did you feel during the game?</li> <li>•What new words did you learn?</li> <li>•How does it feel to win?</li> <li>•What will you do next time to win?</li> </ul> <p>Share lesson indicator and treat key words with learner</p>	<p>Learners talk about the moral lessons derived from responding to God’s call.</p> <ol style="list-style-type: none"> <li>obedience</li> <li>respect</li> <li>sacrifice</li> <li>commitment</li> <li>reverence for God</li> <li>humility etc.</li> </ol> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> <li>• Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li> <li>• Use the remedial activities as practice for learners</li> </ul>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>

	Share lesson indicator and treat key words with learner .	who struggle, and the extension activities for those learners who need more of a challenge  Assessment: Let learners mention moral lessons derived from responding to God's call.	
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WEEK THREE : LESSON PLAN

SUBJECT: PHYSICAL EDUCATION

CLASS: THREE

<b>Week Ending:</b> 4th February, 2022		<b>Class size:</b>	
<b>Day :</b> Friday, 60 minutes		<b>Date :</b> 4th February, 2022	
<b>Period :</b> 2		<b>Lesson :</b> 1 of 1	
<b>Strand :</b> MOTOR SKILL AND MOVEMENT PATTERNS		<b>Sub-strand :</b> LOCOMOTOR SKILLS	
<b>Indicator (code)</b>	B3. 1.1.1.3:		
<b>Content standard (code)</b>	B3. 1.1.1.		
<b>Performance Indicator</b>	Learners can Jump continuously a self forward turning rope in a circle (skipping with rope).		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>	cones		
<b>Ref:</b>	PE curriculum Page		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal	Take learners through 5 minutes jogging to warm the body up. Guide learners to pick their skipping ropes and find self-space. Hold the handle of the skipping rope side by side with the two hands with the middle of the rope on the ground or slightly above. Hop over it and swing the rope clockwise to turn round the body in circle as they continue series of step-hops starting with double take-off. Advance should progress to single step-hops and change clockwise rope movement to anti-clockwise. Allow learners to progress at their own	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.

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	performance and to prevent injuries	pace. Give corrective feedback for skill improvement. End the lesson with cool down activities.	Independent Activity/ Homework:
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WEEK THREE : LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: THREE

<b>Week Ending:</b> 4th February, 2022		<b>Class size:</b>	
<b>Day :</b> Friday, 60 minutes		<b>Date :</b> 4th February, 2022	
<b>Period :</b> 2		<b>Lesson :</b> 1 of 1	
<b>Strand :</b> God, His Creation and Attributes		<b>Sub-strand :</b> God the Creator	
<b>Indicator (code)</b>		B3. 1.1.1.1:	
<b>Content standard (code)</b>		B3. 1.1.1.	
<b>Performance Indicator</b>		Learners can Narrate the creation stories of the three main religions of Ghana.	
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Pictures			
<b>Ref:</b>		RME curriculum Page	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Friday	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words  DEBRIEFING: •How did you feel during the game? •What new words did you learn?	Through group activities, let learners talk about things they can also create out of God's creation  Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or 'didn't get it' respectively.  Independent Activity/ Homework:

	<ul style="list-style-type: none"><li>•How does it feel to win?</li><li>•What will you do next time to win?</li></ul> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>answer similar questions.</p> <ul style="list-style-type: none"><li>• Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li><li>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</li></ul> <p>Assessment: let learners mention things they can also create out of God's creation</p>	
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WEEK THREE : LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b> 2 2 2		<b>Lesson :</b> 1 of 1 1 of 1 1 of 1	
<b>Strand :</b> Oral Language		<b>Sub-strand :</b> Listening and Story Telling Dramatisation and Role Play	
<b>Indicator (code)</b>	B3.1.4.1.2.	B3.1.4.1.3	B3.1.5.1.1
<b>Content standard (code)</b>	B3.1.4.1.	B3.1.4.1.	B3.1.5.1.
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>• Learners should mention issues and morals in a story.</li> <li>• Learners should dramatise the story.</li> <li>• Learners should give details of characters and costumes for a drama</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Manila cards, markers, recorded audios visual	
<b>Ref:</b>		Ghanaian Language curriculum	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
	<b>Cover Up</b>  Learners in convenient groups.  1. Write a word on the board.	<ul style="list-style-type: none"> <li>• Let learners sing a song they know.</li> <li>• Tell/show an interesting story.</li> </ul>	What new things have you learned today?  Learning progress voting: Ask learners to show by their

	<p>2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered.</p> <p>3. Do this until the sounds of all the individual letters have been made by pupils.</p> <p>4. Run your finger under the word for pupils to blend the sounds to read</p> <p>5. The pupil who blend the sounds to read wins the game.</p> <p>DEBRIEFING:          What did you like about the game?          What did you dislike about the game?          What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> <li>• Discuss the setting of the story with learners.</li> <li>• Help learners to mention issues and morals in the stories</li> </ul> <p>Assessment: let learners mention issues and morals in a story</p>	<p>fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
	<p><b>Onset and Rime Game</b></p> <p>Learners in convenient groups.</p> <p>1. Write onsets and rime of words ( e.g. ink words) on cards.</p> <p>2. Mix the cards up and place them on a table or in a bowl in front of the class.</p> <p>3. A pupil picks a card. If s/he picks an onset, s/he searches for a card with a rime and vice versa. S/he then puts the two cards together and blends the sounds to read the word and writes the word on the board.</p> <p>That particular onset is put aside.          Example S ink Sink          The team that is able to read and write more words becomes the winner.</p> <p>DEBRIEFING:</p>	<ul style="list-style-type: none"> <li>• Let learners demonstrate an occasional greeting in pairs.</li> <li>• Lead learners to sing a popular traditional song.</li> <li>• Tell/play an interesting story.</li> <li>• Discuss the story with learners.</li> <li>• Assign roles to learners.</li> <li>• Direct learners to dramatise the story.</li> </ul> <p>Assessment: let learners dramatise the story</p>	<p>What new things have you learned today?</p> <p>Learning progress voting:          Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>What did you like about the game?                  What did you dislike about the game?                  What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>		
	<p><b>Cover Up</b></p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> <li>1. Write a word on the board.</li> <li>2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered.</li> <li>3. Do this until the sounds of all the individual letters have been made by pupils.</li> <li>4. Run your finger under the word for pupils to blend the sounds to read</li> <li>5. The pupil who blend the sounds to read wins the game.</li> </ol> <p>DEBRIEFING:                  What did you like about the game?                  What did you dislike about the game?                  What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> <li>• Lead learners to sing a song.</li> <li>• Tell or read an interesting story to learners.</li> <li>• Discuss the story with learners and assign roles to them.</li> <li>• Direct learners to role play the story.</li> <li>• Lead learners to discuss details of characters and costumes for the drama.</li> </ul> <p>Assessment: let learners give details of characters and costumes for a drama</p>	<p>What new things have you learned today?</p> <p>Learning progress voting:                  Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/                  Homework:</p>

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**SEMESTER ONE**  
**BASIC THREE**  
**WEEK 4**

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WEEK FOUR : LESSON PLAN

SUBJECT: ENGLISH LANGUAGE

CLASS: THREE

<b>Week Ending:</b> 11th February, 2022		<b>Class size:</b>	
<b>Day :</b> Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		<b>Date :</b> 7th February, 2022 8th February, 2022 9th February, 2022 10th February, 2022 11th February, 2022	
<b>Period :</b> 2 2 2 2 2		<b>Lesson :</b> 1 of 1 1 of 1 1 of 1 1 of 1 1 of 1	
<b>Strand :</b> A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		<b>Sub-strand :</b> A. Story Telling B. Word Families-Rhyming Endings and Common Digraphs C. Writing /Copying Letters – Small and Capital D. Using Punctuation E. Building the Love and Culture of Reading	
<b>Indicator (code)</b>	B3.1.4.1.1.	B3.2.3.1.1.	B3.4.3.1.1. B3.5.2.1.1. B3.6.1.1.1
<b>Content standard (code)</b>	B3.1.4.1.	B3.2.3.1.	B3.4.3.1. B3.5.2.1. B3.6.1.1.
<b>Performance Indicator</b>	<p>A. Learners can respond to and ask questions based on stories heard</p> <p>B. Learners can use common rhyming/endings words for decoding of words</p> <p>C. Learners can use letter-sound relationships to represent most letters in words correctly</p> <p>D. Learners can use full stops in initials and abbreviations</p> <p>E. Learners can read a variety of age and level-appropriate books and summarise them</p>		

<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
<b>Ref:</b>		English Language curriculum Page	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	Learners watch/listen to a s story /folktale. (Intersperse the story with songs and gestures)  <b>DEBRIEFING:</b> Who were the characters in the story? Which part of the story do you like? What lessons did you learn from the story? How will you apply the good moral lesson in your life ?  Share lesson indicator and treat key words with learner .	<b>A. ORAL LANGUAGE</b> • Select a suitable story to tell or read to the class. e.g. Ananse and the family. • Let learners tell their favourite parts of the story. • Have learners respond to the story by asking and answering relevant questions to enhance comprehension.  Assessment: let learners respond to questions based on stories heard	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.  Independent Activity/ Homework:
Tuesday	<b>Onset and Rime Game</b>  Learners in convenient groups.  1. Write onsets and rime of words ( e.g. ink words) on cards.	<b>B. READING</b> • Introduce learners to simple word formation by changing the beginning letter. e.g. pin, sin, fin • Have learners build on these rhyiming	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.

	<p>2. Mix the cards up and place them on a table or in a bowl in front of the class.</p> <p>3. A pupil picks a card. If s/he picks an onset, s/he searches for a card with a rime and vice versa. S/he then puts the two cards together and blends the sounds to read the word and writes the word on the board.</p> <p>That particular onset is put aside. Example S ink Sink</p> <p>The team that is able to read and write more words becomes the winner.</p> <p>DEBRIEFING</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>endings and read out the words to their group members.</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> <li>• Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li> <li>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</li> </ul> <p>Assessment: let learners form sentences with these rhyming words</p>	<p>Independent Activity/ Homework:</p>
<p>Wednesday</p>	<p><b>Cover Up</b></p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> <li>1. Write a word on the board.</li> <li>2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound</li> </ol>	<p>C. WRITING</p> <ul style="list-style-type: none"> <li>• Let learners play the alphabet sound game.</li> <li>• Dictate words and simple sentences for learners to write</li> </ul> <p>Differentiated learning</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>of the letter which is not covered.          3. Do this until the sounds of all the individual letters have been made by pupils.          4. Run your finger under the word for pupils to blend the sounds to read          5. The pupil who blend the sounds to read wins the game.</p> <p>DEBRIEFING          What did you like about the game?          What did you dislike about the game?          What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> <li>• Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li> <li>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</li> </ul> <p>Assessment: Dictate words and simple sentences for learners to write</p>	
<p>Thursday</p>	<p><b>Word Jumble Race</b></p> <p>Write out a number of sentences, using different colors for each sentence. have 3-5 sentences for each team. Cut up the sentences so you have a handful of words.          Put each sentence into a bowl keeping each separate.          Split your class into teams 3.          Teams must now put their sentences in the correct order.</p>	<p>D. WRITING CONVENTIONS AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> <li>• Revise the use of the full stop (.).</li> <li>• Provide a short passage of about four sentences.</li> <li>• Pair learners place a full stop at the end of each sentence.</li> <li>• Introduce full stops in initials and abbreviations. e.g. Mr. Badu - Mister Badu, A. O. Boateng – Adom Opoku Boateng</li> </ul>	<p>What new things have you learned today?</p> <p>Learning progress voting:          Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/          Homework:</p>

	<p><b>DEBRIEFING:</b>          What did you like about the game?          What did you dislike about the game?          What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> <li>• Provide opportunities for learners to practise using full stops in initials of their names, and abbreviations.</li> </ul> <p>Assessment: let learners use full stops in initials and abbreviations</p>	
<p>Friday</p>	<p>Cover Up</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> <li>1. Write a word on the board.</li> <li>2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered.</li> <li>3. Do this until the sounds of all the individual letters have been made by pupils.</li> <li>4. Run your finger under the word for pupils to blend the sounds to read</li> <li>5. The pupil who blend the sounds to read wins the game.</li> </ol> <p>Assessment          What did you like about the game?</p>	<p><b>E.EXTENSIVE READING</b></p> <ul style="list-style-type: none"> <li>• Using the Author’s chair, introduce the reading/library time.</li> <li>• Have a variety of age/level-appropriate books for learners to make a choice from.</li> <li>• Introduce narratives, expository, procedural texts to learners.</li> <li>• Guide learners to select books for readings</li> </ul> <p>Assessment: let learners read a variety of age and level-appropriate books and summarise them</p>	<p>What new things have you learned today?</p> <p>Learning progress voting:          Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/          Homework:</p>

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	<p>What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>		
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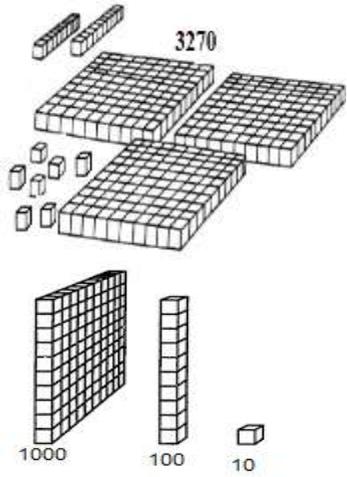
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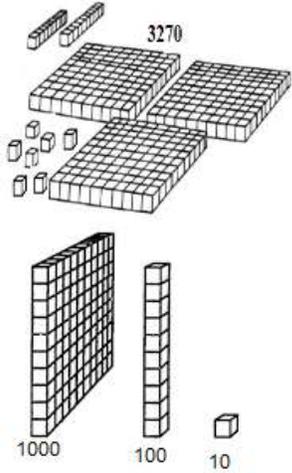
WEEK FOUR : LESSON PLAN

SUBJECT: MATHEMATICS

CLASS: THREE

<b>Week Ending:</b> 11th February, 2022		<b>Class size:</b>	
<b>Day :</b> Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		<b>Date :</b> 7th February, 2022 8th February, 2022 9th February, 2022 10th February, 2022 11th February, 2022	
<b>Period :</b> 2 2 2 2 2		<b>Lesson :</b> 1 of 5 2 of 5 3 of 5 4 of 5 5 of 5	
<b>Strand :</b> NUMBER		<b>Sub-strand :</b> Counting, Representation, Cardinality & Ordinality	
<b>Indicator (code)</b>	B3.1.1.1.3		
<b>Content standard (code)</b>	B3.1.1.1.		
<b>Performance Indicator</b>	Learners can describe numbers and the relationship between numbers from 0 to 10,000 in equivalent ways using the place value concept.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>	Values, digit, tens, ones, hundreds, thousands.		
<b>T. L .R. (s)</b>	Place value chart, numeral cards with 3-digit numbers.		
<b>Ref:</b>	Mathematics curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	1. Learners write numbers on a ball using a marker. 2. Learners bounce or throw the ball to other learners and have	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	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got

	<p>them mention the number they see first.          3. Learners bounces/throw the ball to another learner, who does same by adding the number he/she sees to the number of the first learner.</p> <p><b>DEBRIEFING</b></p> <ol style="list-style-type: none"> <li>1. How did you find the game?</li> <li>2. How difficult/easy was it adding your number to your friends number?</li> <li>3. What were some of the numbers you heard your friends calling out?</li> </ol> <p>Share lesson indicator and treat key words with learner</p>	<p>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.</p> <p>using other possible representations of place value which include manipulatives such as threaded 100s, 10s, and loose bottle caps; and multi-base ten material (units, flats and squares)</p> <p>Ask pupils to model number quantities up to 10,000 using square grid paper or multi-base materials. For instance, with multi-base block, a cube = 1 unit; a rod = 10; a flat = 100 and a block = 1000;</p> <p>learners model 327 with the appropriate materials</p>  <p><b>Differentiated Lessons</b></p> <p><b>Low Ability Learners</b></p> <ul style="list-style-type: none"> <li>• Have learners work in pairs. They use the multi based block to model these numbers.</li> </ul> <p>1) 632 2) 326 3) 308</p> <p><b>High Ability Learners</b></p> <ul style="list-style-type: none"> <li>• Model these 1) 432 2) 2,641</li> </ul> <p><b>Assessment:</b> have learners to practice with more examples</p>	<p>it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/          Homework:</p>
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<p>Tuesday</p>	<p>1. Learners write numbers on a ball using a marker.                  2. Learners bounce or throw the ball to other learners and have them mention the number they see first.                  3. Learners bounces/throw the ball to another learner, who does same by adding the number he/she sees to the number of the first learner.</p> <p><b>DEBRIEFING</b></p> <p>1. How did you find the game?                  2. How difficult/easy was it adding your number to your friends number?                  3. What were some of the numbers you heard your friends calling out?</p> <p>Share lesson indicator and treat key words with learner</p>	<p>Demonstrate a conceptual understanding of place value of whole numbers between 100 and 10,000 by:</p> <ul style="list-style-type: none"> <li>- explaining and showing - with bundles of hundreds, tens and ones - the meaning of each digit in a given 3-digit number (when the three digits are different, as well as when two or more of the digits are the same) and representing the number in a hundreds frame</li> <li>- explaining why the value of a digit depends upon its placement within a numeral.</li> </ul> <p>using other possible representations of place value which include manipulatives such as threaded 100s, 10s, and loose bottle caps; and multi-base ten material (units, flats and squares)</p> <p>Ask pupils to model number quantities up to 10,000 using square grid paper or multi-base materials. For instance, with multi-base block, a cube = 1 unit; a rod = 10; a flat = 100 and a block = 1000; learners model 327 with the appropriate materials</p>  <p>Differentiated Lessons                  Low Ability Learners</p> <ul style="list-style-type: none"> <li>• Have learners work in pairs. They use the</li> </ul>	<p>What new things have you learned today?</p> <p>Learning progress voting:                  Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or 'didn't get it' respectively.</p> <p>Independent Activity/                  Homework:</p>
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		<p>multi based block to model these numbers.                      1) 632 2) 326 3) 308                      High Ability Learners                      • Model these 1) 432 2) 2,641</p> <p>Assessment: have learners to practice with more examples</p>	
Wednesday	<p>1. Learners write numbers on a ball using a marker.                      2. Learners bounce or throw the ball to other learners and have them mention the number they see first.                      3. Learners bounces/throw the ball to another learner, who does same by adding the number he/she sees to the number of the first learner.</p> <p><b>DEBRIEFING</b>                      1. How did you find the game?                       2. How difficult/easy was it adding your number to your friends number?                      3. What were some of the numbers you heard your friends calling out?</p> <p>Share lesson indicator and treat key words with learner</p>	<p>Decompose numbers up to 1000 into 100s, 10s, and 1s expressions (e.g.: <math>5000 = 1000 + 1000 + 1000 + 1000 + 1000</math> or <math>4036 = 4000 + 30 + 6</math>; etc.)</p> <p>Differentiated Lessons                      Low Ability Learners                      • Give out abacus and bottle caps to learners in pairs. They model these numbers                      1) 682 2) 463.                      Learners write the value for each unit                      High Ability Learners                      • Working in pairs, learners model these numbers 1) 1,608 2) 5,864                      • Learners write the values for each digit</p> <p>Assessment: have learners to practice with more examples</p>	<p>What new things have you learned today?</p> <p>Learning progress voting:                      Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/                      Homework:</p>
Thursday	<p>1. Learners write numbers on a ball using a marker.                      2. Learners bounce or throw the ball to other learners and have</p>	<p>Decompose numbers up to 1000 into 100s, 10s, and 1s expressions (e.g.: <math>5000 = 1000 + 1000 + 1000 + 1000 + 1000</math> or <math>4036 = 4000 + 30 + 6</math>; etc.)</p> <p>Differentiated Lessons                      Low Ability Learners</p>	<p>What new things have you learned today?</p> <p>Learning progress voting:                      Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got</p>

	<p>them mention the number they see first. 3. Learners bounces/throw the ball to another learner, who does same by adding the number he/she sees to the number of the first learner.</p> <p><b>DEBRIEFING</b> 1. How did you find the game?  2. How difficult/easy was it adding your number to your friends number? 3. What were some of the numbers you heard your friends calling out?</p> <p>Share lesson indicator and treat key words with learner</p>	<ul style="list-style-type: none"> <li>• Give out abacus and bottle caps to learners in pairs. They model these numbers 1) 682 2) 463.</li> </ul> <p>Learners write the value for each unit High Ability Learners</p> <ul style="list-style-type: none"> <li>• Working in pairs, learners model these numbers 1) 1,608 2) 5,864</li> <li>• Learners write the values for each digit</li> </ul> <p>Assessment: have learners to practice with more examples</p>	<p>it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
<p>Friday</p>	<p>1. Learners write numbers on a ball using a marker. 2. Learners bounce or throw the ball to other learners and have them mention the number they see first. 3. Learners bounces/throw the ball to another learner, who does same by adding the number he/she sees to the number of the first learner.</p> <p><b>DEBRIEFING</b> 1. How did you find the game?</p>	<p>Decompose numbers up to 1000 into 100s, 10s, and 1s expressions (e.g.: <math>5000 = 1000 + 1000 + 1000 + 1000 + 1000</math> or <math>4036 = 4000 + 30 + 6</math>; etc.)</p> <p>Differentiated Lessons Low Ability Learners</p> <ul style="list-style-type: none"> <li>• Give out abacus and bottle caps to learners in pairs. They model these numbers 1) 682 2) 463.</li> </ul> <p>Learners write the value for each unit High Ability Learners</p> <ul style="list-style-type: none"> <li>• Working in pairs, learners model these numbers 1) 1,608 2) 5,864</li> <li>• Learners write the values for each digit</li> </ul> <p>Assessment: have learners to practice with more examples</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

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	<p>2. How difficult/easy was it adding your number to your friends number? 3. What were some of the numbers you heard your friends calling out?</p> <p>Share lesson indicator and treat key words with learner</p>		
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WEEK FOUR : LESSON PLAN

SUBJECT: SCIENCE

CLASS: THREE

<b>Week Ending:</b> 11th February, 2022		<b>Class size:</b>	
<b>Day :</b> Monday, 60 minutes Thursday, 60 minutes		<b>Date :</b> 7th February, 2022 10th February, 2022	
<b>Period :</b> 2 2		<b>Lesson :</b> 1 of 2 2 of 2	
<b>Strand :</b> DIVERSITY OF MATTER		<b>Sub-strand :</b> MATERIALS	
<b>Indicator (code)</b>	B3.1.2.1.2		
<b>Content standard (code)</b>	B3.1.2.1.		
<b>Performance Indicator</b>	Learners can demonstrate an understanding that an object is made of one or more materials		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>	wardrobe, roof		
<b>T. L .R. (s)</b>	pictures of houses, cars, item such as knives with wooden or plastic handles.		
<b>Ref:</b>	Science curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p><b>DEBRIEFING:</b></p> <ul style="list-style-type: none"> <li>•How did you feel during the game?</li> </ul>	<ul style="list-style-type: none"> <li>• Display objects such as computer, football, clothes, mobile phone, pencils etc.</li> <li>• Provide materials such as glass, plastics, wood, metals etc.</li> <li>• Assist learners to identify that an object such as computer is made up of materials such as plastics, glass and metals.</li> <li>• Engage learners to give examples of objects and the materials used to make them.</li> <li>• Do more activities with learners to build the concepts of objects and materials.</li> </ul>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<ul style="list-style-type: none"> <li>•What new words did you learn?</li> <li>•How does it feel to win?</li> <li>•What will you do next time to win?</li> </ul> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> <li>• Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li> <li>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</li> </ul> <p>Assessment: let learners give examples of objects and the materials used to make them</p>	
<p>Thursday</p>	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> <li>•How did you feel during the game?</li> <li>•What new words did you learn?</li> <li>•How does it feel to win?</li> <li>•What will you do next time to win?</li> </ul> <p>Share lesson indicator and treat key words with learner</p>	<ul style="list-style-type: none"> <li>• Display objects such as computer, football, clothes, mobile phone, pencils etc.</li> <li>• Provide materials such as glass, plastics, wood, metals etc.</li> <li>• Assist learners to identify that an object such as computer is made up of materials such as plastics, glass and metals.</li> <li>• Engage learners to give examples of objects and the materials used to make them.</li> <li>• Do more activities with learners to build the concepts of objects and materials.</li> </ul> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	Share lesson indicator and treat key words with learner .	<ul style="list-style-type: none"><li>• Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li><li>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</li></ul> <p>Assessment: let learners give examples of objects and the materials used to make them</p>	
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WEEK FOUR : LESSON PLAN

SUBJECT: CREATIVE ARTS

CLASS: THREE

<b>Week Ending:</b> 11th February, 2022		<b>Class size:</b>	
<b>Day :</b> Monday, 60 minutes Wednesday, 60 minutes		<b>Date :</b> 7th February, 2022 9th February, 2022	
<b>Period :</b> 2 2		<b>Lesson :</b> 1 of 2 2 of 2	
<b>Strand :</b> PERFORMING ARTS		<b>Sub-strand :</b> Planning, Making and Composing	
<b>Indicator (code)</b>	B3 2.2.2.1		
<b>Content standard (code)</b>	B3 2.2.2.		
<b>Performance Indicator</b>	Learners can plan own artworks that represent performing artworks produced or performed in other communities in Africa, by making decisions on the instruments, resources and techniques used by the performing artists for creating artworks that reflect the people, their history and their culture in those areas of Africa		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>		Creative Arts curriculum	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe	Learners are to: ☑ organise and develop concepts from memory to come out with own creative ideas to compose own music, dance and drama based on knowledge and understanding of the:	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or 'didn't get it' respectively.

	<p>what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> <li>•How did you feel during the game?</li> <li>•What new words did you learn?</li> <li>•How does it feel to win?</li> <li>•What will you do next time to win?</li> </ul> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>☑ talk about the history and culture (e.g. beliefs, customs, religion, festivals, rites of passage, chieftaincy, symbols of authority, politics) of people from other parts of Africa;</p> <p>☑ 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);</p> <p>Assessment: let learners write plan to make own artworks that represent performing artworks produced or performed in other communities in Africa, by making decisions on the instruments, resources and techniques used by the performing artists for creating artworks that reflect the people, their history and their culture in those areas of Africa</p>	<p>Independent Activity/ Homework:</p>
<p>Wednesday</p>	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p>	<p>Learners are to:</p> <p>☑ organise and develop concepts from memory to come out with own creative ideas to compose own music, dance and drama based on knowledge and understanding of the:</p> <p>☑ talk about the history and culture (e.g. beliefs, customs, religion, festivals, rites of passage, chieftaincy, symbols of authority, politics) of people from other parts of Africa;</p> <p>☑ experiment with compositions produced/performed in other parts</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or 'didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> <li>•How did you feel during the game?</li> <li>•What new words did you learn?</li> <li>•How does it feel to win?</li> <li>•What will you do next time to win?</li> </ul> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>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);</p> <p>Assessment: let learners write plan to make own artworks that represent performing artworks produced or performed in other communities in Africa, by making decisions on the instruments, resources and techniques used by the performing artists for creating artworks that reflect the people, their history and their culture in those areas of Africa</p>	
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WEEK FOUR : LESSON PLAN

SUBJECT: HISTORY

CLASS: THREE

<b>Week:</b> 11th February, 2022		<b>Class size:</b>	
<b>Day :</b> Tuesday, 60 minutes <b>Ending</b> Thursday, 60 minutes		<b>Date :</b> 8th February, 2022 10th February, 2022	
<b>Period :</b> 2 2		<b>Lesson :</b> 1 of 2 2 of 2	
<b>Strand :</b> My Country Ghana		<b>Sub-strand :</b> The People of Ghana	
<b>Indicator (code)</b>		B3.2.1.1.1	
<b>Content standard (code)</b>		B3.2.1.1.	
<b>Performance Indicator</b>		Learners can discuss the origins of the major ethnic groups in Ghana.	
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>		ethnic group, tradition, customs, oral traditions, colonisers, dialect, rituals, famine, exile, voting, famous, migrated	
<b>T. L .R. (s)</b>		Drums	
<b>Ref:</b>		History curriculum Page	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Tuesday	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words  DEBRIEFING: •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win?	Draw a map to locate the migratory routes of the ethnic groups. (This can also be done on a manila card.)  Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions. • Pair up stronger and weaker learners so that	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.  Independent Activity/ Homework:

	<p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>stronger learners can help weaker ones.</p> <ul style="list-style-type: none"> <li>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</li> </ul> <p>Assessment: let learners draw a map to locate the migratory routes of the ethnic groups on a manila card</p>	
<p>Thursday</p>	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> <li>•How did you feel during the game?</li> <li>•What new words did you learn?</li> <li>•How does it feel to win?</li> <li>•What will you do next time to win?</li> </ul> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Draw a map to locate the migratory routes of the ethnic groups. (This can also be done on a manila card.)</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> <li>• Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li> <li>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</li> </ul> <p>Assessment: let learners draw a map to locate the migratory routes of the ethnic groups on a manila card</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

WEEK FOUR : LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: THREE

<b>Week:</b> 11th February, 2022		<b>Class size:</b>	
<b>Day :</b> Tuesday, 60 minutes <b>Ending</b> Thursday, 60 minutes		<b>Date :</b> 8th February, 2022 10th February, 2022	
<b>Period :</b> 2 2		<b>Lesson :</b> 1 of 2 2 of 2	
<b>Strand :</b> ALL ABOUT US		<b>Sub-strand :</b> Nature of God	
<b>Indicator (code)</b>		B3.1.1.2.2	
<b>Content standard (code)</b>		B3.1.1.2.	
<b>Performance Indicator</b>		Learners can identify benefits of responding to God’s call.	
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>		Our World Our People curriculum Page	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Tuesday, 60 minutes	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words  DEBRIEFING: •How did you feel during the game? •What new words did you learn?	In groups, guide learners to mention the benefits of responding to God’s call: i. drawing closer to God ii. long life iii. prosperity iv. eternal life, etc.  Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions. • Pair up stronger and weaker learners so that	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.  Independent Activity/ Homework:

	<ul style="list-style-type: none"> <li>•How does it feel to win?</li> <li>•What will you do next time to win?</li> </ul> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>stronger learners can help weaker ones.</p> <ul style="list-style-type: none"> <li>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</li> </ul> <p>Assessment: Let learners mention the benefits of responding to God’s call</p>	
<p>Thursday, 60 minutes</p>	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> <li>•How did you feel during the game?</li> <li>•What new words did you learn?</li> <li>•How does it feel to win?</li> <li>•What will you do next time to win?</li> </ul> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Learners talk about the moral lessons derived from responding to God’s call.</p> <ol style="list-style-type: none"> <li>obedience</li> <li>respect</li> <li>sacrifice</li> <li>commitment</li> <li>reverence for God</li> <li>humility etc.</li> </ol> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> <li>• Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li> <li>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</li> </ul> <p>Assessment: Let learners mention moral lessons derived from responding to God’s call.</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>

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

WEEK FOUR : LESSON PLAN

SUBJECT: PHYSICAL EDUCATION

CLASS: THREE

<b>Week Ending:</b> 11th February, 2022		<b>Class size:</b>	
<b>Day :</b> Friday, 60 minutes		<b>Date :</b> 11th February, 2022	
<b>Period :</b> 2		<b>Lesson :</b> 1 of 1	
<b>Strand :</b> MOTOR SKILL AND MOVEMENT PATTERNS		<b>Sub-strand :</b> LOCOMOTOR SKILLS	
<b>Indicator (code)</b>	B3.1.1.1.4:		
<b>Content standard (code)</b>	B3.1.1.1.		
<b>Performance Indicator</b>	Learners can Demonstrate the difference between a jog and a run, a hop and a jump, and a gallop and a slide.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> cones			
<b>Ref:</b>		PE curriculum Page	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Learner demonstrate jogging and running and compare their similarities and differences. Do same for other hop and jump as well as gallop and slide. Demonstrate to confirm the similarities and differences.	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.  Independent Activity/ Homework:

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

WEEK FOUR : LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: THREE

<b>Week Ending:</b> 11th February, 2022		<b>Class size:</b>	
<b>Day :</b> Friday, 60 minutes		<b>Date :</b> 11th February, 2022	
<b>Period :</b> 2		<b>Lesson :</b> 1 of 1	
<b>Strand :</b> God, His Creation and Attributes		<b>Sub-strand :</b> The Environment	
<b>Indicator (code)</b>		B3.1.2.1.1	
<b>Content standard (code)</b>		B3.1.2.1.	
<b>Performance Indicator</b>		Learners can demonstrate ways to care for the environment.	
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>		RME curriculum Page	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Friday	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words  <b>DEBRIEFING:</b> •How did you feel during the game?	Use questions and answers for learners to explain the environment. • Using Think-Pair-Share, let learners talk about ways of caring for the environment through: tree planting, proper disposal of waste, legal mining, clean-up exercises, avoiding environmental pollution, etc.  Differentiated learning	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or 'didn't get it' respectively.  Independent Activity/ Homework:

	<ul style="list-style-type: none"><li>•What new words did you learn?</li><li>•How does it feel to win?</li><li>•What will you do next time to win?</li></ul> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"><li>• Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li><li>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</li></ul> <p>Assessment: let learners mention ways to care for the environment</p>	
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WEEK FOUR : LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b> 2 2 2		<b>Lesson :</b> 1 of 1 1 of 1 1 of 1	
<b>Strand :</b> Reading		<b>Sub-strand :</b> Phonological and Phonemic Awareness	
<b>Indicator (code)</b>	B3.2.3.1.1	B3.2.3.1.2	
<b>Content standard (code)</b>	B3.2.3.1.	B3.2.3.1	
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>Learners should recognise and separate syllables</li> <li>Learners should add individual sounds in simple one-syllable words to make up new words</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Manila cards, markers, recorded audios visual	
<b>Ref:</b>		Ghanaian Language curriculum	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
	<b>Cover Up</b>  Learners in convenient groups.  1. Write a word on the board. 2. Cover all the letters except the first one, beginning from the	<ul style="list-style-type: none"> <li>Lead learners to say the letters of the alphabet as a group.</li> <li>Call learners to say the letters of the alphabet in turns.</li> </ul>	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those

	<p>left to the right, and ask pupils to make the sound of the letter which is not covered.</p> <p>3. Do this until the sounds of all the individual letters have been made by pupils.</p> <p>4. Run your finger under the word for pupils to blend the sounds to read</p> <p>5. The pupil who blend the sounds to read wins the game.</p> <p><b>DEBRIEFING:</b>          What did you like about the game?          What did you dislike about the game?          What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> <li>• Practice syllable recognition and separation with learners on the board.</li> <li>• Allow learners to apply the knowledge to recognise and separate syllables in words</li> </ul> <p>Assessment: let learners identify and separate syllables in words</p>	<p>‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>
	<p><b>Onset and Rime Game</b></p> <p>Learners in convenient groups.</p> <p>1. Write onsets and rime of words ( e.g. ink words) on cards.</p> <p>2. Mix the cards up and place them on a table or in a bowl in front of the class.</p> <p>3. A pupil picks a card. If s/he picks an onset, s/he searches for a card with a rime and vice versa. S/he then puts the two cards together and blends the sounds to read the word and writes the word on the board. That particular onset is put aside. Example S ink Sink          The team that is able to read and write more words becomes the winner.</p>	<ul style="list-style-type: none"> <li>• Lead learners to say the letters of the alphabet as a group.</li> <li>• Call learners to say the letters of the alphabet in turns.</li> <li>• Practice adding individual sounds to one syllabic words.</li> <li>• Encourage learners to add sounds to one-syllabic words to form new words on their own. E.g. /ba/ + /g/ = bag /ba/ + /t/ = bat</li> </ul> <p>Assessment: let learners add individual sounds in</p>	<p>What new things have you learned today?</p> <p>Learning progress voting:          Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>DEBRIEFING:                  What did you like about the game?                  What did you dislike about the game?                  What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>simple one-syllable words to make up new words</p>	
	<p><b>Cover Up</b></p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> <li>1. Write a word on the board.</li> <li>2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered.</li> <li>3. Do this until the sounds of all the individual letters have been made by pupils.</li> <li>4. Run your finger under the word for pupils to blend the sounds to read</li> <li>5. The pupil who blend the sounds to read wins the game.</li> </ol> <p>DEBRIEFING:                  What did you like about the game?                  What did you dislike about the game?                  What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> <li>• Lead learners to say the letters of the alphabet as a group.</li> <li>• Call learners to say the letters of the alphabet in turns.</li> <li>• Practice adding individual sounds to one syllabic words.</li> <li>• Encourage learners to add sounds to one-syllabic words to form new words on their own. E.g. /ba/ + /g/ = bag /ba/ + /t/ = bat</li> </ul> <p>Assessment: let learners add individual sounds in simple one-syllable words to make up new words</p>	<p>What new things have you learned today?</p> <p>Learning progress voting:                  Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/                  Homework:</p>

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**SEMESTER ONE**  
**BASIC THREE**  
**WEEK 5**

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SUBJECT: ENGLISH LANGUAGE

CLASS: THREE

<b>Week Ending:</b> 18th February, 2022		<b>Class size:</b>	
<b>Day :</b> Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		<b>Date :</b> 14th February, 2022 15th February, 2022 16th February, 2022 17th February, 2022 18th February, 2022	
<b>Period :</b> 2 2 2 2 2		<b>Lesson :</b> 1 of 1 1 of 1 1 of 1 1 of 1 1 of 1	
<b>Strand :</b> A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		<b>Sub-strand :</b> A. Dramatisation and Role Play B. Diphthongs C. Labelling Items D. Using Action Words E. Building the Love and Culture of Reading	
<b>Indicator (code)</b>	B3.1.5.1.1. B3.5.4.1.1.	B3.2.4.1.1 B3.6.1.1.1	B3.4.4.1.1.
<b>Content standard (code)</b>	B3.1.5.1. B3.5.4.1.	B3.2.4.1. B3.6.1.1.	B3.4.4.1.
<b>Performance Indicator</b>	<p>A. Learners can dramatise and role-play stories heard and read</p> <p>B. Learners can use diphthongs to build words</p> <p>C. Learners can make a list of objects found in the environment</p> <p>D. Learners can identify the present continuous form of action words in spoken and written communication</p> <p>E. Learners can read a variety of age and level-appropriate books and summarise them</p>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			

<b>T. L .R. (s)</b>		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
<b>Ref:</b>		English Language curriculum Page	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	Learners watch/listen to a story /folktale. (Intersperse the story with songs and gestures)  <b>DEBRIEFING:</b> Who were the characters in the story? Which part of the story do you like? What lessons did you learn from the story? How will you apply the good moral lesson in your life ?  Share lesson indicator and treat key words with learner .	<b>A. ORAL LANGUAGE</b> • Let learners mention titles of stories they have heard or read, e.g. The Magic Pot. • Let learners identify some characters in the stories mentioned. • Let learners dramatise or role-play stories they have heard, read or created, with appropriate characters. • Discuss stories dramatised or role-played.  Assessment: let learners dramatise and role-play stories heard and read	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.  Independent Activity/ Homework:
Tuesday	<b>Matching game</b> (reading words with digraphs activity)  Learners in convenient groups.  Learners pick folded sheets that contain words that have digraphs for their team members. (E.g. church, child Learners match the words to the digraphs in the table within a given time Matching Table	<b>B. READING</b> • Revise digraphs and have learners identify them in words. • Introduce diphthongs in context. e.g. ou-out, loud, cloud • Through think-pair-share, let learners generate diphthongs and build words with them.  Differentiated learning Ask stronger learners to answer some questions	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.  Independent Activity/ Homework:

	<table border="1" data-bbox="300 168 592 388"> <tr> <td>C</td> <td>chai</td> <td>chu</td> <td>Child</td> </tr> <tr> <td>h</td> <td>r</td> <td>rch</td> <td>d</td> </tr> <tr> <td>Sh</td> <td>Shir</td> <td>sho</td> <td>Shi</td> </tr> <tr> <td></td> <td>t</td> <td>rt</td> <td>p</td> </tr> <tr> <td>G</td> <td>Gha</td> <td>gho</td> <td>Gh</td> </tr> <tr> <td>h</td> <td>na</td> <td>st</td> <td>ast</td> </tr> </table> <p>Learners form meaningful sentences with the words for extra points</p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><b>DEBRIEFING:</b></p> <ul style="list-style-type: none"> <li>• How did you feel during the game?</li> <li>• What new words did you learn?</li> <li>• How does it feel to win?</li> <li>• What will you do next time to win?</li> </ul> <p>Share lesson indicator and treat key words with learner .</p>	C	chai	chu	Child	h	r	rch	d	Sh	Shir	sho	Shi		t	rt	p	G	Gha	gho	Gh	h	na	st	ast	<p>first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> <li>• Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li> <li>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</li> </ul> <p>Assessment: let learners use diphthongs to build words</p>	
C	chai	chu	Child																								
h	r	rch	d																								
Sh	Shir	sho	Shi																								
	t	rt	p																								
G	Gha	gho	Gh																								
h	na	st	ast																								
<p>Wednesday</p>	<p><b>Word Jumble Race</b></p> <p>Write out a number of sentences, using different colors for each sentence. have 3-5 sentences for each team. Cut up the sentences so you have a handful of words. Put each sentence into a bowl keeping each separate. Split your class into teams 3. Teams must now put their sentences in the correct order.</p> <p><b>DEBRIEFING:</b></p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p>	<p><b>C. WRITING</b></p> <ul style="list-style-type: none"> <li>• Lead the class to make a list of objects found in a given thematic area. e.g. The Bus Stop.</li> <li>• Let groups and pairs make similar lists from self-chosen or given areas. They may use invented spelling initially.</li> <li>• Guide learners to edit and self-correct the errors before presenting their work to the class. They may use children’s pictures, dictionaries and other sources.</li> </ul> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>																								

	<p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> <li>• Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li> <li>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</li> </ul> <p>Assessment: let learners make a list of objects found in the environment</p>	
<p>Thursday</p>	<p><b>Catch and pass</b></p> <p>Learners in convenient groups of 2 or more. A member in Group A throws a ball to a member in Group B. The student who catches the ball shouts “I catch”.</p> <p>A different member in Group B mention a verb</p> <p>Another member in Group B uses the verb to form a sentence. The group earns a point for the given verb and correct sentence.</p> <p>A member in Group B throws the ball back to a member in Group A and they go through the same process until they produce for example five verbs each plus their corresponding sentences.</p> <p><b>DEBRIEFING</b>          What did you like about the game?          What did you dislike about the game?</p>	<p><b>D. WRITING CONVENTIONS AND GRAMMAR USAGE</b></p> <p>Through demonstration, assist learners to use the continuous form of the action words such as running, eating and sitting. Provide sentences and let learners identify the continuous form of the action words:          e.g. Adongo is running with the ball.</p> <p>Assessment: let learners make a list of objects found in the environment</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>

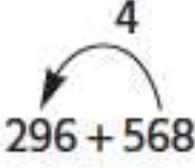
	<p>What must your team do to win next time?</p>		
<p>Friday</p>	<p><b>Cover Up</b></p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> <li>1. Write a word on the board.</li> <li>2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered.</li> <li>3. Do this until the sounds of all the individual letters have been made by pupils.</li> <li>4. Run your finger under the word for pupils to blend the sounds to read</li> <li>5. The pupil who blend the sounds to read wins the game.</li> </ol> <p>Assessment                  What did you like about the game?                  What did you dislike about the game?                  What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p><b>E.EXTENSIVE READING</b></p> <ul style="list-style-type: none"> <li>• Using the Author’s chair, introduce the reading/library time.</li> <li>• Have a variety of age/level-appropriate books for learners to make a choice from.</li> <li>• Introduce narratives, expository, procedural texts to learners.</li> <li>• Guide learners to select books for readings</li> </ul> <p>Assessment: let learners read a variety of age and level-appropriate books and summarise them</p>	<p>What new things have you learned today?</p> <p>Learning progress voting:                  Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/                  Homework:</p>

SUBJECT: MATHEMATICS

CLASS: THREE

<b>Week Ending:</b> 18th February, 2022		<b>Class size:</b>	
<b>Day :</b> Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		<b>Date :</b> 14th February, 2022 15th February, 2022 16th February, 2022 17th February, 2022 18th February, 2022	
<b>Period :</b> 2 2 2 2 2		<b>Lesson :</b> 1 of 5 2 of 5 3 of 5 4 of 5 5 of 5	
<b>Strand :</b> NUMBER		<b>Sub-strand :</b> Number Operations	
<b>Indicator (code)</b>	B3.1.2.3.1		
<b>Content standard (code)</b>	B3.1.2.3.		
<b>Performance Indicator</b>	Learners can use strategies to mentally add and subtract whole numbers within 100		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>	Count back, subtract, minued, subtrahend		
<b>T. L .R. (s)</b>	Play: "Making Doubles'. Call out a number and learners double it. E.g. 1) 10 → 20 2) 4 → 8 3) 20 → 40 4) 50 → 100		
<b>Ref:</b>	Mathematics curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Tuesday	1. Learners write numbers on a ball using a marker. 2. Learners bounce or throw	Look for doubles, and then changing the subtraction question into an addition and solving it (e.g. for 24 - 12, think 12 + 12 = 24 so 24 - 12 is 12 ) E.g. 2 Make doubles when the two numbers that are close together or close to doubles by:	What new things have you learned today?  Learning progress voting:

	<p>the ball to other learners and have them mention the number they see first.</p> <p>3. Learners bounces/throw the ball to another learner, who does same by adding the number he/she sees to the number of the first learner.</p> <p><b>DEBRIEFING</b></p> <p>1. How did you find the game?</p> <p>2. How difficult/easy was it adding your number to your friends number?</p> <p>3. What were some of the numbers you heard your friends calling out?</p> <p>Share lesson indicator and treat key words with learner</p>	<p>- Decomposing the second number to make doubles (e.g. when subtracting <math>48 - 25</math>, think <math>48 - 24 - 1</math>) or</p> <p>- Compensating to make doubles: adding something to the second number to make a double, then adjusting the answer by adding the same amount to the answer (e.g. for <math>48 - 23</math> think <math>48 - 24 = 24</math>. Then add 1 to 24 to get 25, which is the answer)</p> <p>Low ability Learners Find the fact family for those numbers 6, 4 and 10</p> <p>High ability Learners Given the fact family, find the addition sum.</p> <p>a) <math>6 + 4 =</math> b) <math>4 + 6 =</math> c) <math>10 - 4 =</math> d) <math>10 - 6 = 4</math></p> <p>Assessment: have learners to practice with more examples</p>	<p>Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
<p>Wednesday</p>	<p>1. Learners write numbers on a ball using a marker.</p> <p>2. Learners bounce or throw the ball to other learners and have them mention the number they see first.</p>	<p>Adding on by friendly jumps strategy, where one of the numbers is decomposed into a friendlier number and added in "chunks" (for example, when adding <math>326 + 232</math>, start with 326, add 100 two times to get 526 (<math>326 + 100 + 100</math>), then add on 10 three times to get 556 (<math>526 + 10 + 10 + 10</math>) and then add on 2 to get 558. The answer is 558.</p> <p>E.g. 3. Making 10s or 100s when adding a number that is close to a multiple of 10 or 100 by moving a quantity from one number to another, for example</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got</p>

	<p>3. Learners bounces/throw the ball to another learner, who does same by adding the number he/she sees to the number of the first learner.</p> <p><b>DEBRIEFING</b></p> <p>1. How did you find the game?</p> <p>2. How difficult/easy was it adding your number to your friends number?</p> <p>3. What were some of the numbers you heard your friends calling out?</p> <p>Share lesson indicator and treat key words with learner</p>	<p>when adding <math>296 + 568</math>, move 4 from 568 to 296 to make 300</p>  <p><math>296 + 568</math></p> <p><math>300 + 564 = 864</math></p> <p>Differentiated Lessons</p> <p>Low Ability Learners</p> <ul style="list-style-type: none"> <li>• Work in pairs. Solve these. Use making doubles.</li> </ul> <p>1) <math>10 + 18 = ?</math> 2) <math>29 + 20 = ?</math></p> <p>High Ability Learners</p> <p>1) <math>38 + 33 = ?</math> 2) <math>75 + 50 = ?</math></p> <p>Assessment: have learners to practice with more examples</p>	<p>it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
<p>Thursday</p>	<p>Play: "10 less than". Mention a number and learners subtract 10 from it. E.g.</p> <p>1) <math>30 \rightarrow 20</math> 2) <math>15 \rightarrow 5</math> 3) <math>37 \rightarrow 27</math> 4) <math>100 \rightarrow 90</math></p> <p><b>DEBRIEFING</b></p> <p>1. How did you find the game?</p>	<p><b>Compensation strategy</b> – adding more than is required to create an easier number to add – usually a multiple of 10 or 100 - and then subtracting that same amount from the answer <i>(for example, when adding <math>126 + 39</math>, add 1 to 39 to create the expression <math>126 + 40</math>, which gives 166, then subtract from the answer the 1 that was added; <math>166 - 1 = 165</math>, so the answer is 165)</i></p> <p>E.g. 5. <b>Decomposing or splitting the second number</b> into partial subtractions that are easier to subtract <i>(e.g. when subtracting <math>127 - 38</math>, decompose 38 and subtract in friendlier jumps - <math>127 - 20 - 10 - 8</math> or see examples in text boxes)</i></p> <p>E.g. 6. <b>Starting at the second number and counting up in friendly jumps</b> <i>(e.g., when</i></p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p>



	subtracting your number from your friends number? 3. What were some of the numbers you heard your friends calling out?	1) $40 - 18 = ?$ 2) $60 - 27 = ?$  High Ability Learners 1) $100 - 58 = ?$ 2) $120 - 67 = ?$  Assessment: have learners to practice with more examples	Independent Activity/ Homework:
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NANA FIFI ACQUAH SCH

WEEK FIVE : LESSON PLAN

SUBJECT: SCIENCE

CLASS: THREE

<b>Week Ending:</b> 18th February, 2022		<b>Class size:</b>	
<b>Day :</b> Monday, 60 minutes Thursday, 60 minutes		<b>Date :</b> 14th February, 2022 17th February, 2022	
<b>Period :</b> 2 2		<b>Lesson :</b> 1 of 2 2 of 2	
<b>Strand :</b> DIVERSITY OF MATTER		<b>Sub-strand :</b> MATERIALS	
<b>Indicator (code)</b>	B3.1.2.2.1		
<b>Content standard (code)</b>	B3.1.2.2.		
<b>Performance Indicator</b>	Learners can describe a solid-liquid mixture and explain how to separate the components		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L. R. (s)</b>		Pictures	
<b>Ref:</b>		Science curriculum Page	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words	<ul style="list-style-type: none"> <li>• Provide solid and liquid substances e.g. water, sand, iron filings, powdered charcoal etc.</li> <li>• Learners in their groups, add sand to water or any solid to a liquid.</li> <li>• Learners observe and come out with their findings on the components of the mixture.</li> </ul>	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.  Independent Activity/ Homework:

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> <li>•How did you feel during the game?</li> <li>•What new words did you learn?</li> <li>•How does it feel to win?</li> <li>•What will you do next time to win?</li> </ul> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner</p>	<ul style="list-style-type: none"> <li>• Learners describe solid - liquid mixtures and how the components can be separated.</li> </ul> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> <li>• Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li> <li>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</li> </ul> <p>Assessment: let learners describe a solid-liquid mixture</p>	
<p>Thursday</p>	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> <li>•How did you feel during the game?</li> <li>•What new words did you learn?</li> <li>•How does it feel to win?</li> </ul>	<ul style="list-style-type: none"> <li>• Learners in groups, discuss the uses of solid-liquid mixtures in everyday life.</li> </ul> <p>Project: Assist learners to separate solid-liquid mixtures, e.g. gari and water, sand and water, salt solution.</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> <li>• Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li> </ul>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<ul style="list-style-type: none"><li>•What will you do next time to win?</li></ul> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner</p> <p>.</p>	<ul style="list-style-type: none"><li>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</li></ul> <p>Assessment: let learners describe a solid-liquid mixture and explain how to separate the components</p>	
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NANA FIIFI ACQUAH SCH

SUBJECT: CREATIVE ARTS

CLASS: THREE

<b>Week Ending:</b> 18th February, 2022		<b>Class size:</b>	
<b>Day :</b> Monday, 60 minutes Wednesday, 60 minutes		<b>Date :</b> 14th February, 2022 16th February, 2022	
<b>Period :</b> 2 2		<b>Lesson :</b> 1 of 2 2 of 2	
<b>Strand :</b> VISUAL ARTS		<b>Sub-strand :</b> Planning, Making and Composing	
<b>Indicator (code)</b>	B3 1.2.3.1		
<b>Content standard (code)</b>	B3 1.2.3.		
<b>Performance Indicator</b>	Learners can create own functional visual artworks by skilfully using available visual arts tools, material and methods to express own views of visual artworks that reflect the history and culture of people in other African communities		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>		Creative Arts curriculum	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has	Learners are to: ☑ Create own artworks based on the history and culture of the people from other countries in Africa (e.g. beliefs, customs, religion, festivals, rites of passage);	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.

	<p>to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> <li>•How did you feel during the game?</li> <li>•What new words did you learn?</li> <li>•How does it feel to win?</li> <li>•What will you do next time to win?</li> </ul> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner</p> <p>.</p>	<p>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</p>	<p>Independent Activity/ Homework:</p>
<p>Wednesday</p>	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> <li>•How did you feel during the game?</li> <li>•What new words did you learn?</li> <li>•How does it feel to win?</li> <li>•What will you do next time to win?</li> </ul> <p>Share lesson indicator and treat key words with learner</p>	<p>Learners are to: Create own artworks based on what is produced in other countries in Africa (e.g. masks, sculptures, paintings, pottery wares, woven, printed and dyed fabrics; leather products; beads).</p> <p>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</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

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	Share lesson indicator and treat key words with learner .		
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NANA FIIFI ACQUAH SCH

SUBJECT: HISTORY

CLASS: THREE

<b>Week Ending:</b> 18th February, 2022		<b>Class size:</b>	
<b>Day :</b> Tuesday, 60 minutes Thursday, 60 minutes		<b>Date :</b> 15th February, 2022 17th February, 2022	
<b>Period :</b> 2 2		<b>Lesson :</b> 1 of 2 2 of 2	
<b>Strand :</b> My Country Ghana		<b>Sub-strand :</b> The People of Ghana	
<b>Indicator (code)</b>		B3.2.1.1.1	
<b>Content standard (code)</b>		B3.2.1.1	
<b>Performance Indicator</b>		Learners can discuss the origins of the major ethnic groups in Ghana.	
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>		ethnic group, tradition, customs, oral traditions, colonisers, dialect, rituals, famine, exile, voting, famous, migrated	
<b>T. L .R. (s)</b>		Drums	
<b>Ref:</b>		History curriculum Page	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Tuesday	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words	Develop a timeline of the periods each ethnic group arrived in Ghana.  Differentiated learning Ask stronger learners to answer some questions	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.  Independent Activity/ Homework:

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> <li>•How did you feel during the game?</li> <li>•What new words did you learn?</li> <li>•How does it feel to win?</li> <li>•What will you do next time to win?</li> </ul> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> <li>• Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li> <li>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</li> </ul> <p>Assessment: let learners develop a timeline of the periods each ethnic group arrived in Ghana</p>	
<p>Thursday</p>	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> <li>•How did you feel during the game?</li> <li>•What new words did you learn?</li> <li>•How does it feel to win?</li> <li>•What will you do next time to win?</li> </ul>	<p>Develop a timeline of the periods each ethnic group arrived in Ghana.</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or 'didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"><li>• Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li><li>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</li></ul> <p>Assessment: let learners develop a timeline of the periods each ethnic group arrived in Ghana</p>	
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NANA FIFIE AGORHIE SCH

WEEK FIVE : LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: THREE

<b>Week Ending:</b> 18th February, 2022		<b>Class size:</b>	
<b>Day :</b> Tuesday, 60 minutes Thursday, 60 minutes		<b>Date :</b> 15th February, 2022 17th February, 2022	
<b>Period :</b> 2 2		<b>Lesson :</b> 1 of 2 2 of 2	
<b>Strand :</b> ALL ABOUT US		<b>Sub-strand :</b> Myself	
<b>Indicator (code)</b>	B3.1.2.1.1.		
<b>Content standard (code)</b>	B3.1.2.1.		
<b>Performance Indicator</b>	Learners can explain ways of promoting personal hygiene and safety as a responsible citizen		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>	clothes, bath, diet, teeth, trim, toilet, tooth brush, tooth paste, nail cutter, chewing stick,		
<b>T. L .R. (s)</b>	Water, Soap, Tooth brush, Tooth paste, Nail cutter, Chewing stick, Brooms, Pressing iron, pictures, charts, computer, projector		
<b>Ref:</b>	Our World Our People curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Tuesday	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words  DEBRIEFING: •How did you feel during the game?	Learners talk about things they need to promote personal hygiene: water, soap, tooth brush and tooth paste, nail cutter, etc. Learners talk about things they do to show personal hygiene, through think-pair-share, e.g. bathing twice a day, brushing of the teeth, at least twice daily, washing of clothes regularly, washing of hands regularly, etc.	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or 'didn't get it' respectively.  Independent Activity/ Homework:

	<ul style="list-style-type: none"> <li>•What new words did you learn?</li> <li>•How does it feel to win?</li> <li>•What will you do next time to win?</li> </ul> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> <li>• Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li> <li>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</li> </ul> <p>Assessment: Let learners explain ways of promoting personal hygiene and safety as a responsible citizen</p>	
<p>Thursday</p>	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> <li>•How did you feel during the game?</li> <li>•What new words did you learn?</li> <li>•How does it feel to win?</li> <li>•What will you do next time to win?</li> </ul> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Learners draw items used in keeping our bodies clean. Learners sing and tell stories about the importance of keeping personal hygiene</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> <li>• Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li> <li>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</li> </ul>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

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		Assessment: Let learners mention the importance of keeping personal hygiene	
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NANA FIIFI ACQUAH SCH

SUBJECT: PHYSICAL EDUCATION

CLASS: THREE

<b>Week Ending:</b> 18th February, 2022		<b>Class size:</b>	
<b>Day :</b> Friday, 60 minutes		<b>Date :</b> 18th February, 2022	
<b>Period :</b> 2		<b>Lesson :</b> 1 of 1	
<b>Strand :</b> MOTOR SKILL AND MOVEMENT PATTERNS		<b>Sub-strand :</b> MANIPULATIVE SKILLS	
<b>Indicator (code)</b>		B3.1.2.1.1	
<b>Content standard (code)</b>		B3.1.2.1.	
<b>Performance Indicator</b>		Learners can Roll a ball from stationary forward and back, using sticks.	
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		cones	
<b>Ref:</b>		PE curriculum Page	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	After warm ups, learners roll ball with sticks from stationary to a demarcated point and back to the starting point. Supervise their practice and give them feedback. Learners end lesson with cool down activities.	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.  Independent Activity/ Homework:

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: THREE

<b>Week Ending:</b> 18th February, 2022		<b>Class size:</b>	
<b>Day :</b> Friday, 60 minutes		<b>Date :</b> 18th February, 2022	
<b>Period :</b> 2		<b>Lesson :</b> 1 of 1	
<b>Strand :</b> God, His Creation and Attributes		<b>Sub-strand :</b> The Environment	
<b>Indicator (code)</b>		B3.1.2.1.1:	
<b>Content standard (code)</b>		B3.1.2.1.	
<b>Performance Indicator</b>		Learners can Demonstrate ways to care for the environment.	
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>		RME curriculum Page	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Friday	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p><b>DEBRIEFING:</b></p> <ul style="list-style-type: none"> <li>•How did you feel during the game?</li> <li>•What new words did you learn?</li> <li>•How does it feel to win?</li> </ul>	<p>Let learners organise and do clean-up exercises in the school environment</p> <p>Differentiated learning Ask stronger learners to answer some questions</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>•What will you do next time to win?</p> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"><li>• Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li><li>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</li></ul> <p>Assessment: let learners draw and colour activities of caring for the environment</p>	
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WEEK FIVE : LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b> 2 2 2		<b>Lesson :</b> 1 of 1 1 of 1 1 of 1	
<b>Strand :</b> Reading		<b>Sub-strand :</b> Phonological and Phonemic Awareness Phonics: Letter and Sound Knowledge	
<b>Indicator (code)</b>	B3.2.3.1.3. B3.2.4.1.1		
<b>Content standard (code)</b>	B3.2.3.1 . B3.2.4.1.		
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>Learners should substitute one sound in two-syllable words to make up new words.</li> <li>Learners should use alphabetic awareness to decode words.</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Manila cards, markers, recorded audios visual	
<b>Ref:</b>		Ghanaian Language curriculum	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
	<b>Cover Up</b>  Learners in convenient groups.	<ul style="list-style-type: none"> <li>Call learners to say the letters of the alphabet in turns.</li> <li>Demonstrate adding one sound to two-syllabic words</li> </ul>	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to

	<p>1. Write a word on the board.</p> <p>2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered.</p> <p>3. Do this until the sounds of all the individual letters have been made by pupils.</p> <p>4. Run your finger under the word for pupils to blend the sounds to read</p> <p>5. The pupil who blend the sounds to read wins the game.</p> <p>DEBRIEFING:          What did you like about the game?          What did you dislike about the game?          What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>to form new words on the board.</p> <ul style="list-style-type: none"> <li>Let learners apply the knowledge to substitute one sound in two-syllable words to make up new words. E.g.              /table/ -/t/ + /c/ = /cable/              /carrot/ - /c/ + /p/ = /parrot/              /toffee/ -/t/ + /c/=/coffee/</li> </ul> <p>Assessment: let learners substitute one sound in two-syllable words to make up new words.</p>	<p>those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
	<p><b>Onset and Rime Game</b></p> <p>Learners in convenient groups.</p> <p>1. Write onsets and rime of words ( e.g. ink words) on cards.</p> <p>2. Mix the cards up and place them on a table or in a bowl in front of the class.</p> <p>3. A pupil picks a card. If s/he picks an onset, s/he searches for a card with a rime and vice versa. S/he then puts the</p>	<ul style="list-style-type: none"> <li>Lead learners to say the letters of the alphabet as a group.</li> <li>Call learners to say the letters of the alphabet in turns.</li> <li>Practice alphabetic awareness to decode words on the board for learners to observe.</li> <li>Aid learners to use alphabetic awareness to decode simple words</li> </ul>	<p>What new things have you learned today?</p> <p>Learning progress voting:          Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>two cards together and blends the sounds to read the word and writes the word on the board. That particular onset is put aside. Example S ink Sink The team that is able to read and write more words becomes the winner.</p> <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Assessment: let learners use alphabetic awareness to decode words</p>	
	<p><b>Cover Up</b></p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> <li>1. Write a word on the board.</li> <li>2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered.</li> <li>3. Do this until the sounds of all the individual letters have been made by pupils.</li> <li>4. Run your finger under the word for pupils to blend the sounds to read</li> <li>5. The pupil who blend the sounds to read wins the game.</li> </ol>	<ul style="list-style-type: none"> <li>• Lead learners to say the letters of the alphabet as a group.</li> <li>• Call learners to say the letters of the alphabet in turns.</li> <li>• Practice alphabetic awareness to decode words on the board for learners to observe.</li> <li>• Aid learners to use alphabetic awareness to decode simple words</li> </ul> <p>Assessment: let learners use alphabetic awareness to decode words</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

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	<p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>		
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**SEMESTER ONE**  
**BASIC THREE**  
**WEEK 6**

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SUBJECT: ENGLISH LANGUAGE

CLASS: THREE

<b>Week Ending:</b> 25th February, 2022		<b>Class size:</b>	
<b>Day :</b> Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		<b>Date :</b> 21st February, 2022 22nd February, 2022 23rd February, 2022 24th February, 2022 25th February, 2022	
<b>Period :</b> 2 2 2 2 2		<b>Lesson :</b> 1 of 1 1 of 1 1 of 1 1 of 1 1 of 1	
<b>Strand :</b> A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		<b>Sub-strand :</b> A. Dramatisation and Role Play B. Diphthongs C. Writing Simple Words and Sentences D. Using Action Words E. Building the Love and Culture of Reading	
<b>Indicator (code)</b>	B3.1.5.1.1 B3.5.4.1.1.	B3.2.4.1.1 B3.6.1.1.1	B3.4.5.1.1.
<b>Content standard (code)</b>	B3.1.5.1. B3.5.4.1.	B3.2.4.1. B3.6.1.1.	B3.4.5.1.
<b>Performance Indicator</b>	A. Learners can dramatise and role-play stories heard and read B. Learners can use diphthongs to build words C. Learners can write simple sentences to express personal opinions about favourite characters in texts D. Learners can identify the present continuous form of action words in spoken and written communication E. Learners can read a variety of age and level-appropriate books and summarise them		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>	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	<p>Learners watch/listen to a s story /folktale. (Intersperse the story with songs and gestures)</p> <p><b>DEBRIEFING:</b> Who were the characters in the story? Which part of the story do you like? What lessons did you learn from the story? How will you apply the good moral lesson in your life ?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>A. ORAL LANGUAGE</p> <ul style="list-style-type: none"> <li>• Let learners mention titles of stories they have heard or read, 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> </ul> <p>Assessment: let learners dramatise and role-play stories heard and read</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>																								
Tuesday	<p><b>Matching game</b> (reading words with digraphs activity)</p> <p>Learners in convenient groups.</p> <p>Learners pick folded sheets that contain words that have digraphs for their team members. (E.g. church, child)</p> <p>Learners match the words to the digraphs in the table within a given time</p> <p>Matching Table</p> <table border="1" data-bbox="300 1732 597 1948"> <tbody> <tr> <td>C</td> <td>chai</td> <td>chur</td> <td>Chil</td> </tr> <tr> <td>h</td> <td>r</td> <td>ch</td> <td>d</td> </tr> <tr> <td>S</td> <td>Shir</td> <td>shor</td> <td>Shi</td> </tr> <tr> <td>h</td> <td>t</td> <td>t</td> <td>p</td> </tr> <tr> <td>G</td> <td>Gha</td> <td>ghos</td> <td>Gha</td> </tr> <tr> <td>h</td> <td>na</td> <td>t</td> <td>st</td> </tr> </tbody> </table>	C	chai	chur	Chil	h	r	ch	d	S	Shir	shor	Shi	h	t	t	p	G	Gha	ghos	Gha	h	na	t	st	<p>B. READING</p> <ul style="list-style-type: none"> <li>• Revise digraphs and have learners identify them in words.</li> <li>• Introduce diphthongs in context. e.g. ou-out, loud, cloud</li> <li>• Through think-pair-share, let learners generate diphthongs and build words with them.</li> </ul> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> <li>• Pair up stronger and weaker learners so that</li> </ul>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
C	chai	chur	Chil																								
h	r	ch	d																								
S	Shir	shor	Shi																								
h	t	t	p																								
G	Gha	ghos	Gha																								
h	na	t	st																								

	<p>Learners form meaningful sentences with the words for extra points</p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><b>DEBRIEFING:</b></p> <ul style="list-style-type: none"> <li>• How did you feel during the game?</li> <li>• What new words did you learn?</li> <li>• How does it feel to win?</li> <li>• What will you do next time to win?</li> </ul> <p>Share lesson indicator and treat key words with learner .</p>	<p>stronger learners can help weaker ones.</p> <ul style="list-style-type: none"> <li>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</li> </ul> <p>Assessment: let learners use diphthongs to build words</p>	
<p>Wednesday</p>	<p>Learners watch/listen to a s story /folktale. (Intersperse the story with songs and gestures)</p> <p><b>DEBRIEFING:</b></p> <p>Who were the characters in the story? Which part of the story do you like? What lessons did you learn from the story? How will you apply the good moral lesson in your life ?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p><b>C. WRITING</b></p> <ul style="list-style-type: none"> <li>• Put learners in groups to discuss characters in a story read.</li> <li>• Have learners write simple sentences to express personal opinions on favourite characters.</li> <li>• Let learners exchange their books and do peer editing by checking for:             <ol style="list-style-type: none"> <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> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> <li>• Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li> <li>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</li> </ul>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

		Assessment: let learners write simple sentences to express personal opinions about favourite characters in texts	
Thursday	<p><b>Catch and pass</b></p> <p>Learners in convenient groups of 2 or more. A member in Group A throws a ball to a member in Group B. The student who catches the ball shouts “I catch”.</p> <p>A different member in Group B mention a verb</p> <p>Another member in Group B uses the verb to form a sentence. The group earns a point for the given verb and correct sentence.</p> <p>A member in Group B throws the ball back to a member in Group A and they go through the same process until they produce for example five verbs each plus their corresponding sentences.</p> <p><b>DEBRIEFING</b>          What did you like about the game?          What did you dislike about the game?          What must your team do to win next time?</p>	<p><b>D. WRITING CONVENTIONS AND GRAMMAR USAGE</b></p> <p>Through demonstration, assist learners to use the continuous form of the action words such as running, eating and sitting. Provide sentences and let learners identify the continuous form of the action words:          e.g. Adongo is running with the ball.</p> <p>Assessment: let learners identify the present continuous form of action words in spoken and written communication</p>	
Friday	<p><b>Cover Up</b></p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> <li>1. Write a word on the board.</li> <li>2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered.</li> </ol>	<p><b>E.EXTENSIVE READING</b></p> <ul style="list-style-type: none"> <li>• Using the Author’s chair, introduce the reading/library time.</li> <li>• Have a variety of age/level-appropriate books for learners to make a choice from.</li> <li>• Introduce narratives, expository, procedural texts to learners.</li> </ul>	<p>What new things have you learned today?</p> <p>Learning progress voting:          Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/          Homework:</p>

	<p>3. Do this until the sounds of all the individual letters have been made by pupils.</p> <p>4. Run your finger under the word for pupils to blend the sounds to read</p> <p>5. The pupil who blend the sounds to read wins the game.</p> <p>Assessment</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"><li>• Guide learners to select books for readings</li></ul> <p>Assessment: let learners read a variety of age and level-appropriate books and summarise them</p>	
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WEEK SIX : LESSON PLAN

SUBJECT: MATHEMATICS

CLASS: THREE

<b>Week Ending:</b> 25th February, 2022		<b>Class size:</b>	
<b>Day :</b> Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		<b>Date :</b> 21st February, 2022 22nd February, 2022 23rd February, 2022 24th February, 2022 25th February, 2022	
<b>Period :</b> 2 2 2 2 2		<b>Lesson :</b> 1 of 3 2 of 3 3 of 3 1 of 2 1 of 2	
<b>Strand :</b> NUMBER		<b>Sub-strand :</b> Number Operations	
<b>Indicator (code)</b>	B3.1.2.4.3	B3.1.2.4.4	
<b>Content standard (code)</b>	B3.1.2.4.	B3.1.2.4.	
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>Learners can develop and explain estimation strategies to estimate the solution for a given word problem involving addition or subtraction sums up to 1000.</li> <li>Learners can show an understanding of the property of commutativity</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>		Estimate, guess, frontend	
<b>T. L .R. (s)</b>		numeral cards.	
<b>Ref:</b>		Mathematics curriculum Page	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	1. Learners write numbers on a ball using a marker.	To estimate the sum of $430 + 561$ , use $400 + 500$ . The sum must be close to 900; to estimate the	What new things have you learned today?

	<p>2. Learners bounce or throw the ball to other learners and have them mention the number they see first.</p> <p>3. Learners bounces/throw the ball to another learner, who does same by adding the number he/she sees to the number of the first learner.</p> <p><b>DEBRIEFING</b></p> <p>1. How did you find the game?</p> <p>2. How difficult/easy was it adding your number to your friends number?</p> <p>3. What were some of the numbers you heard your friends calling out?</p> <p>Share lesson indicator and treat key words with learner</p>	<p>different of 660 and 430, use 600 and 400 or 700 and 400. The difference must be close to 200 or 300.)</p> <p>Differentiated Lessons</p> <p>Low Ability Learners</p> <p><math>75 + 14 = ?</math></p> <p>2) <math>58 + 29 = ?</math></p> <p>High Ability Learners</p> <p>1) <math>158 + 229 = ?</math></p> <p>2) <math>329 + 403 = ?</math></p> <p>Assessment: have learners to practice with more examples</p>	<p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
<p>Tuesday</p>	<p>Learners form convenient groups.</p> <p>Give each group a designed playing cards</p> <p>Learners plays in turns (one at a time)</p> <p>Learner picks up two cards at a time and then add the numbers on the cards together to give the sum.</p> <p>If the learner gets the answer right, the learner keeps the cards but if the learner gets it wrong, the learner put the cards back and the cards are shuffled.</p>	<p>To estimate the sum of <math>430 + 561</math>, use <math>400 + 500</math>. The sum must be close to 900; to estimate the different of 660 and 430, use 600 and 400 or 700 and 400. The difference must be close to 200 or 300.)</p> <p>Low Ability Learners</p> <p>1) <math>51 - 39 = ?</math></p> <p>2) <math>135 - 62 = ?</math></p> <p>High Ability Learners</p> <p>1) <math>309 - 168 = ?</math></p> <p>2) <math>865 - 462 = ?</math></p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>The learner with the highest number of cards at the end wins the game</p> <p><b>DEBRIEFING</b></p> <ol style="list-style-type: none"> <li>1. How was the game? What makes it so?</li> <li>2. How were you able to get the sum of the numbers you picked?</li> <li>3. How will you be able to add six oranges and two oranges together?</li> </ol> <p>Share lesson indicator and treat key words with learner .</p>	<p>Assessment: have learners to practice with more examples</p>	
<p>Wednesday</p>	<ol style="list-style-type: none"> <li>1. Learners write numbers on a ball using a marker.</li> <li>2. Learners bounce or throw the ball to other learners and have them mention the number they see first.</li> <li>3. Learners bounces/throw the ball to another learner, who does same by adding the number he/she sees to the number of the first learner.</li> </ol> <p><b>DEBRIEFING</b></p> <ol style="list-style-type: none"> <li>1. How did you find the game?</li> <li>2. How difficult/easy was it adding your number to your friends number?</li> <li>3. What were some of the numbers you heard your friends calling out?</li> </ol>	<p>To estimate the sum of 430 + 561, use 400 + 500. The sum must be close to 900; to estimate the different of 660 and 430, use 600 and 400 or 700 and 400. The difference must be close to 200 or 300.)</p> <p>Differentiated Lessons</p> <p>Low Ability Learners</p> <p>75 + 14 = ?</p> <p>2) 58 + 29 = ?</p> <p>High Ability Learners</p> <p>1) 158 + 229 = ?</p> <p>2) 329 + 403 = ?</p> <p>Assessment: have learners to practice with more examples</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	Share lesson indicator and treat key words with learner		
Thursday	<p>Learners form convenient groups. Give each group a designed playing cards Learners plays in turns (one at a time) Learner picks up two cards at a time and then add the numbers on the cards together to give the sum. If the learner gets the answer right, the learner keeps the cards but if the learner gets it wrong, the learner put the cards back and the cards are shuffled. The learner with the highest number of cards at the end wins the game</p> <p><b>DEBRIEFING</b> 1. How was the game? What makes it so? 2. How were you able to get the sum of the numbers you picked? 3. How will you be able to add six oranges and two oranges together?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Give addition problems and have learners interchange the position of the addends and solve. for example <math>236 + 453 =</math> and <math>453 + 236 =</math></p> <p>Differentiated Lessons Low Ability Learners 1) <math>25 + 30 = 30 + 25 =</math> 2) <math>65 + 15 = 15 + 65 =</math> High Ability Learners Write 2 addition sentences on your own. Interchange the positions of the addends and solve them. What do you notice? Assessment: have learners to practice with more examples</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
Friday	1. Learners write numbers on a ball using a marker.	Give addition problems and have learners interchange the position of the addends	What new things have you learned today?

	<p>2. Learners bounce or throw the ball to other learners and have them mention the number they see first.</p> <p>3. Learners bounces/throw the ball to another learner, who does same by adding the number he/she sees to the number of the first learner.</p> <p><b>DEBRIEFING</b></p> <p>1. How did you find the game?</p> <p>2. How difficult/easy was it adding your number to your friends number?</p> <p>3. What were some of the numbers you heard your friends calling out?</p> <p>Share lesson indicator and treat key words with learner</p>	<p>and solve. for example <math>236 + 453 =</math> and <math>453 + 236 =</math></p> <p>Differentiated Lessons</p> <p>Low Ability Learners</p> <p>1) <math>25 + 30 = 30 + 25 =</math></p> <p>2) <math>65 + 15 = 15 + 65 =</math></p> <p>High Ability Learners</p> <p>Write 2 addition sentences on your own.</p> <p>Interchange the positions of the addends and solve them. What do you notice?</p> <p>Assessment: have learners to practice with more examples</p>	<p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
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WEEK SIX : LESSON PLAN

SUBJECT: SCIENCE

CLASS: THREE

<b>Week Ending:</b> 25th February, 2022		<b>Class size:</b>	
<b>Day :</b> Monday, 60 minutes Thursday, 60 minutes		<b>Date :</b> 21st February, 2022 24th February, 2022	
<b>Period :</b> 2 2		<b>Lesson :</b> 1 of 2 2 of 2	
<b>Strand :</b> DIVERSITY OF MATTER		<b>Sub-strand :</b> MATERIALS	
<b>Indicator (code)</b>		B3.1.2.3.1	
<b>Content standard (code)</b>		B3.1.2.3.	
<b>Performance Indicator</b>		Learners can explain how substances change state between solid, liquid and gas.	
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>		Science curriculum Page	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday, 60 minutes	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:  <ul style="list-style-type: none"> <li>•How did you feel during the game?</li> <li>•What new words did you learn?</li> <li>•How does it feel to win?</li> </ul> </p>	<ul style="list-style-type: none"> <li>• Learners watch pictures and videos of solid, liquid and gaseous substances.</li> <li>• Provide learners with solid and liquid substances such as shea butter, water, candle wax, ice</li> <li>• Learners identify the physical states of the materials provided.</li> <li>• Heat water for learners to observe how it changes to gas and cools down from gas to water (from liquid to gas and back to liquid).</li> </ul>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<ul style="list-style-type: none"> <li>•What will you do next time to win?</li> </ul> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> <li>• Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li> <li>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</li> </ul> <p>Assessment: let learners explain how substances change from liquid to gas and back to liquid</p>	
<p>Thursday, 60 minutes</p>	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> <li>•How did you feel during the game?</li> <li>•What new words did you learn?</li> <li>•How does it feel to win?</li> <li>•What will you do next time to win?</li> </ul> <p>Share lesson indicator and treat key words with learner</p>	<ul style="list-style-type: none"> <li>• Engage learners to melt Shea butter and candle wax and let them observe how they change from solid to liquid and liquid to solid.</li> <li>• Elaborate on their ideas to explain how substances change state.</li> </ul> <p>Note: No new substance is formed from the activities. Share with learners, some everyday occurrences in which no new thing is formed.</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>Share lesson indicator and treat key words with learner .</p>	<p>answer similar questions.</p> <ul style="list-style-type: none"><li>• Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li><li>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</li></ul> <p>Assessment: let learners explain how substances change from solid to liquid and liquid to solid</p>	
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WEEK SIX : LESSON PLAN

SUBJECT: CREATIVE ARTS

CLASS: THREE

<b>Week Ending:</b> 25th February, 2022		<b>Class size:</b>	
<b>Day :</b> Monday, 60 minutes Wednesday, 60 minutes		<b>Date :</b> 21st February, 2022 23rd February, 2022	
<b>Period :</b> 2 2		<b>Lesson :</b> 1 of 2 2 of 2	
<b>Strand :</b> PERFORMING ARTS		<b>Sub-strand :</b> Planning, Making and Composing	
<b>Indicator (code)</b>	B3 2.2.3.1		
<b>Content standard (code)</b>	B3 2.2.3.		
<b>Performance Indicator</b>	Learners can create own artworks by skilfully using available instruments, resources and techniques to express own views of performing artworks of other Africa communities that reflect the people, their history and their culture in those areas		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>		Creative Arts curriculum	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the	Learners are to: ☑ use available instruments, resources and techniques to create own music, dance and drama based on the history and culture of the people from Africa (e.g. their occupation, customs, staple foods, traditions, festivals);	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.

	<p>word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> <li>•How did you feel during the game?</li> <li>•What new words did you learn?</li> <li>•How does it feel to win?</li> <li>•What will you do next time to win?</li> </ul> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner</p> <p>.</p>	<p>Assessment: let learners create own artworks by skilfully using available instruments, resources and techniques to express own views of performing artworks of other Africa communities that reflect the people, their history and their culture in those areas</p>	<p>Independent Activity/ Homework:</p>
<p>Wednesday</p>	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> <li>•How did you feel during the game?</li> <li>•What new words did you learn?</li> <li>•How does it feel to win?</li> <li>•What will you do next time to win?</li> </ul>	<p>Learners are to:</p> <ul style="list-style-type: none"> <li>☑ create own music, dance and drama based on the concept of performances in Africa using available instruments, resources and techniques</li> </ul> <p>Assessment: let learners create own artworks by skilfully using available instruments, resources and techniques to express own views of performing artworks of other Africa communities that reflect the people, their history and their culture in those areas</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

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	Share lesson indicator and treat key words with learner		
	Share lesson indicator and treat key words with learner .		

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WEEK SIX : LESSON PLAN

SUBJECT: HISTORY

CLASS: THREE

<b>Week Ending:</b> 25th February, 2022		<b>Class size:</b>	
<b>Day :</b> Tuesday, 60 minutes Thursday, 60 minutes		<b>Date :</b> 22nd February, 2022 24th February, 2022	
<b>Period :</b> 2 2		<b>Lesson :</b> 1 of 2 2 of 2	
<b>Strand :</b> My Country Ghana		<b>Sub-strand :</b> Inter-Group Relations	
<b>Indicator (code)</b>		B3 2.2.1.1	
<b>Content standard (code)</b>		B3 2.2.1.	
<b>Performance Indicator</b>		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.			
<b>Keywords</b>		alliances, exchange, inter-marriage, conflict, livestock, economic, disagreement, resolve	
<b>T. L .R. (s)</b>		Images of trade items that were exchanged among the various groups, cowries shells, map of the areas of Ghana, labels of the trade items, box, items to trade, drum, posters and materials to decorate	
<b>Ref:</b>		History curriculum Page	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Tuesday	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words  <b>DEBRIEFING:</b> •How did you feel during the game? •What new words did you learn?	Identify the forms of exchanges including forms of trade, inter-marriage, conflict and alliances.  Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions. • Pair up stronger and weaker learners so that	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.  Independent Activity/ Homework:

	<ul style="list-style-type: none"> <li>•How does it feel to win?</li> <li>•What will you do next time to win?</li> </ul> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>stronger learners can help weaker ones.</p> <ul style="list-style-type: none"> <li>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</li> </ul> <p>Assessment: let learners mention the nature of exchanges among the ethnic groups</p>	
<p>Thursday</p>	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> <li>•How did you feel during the game?</li> <li>•What new words did you learn?</li> <li>•How does it feel to win?</li> <li>•What will you do next time to win?</li> </ul> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Identify the forms of exchanges including forms of trade, inter-marriage, conflict and alliances.</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> <li>• Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li> <li>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</li> </ul> <p>Assessment: let learners mention the nature of exchanges among the ethnic groups</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

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WEEK SIX : LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: THREE

<b>Week Ending:</b> 25th February, 2022		<b>Class size:</b>	
<b>Day :</b> Tuesday, 60 minutes Thursday, 60 minutes		<b>Date :</b> 22nd February, 2022 24th February, 2022	
<b>Period :</b> 2 2		<b>Lesson :</b> 1 of 2 2 of 2	
<b>Strand :</b> ALL ABOUT US		<b>Sub-strand :</b> My Family and the Community	
<b>Indicator (code)</b>		B3.1.3.1. 1.	
<b>Content standard (code)</b>		B3.1.3.1.	
<b>Performance Indicator</b>		Learners can explain factors that promote good relationships at home, school and community	
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>		Peace, development, comportsment, obedience, commitment, behaviours	
<b>T. L .R. (s)</b>		Pictures, Video, Chart, paper, pencils, computer, projector	
<b>Ref:</b>		Our World Our People curriculum Page	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Tuesday	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words	Learners talk about good relationship. In groups, guide learners to talk about things that promote good relationship, e.g. comportsment, respect, love, obedience, humility, friendliness, honesty.	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.  Independent Activity/ Homework:

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> <li>•How did you feel during the game?</li> <li>•What new words did you learn?</li> <li>•How does it feel to win?</li> <li>•What will you do next time to win?</li> </ul> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Learners role play behaviours that show good relations</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> <li>• Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li> <li>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</li> </ul> <p>Assessment: Let learners explain factors that promote good relationships at home, school and community</p>	
<p>Thursday</p>	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> <li>•How did you feel during the game?</li> <li>•What new words did you learn?</li> </ul>	<p>In groups, learners talk about the need to promote good relationship e.g. it promotes, peace, unity, development, friendliness</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or 'didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<ul style="list-style-type: none"><li>•How does it feel to win?</li><li>•What will you do next time to win?</li></ul> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"><li>• Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li><li>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</li></ul> <p>Assessment: Let learners explain the need to promote good relationship</p>	
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WEEK SIX : LESSON PLAN

SUBJECT: PHYSICAL EDUCATION

CLASS: THREE

<b>Week Ending:</b> 25th February, 2022		<b>Class size:</b>	
<b>Day :</b> Friday, 60 minutes		<b>Date :</b> 25th February, 2022	
<b>Period :</b> 2		<b>Lesson :</b> 1 of 1	
<b>Strand :</b> MOTOR SKILL AND MOVEMENT PATTERNS		<b>Sub-strand :</b> MANIPULATIVE SKILLS	
<b>Indicator (code)</b>	B3 1.2.1.2		
<b>Content standard (code)</b>	B3 1.2.1.		
<b>Performance Indicator</b>	Learners can Manipulate an object whiles distributing weight and base of support.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Cones	
<b>Ref:</b>		PE curriculum Page	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Learners go through warm ups. Review base of support as the feet, hands, etc. Learners to volley light balls at a spot. Learners should also bounce balls at a spot or with a stick and ball, learners should lean slightly down and use the stick to manipulate the ball at a spot. Learners end the lesson with cool down activities.	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or 'didn't get it' respectively.  Independent Activity/ Homework:

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<b>Week Ending:</b> 25th February, 2022		<b>Class size:</b>	
<b>Day :</b> Friday, 60 minutes		<b>Date :</b> 25th February, 2022	
<b>Period :</b> 2		<b>Lesson :</b> 1 of 1	
<b>Strand :</b> God, His Creation and Attributes		<b>Sub-strand :</b> The Environment	
<b>Indicator (code)</b>		B3.1.2.1.1:	
<b>Content standard (code)</b>		B3.1.2.1.	
<b>Performance Indicator</b>		Learners can demonstrate ways to care for the environment.	
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>			
<b>Ref:</b>		RME curriculum Page	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Friday	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p><b>DEBRIEFING:</b></p> <ul style="list-style-type: none"> <li>•How did you feel during the game?</li> <li>•What new words did you learn?</li> </ul>	<p>Guide learners in groups to do a project on: clearing a rubbish dump, planting trees, checking erosion, clearing choked gutters, etc.</p> <ul style="list-style-type: none"> <li>• Let learners present their work in class for appreciation and discussion</li> </ul> <p>Differentiated learning</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or 'didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<ul style="list-style-type: none"><li>•How does it feel to win?</li><li>•What will you do next time to win?</li></ul> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"><li>• Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li><li>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</li></ul> <p>Assessment: let learners mention ways to care for the environment</p>	
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WEEK SIX : LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b> 2 2 2		<b>Lesson :</b> 1 of 1 1 of 1 1 of 1	
<b>Strand :</b> Reading		<b>Sub-strand :</b> Phonics: Letter and Sound Knowledge	
<b>Indicator (code)</b>	B3.2.4.1.2	B3.2.2.1.3	
<b>Content standard (code)</b>	B3.2.4.1.	B3.2.2.1.	
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>Learners should use alphabetic awareness to decode compound words</li> <li>Learners should read simple short sentences that include compound word</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Manila cards, markers, recorded audios visual	
<b>Ref:</b>		Ghanaian Language curriculum	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
	<b>Cover Up</b>  Learners in convenient groups.  1. Write a word on the board.	<ul style="list-style-type: none"> <li>Let learners say the letters of the alphabet as a group and individually.</li> <li>Practice alphabetic awareness with learners to</li> </ul>	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as

	<p>2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered.</p> <p>3. Do this until the sounds of all the individual letters have been made by pupils.</p> <p>4. Run your finger under the word for pupils to blend the sounds to read</p> <p>5. The pupil who blend the sounds to read wins the game.</p> <p>DEBRIEFING:          What did you like about the game?          What did you dislike about the game?          What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>decode compound words on the board.</p> <ul style="list-style-type: none"> <li>• Assist learners to use alphabetic awareness to decode compound words.</li> </ul> <p>Assessment: let learners use alphabetic awareness to decode compound words</p>	<p>to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
	<p><b>Onset and Rime Game</b></p> <p>Learners in convenient groups.</p> <p>1. Write onsets and rime of words ( e.g. ink words) on cards.</p> <p>2. Mix the cards up and place them on a table or in a bowl in front of the class.</p> <p>3. A pupil picks a card. If s/he picks an onset, s/he searches for a card with a rime and vice versa. S/he then puts the two cards together and blends the sounds to read the word and writes the word on the board.          That particular onset is put aside. Example S ink Sink</p>	<ul style="list-style-type: none"> <li>• Let learners say the letters of the alphabet.</li> <li>• Write and read simple short sentences that include compound words on the board.</li> <li>• Lead learners to read the sentences aloud.</li> <li>• Underline the compound words in the sentences and encourage learners to use the words to form simple short sentences that include compound words.</li> </ul>	<p>What new things have you learned today?</p> <p>Learning progress voting:          Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>The team that is able to read and write more words becomes the winner.</p> <p>DEBRIEFING:          What did you like about the game?          What did you dislike about the game?          What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Assessment: let learners read simple short sentences that include compound word</p>	
	<p><b>Cover Up</b></p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> <li>1. Write a word on the board.</li> <li>2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered.</li> <li>3. Do this until the sounds of all the individual letters have been made by pupils.</li> <li>4. Run your finger under the word for pupils to blend the sounds to read</li> <li>5. The pupil who blend the sounds to read wins the game.</li> </ol> <p>DEBRIEFING:          What did you like about the game?          What did you dislike about the game?          What must your team do to win next time?</p>	<ul style="list-style-type: none"> <li>• Let learners say the letters of the alphabet.</li> <li>• Write and read simple short sentences that include compound words on the board.</li> <li>• Lead learners to read the sentences aloud.</li> <li>• Underline the compound words in the sentences and encourage learners to use the words to form simple short sentences that include compound words.</li> </ul> <p>Assessment: let learners read simple short sentences that include compound word</p>	<p>What new things have you learned today?</p> <p>Learning progress voting:          Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/          Homework:</p>

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	Share lesson indicator and treat key words with learner .		
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**SEMESTER ONE**  
**BASIC THREE**  
**WEEK 7**

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NANA FIFI ACQUAH SCH

WEEK SEVEN : LESSON PLAN

SUBJECT: ENGLISH LANGUAGE

CLASS: THREE

<b>Week Ending:</b> 4th March, 2022		<b>Class size:</b>	
<b>Day :</b> Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		<b>Date :</b> 28th February, 2022 1st March, 2022 2nd March, 2022 3rd March, 2022 4th March, 2022	
<b>Period :</b> 2 2 2 2 2		<b>Lesson :</b> 1 of 1 1 of 1 1 of 1 1 of 1 1 of 1	
<b>Strand :</b> A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		<b>Sub-strand :</b> A. Conversation B. Blends and Consonant Cluster C. Writing Simple Words and Sentences D. Using Qualifying Words –Adjectives E. Building the Love and Culture of Reading	
<b>Indicator (code)</b>	B3.1.6.1.1 B3.5.5.1.1	B3.2.5.1.1 B3.6.1.1.1	B3.4.5.1.2.
<b>Content standard (code)</b>	B3.1.6.1. B3.5.5.1.	B3.2.5.1. B3.6.1.1.	B3.4.5.1.
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>A. Learners can use appropriate greetings for special occasions</li> <li>B. Learners can use consonant blends to build words</li> <li>C. Learners can write simple meaningful sentences to express feelings and opinions about people and things</li> <li>D. Learners can identify and use adjectives in short sentences to describe height, length, etc</li> </ul>		

		E. Learners can read a variety of age and level-appropriate books and summarise them	
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
<b>Ref:</b>		English Language curriculum Page	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	<p>“Pick and Read”</p> <ul style="list-style-type: none"> <li>•Learners in convenient groups.</li> <li>•A group leader picks a sentence card and shows/signs/demonstrates it to another group. E.g.Group B A member in Group B reads/signs/demonstrate the sentence at a good pace and expression.</li> <li>•The group earns a point if the member reads/signs/demonstrates the sentence correctly; otherwise, it is passed on to another group for a bonus point.</li> </ul> <p>DEBRIEFING: 1. What are some of the sentences you read in the game? 2. What challenges did you face in reading with good pace and expression? What can you do to reads/signs/demonstrates the sentence correctly?</p>	<p>A. ORAL LANGUAGE</p> <ul style="list-style-type: none"> <li>• Revise greetings for special occasions such as birthdays, anniversaries, festivals.</li> <li>• Let learners take turns to demonstrate greetings for special occasions and practise the appropriate responses.</li> <li>• Put learners into groups. Assign each group a special occasion for them to practise greetings and responses for that occasion</li> </ul> <p>Assessment: let learners use appropriate</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>

	Share lesson indicator and treat key words with learner .	greetings for special occasions	
Tuesday	<p><b>Look-Say-Cover-Write-Check</b></p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> <li>Put word cards on the table/floor/in a bowl.</li> <li>A pupil picks a word card, reads the word, covers it/turns it over and writes the word on the board.</li> <li>S/he then picks the card and shows it to the class.</li> <li>The class checks to see if the pupil's word is correct.</li> <li>The pupil with the correct number of words wins the game.</li> </ol> <p>DEBRIEFING</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>B. READING</p> <ul style="list-style-type: none"> <li>Have learners revise diphthongs and use them in sentences.</li> <li>Introduce consonant blends and have learners identify words having the blends.</li> </ul> <p>e.g.</p> <p>bl - black br- brush st- stone tr- tree</p> <ul style="list-style-type: none"> <li>Let learners work in pairs/groups to identify consonant blends and build words from them.</li> </ul> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> <li>Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li> <li>Use the remedial activities as practice for learners who struggle, and the extension activities for</li> </ul>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or 'didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

		<p>those learners who need more of a challenge</p> <p>Assessment: let learners use consonant blends to build words</p>	
<p>Wednesday</p>	<p><b>Sentence Scrabble</b> (using simple sentences clearly and correctly)</p> <p>Learners in convenient groups.</p> <p>Using word cards, learners arrange the words to form grammatically correct sentences.</p> <p>Example learners gain points on each correct sentence they come up with,</p> <p>learners are given more word cards until the cards are exhausted. The group with highest points win the game.</p> <p><b>DEBRIEFING</b> How did you find the sentences Scrabble game?</p> <p>Was the game challenging?</p> <p>How can this game be improved?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>C. WRITING</p> <ul style="list-style-type: none"> <li>• Guide learners, with examples, to write simple sentences to express their feelings and opinions about their peers and things found in the environment.</li> <li>• Have the groups edit their work and publish them</li> </ul> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> <li>• Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li> <li>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</li> </ul>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

		<p>Assessment: let learners write simple meaningful sentences to express feelings and opinions about people and things</p>	
<p>Thursday</p>	<p><b>Catch and pass</b></p> <p>Learners in convenient groups of 2 or more. A member in Group A throws a ball to a member in Group B. The student who catches the ball shouts “I catch”.</p> <p>A different member in Group B mention an adjective</p> <p>Another member in Group B uses the adjective to form a sentence. The group earns a point for the given adjective and correct sentence.</p> <p>A member in Group B throws the ball back to a member in Group A and they go through the same process until they produce for example five adjective each plus their corresponding sentences.</p> <p><b>DEBRIEFING</b>          What did you like about the game?          What did you dislike about the game?          What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p><b>D. WRITING CONVENTIONS AND GRAMMAR USAGE</b></p> <ul style="list-style-type: none"> <li>• Provide sentences with simple adjectives for learners to identify, e.g. I saw a tall tree.</li> <li>• Put learners in groups to use the adjectives identified in simple sentences</li> </ul> <p>Assessment: let learners identify and use adjectives in short sentences to describe height, length, etc</p>	<p>What new things have you learned today?</p> <p>Learning progress voting:          Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/          Homework:</p>

<p>Friday</p>	<p>Cover Up</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> <li>1. Write a word on the board.</li> <li>2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered.</li> <li>3. Do this until the sounds of all the individual letters have been made by pupils.</li> <li>4. Run your finger under the word for pupils to blend the sounds to read</li> <li>5. The pupil who blend the sounds to read wins the game.</li> </ol> <p>Assessment</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>E.EXTENSIVE READING</p> <ul style="list-style-type: none"> <li>• Using the Author’s chair, introduce the reading/library time.</li> <li>• Have a variety of age/level-appropriate books for learners to make a choice from.</li> <li>• Introduce narratives, expository, procedural texts to learners.</li> <li>• Guide learners to select books for readings</li> </ul> <p>Assessment: let learners read a variety of age and level-appropriate books and summarise them</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>
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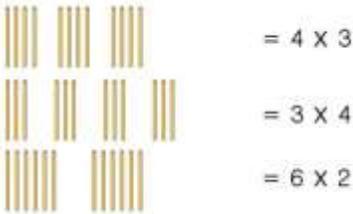
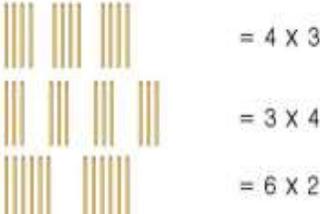
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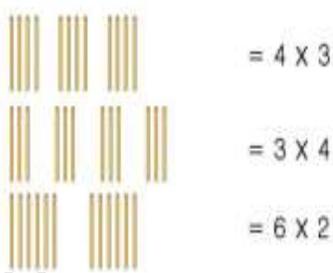
WEEK SEVEN : LESSON PLAN

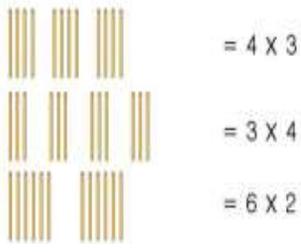
SUBJECT: MATHEMATICS

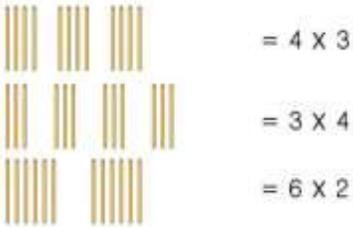
CLASS: THREE

<b>Week Ending:</b> 4th March, 2022		<b>Class size:</b>	
<b>Day :</b> Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		<b>Date :</b> 28th February, 2022 1st March, 2022 2nd March, 2022 3rd March, 2022 4th March, 2022	
<b>Period :</b> 2 2 2 2 2		<b>Lesson :</b> 1 of 5 2 of 5 3 of 5 4 of 5 5 of 5	
<b>Strand :</b> NUMBER		<b>Sub-strand :</b> Number Operations	
<b>Indicator (code)</b>	B3.1.2.5.1		
<b>Content standard (code)</b>	B3.1.2.5.		
<b>Performance Indicator</b>	Learners can represent and explain multiplication using equal groupings		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>	Multiplication, equal groupings, groups, multiples.		
<b>T. L .R. (s)</b>	Bottle caps, seeds, pebbles.		
<b>Ref:</b>	Mathematics curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	* 1. Learners write numbers on a ball using a marker. 2. Learners bounce or throw the ball to other learners and have them	Learners make formation of sets of equal object from a given quantity. For example with 12 straws Learners make groupings such as:	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really

	<p>mention the number they see first. 3. Learners bounces/throw the ball to another learner, who does same by multiplying the number he/she sees to the number of the first learner.</p> <p><b>DEBRIEFING</b> 1. How did you find the game? 2. How difficult/easy was it adding your number to your friends number? 3. What were some of the numbers you heard your friends calling out?</p> <p>Share lesson indicator and treat key words with learner</p>	 <p>Differentiated Lessons Low Ability Learners • Give out 16 bottle caps to learners to make 5 different equal groupings. High Ability Learners • Give out 24 bottle caps to them. They make 8 different groupings</p> <p>Assessment: have learners to practice with more examples</p>	<p>got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
<p>Tuesday</p>	<p>*</p> <p>1. Learners write numbers on a ball using a marker. 2. Learners bounce or throw the ball to other learners and have them mention the number they see first. 3. Learners bounces/throw the ball to another learner, who does same by multiplying the number he/she sees to the number of the first learner.</p> <p><b>DEBRIEFING</b></p>	<p>Learners make formation of sets of equal object from a given quantity. For example with 12 straws Learners make groupings such as:</p>  <p>Differentiated Lessons Low Ability Learners • Give out 16 bottle caps to learners to make 5 different equal groupings. High Ability Learners • Give out 24 bottle caps to them. They</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>1. How did you find the game?</p> <p>2. How difficult/easy was it adding your number to your friends number?</p> <p>3. What were some of the numbers you heard your friends calling out?</p> <p>Share lesson indicator and treat key words with learner</p>	<p>make 8 different groupings</p> <p>Assessment: have learners to practice with more examples</p>	
<p>Wednesday</p>	<p>*</p> <p>1. Learners write numbers on a ball using a marker.</p> <p>2. Learners bounce or throw the ball to other learners and have them mention the number they see first.</p> <p>3. Learners bounces/throw the ball to another learner, who does same by multiplying the number he/she sees to the number of the first learner.</p> <p><b>DEBRIEFING</b></p> <p>1. How did you find the game?</p> <p>2. How difficult/easy was it adding your number to your friends number?</p> <p>3. What were some of the numbers you heard your friends calling out?</p>	<p>Learners make formation of sets of equal object from a given quantity. For example with 12 straws Learners make groupings such as:</p>  <p>Differentiated Lessons</p> <p>Low Ability Learners</p> <ul style="list-style-type: none"> <li>• Give out 16 bottle caps to learners to make 5 different equal groupings.</li> </ul> <p>High Ability Learners</p> <ul style="list-style-type: none"> <li>• Give out 24 bottle caps to them. They make 8 different groupings</li> </ul> <p>Assessment: have learners to practice with more examples</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>Share lesson indicator and treat key words with learner</p>		
<p>Thursday</p>	<p>*                      1. Learners write numbers on a ball using a marker.                      2. Learners bounce or throw the ball to other learners and have them mention the number they see first.                      3. Learners bounces/throw the ball to another learner, who does same by multiplying the number he/she sees to the number of the first learner.</p> <p><b>DEBRIEFING</b>                      1. How did you find the game?                      2. How difficult/easy was it adding your number to your friends number?                      3. What were some of the numbers you heard your friends calling out?</p> <p>Share lesson indicator and treat key words with learner</p>	<p>Learners make formation of sets of equal object from a given quantity. For example with 12 straws Learners make groupings such as:</p>  <p>Differentiated Lessons                      Low Ability Learners                      • Give out 16 bottle caps to learners to make 5 different equal groupings.                      High Ability Learners                      • Give out 24 bottle caps to them. They make 8 different groupings</p> <p>Assessment: have learners to practice with more examples</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
<p>Friday</p>	<p>*                      1. Learners write numbers on a ball using a marker.                      2. Learners bounce or throw the ball to other learners and have them mention the number they see first.</p>	<p>Learners make formation of sets of equal object from a given quantity. For example with 12 straws Learners make groupings such as:</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it'</p>

	<p>3. Learners bounces/throw the ball to another learner, who does same by multiplying the number he/she sees to the number of the first learner.</p> <p><b>DEBRIEFING</b></p> <ol style="list-style-type: none"> <li>1. How did you find the game?</li> <li>2. How difficult/easy was it adding your number to your friends number?</li> <li>3. What were some of the numbers you heard your friends calling out?</li> </ol> <p>Share lesson indicator and treat key words with learner</p>	 <p>Differentiated Lessons</p> <p>Low Ability Learners</p> <ul style="list-style-type: none"> <li>• Give out 16 bottle caps to learners to make 5 different equal groupings.</li> </ul> <p>High Ability Learners</p> <ul style="list-style-type: none"> <li>• Give out 24 bottle caps to them. They make 8 different groupings</li> </ul> <p>Assessment: have learners to practice with more examples</p>	<p>or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
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WEEK SEVEN : LESSON PLAN

SUBJECT: SCIENCE

CLASS: THREE

<b>Week Ending:</b> 4th March, 2022		<b>Class size:</b>	
<b>Day :</b> Monday, 60 minutes Thursday, 60 minutes		<b>Date :</b> 28th February, 2022 3rd March, 2022	
<b>Period :</b> 2 2		<b>Lesson :</b> 1 of 2 2 of 2	
<b>Strand :</b> DIVERSITY OF MATTER		<b>Sub-strand :</b> EARTH SCIENCE	
<b>Indicator (code)</b>		B3.2.1.1.1	
<b>Content standard (code)</b>		B3.2.1.1.	
<b>Performance Indicator</b>		Learners can describe some cyclic events like day and night, wet and dry seasons and their intervals/periods	
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>		Cyclic, dry season, wet season	
<b>T. L .R. (s)</b>		charts/ pictures/video drawing of cyclic events.	
<b>Ref:</b>		Science curriculum Page	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words  DEBRIEFING: •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win?	<ul style="list-style-type: none"> <li>• Learners mention the importance of some cyclic events.</li> <li>• Guide learners to identify some activities associated with each event.</li> </ul> Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions. <ul style="list-style-type: none"> <li>• Pair up stronger and weaker learners so that</li> </ul>	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.  Independent Activity/ Homework:

	<p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>stronger learners can help weaker ones.</p> <ul style="list-style-type: none"> <li>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</li> </ul> <p>Assessment: let learners describe some cyclic events like day and night and their intervals/periods</p>	
<p>Thursday</p>	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> <li>•How did you feel during the game?</li> <li>•What new words did you learn?</li> <li>•How does it feel to win?</li> <li>•What will you do next time to win?</li> </ul> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Learners draw any of the cycles e.g. day and night, wet and dry seasons, etc</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> <li>• Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li> <li>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</li> </ul> <p>Assessment: let learners describe some cyclic events like, wet and dry seasons and their intervals/periods</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

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Date : .....

WEEK SEVEN : LESSON PLAN

SUBJECT: CREATIVE ARTS

CLASS: THREE

<b>Week Ending:</b> 4th March, 2022		<b>Class size:</b>	
<b>Day :</b> Monday, 60 minutes Wednesday, 60 minutes		<b>Date :</b> 28th February, 2022 2nd March, 2022	
<b>Period :</b> 2 2		<b>Lesson :</b> 1 of 2 2 of 2	
<b>Strand :</b> VISUAL ARTS		<b>Sub-strand :</b> Displaying and Sharing	
<b>Indicator (code)</b>		B3 1.3.4.1	
<b>Content standard (code)</b>		B3 1.3.4.	
<b>Performance Indicator</b>		Learners can plan a display of own visual artworks to share creative experiences based on ideas that reflect the history and way of life of people in other African communities	
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>		Creative Arts curriculum	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words	Learners are to: ☑ watch a short video on an exhibition of other African cultures; ☑ discuss the need for displaying a portfolio of own visual artworks; ☑ Plan a display of portfolio of own visual artworks (e.g. drawing and colouring) to	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> <li>•How did you feel during the game?</li> <li>•What new words did you learn?</li> <li>•How does it feel to win?</li> <li>•What will you do next time to win?</li> </ul> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>share ideas, educate and inform the public on the history and culture of people in other parts of Africa</p> <p>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</p>	<p>Independent Activity/ Homework:</p>
<p>Wednesday</p>	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> <li>•How did you feel during the game?</li> <li>•What new words did you learn?</li> <li>•How does it feel to win?</li> <li>•What will you do next time to win?</li> </ul> <p>Share lesson indicator and treat key words with learner</p>	<p>Learners are to:</p> <ul style="list-style-type: none"> <li>☑ watch a short video on an exhibition of other African cultures;</li> <li>☑ discuss the need for displaying a portfolio of own visual artworks;</li> <li>☑ Plan a display of portfolio of own visual artworks (e.g. drawing and colouring) to share ideas, educate and inform the public on the history and culture of people in other parts of Africa</li> </ul> <p>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</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

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	Share lesson indicator and treat key words with learner .		
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WEEK SEVEN : LESSON PLAN

SUBJECT: HISTORY

CLASS: THREE

<b>Week Ending:</b> 4th March, 2022		<b>Class size:</b>	
<b>Day :</b> Tuesday, 60 minutes Thursday, 60 minutes		<b>Date :</b> 1st March, 2022 3rd March, 2022	
<b>Period :</b> 2 2		<b>Lesson :</b> 1 of 2 2 of 2	
<b>Strand :</b> My Country Ghana		<b>Sub-strand :</b> Inter-Group Relations	
<b>Indicator (code)</b>		B3 2.2.1.1	
<b>Content standard (code)</b>		B3 2.2.1.	
<b>Performance Indicator</b>		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.			
<b>Keywords</b>		alliances, exchange, inter-marriage, conflict, livestock, economic, disagreement, resolve	
<b>T. L .R. (s)</b>		Images of trade items that were exchanged among the various groups, cowries shells, map of the areas of Ghana, labels of the trade items, box, items to trade, drum, posters and materials to decorate	
<b>Ref:</b>		History curriculum Page	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Tuesday	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words  <b>DEBRIEFING:</b> •How did you feel during the game? •What new words did you learn?	Identify the forms of exchanges including forms of trade, inter-marriage, conflict and alliances.  Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.  Independent Activity/ Homework:

	<ul style="list-style-type: none"> <li>•How does it feel to win?</li> <li>•What will you do next time to win?</li> </ul> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>answer similar questions.</p> <ul style="list-style-type: none"> <li>• Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li> <li>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</li> </ul> <p>Assessment: let learners mention the nature of exchanges among the ethnic groups</p>	
<p>Thursday</p>	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> <li>•How did you feel during the game?</li> <li>•What new words did you learn?</li> <li>•How does it feel to win?</li> <li>•What will you do next time to win?</li> </ul> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Identify the forms of exchanges including forms of trade, inter-marriage, conflict and alliances.</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> <li>• Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li> <li>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</li> </ul>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

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		Assessment: let learners mention the nature of exchanges among the ethnic groups	
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WEEK SEVEN : LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: THREE

<b>Week Ending:</b> 4th March, 2022		<b>Class size:</b>	
<b>Day :</b> Tuesday, 60 minutes Thursday, 60 minutes		<b>Date :</b> 1st March, 2022 3rd March, 2022	
<b>Period :</b> 2 2		<b>Lesson :</b> 1 of 2 2 of 2	
<b>Strand :</b> ALL ABOUT US		<b>Sub-strand :</b> Home and School	
<b>Indicator (code)</b>		B3.1.4.1. 1.	
<b>Content standard (code)</b>		B3.1.4.1.	
<b>Performance Indicator</b>		Learners can sketch a map of the neighbourhood showing major home, major routes and other important locations	
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>		Locations, routes, direction, neighborhood, sketch, community	
<b>T. L .R. (s)</b>		Markers, Drawing sheets, Drawing boards, Clippers, Rulers, Pictures, charts, computer, projector,	
<b>Ref:</b>		Our World Our People curriculum Page	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Tuesday	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words	Learners discuss location of their homes and other important places in their neighbourhood.  Learners draw/sketch a map of their neighbourhood showing their home and other important places in the community e.g. the	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.  Independent Activity/ Homework:

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> <li>•How did you feel during the game?</li> <li>•What new words did you learn?</li> <li>•How does it feel to win?</li> <li>•What will you do next time to win?</li> </ul> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>chief's palace, post office, the market, police station</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> <li>• Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li> <li>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</li> </ul> <p>Assessment: Let learners sketch a map of the neighbourhood showing major home, major routes and other important locations</p>	
<p>Thursday</p>	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> <li>•How did you feel during the game?</li> </ul>	<p>Learners write simple sentences giving direction to their home and important places in the community</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> <li>• Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li> </ul>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<ul style="list-style-type: none"><li>•What new words did you learn?</li><li>•How does it feel to win?</li><li>•What will you do next time to win?</li></ul> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"><li>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</li></ul> <p>Assessment: Let learners write simple sentences giving direction to their home and important places in the community</p>	
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WEEK SEVEN : LESSON PLAN

SUBJECT: PHYSICAL EDUCATION

CLASS: THREE

<b>Week Ending:</b> 4th March, 2022		<b>Class size:</b>	
<b>Day :</b> Friday, 60 minutes		<b>Date :</b> 4th March, 2022	
<b>Period :</b> 2		<b>Lesson :</b> 1 of 1	
<b>Strand :</b> MOTOR SKILL AND MOVEMENT PATTERNS		<b>Sub-strand :</b> MANIPULATIVE SKILLS	
<b>Indicator (code)</b>	B3.1.2.1.3		
<b>Content standard (code)</b>	B3.1.2.1.		
<b>Performance Indicator</b>	Learners can balance while moving and manipulating an object on a ground-level balance beam.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Cones	
<b>Ref:</b>		PE curriculum Page	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Learners go through warm ups. Learners lean forward and bounce balls whiles moving on a ground-level balance beam. They roll a ball with stick whiles moving. Learners practice the skill at their own pace. End the lesson with cool down activities.	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.  Independent Activity/ Homework:

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: THREE

<b>Week Ending:</b> 4th March, 2022		<b>Class size:</b>	
<b>Day :</b> Friday, 60 minutes		<b>Date :</b> 4th March, 2022	
<b>Period :</b> 2		<b>Lesson :</b> 1 of 1	
<b>Strand :</b> God, His Creation and Attributes		<b>Sub-strand :</b> The Purpose of God's Creation	
<b>Indicator (code)</b>		B3.1.3.1.1	
<b>Content standard (code)</b>		B3.1.3.1.	
<b>Performance Indicator</b>		Learners can explain the purpose of God's creation of humankind	
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>		RME curriculum Page	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Friday	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p><b>DEBRIEFING:</b></p> <ul style="list-style-type: none"> <li>•How did you feel during the game?</li> <li>•What new words did you learn?</li> <li>•How does it feel to win?</li> <li>•What will you do next time to win?</li> </ul>	<p>Discuss with learners the creation of humankind. -Who were the first people God created? -Who was created first?</p> <p>Differentiated learning</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"><li>• Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li><li>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</li></ul> <p>Assessment: let learners narrate the creation of humankind</p>	
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WEEK SEVEN : LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b> 2 2 2		<b>Lesson :</b> 1 of 1 1 of 1 1 of 1	
<b>Strand :</b> Writing		<b>Sub-strand :</b> Penmanship/Handwriting	
<b>Indicator (code)</b>	B3.3.1.1.1	B3.3.1.1.2.	
<b>Content standard (code)</b>	B3.3.1.1.	B3.3.1.1.	
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>Learners should write letters and words.</li> <li>Learners should copy simple sentences boldly and clearly.</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Manila cards, markers, recorded audios visual	
<b>Ref:</b>		Ghanaian Language curriculum	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
	<b>Cover Up</b>  Learners in convenient groups.  1. Write a word on the board. 2. Cover all the letters except the first one, beginning from the left to the right, and ask	<ul style="list-style-type: none"> <li>Let learners say the letters of the alphabet as a group and individually.</li> </ul>	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.

	<p>pupils to make the sound of the letter which is not covered.          3. Do this until the sounds of all the individual letters have been made by pupils.          4. Run your finger under the word for pupils to blend the sounds to read          5. The pupil who blend the sounds to read wins the game.</p> <p>DEBRIEFING:          What did you like about the game?          What did you dislike about the game?          What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> <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> <p>Assessment: let learners write letters and words</p>	<p>Independent Activity/ Homework:</p>
	<p><b>Onset and Rime Game</b></p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> <li>1. Write onsets and rime of words ( e.g. ink words) on cards.</li> <li>2. Mix the cards up and place them on a table or in a bowl in front of the class.</li> <li>3. A pupil picks a card. If s/he picks an onset, s/he searches for a card with a rime and vice versa. S/he then puts the two cards together and blends the sounds to read the word and writes the word on the board. That particular onset is put aside. Example S ink Sink              The team that is able to read and write more words becomes the winner.</li> </ol>	<ul style="list-style-type: none"> <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 copy the simple sentences boldly</li> </ul>	<p>What new things have you learned today?</p> <p>Learning progress voting:          Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>DEBRIEFING:                  What did you like about the game?                  What did you dislike about the game?                  What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>and clearly in their books.</p> <p>Assessment: let learners copy simple sentences boldly and clearly</p>	
	<p><b>Cover Up</b></p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> <li>1. Write a word on the board.</li> <li>2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered.</li> <li>3. Do this until the sounds of all the individual letters have been made by pupils.</li> <li>4. Run your finger under the word for pupils to blend the sounds to read</li> <li>5. The pupil who blend the sounds to read wins the game.</li> </ol> <p>DEBRIEFING:                  What did you like about the game?                  What did you dislike about the game?                  What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> <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 copy the simple sentences boldly and clearly in their books.</li> </ul> <p>Assessment: let learners copy simple sentences boldly and clearly</p>	<p>What new things have you learned today?</p> <p>Learning progress voting:                  Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>

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**SEMESTER ONE**  
**BASIC THREE**  
**WEEK 8**

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WEEK EIGHT : LESSON PLAN

SUBJECT: ENGLISH LANGUAGE

CLASS: THREE

<b>Week Ending:</b> 11th March, 2022		<b>Class size:</b>	
<b>Day :</b> Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		<b>Date :</b> 8th March, 2022 9th March, 2022 10th March, 2022 11th March, 2022	
<b>Period :</b> 2 2 2 2 2		<b>Lesson :</b> 1 of 1 1 of 1 1 of 1 1 of 1 1 of 1	
<b>Strand :</b> A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		<b>Sub-strand :</b> A. Conversation B. Blends and Consonant Cluster C. Writing Simple Words and Sentences D. Using Qualifying Words –Adjectives E. Building the Love and Culture of Reading	
<b>Indicator (code)</b>	B3.1.6.1.2 B3.5.5.1.1	B3.2.5.1.1 B3.6.1.1.1	B3.4.5.1.2.
<b>Content standard (code)</b>	B3.1.6.1.. B3.5.5.1.	B3.2.5.1. B3.6.1.1.	B3.4.5.1..
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>A. Learners can talk about events in the community</li> <li>B. Learners can use consonant blends to build words</li> <li>C. Learners can write simple meaningful sentences to express feelings and opinions about people and things</li> <li>D. Learners can identify and use adjectives in short sentences to describe height, length, etc</li> <li>E. Learners can read a variety of age and level-appropriate books and summarise them</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			

<b>T. L .R. (s)</b>		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
<b>Ref:</b>		English Language curriculum Page	
<b>DAY</b>	<b>Phase 1: Starter (preparing the brain for learning)</b>	<b>Phase 2: Main (new learning including assessment)</b>	<b>Phase 3: Plenary / Reflections</b>
Monday	<p>Engage learners to recite/sing the rhyme/song ‘</p> <p>DEBRIEFING</p> <ol style="list-style-type: none"> <li>1.What did you enjoy about the song?</li> <li>2.What was the song about?</li> <li>3. what benefit do we get from songs?</li> </ol> <p>Share lesson indicator and treat key words with learner</p>	<p><b>A. ORAL LANGUAGE</b></p> <ul style="list-style-type: none"> <li>• Have learners sing a familiar song about a topic.</li> <li>• Show pictures of events in the community, e.g. durbar, festival, naming ceremony, birthday.</li> <li>• Have learners think-pair-share the events with the person sitting next to them.</li> <li>• Have the pairs share their experiences with the class.</li> <li>• Have learners talk about which of the events they like most and why they like them.</li> <li>• Let learners, in groups, role-play the events of their choice.</li> </ul> <p>Assessment: let learners talk about events in the community</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>
Tuesday	<p><b>Look-Say-Cover-Write-Check</b></p> <p>Learners in convenient groups.</p>	<p><b>B. READING</b></p> <ul style="list-style-type: none"> <li>• Have learners revise diphthongs and use them in sentences.</li> </ul>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their</p>

	<p>1. Put word cards on the table/floor/in a bowl.                  2. A pupil picks a word card, reads the word, covers it/turns it over and writes the word on the board.                  3. S/he then picks the card and shows it to the class.                  4. The class checks to see if the pupil's word is correct.                  5. The pupil with the correct number of words wins the game.</p> <p>DEBRIEFING                  What did you like about the game?                  What did you dislike about the game?                  What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> <li>• Introduce consonant blends and have learners identify words having the blends.                      e.g.                      bl - black                      br- brush                      st- stone                      tr- tree</li> <li>• Let learners work in pairs/groups to identify consonant blends and build words from them.</li> </ul> <p>Differentiated learning                  Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> <li>• Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li> <li>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</li> </ul> <p>Assessment: let learners use consonant blends to build words</p>	<p>fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/                  Homework:</p>
<p>Wednesday</p>	<p><b>Sentence Scrabble</b>                  (using simple sentences clearly and correctly)</p> <p>Learners in convenient groups.</p> <p>Using word cards, learners arrange the words to form</p>	<p>C. WRITING</p> <ul style="list-style-type: none"> <li>• Guide learners, with examples, to write simple sentences to express their feelings and opinions about their peers and things found in the environment.</li> </ul>	<p>What new things have you learned today?</p> <p>Learning progress voting:                  Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p>

	<p>grammatically correct sentences.</p> <p>Example learners gain points or each correct sentences they come up with,</p> <p>learners are given more word cards until the cards are exhausted. The group with highest points win the game.</p> <p><b>DEBRIEFING</b> How did you find the sentences Scrabble game?</p> <p>Was the game challenging?</p> <p>How can this game be improved?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> <li>• Have the groups edit their work and publish them</li> </ul> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> <li>• Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li> <li>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</li> </ul> <p>Assessment: let learners can write simple meaningful sentences to express feelings and opinions about people and things</p>	<p>Independent Activity/ Homework:</p>
<p>Thursday</p>	<p><b>Catch and pass</b></p> <p>Learners in convenient groups of 2 or more. A member in Group A throws a ball to a member in Group B. The student who catches the ball shouts “I catch”.</p>	<p>D. WRITING CONVENTIONS AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> <li>• Provide sentences with simple adjectives for learners to identify, e.g. I saw a tall tree.</li> <li>• Put learners in groups to use the adjectives identified in simple sentences</li> </ul>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>A different member in Group B mention an adjective</p> <p>Another member in Group B uses the adjective to form a sentence. The group earns a point for the given adjective and correct sentence.</p> <p>A member in Group B throws the ball back to a member in Group A and they go through the same process until they produce for example five adjective each plus their corresponding sentences.</p> <p><b>DEBRIEFING</b>          What did you like about the game?          What did you dislike about the game?          What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Assessment: let learners use adjectives in short sentences to describe height, length, etc</p>	
<p>Friday</p>	<p>Cover Up</p> <p>Learners in convenient groups.</p> <p>1. Write a word on the board.</p>	<p>E.EXTENSIVE READING</p> <ul style="list-style-type: none"> <li>• Using the Author’s chair, introduce the reading/library time.</li> <li>• Have a variety of age/level-appropriate books for learners to make a choice from.</li> </ul>	<p>What new things have you learned today?</p> <p>Learning progress voting:          Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p>

	<p>2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered.</p> <p>3. Do this until the sounds of all the individual letters have been made by pupils.</p> <p>4. Run your finger under the word for pupils to blend the sounds to read</p> <p>5. The pupil who blend the sounds to read wins the game.</p> <p>Assessment What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"><li>• Introduce narratives, expository, procedural texts to learners.</li><li>• Guide learners to select books for readings</li></ul> <p>Assessment: let learners read a variety of age and level-appropriate books and summarise them</p>	<p>Independent Activity/ Homework:</p>
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Vetted by : .....

Signature: .....

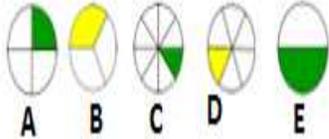
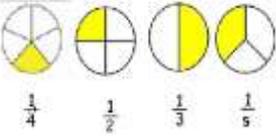
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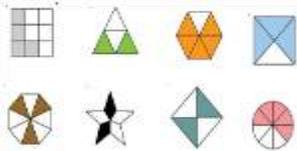
WEEK EIGHT : LESSON PLAN

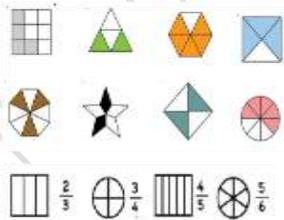
SUBJECT: MATHEMATICS

CLASS: THREE

<b>Week Ending:</b> 11th March, 2022		<b>Class size:</b>	
<b>Day :</b> Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		<b>Date :</b> 8th March, 2022 9th March, 2022 10th March, 2022 11th March, 2022	
<b>Period :</b> 2 2 2 2		<b>Lesson :</b> 1 of 4 2 of 4 3 of 4 4 of 4	
<b>Strand :</b> Number		<b>Sub-strand :</b> Fractions	
<b>Indicator (code)</b>		B3.1.3.1.1	
<b>Content standard (code)</b>		B3.1.3.1.	
<b>Performance Indicator</b>		Learners can understand a unit fraction by explaining the fraction as the quantity obtained by taking 1 part when a whole is partitioned into f equal parts and that a fraction is the quantity obtained by taking parts of the size	
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>		unit, part, half, fraction, numerator, denominator	
<b>T. L .R. (s)</b>		sheets of paper, colour pencils, apples or oranges, counters, sraws etc.	
<b>Ref:</b>		Mathematics curriculum Page	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	1. Learners form convenient groups and each group is given an even number of bottle tops and empty tins.	Use several pictorial representations (or card cut outs) to introduce unit fractions like half, thirds, fifths, tenths, etc. and ask	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1

	<p>2. Put the bottle tops in the empty tins and shake it up.</p> <p>3. Pour them on the floor/table, observe, count and record the ones with the face up as the numerator over the total number of bottle tops on the table/floor.</p> <p>4. Learners play in turns and record their findings.</p> <p>5. the group to get the fraction which represent half of a whole wins the game.</p> <p><b>DEBRIEFING</b></p> <p>1. How did you find the activity? What made it so?</p> <p>2. Mention some of the fractions you recorded?</p> <p>3. What will you do to share objects equally with your friends?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>learners to identify the fractions A, B, C, D, and</p> <p>Introduce the fraction notation by explaining the fraction one-half as the quantity obtained by taking 1 part when a whole is partitioned into 2 equal parts and is represented by <math>\frac{1}{2}</math>; ask learners to write symbols for the fractions A, B, C, D, and E</p>  <p>Differentiated lesson</p> <p>Low ability learners</p> <ul style="list-style-type: none"> <li>Identify and make their own unit fractions</li> </ul> <p>High ability learners</p> <ul style="list-style-type: none"> <li>Make a unit fraction of a group of objects.</li> </ul> <p>E.g. 2 is of 10 items.</p>	<p>as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>
<p>Tuesday</p>	<p>1. Learners form convenient groups and each group is given an even number of bottle tops and empty tins.</p> <p>2. Put the bottle tops in the empty tins and shake it up.</p> <p>3. Pour them on the floor/table, observe, count and record the ones with the face up as the numerator over the total number of bottle tops on the table/floor.</p>	<p>Ask learners to match pictorial representations of fractions to their symbols</p>  <p>Differentiated lesson</p> <p>Low ability learners</p> <ul style="list-style-type: none"> <li>Identify and make their own unit fractions</li> </ul> <p>High ability learners</p> <ul style="list-style-type: none"> <li>Make a unit fraction of a group of objects.</li> </ul>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>4. Learners play in turns and record their findings. 5. the group to get the fraction which represent half of a whole wins the game.</p> <p><b>DEBRIEFING</b></p> <p>1. How did you find the activity? What made it so? 2. Mention some of the fractions you recorded? 3. What will you do to share objects equally with your friends?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>E.g. 2 is of 10 items.</p> <p>Assessment: have learners to practice with more examples</p>	
<p>Wednesday</p>	<p>1. Learners form convenient groups and each group is given an even number of bottle tops and empty tins. 2. Put the bottle tops in the empty tins and shake it up. 3. Pour them on the floor/table, observe, count and record the ones with the face up as the numerator over the total number of bottle tops on the table/floor. 4. Learners play in turns and record their findings. 5. the group to get the fraction which represent half of a whole wins the game.</p> <p><b>DEBRIEFING</b></p> <p>1. How did you find the activity? What made it so?</p>	<p>Use several pictorial representations (or card cut outs) to introduce multiples of unit fractions like thirds, fifths, tenths, etc., show the notations</p> $\frac{2}{5}, \frac{3}{8}, \frac{4}{12},$ <p>etc. and ask learners to draw and label fractions with their symbols.</p>   <p>Differentiated lesson</p> <p>Low ability learners</p> <ul style="list-style-type: none"> <li>Identify and make their own unit fractions</li> </ul> <p>High ability learners</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or 'didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>2. Mention some of the fractions you recorded? 3. What will you do to share objects equally with your friends?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> <li>• Make a unit fraction of a group of objects. E.g. 2 is of 10 items.</li> </ul> <p>Assessment: have learners to practice with more examples</p>	
<p>Thursday</p>	<p>1. Learners form convenient groups and each group is given an even number of bottle tops and empty tins. 2. Put the bottle tops in the empty tins and shake it up. 3. Pour them on the floor/table, observe, count and record the ones with the face up as the numerator over the total number of bottle tops on the table/floor. 4. Learners play in turns and record their findings. 5. the group to get the fraction which represent half of a whole wins the game.</p> <p><b>DEBRIEFING</b></p> <p>1. How did you find the activity? What made it so? 2. Mention some of the fractions you recorded? 3. What will you do to share objects equally with your friends?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Use several pictorial representations (or card cut outs) to introduce multiples of unit fractions like thirds, fifths, tenths, etc., show the notations</p> $\frac{2}{5}, \frac{3}{8}, \frac{4}{12},$ <p>etc. and ask learners to draw and label fractions with their symbols.</p>  <p>Differentiated lesson</p> <p>Low ability learners</p> <ul style="list-style-type: none"> <li>• Identify and make their own unit fractions</li> </ul> <p>High ability learners</p> <ul style="list-style-type: none"> <li>• Make a unit fraction of a group of objects. E.g. 2 is of 10 items.</li> </ul> <p>Assessment: have learners to practice with more examples</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

<p>Friday</p>	<p>1. Learners form convenient groups and each group is given an even number of bottle tops and empty tins.                  2. Put the bottle tops in the empty tins and shake it up.                  3. Pour them on the floor/table, observe, count and record the ones with the face up as the numerator over the total number of bottle tops on the table/floor.                  4. Learners play in turns and record their findings.                  5. the group to get the fraction which represent half of a whole wins the game.</p> <p><b>DEBRIEFING</b></p> <p>1. How did you find the activity? What made it so?                  2. Mention some of the fractions you recorded?                  3. What will you do to share objects equally with your friends?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Ask learners to colour given fractions in given shapes with equal portions or match fractions to shaded region</p> <p>Differentiated lesson</p> <p>Low ability learners</p> <ul style="list-style-type: none"> <li>• Identify and make their own unit fractions</li> </ul> <p>High ability learners</p> <ul style="list-style-type: none"> <li>• Make a unit fraction of a group of objects.</li> </ul> <p>E.g. 2 is of 10 items.</p> <p>Assessment: have learners to practice with more examples</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
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Vetted by : ..... Signature: ..... Date : .....

WEEK EIGHT : LESSON PLAN

SUBJECT: SCIENCE

CLASS: THREE

<b>Week Ending:</b> 11th March, 2022		<b>Class size:</b>	
<b>Day :</b> Thursday, 60 minutes		<b>Date :</b> 10th March, 2022	
<b>Period :</b> 2		<b>Lesson :</b> 1 of 1	
<b>Strand :</b> DIVERSITY OF MATTER		<b>Sub-strand :</b> EARTH SCIENCE	
<b>Indicator (code)</b>	B3.2.1.1.1		
<b>Content standard (code)</b>	B3.2.1.1.		
<b>Performance Indicator</b>	Learners can describe some cyclic events like day and night, wet and dry seasons and their intervals/periods		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>		Cyclic, dry season, wet season	
<b>T. L.R. (s)</b>		charts/ pictures/video drawing of cyclic events.	
<b>Ref:</b>		Science curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:  <ul style="list-style-type: none"> <li>•How did you feel during the game?</li> <li>•What new words did you learn?</li> <li>•How does it feel to win?</li> <li>•What will you do next time to win?</li> </ul> </p> <p>Share lesson indicator and treat key words with learner</p>	<ul style="list-style-type: none"> <li>• Learners mention the importance of some cyclic events.</li> <li>• Guide learners to identify some activities associated with each event.</li> </ul> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> <li>• Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li> </ul>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> <li>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</li> </ul> <p>Assessment: let learners describe some cyclic events like day and night and their intervals/periods</p>	
<p>Thursday</p>	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> <li>•How did you feel during the game?</li> <li>•What new words did you learn?</li> <li>•How does it feel to win?</li> <li>•What will you do next time to win?</li> </ul> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Learners draw any of the cycles e.g. day and night, wet and dry seasons, etc</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> <li>• Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li> <li>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</li> </ul> <p>Assessment: let learners describe some cyclic events like, wet and dry seasons and their intervals/periods</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

WEEK EIGHT : LESSON PLAN

SUBJECT: CREATIVE ARTS

CLASS: THREE

<b>Week Ending:</b> 11th March, 2022		<b>Class size:</b>	
<b>Day :</b> Wednesday, 60 minutes		<b>Date :</b> 9th March, 2022	
<b>Period :</b> 2 2		<b>Lesson :</b> 1 of 2 2 of 2	
<b>Strand :</b> PERFORMING ARTS		<b>Sub-strand :</b> Displaying and Sharing	
<b>Indicator (code)</b>		B3 2.3.4.2	
<b>Content standard (code)</b>		B3 2.3.4.	
<b>Performance Indicator</b>		Learners can plan a display of own music, dance and drama to share creative experiences based on ideas that reflect the natural and manmade environments in other African communities	
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>		Creative Arts curriculum	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words	Learners are to: <input type="checkbox"/> watch a short video that reflects the natural and manmade environments of other African cultures; <input type="checkbox"/> select compositions by considering criteria like creativity and originality; <input type="checkbox"/> plan the arrangement of own music, dance and drama to share with the	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or 'didn't get it' respectively.  Independent Activity/ Homework:

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> <li>•How did you feel during the game?</li> <li>•What new words did you learn?</li> <li>•How does it feel to win?</li> <li>•What will you do next time to win?</li> </ul> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>public on the natural and manmade environments of other parts of Africa</p> <p>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</p>	
<p>Wednesday</p>	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> <li>•How did you feel during the game?</li> <li>•What new words did you learn?</li> <li>•How does it feel to win?</li> <li>•What will you do next time to win?</li> </ul> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Learners are to:</p> <ul style="list-style-type: none"> <li>☑ watch a short video that reflects the natural and manmade environments of other African cultures;</li> <li>☑ select compositions by considering criteria like creativity and originality;</li> <li>☑ plan the arrangement of own music, dance and drama to share with the public on the natural and manmade environments of other parts of Africa</li> </ul> <p>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</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or 'didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

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WEEK EIGHT : LESSON PLAN

SUBJECT: HISTORY

CLASS: THREE

<b>Week Ending:</b> 11th March, 2022		<b>Class size:</b>	
<b>Day :</b> Tuesday, 60 minutes Thursday, 60 minutes		<b>Date :</b> 8th March, 2022 10th March, 2022	
<b>Period :</b> 2 2		<b>Lesson :</b> 1 of 2 2 of 2	
<b>Strand :</b> My Country Ghana		<b>Sub-strand :</b> Inter-Group Relations	
<b>Indicator (code)</b>		B3 2.2.1.1	
<b>Content standard (code)</b>		B3 2.2.1.	
<b>Performance Indicator</b>		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.			
<b>Keywords</b>		alliances, exchange, inter-marriage, conflict, livestock, economic, disagreement, resolve	
<b>T. L .R. (s)</b>		Images of trade items that were exchanged among the various groups, cowries shells, map of the areas of Ghana, labels of the trade items, box, items to trade, drum, posters and materials to decorate	
<b>Ref:</b>		e History curriculum Pag	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Tuesday	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words  <b>DEBRIEFING:</b> •How did you feel during the game? •What new words did you learn?	Discuss the benefit of these exchanges  Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.  Independent Activity/ Homework:

	<ul style="list-style-type: none"> <li>•How does it feel to win?</li> <li>•What will you do next time to win?</li> </ul> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> <li>• Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li> <li>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</li> </ul> <p>Assessment: let learners mention the benefit of exchanges among the ethnic groups.</p>	
<p>Thursday</p>	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> <li>•How did you feel during the game?</li> <li>•What new words did you learn?</li> <li>•How does it feel to win?</li> <li>•What will you do next time to win?</li> </ul> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Discuss the benefit of these exchanges</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> <li>• Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li> <li>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</li> </ul>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

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		Assessment: let learners mention the benefit of exchanges among the ethnic groups.	
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NANA FIIFI ACQUAH SCH

WEEK EIGHT : LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: THREE

<b>Week Ending:</b> 11th March, 2022		<b>Class size:</b>	
<b>Day :</b> Tuesday, 60 minutes Thursday, 60 minutes		<b>Date :</b> 8th March, 2022 10th March, 2022	
<b>Period :</b> 2 2		<b>Lesson :</b> 1 of 2 2 of 2	
<b>Strand :</b> ALL ABOUT US		<b>Sub-strand :</b> Home and School	
<b>Indicator (code)</b>		B3.1.4.1. 1.	
<b>Content standard (code)</b>		B3.1.4.1.	
<b>Performance Indicator</b>		Learners can sketch a map of the neighbourhood showing major home, major routes and other important locations	
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>		Locations, routes, direction, neighborhood, sketch, community	
<b>T. L. R. (s)</b>		Markers, Drawing sheets, Drawing boards, Clippers, Rulers, Pictures, charts, computer, projector,	
<b>Ref:</b>		Our World Our People curriculum Page	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Tuesday	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p><b>DEBRIEFING:</b></p> <ul style="list-style-type: none"> <li>•How did you feel during the game?</li> <li>•What new words did you learn?</li> <li>•How does it feel to win?</li> </ul>	<p>Learners discuss location of their homes and other important places in their neighbourhood.</p> <p>Learners draw/sketch a map of their neighbourhood showing their home and other important places in the community e.g. the chief's palace, post office, the market, police station</p> <p>Differentiated learning</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<ul style="list-style-type: none"> <li>•What will you do next time to win?</li> </ul> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> <li>• Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li> <li>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</li> </ul> <p>Assessment: Let learners sketch a map of the neighbourhood showing major home, major routes and other important locations</p>	
<p>Thursday</p>	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> <li>•How did you feel during the game?</li> <li>•What new words did you learn?</li> <li>•How does it feel to win?</li> <li>•What will you do next time to win?</li> </ul> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Learners write simple sentences giving direction to their home and important places in the community</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> <li>• Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li> <li>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</li> </ul>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

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		Assessment: Let learners write simple sentences giving direction to their home and important places in the community	
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WEEK EIGHT : LESSON PLAN

SUBJECT: PHYSICAL EDUCATION

CLASS: THREE

<b>Week Ending:</b> 11th March, 2022		<b>Class size:</b>	
<b>Day :</b> Friday, 60 minutes		<b>Date :</b> 11th March, 2022	
<b>Period :</b> 2		<b>Lesson :</b> 1 of 1	
<b>Strand :</b> MOTOR SKILL AND MOVEMENT PATTERNS		<b>Sub-strand :</b> MANIPULATIVE SKILLS	
<b>Indicator (code)</b>		B3.1.2.1.4	
<b>Content standard (code)</b>		B3.1.2.1.	
<b>Performance Indicator</b>		Learners can Strike (serve) a lightweight ball to a partner, using the underhand movement pattern	
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		cones	
<b>Ref:</b>		PE curriculum Page	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	After warm ups as usual, put learners in pairs with a ball. Learners toss a ball and swing the arm from behind to strike the ball to a partner about 6m away. Learners strike the ball back to continue the rally. The process should continue when the ball drops. Supervise and give support to learners. End lesson with cool down activities.	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or 'didn't get it' respectively.  Independent Activity/ Homework:

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WEEK EIGHT : LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: THREE

<b>Week Ending:</b> 11th March, 2022		<b>Class size:</b>	
<b>Day :</b> Friday, 60 minutes		<b>Date :</b> 11th March, 2022	
<b>Period :</b> 2		<b>Lesson :</b> 1 of 1	
<b>Strand :</b> God, His Creation and Attributes		<b>Sub-strand :</b> The Purpose of God's Creation	
<b>Indicator (code)</b>		B3.1.3.1.1	
<b>Content standard (code)</b>		B3.1.3.1.	
<b>Performance Indicator</b>		Learners can explain the purpose of God's creation of humankind	
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>		RME curriculum Page	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Friday	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words  DEBRIEFING: •How did you feel during the game? •What new words did you learn? •How does it feel to win?	Let learners tell creation stories from the three religious groups in Ghana  Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.  Independent Activity/ Homework:

	<ul style="list-style-type: none"><li>•What will you do next time to win?</li></ul> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>answer similar questions.</p> <ul style="list-style-type: none"><li>• Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li><li>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</li></ul> <p>Assessment: let learners narrate the creation stories from the three religious groups in Ghana</p>	
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WEEK EIGHT : LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b> 2 2 2		<b>Lesson :</b> 1 of 1 1 of 1 1 of 1	
<b>Strand :</b> Writing Conventions / Usage		<b>Sub-strand :</b> Integrating Grammar in Written Language (Capitalization)	
<b>Indicator (code)</b>	B3.5.1.1.1	B3.5.1.1.2	B3.5.1.1.3
<b>Content standard (code)</b>	B3.5.1.1.	B3.5.1.1.	B3.5.1.1.
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <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> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Manila cards, markers, recorded audios visual	
<b>Ref:</b>		Ghanaian Language curriculum	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
	<b>Cover Up</b>  Learners in convenient groups.  1. Write a word on the board.	• Let learners sing any play song they know.	What new things have you learned today?  Learning progress voting: Ask learners to show by their

	<p>2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered.</p> <p>3. Do this until the sounds of all the individual letters have been made by pupils.</p> <p>4. Run your finger under the word for pupils to blend the sounds to read</p> <p>5. The pupil who blend the sounds to read wins the game.</p> <p>DEBRIEFING:          What did you like about the game?          What did you dislike about the game?          What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> <li>• Create a game that helps to use capital letters to write proper nouns.</li> <li>• Through the game help learners to understand the use of capital letters to write proper nouns</li> </ul> <p>Assessment: let learners use capital letters to write proper nouns</p>	<p>fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
	<p><b>Onset and Rime Game</b></p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> <li>1. Write onsets and rime of words ( e.g. ink words) on cards.</li> <li>2. Mix the cards up and place them on a table or in a bowl in front of the class.</li> <li>3. A pupil picks a card. If s/he picks an onset, s/he searches for a card with a rime and vice versa. S/he then puts the two cards together and blends the sounds to read the word and writes the word on the board. That particular onset is put aside. Example S ink Sink</li> </ol>	<ul style="list-style-type: none"> <li>• Let learners sing any play song they know.</li> <li>• Create a game that helps learners to use capital letters to write sentences.</li> <li>• Help learners to understand the use of capital letters to write correct sentences.</li> </ul> <p>Assessment: let learners use of capital letters to write sentences</p>	<p>What new things have you learned today?</p> <p>Learning progress voting:          Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>The team that is able to read and write more words becomes the winner.</p> <p>DEBRIEFING:          What did you like about the game?          What did you dislike about the game?          What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>		
	<p><b>Cover Up</b></p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> <li>1. Write a word on the board.</li> <li>2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered.</li> <li>3. Do this until the sounds of all the individual letters have been made by pupils.</li> <li>4. Run your finger under the word for pupils to blend the sounds to read</li> <li>5. The pupil who blend the sounds to read wins the game.</li> </ol> <p>DEBRIEFING:          What did you like about the game?          What did you dislike about the game?          What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> <li>• Let a learner lead the class to sing a popular song they know.</li> <li>• Tell learners why we use capital letters after sentences and full stops.</li> <li>• Help learners to understand the use of capital letters after sentences and full stops using illustrations on the board.</li> </ul> <p>Assessment: let learners use capital letters after sentences and full stops</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or 'didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

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**SEMESTER ONE**  
**BASIC THREE**  
**WEEK 9**

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NANA FIFI ACQUAH SCH

WEEK NINE : LESSON PLAN

SUBJECT: ENGLISH LANGUAGE

CLASS: THREE

<b>Week Ending:</b> 18th March, 2022		<b>Class size:</b>	
<b>Day :</b> Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		<b>Date :</b> 14th March, 2022 15th March, 2022 16th March, 2022 17th March, 2022 18th March, 2022	
<b>Period :</b> 2 2 2 2 2		<b>Lesson :</b> 1 of 1 1 of 1 1 of 1 1 of 1 1 of 1	
<b>Strand :</b> A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		<b>Sub-strand :</b> A. Conversation B. Vocabulary C. Guided Composition D. Using Qualifying Words – Adverbs E. Building the Love and Culture of Reading	
<b>Indicator (code)</b>	B3.1.6.1.3	B3.2.6.1.1.	B3.4.8.1.1 B3.5.6.1.1. B3.6.1.1.1
<b>Content standard (code)</b>	B3.1.6.1.	B3.2.6.1.	B3.4.8.1. B3.5.6.1. B3.6.1.1.
<b>Performance Indicator</b>	<p>A. Learners can talk about important places in their communities</p> <p>B. Learners can read level-appropriate sight words, understand and use them in meaningful complex sentences</p> <p>C. Learners can develop two coherent paragraphs on one idea or concept using leading questions</p> <p>D. Learners can identify qualifying words</p> <p>E. Learners can read a variety of age and level-appropriate books and summarise them</p>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			

<b>T. L .R. (s)</b>		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
<b>Ref:</b>		English Language curriculum Page	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	<p><b>Guess the flashcard</b></p> <p>While holding a hidden set of flashcards in your hands, slowly reveal them one at a time while the students guess what it is. The child who guesses correctly gets to keep the flashcards –</p> <p><b>DEBRIEFING :</b> What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p><b>A. ORAL LANGUAGE</b></p> <ul style="list-style-type: none"> <li>• Show pictures of important places in their communities such as the community centre, the lorry station, the mission house, the market, the fire service station etc.</li> <li>• Let learners think-pair-share their views and opinions about the pictures.</li> <li>• Put learners into groups according to the number of pictures.</li> <li>• Have each group talk about the activities that go on in these places and their importance to the community and the nation.</li> </ul> <p>Assessment: let learners talk about important places in their communities</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>
Tuesday	<p>“Pick and Read”</p> <ul style="list-style-type: none"> <li>•Learners in convenient groups.</li> <li>•A group leader picks a sentence card and shows/signs/demonstrates it to another group. E.g.Group B</li> </ul>	<p><b>B. READING</b></p> <p>Provide learners with texts containing level-appropriate sight words.</p> <ul style="list-style-type: none"> <li>• Put them into groups to identify, read and</li> </ul>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got</p>

	<p>A member in Group B reads/signs/demonstrate the sentence at a good pace and expression.</p> <ul style="list-style-type: none"> <li>•The group earns a point if the member reads/signs/demonstrates the sentence correctly; otherwise, it is passed on to another group for a bonus point.</li> </ul> <p>DEBRIEFING:</p> <ol style="list-style-type: none"> <li>1. What are some of the sentences you read in the game?</li> <li>2. What challenges did you face in reading with good pace and expression?</li> </ol> <p>What can you do to reads/signs/demonstrates the sentence correctly?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>use sight words in meaningful sentences.</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> <li>• Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li> <li>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</li> </ul> <p>Assessment: let learners read level-appropriate sight words, understand and use them in meaningful complex sentences</p>	<p>some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
<p>Wednesday</p>	<p><b>Word Jumble Race</b></p> <p>Write out a number of sentences, using different colors for each sentence. have 3-5 sentences for each team. Cut up the sentences so you have a handful of words. Put each sentence into a bowl keeping each separate. Split your class into teams 3. Teams must now put their sentences in the correct order.</p> <p>DEBRIEFING :</p> <p>What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p>	<p>C. WRITING</p> <ul style="list-style-type: none"> <li>• Have learners brainstorm to choose a topic, e. g. My Home</li> <li>• Write the topic on the board.</li> <li>• Ask questions for learners to generate ideas on the topic</li> <li>• Discuss the questions with learners for them to answer appropriately e.g. My home</li> </ul> <ol style="list-style-type: none"> <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> </ol>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>Share lesson indicator and treat key words with learner .</p>	<p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> <li>• Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li> <li>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</li> </ul> <p>Assessment: let learners develop two coherent paragraphs on one idea or concept using leading questions</p>	
<p>Thursday</p>	<p><b>Catch and pass</b></p> <p>Learners in convenient groups of 2 or more. A member in Group A throws a ball to a member in Group B. The student who catches the ball shouts “I catch”.</p> <p>A different member in Group B mention an adverb</p> <p>Another member in Group B uses the adverb to form a sentence. The group earns a point for the given adverb and correct sentence.</p> <p>A member in Group B throws the ball back to a member in Group A and they go through the same process until they produce for example five adverb each plus their corresponding sentences.</p>	<p>D. WRITING CONVENTIONS AND GRAMMAR USAGE B3.5.6.1.1. Identify qualifying words</p> <ul style="list-style-type: none"> <li>• Provide sentences with simple adverbs for learners to identify. e.g. i. He walked quickly to the church. ii. She danced beautifully.</li> <li>• Elicit other adverbs and provide practice</li> </ul> <p>Assessment: let learners identify qualifying words in sentences</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>DEBRIEFING</p> <p>What did you like about the game?          What did you dislike about the game?          What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>		
<p>Friday</p>	<p>Cover Up</p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> <li>1. Write a word on the board.</li> <li>2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered.</li> <li>3. Do this until the sounds of all the individual letters have been made by pupils.</li> <li>4. Run your finger under the word for pupils to blend the sounds to read</li> <li>5. The pupil who blend the sounds to read wins the game.</li> </ol> <p>Assessment</p> <p>What did you like about the game?          What did you dislike about the game?          What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>E.EXTENSIVE READING</p> <p>.</p> <ul style="list-style-type: none"> <li>• Using the Author’s chair, introduce the reading/library time.</li> <li>• Have a variety of age/level-appropriate books for learners to make a choice from.</li> <li>• Introduce narratives, expository, procedural texts to learners.</li> <li>• Guide learners to select books for readings</li> </ul> <p>Assessment: let learners read a variety of age and level-appropriate books and summarise them</p>	<p>What new things have you learned today?</p> <p>Learning progress voting:          Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/          Homework:</p>

WEEK NINE : LESSON PLAN

SUBJECT: MATHEMATICS

CLASS: THREE

<b>Week Ending:</b> 18th March, 2022		<b>Class size:</b>	
<b>Day :</b> Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		<b>Date :</b> 14th March, 2022 15th March, 2022 16th March, 2022 17th March, 2022 18th March, 2022	
<b>Period :</b> 2 2 2 2 2		<b>Lesson :</b> 1 of 5 2 of 5 3 of 5 4 of 5 5 of 5	
<b>Strand :</b> Number		<b>Sub-strand :</b> Money	
<b>Indicator (code)</b>		B3.1.4.1.1	
<b>Content standard (code)</b>		B3.1.4.1.	
<b>Performance Indicator</b>		Learners can use different denominations of money (1,2, 5, 10, 20, 50 cedis notes and pesewas coins) to buy and give change	
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>		Ghana pesewa coins, 1 match box, milk, milo, chocomilo, bottle of water, school bag, exercise books, pen, pencil, etc.	
<b>T. L .R. (s)</b>		cedi, pesewas, note, coin, change	
<b>Ref:</b>		Mathematics curriculum Page	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	1. Learners write numbers on a ball using a marker.	Solve word problems involving money including 1,2, 5, 10 and 20 cedi denominations and giving change	What new things have you learned today?  Learning progress voting: Ask

2. Learners bounce or throw the ball to other learners and have them mention the number they see first.  
 3. Learners bounces/throw the ball to another learner, who does same by adding the number he/she sees to the number of the first learner.

**DEBRIEFING**

1. How did you find the game?
2. How difficult/easy was it adding your number to your friends number?
3. What were some of the numbers you heard your friends calling out?

Share lesson indicator and treat key words with learner

Display a chart with items and their prices as in the example below



Ask learners to copy and complete the table (based on items and their prices in the picture and find the change to receive in each case

	Shopping money	Items to buy	Change to receive
1.	GH¢100	3 shirts	
2.	GH¢50	4 books	
3.	GH¢5	8 pencils	
4.	GH¢10	4 bottles coca cola	

Differentiated lesson

Low ability learners

- Learners to tell the differences in value among the cedi notes and coins.

High ability learners

- Learners to justify the differences in the various price tags

Assessment: have learners to practice with more examples

learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.

Independent Activity/  
Homework:

<p>Tuesday</p> <ol style="list-style-type: none"> <li>Learners write numbers on a ball using a marker.</li> <li>Learners bounce or throw the ball to other learners and have them mention the number they see first.</li> <li>Learners bounces/throw the ball to another learner, who does same by adding the number he/she sees to the number of the first learner.</li> </ol> <p><b>DEBRIEFING</b></p> <ol style="list-style-type: none"> <li>How did you find the game?</li> <li>How difficult/easy was it adding your number to your friends number?</li> <li>What were some of the numbers you heard your friends calling out?</li> </ol> <p>Share lesson indicator and treat key words with learner</p>	<p>Solve word problems involving money including 1,2, 5, 10 and 20 cedi denominations and giving change</p> <p>Display a chart with items and their prices as in the example below</p>  <p>Ask learners to copy and complete the table (based on items and their prices in the picture and find the change to receive in each case</p> <table border="1" data-bbox="646 1003 1102 1591"> <thead> <tr> <th></th> <th>Shopping money</th> <th>Items to buy</th> <th>Change to receive</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>GH¢100</td> <td>3 shirts</td> <td></td> </tr> <tr> <td>2.</td> <td>GH¢50</td> <td>4 books</td> <td></td> </tr> <tr> <td>3.</td> <td>GH¢5</td> <td>8 pencils</td> <td></td> </tr> <tr> <td>4.</td> <td>GH¢10</td> <td>4 bottles coca cola</td> <td></td> </tr> </tbody> </table> <p>Differentiated lesson</p> <p>Low ability learners</p> <ul style="list-style-type: none"> <li>Present learners with a cedi note and task them to exchange for smaller denominations to pay for exact amount.</li> </ul> <p>High ability learners</p> <ul style="list-style-type: none"> <li>Present learners with a cedi note and task</li> </ul>		Shopping money	Items to buy	Change to receive	1.	GH¢100	3 shirts		2.	GH¢50	4 books		3.	GH¢5	8 pencils		4.	GH¢10	4 bottles coca cola		<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
	Shopping money	Items to buy	Change to receive																			
1.	GH¢100	3 shirts																				
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3.	GH¢5	8 pencils																				
4.	GH¢10	4 bottles coca cola																				

		<p>them to tell how much change they will take if they bought an item of less price.</p> <p>Assessment: have learners to practice with more examples</p>	
Wednesday	<p>1. Learners write numbers on a ball using a marker.</p> <p>2. Learners bounce or throw the ball to other learners and have them mention the number they see first.</p> <p>3. Learners bounces/throw the ball to another learner, who does same by adding the number he/she sees to the number of the first learner.</p> <p><b>DEBRIEFING</b></p> <p>1. How did you find the game?</p> <p>2. How difficult/easy was it adding your number to your friends number?</p> <p>3. What were some of the numbers you heard your friends calling out?</p> <p>Share lesson indicator and treat key words with learner</p>	<p>Find how many different ways the notes ¢1, ¢ 2 ¢5, ¢10 and ¢20 can be used to make ¢30</p> <p>Find how many different ways the notes ¢5, ¢10 and ¢20 can be used to make ¢50</p> <p>Differentiated lesson</p> <p>Low ability learners</p> <ul style="list-style-type: none"> <li>• Present learners with a cedi note and task them to exchange for smaller denominations to pay for exact amount.</li> </ul> <p>High ability learners</p> <ul style="list-style-type: none"> <li>• Present learners with a cedi note and task them to tell how much change they will take if they bought an item of less price.</li> </ul> <p>Assessment: have learners to practice with more examples</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
Thursday	<p>1. Learners write numbers on a ball using a marker.</p>	<p>E.g. 2. Solve word problems involving money including 1,2, 5, 10, 20, 50 cedi denominations</p> <p>Differentiated lesson</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask</p>

	<p>2. Learners bounce or throw the ball to other learners and have them mention the number they see first.</p> <p>3. Learners bounces/throw the ball to another learner, who does same by adding the number he/she sees to the number of the first learner.</p> <p><b>DEBRIEFING</b></p> <p>1. How did you find the game?</p> <p>2. How difficult/easy was it adding your number to your friends number?</p> <p>3. What were some of the numbers you heard your friends calling out?</p> <p>Share lesson indicator and treat key words with learner</p>	<p>Low ability learners</p> <ul style="list-style-type: none"> <li>• Learners to tell the change to be taken when they buy an item.</li> </ul> <p>High ability learners</p> <ul style="list-style-type: none"> <li>• Learners to tell the change to be taken when they buy an item.</li> </ul> <p>Assessment: have learners to practice with more examples</p>	<p>learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
<p>Friday</p>	<p>1. Learners write numbers on a ball using a marker.</p> <p>2. Learners bounce or throw the ball to other learners and have them mention the number they see first.</p> <p>3. Learners bounces/throw the ball to another learner, who does same by adding the number he/she sees</p>	<p>E.g. 2. Solve word problems involving money including 1,2, 5, 10, 20, 50 cedi denominations</p> <p>Differentiated lesson</p> <p>Low ability learners</p> <ul style="list-style-type: none"> <li>• Learners to tell the change to be taken when they buy an item.</li> </ul> <p>High ability learners</p> <ul style="list-style-type: none"> <li>• Learners to tell the change to be taken when they buy an item.</li> </ul> <p>Assessment: have learners to practice with more examples</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>to the number of the first learner.</p> <p><b>DEBRIEFING</b></p> <p>1. How did you find the game?</p> <p>2. How difficult/easy was it adding your number to your friends number?</p> <p>3. What were some of the numbers you heard your friends calling out?</p> <p>Share lesson indicator and treat key words with learner</p>		
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Vetted by : ..... Signature: ..... Date : .....

NANA FIFI ACQUAH SCH

WEEK NINE : LESSON PLAN

SUBJECT: SCIENCE

CLASS: THREE

<b>Week Ending:</b> 18th March, 2022		<b>Class size:</b>	
<b>Day :</b> Monday, 60 minutes Thursday, 60 minutes		<b>Date :</b> 14th March, 2022 17th March, 2022	
<b>Period :</b> 2 2		<b>Lesson :</b> 1 of 2 2 of 2	
<b>Strand :</b> CYCLES		<b>Sub-strand :</b> EARTH SCIENCE	
<b>Indicator (code)</b>		B3.2.1.2.1	
<b>Content standard (code)</b>		B3.2.1.2.	
<b>Performance Indicator</b>		Learners can know the importance of the sun to the earth	
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>		sun, earth, oxygen, immune system, vitamins	
<b>T. L .R. (s)</b>		Models of the sun, earth, Charts/Pictures showing the sun and the earth	
<b>Ref:</b>		Science curriculum Page	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words  DEBRIEFING:	<ul style="list-style-type: none"> <li>Begin by discussing with learners the role of the sun and its importance to life on earth.</li> <li>Ask the following questions: (a) what is the sun? (b) What are some of the ways through which the earth benefits from the sun?</li> </ul>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<ul style="list-style-type: none"> <li>•How did you feel during the game?</li> <li>•What new words did you learn?</li> <li>•How does it feel to win?</li> <li>•What will you do next time to win?</li> </ul> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> <li>• Learners perform outdoor activities to illustrate the importance of the sun.</li> </ul> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> <li>• Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li> <li>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</li> </ul> <p>Assessment: let learners mention the importance of the sun to the earth</p>	
<p>Thursday</p>	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p>	<ul style="list-style-type: none"> <li>• Guide learners to know other major uses of the sun to the earth.</li> <li>• Learners outline everyday uses of the sun.</li> <li>• Evaluate the lesson by asking learners to draw a picture showing one benefit of the sun</li> </ul>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p>

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> <li>•How did you feel during the game?</li> <li>•What new words did you learn?</li> <li>•How does it feel to win?</li> <li>•What will you do next time to win?</li> </ul> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>to life on earth (drying of clothes).</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> <li>• Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li> <li>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</li> </ul> <p>Assessment: let learners draw a picture showing one benefit of the sun to life on earth (drying of clothes).</p>	<p>Independent Activity/ Homework:</p>
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Vetted by : .....

Signature: .....

Date : .....

WEEK NINE : LESSON PLAN

SUBJECT: CREATIVE ARTS

CLASS: THREE

<b>Week Ending:</b> 18th March, 2022		<b>Class size:</b>	
<b>Day :</b> Monday, 60 minutes Wednesday, 60 minutes		<b>Date :</b> 14th March, 2022 16th March, 2022	
<b>Period :</b> 2 2		<b>Lesson :</b> 1 of 1 1 of 1	
<b>Strand :</b> VISUAL ARTS , PERFORMING ARTS		<b>Sub-strand :</b> Displaying and Sharing	
<b>Indicator (code)</b>	B3 1.3.4.2	B3 2.3.5.1	
<b>Content standard (code)</b>	B3 1.3.4	B3 2.3.5.	
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <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 on ideas that reflect the history and culture of people in other African communities</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>		Creative Arts curriculum	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words	Learners are to: ☑ discuss and display own artworks to reflect other African communities; ☑ plan the arrangement of own artworks in order to share, educate and inform the public on the natural and manmade environments in other parts of Africa.	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.  Independent Activity/ Homework:

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> <li>•How did you feel during the game?</li> <li>•What new words did you learn?</li> <li>•How does it feel to win?</li> <li>•What will you do next time to win?</li> </ul> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>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</p>	
<p>Wednesday</p>	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> <li>•How did you feel during the game?</li> <li>•What new words did you learn?</li> <li>•How does it feel to win?</li> <li>•What will you do next time to win?</li> </ul> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Learners are to:</p> <ul style="list-style-type: none"> <li>☑ watch a video or live performance of music, dance and drama of other parts of Africa;</li> <li>☑ perform some of the music, dance and drama displayed during a festival of other African communities;</li> <li>☑ 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</li> </ul> <p>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</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

WEEK NINE : LESSON PLAN

SUBJECT: HISTORY

CLASS: THREE

<b>Week Ending:</b> 18th March, 2022		<b>Class size:</b>	
<b>Day :</b> Tuesday, 60 minutes Thursday, 60 minutes		<b>Date :</b> 15th March, 2022 17th March, 2022	
<b>Period :</b> 2 2		<b>Lesson :</b> 1 of 2 2 of 2	
<b>Strand :</b> My Country Ghana		<b>Sub-strand :</b> Inter-Group Relations	
<b>Indicator (code)</b>	B3.2.2.1.2		
<b>Content standard (code)</b>	B3.2.2.1.		
<b>Performance Indicator</b>	Learners can name some of the items exchanged among the various groups		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>	alliances, exchange, inter-marriage, conflict, livestock, economic, disagreement, resolve		
<b>T. L .R. (s)</b>	Images of trade items that were exchanged among the various groups, cowries shells, map of the areas of Ghana, labels of the trade items, box, items to trade, drum, posters and materials to decorate		
<b>Ref:</b>	History curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Tuesday	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the	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	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.

	<p>word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> <li>•How did you feel during the game?</li> <li>•What new words did you learn?</li> <li>•How does it feel to win?</li> <li>•What will you do next time to win?</li> </ul> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>the items were obtained. e.g. shea butter - savannah belt.</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> <li>• Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li> <li>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</li> </ul> <p>Assessment: let learners match items with the areas/sources where the items were obtained</p>	<p>Independent Activity/ Homework:</p>
<p>Thursday</p>	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p>	<ol style="list-style-type: none"> <li>1. Identify trade items that were exchanged among ethnic groups: salt. fish, gold, kola, shea butter, pottery and cloth and iron utensils.</li> <li>2. Match items with the areas/sources where the items were obtained. e.g. shea butter - savannah belt.</li> </ol> <p>Differentiated learning</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<ul style="list-style-type: none"><li>•How did you feel during the game?</li><li>•What new words did you learn?</li><li>•How does it feel to win?</li><li>•What will you do next time to win?</li></ul> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"><li>• Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li><li>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</li></ul> <p>Assessment: let learners match items with the areas/sources where the items were obtained</p>	
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Date : .....

WEEK NINE : LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: THREE

<b>Week Ending:</b> 18th March, 2022		<b>Class size:</b>	
<b>Day :</b> Tuesday, 60 minutes Thursday, 60 minutes		<b>Date :</b> 15th March, 2022 17th March, 2022	
<b>Period :</b> 2 2		<b>Lesson :</b> 1 of 2 2 of 2	
<b>Strand :</b> ALL AROUND US		<b>Sub-strand :</b> The Environment and the Weather	
<b>Indicator (code)</b>	B3.2.1.1. 1.		
<b>Content standard (code)</b>	B3.2.1.1.		
<b>Performance Indicator</b>	Learners can explain problems with the use of land and water		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>	Environment, sand winning, land degradation, deforestation, construction, indiscriminate, disposal, sanitation, improper, illegal, galamsey, dangerous, chemicals, pollution, domestic, defecating, dumping.		
<b>T. L .R. (s)</b>	Pictures, Videos, Internet , charts, computer, projector		
<b>Ref:</b>	Our World Our People curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Tuesday	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word	Through pictures/films of illegal mining sites e.g. Galamsey sites, indiscriminate dumping of refuse, choked gutters, roads with potholes etc. Compare situations in the pictures with what pertains in their area:	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or 'didn't get it' respectively.

	<p>is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> <li>•How did you feel during the game?</li> <li>•What new words did you learn?</li> <li>•How does it feel to win?</li> <li>•What will you do next time to win?</li> </ul> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner</p>	<p>Learners talk about the problems with the use of land:</p> <ol style="list-style-type: none"> <li>1. Describe activities taking place on land in your community. (Slash and bush burning, sand winning, quarrying).</li> </ol> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> <li>• Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li> <li>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</li> </ul> <p>Assessment: Let learners explain problems with the use of land</p>	<p>Independent Activity/ Homework:</p>
<p>Thursday</p>	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p>	<p>Teacher shows pictures of water bodies or conduct a study tour to observe water bodies within their communities.</p> <p>Learners talk about activities taking place around water bodies in their community e.g. fishing, swimming, irrigation, farming, throwing</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or 'didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"><li>•How did you feel during the game?</li><li>•What new words did you learn?</li><li>•How does it feel to win?</li><li>•What will you do next time to win?</li></ul> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner</p> <p>.</p>	<p>waste in water bodies, defecating in streams</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"><li>• Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li><li>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</li></ul> <p>Assessment: Let learners explain problems with the use of water</p>	
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WEEK NINE : LESSON PLAN

SUBJECT: PHYSICAL EDUCATION

CLASS: THREE

<b>Week Ending:</b> 18th March, 2022		<b>Class size:</b>	
<b>Day :</b> Friday, 60 minutes		<b>Date :</b> 18th March, 2022	
<b>Period :</b> 2		<b>Lesson :</b> 1 of 1	
<b>Strand :</b> MOTOR SKILL AND MOVEMENT PATTERNS		<b>Sub-strand :</b> MANIPULATIVE SKILLS	
<b>Indicator (code)</b>	B3.1.2.1.5:		
<b>Content standard (code)</b>	B3.1.2.1.		
<b>Performance Indicator</b>	Learners can strike a gently tossed ball with a bat, using a side orientation (movement).		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Cones	
<b>Ref:</b>		PE curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Learners go through warm ups. Learners put in pairs with bats and tennis/table tennis balls. Learners stand with the shoulder facing the partner. Guide them to bounce ball and gently and strike sideways to the partner using inward and outward orientation. Support them to practice but at their pace. End lesson with cool down activities.	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.  Independent Activity/ Homework:

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WEEK NINE : LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: THREE

<b>Week Ending:</b> 18th March, 2022		<b>Class size:</b>	
<b>Day :</b> Friday, 60 minutes		<b>Date :</b> 18th March, 2022	
<b>Period :</b> 2		<b>Lesson :</b> 1 of 1	
<b>Strand :</b> God, His Creation and Attributes		<b>Sub-strand :</b> The Purpose of God’s Creation	
<b>Indicator (code)</b>		B3.1.3.1.1	
<b>Content standard (code)</b>		B3.1.3.1.	
<b>Performance Indicator</b>		Learners can explain the purpose of God’s creation of humankind	
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>		RME curriculum Page	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Friday	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words  DEBRIEFING: •How did you feel during the game? •What new words did you learn?	Explain why God created human beings: to take care of other creatures to worship and serve Him, etc.  Differentiated learning Ask stronger learners to answer some questions	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.  Independent Activity/ Homework:

	<ul style="list-style-type: none"> <li>•How does it feel to win?</li> <li>•What will you do next time to win?</li> </ul> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> <li>• Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li> <li>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</li> </ul> <p>Assessment: let learners explain the purpose of God’s creation of humankind</p>	
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WEEK NINE : LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b> 2 2 2		<b>Lesson :</b> 1 of 1 1 of 1 1 of 1	
<b>Strand :</b> Writing Conventions / Usage		<b>Sub-strand :</b> Integrating Grammar in Written Language (Punctuation)	
<b>Indicator (code)</b>	B3.5.2.1.1	B3.5.2.1.2	
<b>Content standard (code)</b>	B3.5.2.1.	B3.5.2.1.	
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>Learners should understand and use full stops and commas</li> <li>Learners should understand the use of full stops at the end of sentences.</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Manila cards, markers, recorded audios visual	
<b>Ref:</b>		Ghanaian Language curriculum	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
	<b>Cover Up</b>  Learners in convenient groups.  1. Write a word on the board. 2. Cover all the letters except the first one, beginning from the	<ul style="list-style-type: none"> <li>Let a learner lead the class to sing a popular song they know.</li> <li>Create a game on the Show an</li> </ul>	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those

	<p>left to the right, and ask pupils to make the sound of the letter which is not covered.</p> <p>3. Do this until the sounds of all the individual letters have been made by pupils.</p> <p>4. Run your finger under the word for pupils to blend the sounds to read</p> <p>5. The pupil who blend the sounds to read wins the game.</p> <p>DEBRIEFING:          What did you like about the game?          What did you dislike about the game?          What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>understanding of the use of full stops and commas.</p> <ul style="list-style-type: none"> <li>• Play the game with learners.</li> <li>• Help learners to understand the use of full stops and commas.</li> </ul> <p>Assessment: let learners use full stops and commas</p>	<p>‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>
	<p><b>Onset and Rime Game</b></p> <p>Learners in convenient groups.</p> <p>1. Write onsets and rime of words ( e.g. ink words) on cards.</p> <p>2. Mix the cards up and place them on a table or in a bowl in front of the class.</p> <p>3. A pupil picks a card. If s/he picks an onset, s/he searches for a card with a rime and vice versa. S/he then puts the two cards together and blends the sounds to read the word and writes the word on the board. That particular onset is put aside. Example S ink Sink          The team that is able to read and write more words becomes the winner.</p>	<ul style="list-style-type: none"> <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> </ul> <p>Assessment: let learners use of full</p>	<p>What new things have you learned today?</p> <p>Learning progress voting:          Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>DEBRIEFING:                  What did you like about the game?                  What did you dislike about the game?                  What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>stops at the end of sentences.</p>	
	<p><b>Cover Up</b></p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> <li>1. Write a word on the board.</li> <li>2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered.</li> <li>3. Do this until the sounds of all the individual letters have been made by pupils.</li> <li>4. Run your finger under the word for pupils to blend the sounds to read</li> <li>5. The pupil who blend the sounds to read wins the game.</li> </ol> <p>DEBRIEFING:                  What did you like about the game?                  What did you dislike about the game?                  What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> <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> </ul> <p>Assessment: let learners use of full stops at the end of sentences.</p>	<p>What new things have you learned today?</p> <p>Learning progress voting:                  Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/                  Homework:</p>

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**SEMESTER ONE**  
**BASIC THREE**  
**WEEK 10**

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WEEK TEN : LESSON PLAN

SUBJECT: ENGLISH LANGUAGE

CLASS: THREE

<b>Week Ending:</b> 25th March, 2022		<b>Class size:</b>	
<b>Day :</b> Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		<b>Date :</b> 21st March, 2022 22nd March, 2022 23rd March, 2022 24th March, 2022 25th March, 2022	
<b>Period :</b> 2 2 2 2 2		<b>Lesson :</b> 1 of 1 1 of 1 1 of 1 1 of 1 1 of 1	
<b>Strand :</b> A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		<b>Sub-strand :</b> A. Conversation B. Vocabulary C. Guided Composition D. Using Qualifying Words – Adverbs E. Building the Love and Culture of Reading	
<b>Indicator (code)</b>	B3.1.6.1.3 B3.5.6.1.1.	B3.2.6.1.2 B3.6.1.1.1	B3.4.8.1.1
<b>Content standard (code)</b>	B3.1.6.1. B3.5.6.1.	B3.2.6.1. B3.6.1.1.	B3.4.8.1.
<b>Performance Indicator</b>	<p>A. Learners can talk about important places in their communities</p> <p>B. Learners can use knowledge of prefixes and suffixes to interpret unfamiliar words</p> <p>C. Learners can develop two coherent paragraphs on one idea or concept using leading questions</p> <p>D. Learners can identify qualifying words</p> <p>E. Learners can read a variety of age and level-appropriate books and summarise them</p>		

<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
<b>Ref:</b>		English Language curriculum Page	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	<p><b>Guess the flashcard</b></p> <p>While holding a hidden set of flashcards in your hands, slowly reveal them one at a time while the students guess what it is. The child who guesses correctly gets to keep the flashcards –</p> <p><b>DEBRIEFING :</b> What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p><b>A. ORAL LANGUAGE</b></p> <ul style="list-style-type: none"> <li>• Show pictures of important places in their communities such as the community centre, the lorry station, the mission house, the market, the fire service station etc.</li> <li>• Let learners think-pair-share their views and opinions about the pictures.</li> <li>• Put learners into groups according to the number of pictures.</li> <li>• Have each group talk about the activities that go on in these places and their importance to the community and the nation.</li> </ul> <p>Assessment: let learners talk about</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or ‘didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>

		important places in their communities																
Tuesday	<p>Learners in convenient groups.</p> <p>Learners study the word formation table given to them and complete the table within a given time.</p> <table border="1" data-bbox="402 583 732 835"> <thead> <tr> <th>Prefix</th> <th>Root</th> <th>New Word</th> </tr> </thead> <tbody> <tr> <td>Mis</td> <td>Use</td> <td>misuse</td> </tr> <tr> <td>En</td> <td></td> <td></td> </tr> <tr> <td>Anti</td> <td></td> <td></td> </tr> <tr> <td>De</td> <td></td> <td></td> </tr> </tbody> </table> <p>The group that finishes first within the given time shouts the word Bingo!</p> <p>A learner from the group reads/signs/demonstrates the new word and uses it in a sentence for a point.</p> <p>If the options given are not suitable, the other group is given the chance to earn a bonus point. The game ends when the words are exhausted</p> <p><b>DEBRIEFING:</b></p> <ol style="list-style-type: none"> <li>1.What did you do to win?</li> <li>2.Why didn't you win the game?</li> <li>3.Mention other words with a prefixes.</li> <li>4.What can you do to build your vocabulary with prefixes?</li> </ol>	Prefix	Root	New Word	Mis	Use	misuse	En			Anti			De			<p><b>B. READING</b></p> <p>Use knowledge of prefixes and suffixes to interpret unfamiliar words</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> <li>• Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li> <li>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</li> </ul> <p>Assessment: let learners use knowledge of prefixes and suffixes to interpret unfamiliar words</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
Prefix	Root	New Word																
Mis	Use	misuse																
En																		
Anti																		
De																		

	<p>Share lesson indicator and treat key words with learner .</p>		
<p>Wednesday</p>	<p><b>Word Jumble Race</b></p> <p>Write out a number of sentences, using different colors for each sentence. have 3-5 sentences for each team. Cut up the sentences so you have a handful of words. Put each sentence into a bowl keeping each separate. Split your class into teams 3. Teams must now put their sentences in the correct order.</p> <p>DEBRIEFING :</p> <p>What did you like about the game?          What did you dislike about the game?          What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>C. WRITING</p> <ul style="list-style-type: none"> <li>• Have learners brainstorm to choose a topic, e. g. My Home</li> <li>• Write the topic on the board.</li> <li>• Ask questions for learners to generate ideas on the topic</li> <li>• Discuss the questions with learners for them to answer appropriately e.g. My home             <ol style="list-style-type: none"> <li>Where do you live?</li> <li>How many of you live there?</li> <li>What kind of buildings are there?</li> </ol> </li> </ul> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> <li>• Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li> <li>• Use the remedial activities as practice for learners who struggle, and the extension activities for</li> </ul>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>

		<p>those learners who need more of a challenge</p> <p>Assessment: let learners develop two coherent paragraphs on one idea or concept using leading questions</p>	
<p>Thursday</p>	<p><b>Catch and pass</b></p> <p>Learners in convenient groups of 2 or more. A member in Group A throws a ball to a member in Group B. The student who catches the ball shouts “I catch”.</p> <p>A different member in Group B mention an adverb</p> <p>Another member in Group B uses the adverb to form a sentence. The group earns a point for the given adverb and correct sentence.</p> <p>A member in Group B throws the ball back to a member in Group A and they go through the same process until they produce for example five adverb each plus their corresponding sentences.</p> <p><b>DEBRIEFING</b>          What did you like about the game?          What did you dislike about the game?          What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>D. WRITING CONVENTIONS AND GRAMMAR USAGE</p> <p>B3.5.6.1.1. Identify qualifying words</p> <ul style="list-style-type: none"> <li>• Provide sentences with simple adverbs for learners to identify.</li> </ul> <p>e.g.</p> <ol style="list-style-type: none"> <li>He walked quickly to the church.</li> <li>She danced beautifully.</li> </ol> <ul style="list-style-type: none"> <li>• Elicit other adverbs and provide practice</li> </ul> <p>Assessment: let learners identify qualifying words in simple sentences</p>	<p>What new things have you learned today?</p> <p>Learning progress voting:          Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or ‘didn’t get it’ respectively.</p> <p>Independent Activity/          Homework:</p>

<p>Friday</p>	<p><b>Cover Up</b></p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> <li>1. Write a word on the board.</li> <li>2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered.</li> <li>3. Do this until the sounds of all the individual letters have been made by pupils.</li> <li>4. Run your finger under the word for pupils to blend the sounds to read</li> <li>5. The pupil who blend the sounds to read wins the game.</li> </ol> <p>Assessment</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p><b>E.EXTENSIVE READING</b></p> <ul style="list-style-type: none"> <li>• Using the Author’s chair, introduce the reading/library time.</li> <li>• Have a variety of age/level-appropriate books for learners to make a choice from.</li> <li>• Introduce narratives, expository, procedural texts to learners.</li> <li>• Guide learners to select books for readings</li> </ul> <p>Assessment: let learners read a variety of age and level-appropriate books and summarise them</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>

WEEK TEN : LESSON PLAN

SUBJECT: MATHEMATICS

CLASS: THREE

<b>Week Ending:</b> 25th March, 2022		<b>Class size:</b>	
<b>Day :</b> Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		<b>Date :</b> 21st March, 2022 22nd March, 2022 23rd March, 2022 24th March, 2022 25th March, 2022	
<b>Period :</b> 2 2 2 2 2		<b>Lesson :</b> 1 of 5 2 of 5 3 of 5 4 of 5 5 of 5	
<b>Strand :</b> ALGEBRA		<b>Sub-strand :</b> Patterns and Relationship	
<b>Indicator (code)</b>		B3.2.1.1.1	
<b>Content standard (code)</b>		B3.2.1.1.	
<b>Performance Indicator</b>		Learners can demonstrate an understanding of increasing and decreasing patterns by extending the next two or three SEMESTERS and identifying errors or missing elements	
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>		Patterns, sequence, difference, SEMESTERS	
<b>T. L.R. (s)</b>		2D shapes, numeral cards	
<b>Ref:</b>		Mathematics curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	1. Learners write numbers on a ball using a marker. 2. Learners bounce or throw the ball to other learners and have them mention the number they see first. 3. Learners bounces/throw the ball to another learner, who does same by adding the	Identify the pattern rule used to create more complex increasing or decreasing pattern and extend the pattern for the next 2 or 3 SEMESTERS e.g. - 3, 6, 9, 12, 15... - the rule is "add 3 or take 3 steps forward or - 30, 27, 24, 21, 18 ... - the	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it', 'got some of it' or didn't get it' respectively.  Independent Activity/ Homework:

	<p>number he/she sees to the number of the first learner.</p> <p><b>DEBRIEFING</b></p> <p>1. How did you find the game?</p> <p>2. How difficult/easy was it adding your number to your friends number?</p> <p>3. What were some of the numbers you heard your friends calling out?</p> <p>Share lesson indicator and treat key words with learner</p>	<p>rule is take 3 steps backwards or subtract 3)</p> <p>Low Ability learners: 1 2, 4, 8 ____ _</p> <p>2 The rule is: _____</p> <p>High Ability learners: 1 1, 4, 9, 16 ____ _</p> <p>2 The rule is _____</p> <p>Assessment: have learners to practice with more examples</p>	
<p>Tuesday</p>	<p>1. Learners write numbers on a ball using a marker.</p> <p>2. Learners bounce or throw the ball to other learners and have them mention the number they see first.</p> <p>3. Learners bounces/throw the ball to another learner, who does same by adding the number he/she sees to the number of the first learner.</p> <p><b>DEBRIEFING</b></p> <p>1. How did you find the game?</p> <p>2. How difficult/easy was it adding your number to your friends number?</p> <p>3. What were some of the numbers you heard your friends calling out?</p> <p>Share lesson indicator and treat key words with learner</p>	<p>Create a pattern for a given pattern rule (e.g., create a pattern for the rule "add 10")</p> <p>Low Ability Learners</p> <ul style="list-style-type: none"> <li>• Start at 25. Add 5 to each SEMESTER.</li> <li>• Write 5 SEMESTERs</li> </ul> <p>High Ability Learners</p> <ul style="list-style-type: none"> <li>• Subtract 6 from each SEMESTER start from any number</li> </ul> <p>Assessment: have learners to practice with more examples</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
<p>Wednesday</p>	<p>1. Learners write numbers on a ball using a marker.</p> <p>2. Learners bounce or throw the ball to other learners and have them mention the number they see first.</p> <p>3. Learners bounces/throw the ball to another learner,</p>	<p>Identify errors or missing elements in an increasing or decreasing pattern and justify the answer e.g. - 5, 10, 20, 25, 30 ... or - 45, 40, 35, 30, __, 20 ...</p> <p>Differentiated Lessons:</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p>

	<p>who does same by adding the number he/she sees to the number of the first learner.</p> <p><b>DEBRIEFING</b></p> <ol style="list-style-type: none"> <li>1. How did you find the game?</li> <li>2. How difficult/easy was it adding your number to your friends number?</li> <li>3. What were some of the numbers you heard your friends calling out?</li> </ol> <p>Share lesson indicator and treat key words with learner</p>	<p>Identify the error in the given patterns and find, the missing numbers. Learners must work in pairs</p> <p>Low Ability Learners:</p> <ul style="list-style-type: none"> <li>• 3, 6, 9, 10, 12,</li> <li>• 10, 20, – 40 --</li> </ul> <p>High Ability Learners:</p> <ul style="list-style-type: none"> <li>• Create your own pattern. Make an error. Let your partner identifies it.</li> <li>• What is the error?</li> </ul> <p>80, 75, 70 – 60, 65</p>	<p>Independent Activity/ Homework:</p>
<p>Thursday</p>	<ol style="list-style-type: none"> <li>1. Learners write numbers on a ball using a marker.</li> <li>2. Learners bounce or throw the ball to other learners and have them mention the number they see first.</li> <li>3. Learners bounces/throw the ball to another learner, who does same by adding the number he/she sees to the number of the first learner.</li> </ol> <p><b>DEBRIEFING</b></p> <ol style="list-style-type: none"> <li>1. How did you find the game?</li> <li>2. How difficult/easy was it adding your number to your friends number?</li> <li>3. What were some of the numbers you heard your friends calling out?</li> </ol> <p>Share lesson indicator and treat key words with learner</p>	<p>Locate and describe increasing or decreasing patterns in a 100s chart (horizontal, vertical, diagonal patterns, etc.)</p> <p>Differentiated Lessons</p> <p>Study the chart and write down 2 patterns 1 increasing and the other one decreasing</p> <p>Assessment: have learners to practice with more examples</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

<p>Friday</p>	<p>1. Learners write numbers on a ball using a marker.                  2. Learners bounce or throw the ball to other learners and have them mention the number they see first.                  3. Learners bounces/throw the ball to another learner, who does same by adding the number he/she sees to the number of the first learner.</p> <p><b>DEBRIEFING</b></p> <p>1. How did you find the game?</p> <p>2. How difficult/easy was it adding your number to your friends number?</p> <p>3. What were some of the numbers you heard your friends calling out?</p> <p>Share lesson indicator and treat key words with learner</p>	<p>Locate and describe increasing or decreasing patterns in a 100s chart (horizontal, vertical, diagonal patterns, etc.)</p> <p>Differentiated Lessons</p> <p>Study the chart and write down 2 patterns 1 increasing and the other one decreasing</p> <p>Assessment: have learners to practice with more examples</p>	<p>What new things have you learned today?</p> <p>Learning progress voting:                  Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/                  Homework:</p>
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WEEK TEN : LESSON PLAN

SUBJECT: SCIENCE

CLASS: THREE

<b>Week Ending:</b> 25th March, 2022		<b>Class size:</b>	
<b>Day :</b> Monday, 60 minutes Thursday, 60 minutes		<b>Date :</b> 21st March, 2022 24th March, 2022	
<b>Period :</b> 2 2		<b>Lesson :</b> 1 of 2 2 of 2	
<b>Strand :</b> CYCLES		<b>Sub-strand :</b> EARTH SCIENCE	
<b>Indicator (code)</b>		B3.2.1.3.1	
<b>Content standard (code)</b>		B3.2.1.3.	
<b>Performance Indicator</b>		Learners can identify the types of precipitation (rain, snow, hail, sleet) and describe the differences among them	
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>		Science curriculum Page	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words	<ul style="list-style-type: none"> <li>Explore the previous knowledge of learners on this topic, e.g., learners know of iced water, 'ice block' and rainfall.</li> <li>Provide learners with cut-out pictures or videos of the other forms of precipitation</li> </ul>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or 'didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"><li>•How did you feel during the game?</li><li>•What new words did you learn?</li><li>•How does it feel to win?</li><li>•What will you do next time to win?</li></ul> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>(snow, hail, sleet, these may be foreign to them.</p> <ul style="list-style-type: none"><li>• Learners examine the pictures and communicate their ideas on the different types of precipitation.</li><li>• Guide learners to explain each SEMESTER. For example: Sleet is ice pellets that fall from clouds.</li><li>• Assist learners to build vocabulary on precipitation.</li></ul> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"><li>• Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li><li>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</li></ul> <p>Assessment: let learners identify the types of precipitation</p>	
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<p>Thursday</p>	<p>Play the HOT SEAT game using the key words.                  Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> <li>•How did you feel during the game?</li> <li>•What new words did you learn?</li> <li>•How does it feel to win?</li> <li>•What will you do next time to win?</li> </ul> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> <li>• With the aid of flashcards, learners work in groups to match pictures showing different types of precipitation with their correct names.</li> <li>• Learners draw a picture showing a rainy day</li> </ul> <p>Differentiated learning                  Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> <li>• Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li> <li>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</li> </ul> <p>Assessment: let learners identify the types of precipitation (rain, snow, hail, sleet) and describe the differences among them</p>	<p>What new things have you learned today?</p> <p>Learning progress voting:                  Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or 'didn't get it' respectively.</p> <p>Independent Activity/                  Homework:</p>
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WEEK TEN : LESSON PLAN

SUBJECT: CREATIVE ARTS

CLASS: THREE

<b>Week Ending:</b> 25th March, 2022		<b>Class size:</b>	
<b>Day :</b> Monday, 60 minutes Wednesday, 60 minutes		<b>Date :</b> 21st March, 2022 23rd March, 2022	
<b>Period :</b> 2 2		<b>Lesson :</b> 1 of 2 2 of 2	
<b>Strand :</b> Visual Arts Performing Arts		<b>Sub-strand :</b> Displaying and Sharing Appreciating and Appraising	
<b>Indicator (code)</b>		B3 1.3.5.1	
<b>Content standard (code)</b>		B3 1.3.5.	
<b>Performance Indicator</b>		<ul style="list-style-type: none"> <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>	
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>		Creative Arts curriculum	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the	Learners are to: ☑ display portfolio of own visual artworks to educate and inform the public on artworks that	What new things have you learned today?  Learning progress voting: Ask learners to show by their

	<p>board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> <li>•How did you feel during the game?</li> <li>•What new words did you learn?</li> <li>•How does it feel to win?</li> <li>•What will you do next time to win?</li> </ul> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>reflect the history and culture of other African people</p> <p>Assessment: let learners display own visual artworks to share creative experiences based on ideas that reflect the history and culture of people in other African communities</p>	<p>fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
<p>Wednesday</p>	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p>	<p>Learners are to:</p> <p>display (real/photographs/video) selected own and others' displayed</p> <ul style="list-style-type: none"> <li>☑ performing artworks</li> <li>☑ talk about the works dispassionately using agreed guidelines;</li> <li>☑ use the outcome of the appreciation/appraisal to modify the performance or to present similar or different music, dance and drama artworks</li> </ul>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p><b>DEBRIEFING:</b></p> <ul style="list-style-type: none"> <li>•How did you feel during the game?</li> <li>•What new words did you learn?</li> <li>•How does it feel to win?</li> <li>•What will you do next time to win?</li> </ul> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p><b>Suggested Process/Steps</b></p> <ul style="list-style-type: none"> <li>☑ talk about appreciate and appraise own and/or others' compositions and performances using the guidelines above dispassionately;</li> <li>☑ use the outcome of the appreciation/appraisal to modify the product or to produce a similar or different composition and performance;</li> <li>☑ record/documentthe activity and share using a social media by the class/group e.g. Facebook, Twitter, Instagram, WhatsApp, etc</li> </ul> <p><b>Assessment:</b> let learners write reports on how own and others' displayed performing artworks could be modified or enhanced for future presentations</p>	
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WEEK TEN : LESSON PLAN

SUBJECT: HISTORY

CLASS: THREE

<b>Week Ending:</b> 25th March, 2022		<b>Class size:</b>	
<b>Day :</b> Tuesday, 60 minutes Thursday, 60 minutes		<b>Date :</b> 22nd March, 2022 24th March, 2022	
<b>Period :</b> 2 2		<b>Lesson :</b> 1 of 2 2 of 2	
<b>Strand :</b> My Country Ghana		<b>Sub-strand :</b> Inter-Group Relations	
<b>Indicator (code)</b>	B3.2.2.1.2		
<b>Content standard (code)</b>	B3.2.2.1.		
<b>Performance Indicator</b>	Learners can name some of the items exchanged among the various groups		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>	alliances, exchange, inter-marriage, conflict, livestock, economic, disagreement, resolve		
<b>T. L .R. (s)</b>	Images of trade items that were exchanged among the various groups, cowries shells, map of the areas of Ghana, labels of the trade items, box, items to trade, drum, posters and materials to decorate		
<b>Ref:</b>	History curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Tuesday	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words	<i>Discuss the transformation from barter system to the use of cowry shells as a medium of exchange</i>	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> <li>•How did you feel during the game?</li> <li>•What new words did you learn?</li> <li>•How does it feel to win?</li> <li>•What will you do next time to win?</li> </ul> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Explain the medium of exchange. Trace the origin of the name 'cedi'.</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> <li>• Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li> <li>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</li> </ul> <p>Assessment: let learners narrate the origin of the name 'cedi'.</p>	<p>Independent Activity/ Homework:</p>
<p>Thursday</p>	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p>	<p>Explain the medium of exchange. Trace the origin of the name 'cedi'.</p> <p>Differentiated learning</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p>

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"><li>•How did you feel during the game?</li><li>•What new words did you learn?</li><li>•How does it feel to win?</li><li>•What will you do next time to win?</li></ul> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"><li>• Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li><li>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</li></ul> <p>Assessment: let learners narrate the origin of the name 'cedi'.</p>	<p>Independent Activity/ Homework:</p>
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Signature: .....

Date : .....

WEEK TEN : LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: THREE

<b>Week Ending:</b> 25th March, 2022		<b>Class size:</b>	
<b>Day :</b> Tuesday, 60 minutes Thursday, 60 minutes		<b>Date :</b> 22nd March, 2022 24th March, 2022	
<b>Period :</b> 2 2		<b>Lesson :</b> 1 of 2 2 of 2	
<b>Strand :</b> ALL AROUND US		<b>Sub-strand :</b> Plants and Animals	
<b>Indicator (code)</b>		B3.2.2.1.1.	
<b>Content standard (code)</b>		B3.2.2.1.	
<b>Performance Indicator</b>		Learners can explain how to make and maintain a garden	
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>		Vegetables, manure, organic matter, garden, digging, weeding, mulching.	
<b>T. L .R. (s)</b>		Hoe, Rake, Cutlass, Shovel, Seedlings, Flower pots, Watering can, Videos, charts, computer, projector	
<b>Ref:</b>		Our World Our People curriculum Page	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Tuesday	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words  <b>DEBRIEFING:</b>	Learners talk about the importance of gardens in the home, school and community Learners visit various gardens e.g. school garden, flower garden  Differentiated learning Ask stronger learners to answer some questions	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.  Independent Activity/ Homework:

	<ul style="list-style-type: none"> <li>•How did you feel during the game?</li> <li>•What new words did you learn?</li> <li>•How does it feel to win?</li> <li>•What will you do next time to win?</li> </ul> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> <li>• Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li> <li>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</li> </ul> <p>Assessment: Let learners explain the importance of gardens in the home, school and community</p>	
<p>Thursday</p>	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> <li>•How did you feel during the game?</li> <li>•What new words did you learn?</li> <li>•How does it feel to win?</li> <li>•What will you do next time to win?</li> </ul>	<p>Learners make a simple garden in the school and care for them e.g. flower pots, flower beds, vegetable beds Learners watch picture/films of gardens</p> <p>Differentiated learning Ask stronger learners to answer some questions</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or 'didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"><li>• Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li><li>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</li></ul> <p>Assessment: Let learners explain how to make and maintain a garden</p>	
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WEEK TEN : LESSON PLAN

SUBJECT: PHYSICAL EDUCATION

CLASS: THREE

<b>Week Ending:</b> 25th March, 2022		<b>Class size:</b>	
<b>Day :</b> Friday, 60 minutes		<b>Date :</b> 25th March, 2022	
<b>Period :</b> 2		<b>Lesson :</b> 1 of 1	
<b>Strand :</b> MOTOR SKILL AND MOVEMENT PATTERNS		<b>Sub-strand :</b> MANIPULATIVE SKILLS	
<b>Indicator (code)</b>	B3.1.2.1.6		
<b>Content standard (code)</b>	B3.1.2.1.		
<b>Performance Indicator</b>	Learners can Perform the two-handed throw pattern (as throwing in football).		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Cones	
<b>Ref:</b>		PE curriculum Page	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Learners start by going through warm ups. Learners with balls stand fee apart and shoulders straight. Learners hold the ball with two hands and move their hands with balls above their head. Learners slightly flex their knees and swing their hands to throw ball over the head as in soccer. Learners practice two-hand chest throw and side throw as in basketball and netball, etc. cool down to end the lesson.	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or 'didn't get it' respectively.  Independent Activity/ Homework:

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WEEK TEN : LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: THREE

<b>Week Ending:</b> 25th March, 2022		<b>Class size:</b>	
<b>Day :</b> Friday, 60 minutes		<b>Date :</b> 25th March, 2022	
<b>Period :</b> 2		<b>Lesson :</b> 1 of 1	
<b>Strand :</b> God, His Creation and Attributes		<b>Sub-strand :</b> The Purpose of God’s Creation	
<b>Indicator (code)</b>	B3.1.3.1.2:		
<b>Content standard (code)</b>	B3.1.3.1.		
<b>Performance Indicator</b>	Learners can give reasons for protecting God’s creation		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>		RME curriculum Page	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Friday	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words  DEBRIEFING: •How did you feel during the game?	Lead learners to think-pair-share on why we should protect God’s creation: - to preserve creation for generations, - it is a command from God, - our survival depends on other creation: food, medicine, shelter, air, etc. and - it is a service to God and humankind  Differentiated learning	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.  Independent Activity/ Homework:

	<ul style="list-style-type: none"><li>•What new words did you learn?</li><li>•How does it feel to win?</li><li>•What will you do next time to win?</li></ul> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"><li>• Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li><li>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</li></ul> <p>Assessment: let learners give reasons for protecting God's creation</p>	
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WEEK TEN : LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b> 2 2 2		<b>Lesson :</b> 1 of 1 1 of 1 1 of 1	
<b>Strand :</b> Writing Conventions / Usage		<b>Sub-strand :</b> Integrating Grammar in Written Language (Punctuation) Integrating Grammar in Written Language (Use of Action Words) CONTENT	
<b>Indicator (code)</b>		B3.5.2.1.3.      B3.5.3.1.1	
<b>Content standard (code)</b>		B3.5.2.1.      B3.5.3.1.	
<b>Performance Indicator</b>		<ul style="list-style-type: none"> <li>Learners should recognise and use punctuation marks in sentences.</li> <li>Learners should recognise present continuous action words in sentences</li> </ul>	
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Manila cards, markers, recorded audios visual	
<b>Ref:</b>		Ghanaian Language curriculum	
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

	<p><b>Cover Up</b></p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> <li>1. Write a word on the board.</li> <li>2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered.</li> <li>3. Do this until the sounds of all the individual letters have been made by pupils.</li> <li>4. Run your finger under the word for pupils to blend the sounds to read</li> <li>5. The pupil who blend the sounds to read wins the game.</li> </ol> <p>DEBRIEFING:          What did you like about the game?          What did you dislike about the game?          What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> <li>• Let the class sing a popular traditional occupational song they know.</li> <li>• Create a game on the use of punctuation marks.</li> <li>• Play the game with learners and let learners play the game in groups.</li> <li>• Help learners to recognise and use punctuation marks in sentences</li> </ul> <p>Assessment: let learners use punctuation marks in sentences.</p>	<p>What new things have you learned today?</p> <p>Learning progress voting:          Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/          Homework:</p>
	<p><b>Onset and Rime Game</b></p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> <li>1. Write onsets and rime of words ( e.g. ink words) on cards.</li> <li>2. Mix the cards up and place them on a table or in a bowl in front of the class.</li> <li>3. A pupil picks a card. If s/he picks an onset, s/he searches for a card with a rime and vice versa. S/he then puts the two cards together and blends the sounds to read the word and writes the word on the board.</li> </ol> <p>That particular onset is put aside.          Example S ink Sink          The team that is able to read and write more words becomes the winner.</p>	<ul style="list-style-type: none"> <li>• Write sentences in continuous action on cardboards.</li> <li>• Discuss it with learners.</li> <li>• Help learners to recognise present continuous action words in sentences. E.g. going, coming, eating and drinking.</li> </ul>	<p>What new things have you learned today?</p> <p>Learning progress voting:          Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/          Homework:</p>

	<p><b>DEBRIEFING:</b>                  What did you like about the game?                  What did you dislike about the game?                  What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Assessment: let learners present continuous action words in sentences</p>	
	<p><b>Cover Up</b></p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> <li>1. Write a word on the board.</li> <li>2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered.</li> <li>3. Do this until the sounds of all the individual letters have been made by pupils.</li> <li>4. Run your finger under the word for pupils to blend the sounds to read</li> <li>5. The pupil who blend the sounds to read wins the game.</li> </ol> <p><b>DEBRIEFING:</b>                  What did you like about the game?                  What did you dislike about the game?                  What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> <li>• Write sentences in continuous action on cardboards.</li> <li>• Discuss it with learners.</li> <li>• Help learners to recognise present continuous action words in sentences. E.g. going, coming, eating and drinking.</li> </ul> <p>Assessment: let learners present continuous action words in sentences</p>	<p>What new things have you learned today?</p> <p>Learning progress voting:                  Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/                  Homework:</p>

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**SEMESTER ONE**  
**BASIC THREE**  
**WEEK 11**

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SUBJECT: ENGLISH LANGUAGE

CLASS: THREE

<b>Week Ending:</b> 1st April, 2022		<b>Class size:</b>	
<b>Day :</b> Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		<b>Date :</b> 28th March, 2022 29th March, 2022 30th March, 2022 31st March, 2022 1st April, 2022	
<b>Period :</b> 2 2 2 2 2		<b>Lesson :</b> 1 of 1 1 of 1 1 of 1 1 of 1 1 of 1	
<b>Strand :</b> A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		<b>Sub-strand :</b> A. Listening Comprehension B. Comprehension C. Writing as a Process D. Using Qualifying Words – Adverbs E. Building the Love and Culture of Reading	
<b>Indicator (code)</b>	B3.1.7.1.1. B3.2.7.1.1	B3.4.9.1.1.	B3.5.6.1.1.
<b>Content standard (code)</b>	B3.1.7.1. B3.2.7.1.	B3.4.9.1.	B3.5.6.1.
<b>Performance Indicator</b>	A. Learners can listen to and interact actively within information texts B. Learners can use self-correction strategies to make meaning when reading texts C. Learners can select a topic on familiar themes (e.g. Myself), brainstorm and organise before writing D. Learners can identify qualifying words E. Learners can read a variety of age and level-appropriate books and summarise them		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			

<b>T. L .R. (s)</b>		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
<b>Ref:</b>		English Language curriculum Page	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	<p>“Pick and Read”</p> <ul style="list-style-type: none"> <li>•Learners in convenient groups.</li> <li>•A group leader picks a sentence card and shows/signs/demonstrates it to another group. E.g.Group B A member in Group B reads/signs/demonstrate the sentence at a good pace and expression.</li> <li>•The group earns a point if the member reads/signs/demonstrates the sentence correctly; otherwise, it is passed on to another group for a bonus point.</li> </ul> <p>DEBRIEFING:</p> <ol style="list-style-type: none"> <li>1. What are some of the sentences you read in the game?</li> <li>2. What challenges did you face in reading with good pace and expression? What can you do to reads/signs/demonstrates the sentence correctly?</li> </ol> <p>Share lesson indicator and treat key words with learner .</p>	<p>A. ORAL LANGUAGE</p> <ul style="list-style-type: none"> <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> </ul> <p>Assessment: let learners answer the questions within information texts</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>
Tuesday	<p><b>Look-Say-Cover-Write-Check</b></p> <p>Learners in convenient groups.</p>	<p>B. READING</p> <ul style="list-style-type: none"> <li>• Engage learners on before reading activities, e.g. review of</li> </ul>	<p>What new things have you learned today?</p>

	<p>1. Put word cards on the table/floor/in a bowl.                  2. A pupil picks a word card, reads the word, covers it/turns it over and writes the word on the board.                  3. S/he then picks the card and shows it to the class.                  4. The class checks to see if the pupil's word is correct.                  5. The pupil with the correct number of words wins the game.</p> <p>DEBRIEFING                  What did you like about the game?                  What did you dislike about the game?                  What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>background knowledge, discussion of title and accompanying pictures).</p> <ul style="list-style-type: none"> <li>• Model reading the text aloud and have learners echo-read 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> </ul> <p>Differentiated learning                  Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> <li>• Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li> <li>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</li> </ul> <p>Assessment: let learners read aloud in pairs and answer questions</p>	<p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
<p>Wednesday</p>	<p><b>Sentence Scrabble</b>                  (using simple sentences clearly and correctly)</p> <p>Learners in convenient groups.</p> <p>Using word cards, learners arrange the words to form grammatically correct sentences.</p> <p>Example</p>	<p>C. WRITING                  Take learners through the writing process:                  Pre-writing stage</p> <ul style="list-style-type: none"> <li>• Consider composition writing as a process. That is, it should be done in stages.</li> <li>• Take learners through stages such as preparation, writing, editing and publishing.</li> <li>• Assist learners to prepare for writing by discussing the topic to write on, e.g. My School.</li> </ul>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p>

	<p>learners gain points or each correct sentences they come up with,</p> <p>learners are given more word cards until the cards are exhausted. The group with highest points win the game.</p> <p><b>DEBRIEFING</b> How did you find the sentences Scrabble game?</p> <p>Was the game challenging?</p> <p>How can this game be improved?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> <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> </ul> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> <li>• Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li> <li>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</li> </ul> <p>Assessment: let learners select a topic on familiar themes (e.g. Myself), brainstorm and organise before writing</p>	<p>Independent Activity/ Homework:</p>
<p>Thursday</p>	<p><b>Catch and pass</b></p> <p>Learners in convenient groups of 2 or more. A member in Group A throws a ball to a member in Group B. The student who catches the ball shouts "I catch".</p> <p>A different member in Group B mention an adverb</p> <p>Another member in Group B uses the adverb to form a sentence. The group earns a point for the given adverb and correct sentence.</p>	<p>D. WRITING CONVENTIONS AND GRAMMAR USAGE B3.5.6.1.1. Identify qualifying words</p> <ul style="list-style-type: none"> <li>• Provide sentences with simple adverbs for learners to identify. e.g. i. He walked quickly to the church. ii. She danced beautifully.</li> <li>• Elicit other adverbs and provide practice</li> </ul> <p>Assessment: let learners identify qualifying words in sentences</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>A member in Group B throws the ball back to a member in Group A and they go through the same process until they produce for example five adverb each plus their corresponding sentences.</p> <p><b>DEBRIEFING</b>          What did you like about the game?          What did you dislike about the game?          What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>		
<p>Friday</p>	<p><b>Cover Up</b></p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> <li>1. Write a word on the board.</li> <li>2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered.</li> <li>3. Do this until the sounds of all the individual letters have been made by pupils.</li> <li>4. Run your finger under the word for pupils to blend the sounds to read</li> <li>5. The pupil who blend the sounds to read wins the game.</li> </ol> <p>Assessment</p>	<p><b>E.EXTENSIVE READING</b></p> <ul style="list-style-type: none"> <li>• Using the Author’s chair, introduce the reading/library time.</li> <li>• Have a variety of age/level-appropriate books for learners to make a choice from.</li> <li>• Introduce narratives, expository, procedural texts to learners.</li> <li>• Guide learners to select books for readings</li> </ul> <p>Assessment: let learners read a variety of age and level-appropriate books and summarise them</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>

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	<p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>		
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SUBJECT: MATHEMATICS

CLASS: THREE

<b>Week Ending:</b> 1st April, 2022		<b>Class size:</b>	
<b>Day :</b> Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		<b>Date :</b> 28th March, 2022 29th March, 2022 30th March, 2022 31st March, 2022 1st April, 2022	
<b>Period :</b> 2 2 2 2 2		<b>Lesson :</b> 1 of 3 2 of 3 3 of 3 1 of 2 2 of 2	
<b>Strand :</b> Geometry and Measurement		<b>Sub-strand :</b> 2D & 3D Shapes	
<b>Indicator (code)</b>		B3.3.1.1.1 B3.3.1.1.2	
<b>Content standard (code)</b>		B3.3.1.1. B3.3.1.1.	
<b>Performance Indicator</b>		<ul style="list-style-type: none"> <li>Learners can describe 3D objects according to the shape of the faces, the number of edges and vertices. Sort regular and irregular polygons including triangles, quadrilaterals, pentagons, heptagons according to the number of sides</li> <li>Learners can draw and identify angles</li> </ul>	
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>		2-D shapes, 3-D shapes, faces, edges , vertices . angles, trapezium, kite, irregular	
<b>T. L .R. (s)</b>		sheets of paper, cardboard, 3D objects, pictures of 3D shapes, ruler, colour pencil, cut out regular and irregular shape	
<b>Ref:</b>		Mathematics curriculum Page	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
monday	Learners in convenient groups are given 2D and 3D shapes to manipulate with it. 2. Learners sing the song "a circle is a shape..." and when the song end, call out a shape	Identify a variety of 3D shapes (cubes, spheres, cones, cylinders, pyramids and prisms) by: - identifying and counting the faces, edges and vertices: - describing the shape of the faces	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to

	<p>and the first group to identify the shape correctly wins a point. 3. The group with the highest point wins the game.</p> <p><b>DEBRIEFING</b> 1. How was the game? What made it so? 2. How successful were you in identifying the shapes in your 3. What are some of the places you can identify shapes? 4. How will you form these shapes using other materials (stones, sticks, books)?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>- constructing a skeleton of an object and describing the relationship between the skeleton and the object</p> <p>Low ability learners • Present learners with 3D objects to identify and name. High ability learners • Task learners to differentiate among 2D shapes found in the 3D objects.</p> <p>Assessment: have learners to practice with more examples</p>	<p>those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
<p>Tuesday</p>	<p>Learners in convenient groups are given 2D and 3D shapes to manipulate with it. 2. Learners sing the song "a circle is a shape..." and when the song end, call out a shape and the first group to identify the shape correctly wins a point. 3. The group with the highest point wins the game.</p> <p><b>DEBRIEFING</b> 1. How was the game? What made it so? 2. How successful were you in identifying the shapes in your 3. What are some of the places you can identify shapes? 4. How will you form these shapes using other materials (stones, sticks, books)?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Identify a variety of 3D shapes (cubes, spheres, cones, cylinders, pyramids and prisms) by: - identifying and counting the faces, edges and vertices: - describing the shape of the faces - constructing a skeleton of an object and describing the relationship between the skeleton and the object</p> <p>Differentiated lesson Low ability learners • Present learners with a cylinder, a cube and a cuboid and criteria to describe them. Learners also identify objects that are considered cylinders, cubes or cuboid in the environment. High ability learners • Task learners to identify 2D shapes found in the cylinder, cube and cuboid and</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

		<p>describe the cube using a given criteria</p> <p>Assessment: have learners to practice with more examples</p>	
Wednesday	<p>Learners in convenient groups are given 2D and 3D shapes to manipulate with it.</p> <p>2. Learners sing the song "a circle is a shape..." and when the song end, call out a shape and the first group to identify the shape correctly wins a point.</p> <p>3. The group with the highest point wins the game.</p> <p><b>DEBRIEFING</b></p> <p>1. How was the game? What made it so?</p> <p>2. How successful were you in identifying the shapes in your</p> <p>3. What are some of the places you can identify shapes?</p> <p>4. How will you form these shapes using other materials (stones, sticks, books)?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Identify regular and irregular 2D shapes (triangles, rhombus, rectangles, squares, pentagons, hexagons, octagons) having different dimensions and orientations by the number and nature of sides</p> <p>Differentiated lesson</p> <p>Low ability learners</p> <ul style="list-style-type: none"> <li>• Learners identify regular and irregular shapes.</li> </ul> <p>High ability learners</p> <ul style="list-style-type: none"> <li>• Make regular and irregular shapes to compare</li> </ul> <p>Assessment: have learners to practice with more examples</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
Thursday	<p>Learners in convenient groups are given 2D and 3D shapes to manipulate with it.</p> <p>2. Learners sing the song "a circle is a shape..." and when the song end, call out a shape and the first group to identify the shape correctly wins a point.</p> <p>3. The group with the highest point wins the game.</p> <p><b>DEBRIEFING</b></p> <p>1. How was the game? What made it so?</p> <p>2. How successful were you in identifying the shapes in your</p>	<p>Sort 2D shapes into larger categories (e.g. rhombuses, rectangles and squares are all four-sided shapes.) according to a common, shared attribute and justify sorting; Draw examples of shapes that belong to and those that do not belong to given category</p> <p>Differentiated lesson</p> <p>Low ability learners</p> <ul style="list-style-type: none"> <li>• Learners identify angles in shapes and real objects.</li> </ul> <p>High ability learners</p> <ul style="list-style-type: none"> <li>• Learners identify angles in shapes and real objects</li> </ul>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>3. What are some of the places you can identify shapes? 4. How will you form these shapes using other materials (stones, sticks, books)?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Assessment: have learners to practice with more examples</p>	
<p>Friday</p>	<p>Learners in convenient groups are given 2D and 3D shapes to manipulate with it. 2. Learners sing the song "a circle is a shape..." and when the song end, call out a shape and the first group to identify the shape correctly wins a point. 3. The group with the highest point wins the game.</p> <p><b>DEBRIEFING</b></p> <p>1. How was the game? What made it so? 2. How successful were you in identifying the shapes in your 3. What are some of the places you can identify shapes? 4. How will you form these shapes using other materials (stones, sticks, books)?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Measure the sides of a given polygon; Draw a polygon with given sides</p> <p>Differentiated lesson</p> <p>Low ability learners</p> <ul style="list-style-type: none"> <li>• Learners identify number of angles in a given shape and tell whether they have equal or unequal angles.</li> </ul> <p>High ability learners</p> <ul style="list-style-type: none"> <li>• Learners identify number of angles in a given shape and tell whether they have equal or unequal angles</li> </ul> <p>Assessment: have learners to practice with more examples</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

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

WEEK ELEVEN : LESSON PLAN

SUBJECT: SCIENCE

CLASS: THREE

<b>Week Ending:</b> 1st April, 2022		<b>Class size:</b>	
<b>Day :</b> Monday, 60 minutes Thursday, 60 minutes		<b>Date :</b> 28th March, 2022 31st March, 2022	
<b>Period :</b> 2 2		<b>Lesson :</b> 1 of 2 2 of 2	
<b>Strand :</b> CYCLES		<b>Sub-strand :</b> EARTH SCIENCE	
<b>Indicator (code)</b>	B3.2.1.3.1		
<b>Content standard (code)</b>	B3.2.1.3.		
<b>Performance Indicator</b>	Learners can identify the types of precipitation (rain, snow, hail, sleet) and describe the differences among them		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Pictures			
<b>Ref:</b>		Science curriculum Page	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words	<ul style="list-style-type: none"> <li>Explore the previous knowledge of learners on this topic, e.g., learners know of iced water, 'ice block' and rainfall.</li> <li>Provide learners with cut-out pictures or videos of the other forms of precipitation (snow, hail, sleet, these may be foreign to them.</li> <li>Learners examine the pictures and communicate their ideas on</li> </ul>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p>

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> <li>•How did you feel during the game?</li> <li>•What new words did you learn?</li> <li>•How does it feel to win?</li> <li>•What will you do next time to win?</li> </ul> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>the different types of precipitation.</p> <ul style="list-style-type: none"> <li>• Guide learners to explain each SEMESTER. For example: Sleet is ice pellets that fall from clouds.</li> <li>• Assist learners to build vocabulary on precipitation.</li> </ul> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> <li>• Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li> <li>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</li> </ul> <p>Assessment: let learners identify the types of precipitation</p>	<p>Independent Activity/ Homework:</p>
<p>Thursday</p>	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p>	<ul style="list-style-type: none"> <li>• With the aid of flashcards, learners work in groups to match pictures showing different types of precipitation with their correct names.</li> <li>• Learners draw a picture showing a rainy day</li> </ul> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<ul style="list-style-type: none"><li>•How did you feel during the game?</li><li>•What new words did you learn?</li><li>•How does it feel to win?</li><li>•What will you do next time to win?</li></ul> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>answer similar questions.</p> <ul style="list-style-type: none"><li>• Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li><li>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</li></ul> <p>Assessment: let learners identify the types of precipitation (rain, snow, hail, sleet) and describe the differences among them</p>	
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NANA FIFI ACQUAINTANCE

WEEK ELEVEN : LESSON PLAN

SUBJECT: CREATIVE ARTS

CLASS: THREE

<b>Week Ending:</b> 1st April, 2022		<b>Class size:</b>	
<b>Day :</b> Monday, 60 minutes Wednesday, 60 minutes		<b>Date :</b> 28th March, 2022 30th March, 2022	
<b>Period :</b> 2 2		<b>Lesson :</b> 1 of 1 1 of 1	
<b>Strand :</b> VISUAL ARTS PERFORMING ARTS		<b>Sub-strand :</b> Appreciating and Appraising	
<b>Indicator (code)</b>	B3 1.4.6.2	B3 2.4.6.2	
<b>Content standard (code)</b>	B3 1.4.6.	B3 2.4.6.	
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>Learners can agree on guidelines for assessing and deriving meaning from own and others' visual artworks as representations of artworks produced or found in other African communities</li> <li>Learners can use the agreed guidelines to examine and derive meaning from own and others' performances as representations of artworks produced or found in other African communities</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>		Creative Arts curriculum	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their	Learners are to: ☑ agree on guidelines for deducing the meaning of each artwork displayed;	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to

	<p>back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> <li>•How did you feel during the game?</li> <li>•What new words did you learn?</li> <li>•How does it feel to win?</li> <li>•What will you do next time to win?</li> </ul> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>☒ discuss how to use the guidelines to express the meaning of each displayed artwork.</p> <p>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</p>	<p>those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
<p>Wednesday</p>	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is.</p>	<p>Learners are to:</p> <ul style="list-style-type: none"> <li>☒ agree on guidelines for deducing the meaning of each artwork displayed;</li> <li>☒ discuss how to use the guidelines to express and report the meaning of each displayed artwork</li> </ul> <p>Suggested Process/Steps</p> <ul style="list-style-type: none"> <li>☒ discuss and accept guide for appreciating and appraising own and/or others; compositions and</li> </ul>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> <li>•How did you feel during the game?</li> <li>•What new words did you learn?</li> <li>•How does it feel to win?</li> <li>•What will you do next time to win?</li> </ul> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>performances based on the guide guidelines suggested above;</p> <ul style="list-style-type: none"> <li>☑ identify the correct vocabulary to use for appreciating and appraising music, dance and drama;</li> <li>☑ agree on what to use the appraisal report for and how to share it ;</li> <li>☑ agree on the approach/method (manual/digital) to use in recording/documenting</li> <li>☑ the appraisal process;</li> <li>☑ fix a day/date for the appreciation/appraisal/jury</li> </ul> <p>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</p>	
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WEEK ELEVEN : LESSON PLAN

SUBJECT: HISTORY

CLASS: THREE

<b>Week Ending:</b> 1st April, 2022		<b>Class size:</b>	
<b>Day :</b> Tuesday, 60 minutes Thursday, 60 minutes		<b>Date :</b> 29th March, 2022 31st March, 2022	
<b>Period :</b> 2 2		<b>Lesson :</b> 1 of 2 2 of 2	
<b>Strand :</b> My Country Ghana		<b>Sub-strand :</b> Inter-Group Relations	
<b>Indicator (code)</b>		B3.2.2.1.2	
<b>Content standard (code)</b>		B3.2.2.1.	
<b>Performance Indicator</b>		Learners can name some of the items exchanged among the various groups	
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>		alliances, exchange, inter-marriage, conflict, livestock, economic, disagreement, resolve	
<b>T. L .R. (s)</b>		Images of trade items that were exchanged among the various groups, cowries shells, map of the areas of Ghana, labels of the trade items, box, items to trade, drum, posters and materials to decorate	
<b>Ref:</b>		History curriculum Page	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Tuesday	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words	Explain the medium of exchange. Trace the origin of the name 'cedi'.  Differentiated learning	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> <li>•How did you feel during the game?</li> <li>•What new words did you learn?</li> <li>•How does it feel to win?</li> <li>•What will you do next time to win?</li> </ul> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> <li>• Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li> <li>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</li> </ul> <p>Assessment: let learners narrate the origin of the name 'cedi'.</p>	<p>Independent Activity/ Homework:</p>
<p>Thursday</p>	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> <li>•How did you feel during the game?</li> </ul>	<p>Explain the medium of exchange. Trace the origin of the name 'cedi'.</p> <p>Differentiated learning Ask stronger learners to answer some questions</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<ul style="list-style-type: none"><li>•What new words did you learn?</li><li>•How does it feel to win?</li><li>•What will you do next time to win?</li></ul> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"><li>• Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li><li>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</li></ul> <p>Assessment: let learners narrate the origin of the name 'cedi'.</p>	
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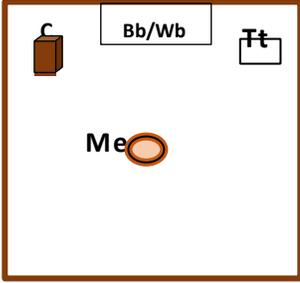
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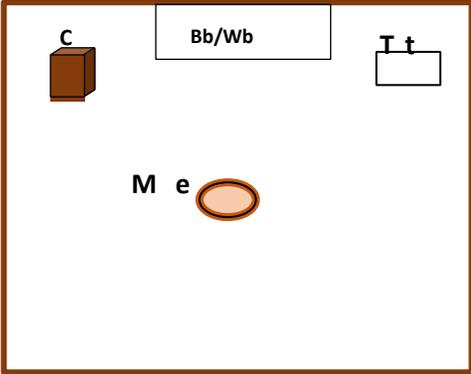
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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: THREE

<b>Week Ending:</b> 1st April, 2022		<b>Class size:</b>	
<b>Day :</b> Tuesday, 60 minutes Thursday, 60 minutes		<b>Date :</b> 29th March, 2022 31st March, 2022	
<b>Period :</b> 2 2		<b>Lesson :</b> 1 of 2 2 of 2	
<b>Strand :</b> ALL AROUND US		<b>Sub-strand :</b> Map Making and Land Mark	
<b>Indicator (code)</b>	B3.2.3.1. 1.		
<b>Content standard (code)</b>	B3.2.3.1.		
<b>Performance Indicator</b>	Learners can sketch the shape of the classroom and indicate the position of the teacher's desk		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>	Location, board, flat surface, classroom, measurement, accuracy, future, references		
<b>T. L .R. (s)</b>	Drawing sheets, Pencil, Drawing board, Eraser, Sample map of a classroom, pictures, charts, computer, projector		
<b>Ref:</b>	Our World Our People curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Tuesday	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and	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: i) Chalk/White board (Bb/Wb) ii) Cupboard (C) iii) Teacher's table (Tt)	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or

	<p>the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> <li>•How did you feel during the game?</li> <li>•What new words did you learn?</li> <li>•How does it feel to win?</li> <li>•What will you do next time to win?</li> </ul> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Learners label their objects with abbreviations as in the list of objects.</p>  <p>Learners describe the shape of the cupboard</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> <li>• Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li> <li>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</li> </ul> <p>Assessment: Let learners sketch the shape of the classroom and indicate where they sit</p>	<p>didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
<p>Thursday</p>	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p>	<p>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.</p> <p>Learners show on their sketches the location of the following:</p> <ol style="list-style-type: none"> <li>Chalk/White board (Bb/Wb)</li> <li>Cupboard (C)</li> <li>Teacher's table (Tt)</li> </ol> <p>Learners label their objects with abbreviations as in the list of objects.</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or 'didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"><li>•How did you feel during the game?</li><li>•What new words did you learn?</li><li>•How does it feel to win?</li><li>•What will you do next time to win?</li></ul> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	 <p>Learners describe the shape of the cupboard</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"><li>• Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li><li>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</li></ul> <p>Assessment: Let learners sketch the shape of the classroom and indicate the position of the teacher's desk</p>	
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WEEK ELEVEN : LESSON PLAN

SUBJECT: PHYSICAL EDUCATION

CLASS: THREE

<b>Week Ending:</b> 1st April, 2022		<b>Class size:</b>	
<b>Day :</b> Friday, 60 minutes		<b>Date :</b> 1st April, 2022	
<b>Period :</b> 2		<b>Lesson :</b> 1 of 1	
<b>Strand :</b> MANIPULATIVE SKILLS		<b>Sub-strand :</b> Aerobic capacity	
<b>Indicator (code)</b>	B3.1.2.1.7:		
<b>Content standard (code)</b>	B3.1.2.1.		
<b>Performance Indicator</b>	Learners can Throw and catch a ball with a partner while both partners are moving using underhand, overhand and sidearm throw patterns.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Cones	
<b>Ref:</b>		PE curriculum Page	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Learners go through general and specific warm ups. Group learners in pairs with a ball. Learners stand about 6m apart facing the direction of movement. Guide them to perform throwing and catching as they move from one point to the other. Supervise them and give the feedback to improve their performance. They play handball, netball or a basketball game. End the lesson with cool down activities	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.  Independent Activity/ Homework:

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

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: THREE

<b>Week Ending:</b> 1st April, 2022		<b>Class size:</b>	
<b>Day :</b> Friday, 60 minutes		<b>Date :</b> 1st April, 2022	
<b>Period :</b> 2		<b>Lesson :</b> 1 of 1	
<b>Strand :</b> God, His Creation and Attributes		<b>Sub-strand :</b> The Purpose of God’s Creation	
<b>Indicator (code)</b>		B3.1.3.1.2	
<b>Content standard (code)</b>		B3.1.3.1.	
<b>Performance Indicator</b>			
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>		RME curriculum Page	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Friday	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words  <b>DEBRIEFING:</b> •How did you feel during the game? •What new words did you learn? •How does it feel to win? •What will you do next time to win?	Lead learners to think-pair-share on why we should protect God’s creation: - to preserve creation for generations, - it is a command from God, - our survival depends on other creation: food,	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.  Independent Activity/ Homework:

	<p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>medicine, shelter, air, etc. and - it is a service to God and humankind</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> <li>• Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li> <li>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</li> </ul> <p>Assessment: let learners give reasons for protecting God's creation</p>	
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Vetted by : ..... Signature: ..... Date : .....

SUBJECT: GHANAIAN LANGUAGE

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b> 2 2 2		<b>Lesson :</b> 1 of 1 1 of 1 1 of 1	
<b>Strand :</b> Extensive Reading		<b>Sub-strand :</b> Building the Love and Culture of Reading	
<b>Indicator (code)</b>		B3.6.1.1.1	
<b>Content standard (code)</b>		B3.6.1.1.	
<b>Performance Indicator</b>		<ul style="list-style-type: none"> <li>Learners should read short stories aloud correctly</li> </ul>	
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Manila cards, markers, recorded audios visual	
<b>Ref:</b>		Ghanaian Language curriculum	
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	<b>Cover Up</b>  Learners in convenient groups.  1. Write a word on the board. 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the	<ul style="list-style-type: none"> <li>Let learners explore a popular rhyme they know.</li> <li>Read a short story aloud and correctly to learners.</li> </ul>	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.

	<p>sound of the letter which is not covered.</p> <p>3. Do this until the sounds of all the individual letters have been made by pupils.</p> <p>4. Run your finger under the word for pupils to blend the sounds to read</p> <p>5. The pupil who blend the sounds to read wins the game.</p> <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> <li>• Discuss the short story with learners.</li> <li>• Call them out one by one to read short stories aloud correctly.</li> <li>• Ask them questions based on the story read.</li> </ul> <p>Assessment: let learners read short stories aloud correctly</p>	<p>Independent Activity/ Homework:</p>
	<p><b>Onset and Rime Game</b></p> <p>Learners in convenient groups.</p> <p>1. Write onsets and rime of words ( e.g. ink words) on cards.</p> <p>2. Mix the cards up and place them on a table or in a bowl in front of the class.</p> <p>3. A pupil picks a card. If s/he picks an onset, s/he searches for a card with a rime and vice versa. S/he then puts the two cards together and blends the sounds to read the word and writes the word on the board. That particular onset is put aside. Example S ink Sink The team that is able to read and write more words becomes the winner.</p> <p>DEBRIEFING: What did you like about the game? What did you dislike about the game?</p>	<ul style="list-style-type: none"> <li>• Let learners explore a popular rhyme they know.</li> <li>• Read a short story aloud and correctly to learners.</li> <li>• Discuss the short story with learners.</li> <li>• Call them out one by one to read short stories aloud correctly.</li> <li>• Ask them questions based on the story read.</li> </ul> <p>Assessment: let learners read short</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>stories aloud correctly</p>	
	<p><b>Cover Up</b></p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> <li>1. Write a word on the board.</li> <li>2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered.</li> <li>3. Do this until the sounds of all the individual letters have been made by pupils.</li> <li>4. Run your finger under the word for pupils to blend the sounds to read</li> <li>5. The pupil who blend the sounds to read wins the game.</li> </ol> <p>DEBRIEFING:                  What did you like about the game?                  What did you dislike about the game?                  What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> <li>• Let learners explore a popular rhyme they know.</li> <li>• Read a short story aloud and correctly to learners.</li> <li>• Discuss the short story with learners.</li> <li>• Call them out one by one to read short stories aloud correctly.</li> <li>• Ask them questions based on the story read.</li> </ul> <p>Assessment: let learners read short stories aloud correctly</p>	<p>What new things have you learned today?</p> <p>Learning progress voting:                  Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/                  Homework:</p>

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

WHATSAPP ONLY 0245350591

**SEMESTER ONE**  
**BASIC THREE**  
**WEEK 12**

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NANA FIFI ACQUAH SCH

WEEK TWELVE : LESSON PLAN

SUBJECT: ENGLISH LANGUAGE

CLASS: THREE

<b>Week Ending:</b> 8th April, 2022		<b>Class size:</b>	
<b>Day :</b> Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		<b>Date :</b> 4th April, 2022 5th April, 2022 6th April, 2022 7th April, 2022 8th April, 2022	
<b>Period :</b> 2 2 2 2 2		<b>Lesson :</b> 1 of 1 1 of 1 1 of 1 1 of 1 1 of 1	
<b>Strand :</b> A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		<b>Sub-strand :</b> A. Listening Comprehension B. Comprehension C. Writing as a Process D. Using Qualifying Words – Adverbs E. Building the Love and Culture of Reading	
<b>Indicator (code)</b>	B3.1.7.1.1	B3.2.7.1.1	B3.4.9.1.1 B3.5.6.1.1
<b>Content standard (code)</b>	B3.1.7.1.1	B3.2.7.1.1	B3.4.9.1.1 B3.5.6.1.1
<b>Performance Indicator</b>	<p>A. Learners can listen to and interact actively within information texts</p> <p>B. Learners can use self-correction strategies to make meaning when reading texts</p> <p>C. Learners can select a topic on familiar themes (e.g. Myself), brainstorm and organise before writing</p> <p>D. Learners can identify qualifying words</p> <p>E. Learners can read a variety of age and level-appropriate books and summarise them</p>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			

<b>Keywords</b>			
<b>T. L .R. (s)</b>		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
<b>Ref:</b>		English Language curriculum Page	
<b>DAY</b>	<b>Phase 1: Starter (preparing the brain for learning)</b>	<b>Phase 2: Main (new learning including assessment)</b>	<b>Phase 3: Plenary / Reflections</b>
Monday	<p>“Pick and Read”</p> <ul style="list-style-type: none"> <li>•Learners in convenient groups.</li> <li>•A group leader picks a sentence card and shows/signs/demonstrates it to another group. E.g.Group B A member in Group B reads/signs/demonstrate the sentence at a good pace and expression.</li> <li>•The group earns a point if the member reads/signs/demonstrates the sentence correctly; otherwise, it is passed on to another group for a bonus point.</li> </ul> <p>DEBRIEFING:</p> <ol style="list-style-type: none"> <li>1. What are some of the sentences you read in the game?</li> <li>2. What challenges did you face in reading with good pace and expression? What can you do to reads/signs/demonstrates the sentence correctly?</li> </ol> <p>Share lesson indicator and treat key words with learner .</p>	<p>A. ORAL LANGUAGE</p> <ul style="list-style-type: none"> <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> </ul> <p>Assessment: let learners answer the questions within information texts</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>

<p>Tuesday</p>	<p><b>Look-Say-Cover-Write-Check</b></p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> <li>Put word cards on the table/floor/in a bowl.</li> <li>A pupil picks a word card, reads the word, covers it/turns it over and writes the word on the board.</li> <li>S/he then picks the card and shows it to the class.</li> <li>The class checks to see if the pupil's word is correct.</li> <li>The pupil with the correct number of words wins the game.</li> </ol> <p>DEBRIEFING</p> <p>What did you like about the game?</p> <p>What did you dislike about the game?</p> <p>What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p><b>B. READING</b></p> <ul style="list-style-type: none"> <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 echo-read 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> </ul> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> <li>Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li> <li>Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</li> </ul> <p>Assessment: let learners read aloud in pairs and answer questions</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
<p>Wednesday</p>	<p><b>Sentence Scrabble</b> (using simple sentences clearly and correctly)</p> <p>Learners in convenient groups.</p> <p>Using word cards, learners arrange the words to form grammatically correct sentences.</p>	<p><b>C. WRITING</b></p> <p>Take learners through the writing process:</p> <p>Pre-writing stage</p> <ul style="list-style-type: none"> <li>Consider composition writing as a process. That is, it should be done in stages.</li> <li>Take learners through stages such as preparation, writing, editing and publishing.</li> </ul>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p>

	<p>Example learners gain points or each correct sentences they come up with,</p> <p>learners are given more word cards until the cards are exhausted. The group with highest points win the game.</p> <p><b>DEBRIEFING</b> How did you find the sentences Scrabble game?  Was the game challenging?  How can this game be improved?  Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> <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> </ul> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> <li>• Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li> <li>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</li> </ul> <p>Assessment: let learners select a topic on familiar themes (e.g. Myself), brainstorm and organise before writing</p>	<p>Independent Activity/ Homework:</p>
<p>Thursday</p>	<p><b>Catch and pass</b></p> <p>Learners in convenient groups of 2 or more. A member in Group A throws a ball to a member in Group B. The student who catches the ball shouts "I catch".</p> <p>A different member in Group B mention an adverb</p> <p>Another member in Group B uses the adverb to form a sentence. The group earns a</p>	<p>D. WRITING CONVENTIONS AND GRAMMAR USAGE B3.5.6.1.1. Identify qualifying words</p> <ul style="list-style-type: none"> <li>• Provide sentences with simple adverbs for learners to identify. e.g. i. He walked quickly to the church. ii. She danced beautifully.</li> <li>• Elicit other adverbs and provide practice</li> </ul> <p>Assessment: let learners identify qualifying words</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>point for the given adverb and correct sentence.</p> <p>A member in Group B throws the ball back to a member in Group A and they go through the same process until they produce for example five adverb each plus their corresponding sentences.</p> <p><b>DEBRIEFING</b>          What did you like about the game?          What did you dislike about the game?          What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>		
<p>Friday</p>	<p><b>Cover Up</b></p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> <li>1. Write a word on the board.</li> <li>2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered.</li> <li>3. Do this until the sounds of all the individual letters have been made by pupils.</li> <li>4. Run your finger under the word for pupils to blend the sounds to read</li> </ol>	<p><b>E.EXTENSIVE READING</b></p> <ul style="list-style-type: none"> <li>• Using the Author’s chair, introduce the reading/library time.</li> <li>• Have a variety of age/level-appropriate books for learners to make a choice from.</li> <li>• Introduce narratives, expository, procedural texts to learners.</li> <li>• Guide learners to select books for readings</li> </ul> <p>Assessment: let learners read a variety of age and level-appropriate books and summarise them</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>5. The pupil who blend the sounds to read wins the game.</p> <p>Assessment What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>		
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NANA FIFI ACQUAH SCH

WEEK TWELVE : LESSON PLAN

SUBJECT: MATHEMATICS

CLASS: THREE

<b>Week Ending:</b> 8th April, 2022		<b>Class size:</b>	
<b>Day :</b> Monday, 60 minutes Tuesday, 60 minutes Wednesday, 60 minutes Thursday, 60 minutes Friday, 60 minutes		<b>Date :</b> 4th April, 2022 5th April, 2022 6th April, 2022 7th April, 2022 8th April, 2022	
<b>Period :</b> 2 2 2 2 2		<b>Lesson :</b> 1 of 3 2 of 3 3 of 3 1 of 2 1 of 2	
<b>Strand :</b> Geometry and Measurement		<b>Sub-strand :</b> 2D & 3D Shapes	
<b>Indicator (code)</b>		B3.3.1.1.1 B3.3.1.1.2	
<b>Content standard (code)</b>		B3.3.1.1. B3.3.1.1.	
<b>Performance Indicator</b>		<ul style="list-style-type: none"> <li>Learners can describe 3D objects according to the shape of the faces, the number of edges and vertices. Sort regular and irregular polygons including triangles, quadrilaterals, pentagons, heptagons according to the number of sides</li> <li>Learners can draw and identify angles</li> </ul>	
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>		2-D shapes, 3-D shapes, faces, edges , vertices . angles, trapezium, kite, irregular	
<b>T. L .R. (s)</b>		sheets of paper, cardboard, 3D objects, pictures of 3D shapes, ruler, colour pencil, cut out regular and irregular shape	
<b>Ref:</b>		Mathematics curriculum Page	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
monday	Learners in convenient groups are given 2D and 3D shapes to manipulate with it. 2. Learners sing the song "a circle is a shape..." and when the song end, call out a shape	Identify a variety of 3D shapes (cubes, spheres, cones, cylinders, pyramids and prisms) by: - identifying and counting the faces, edges and vertices: - describing the shape of the faces - constructing a	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to

	<p>and the first group to identify the shape correctly wins a point. 3. The group with the highest point wins the game.</p> <p><b>DEBRIEFING</b> 1. How was the game? What made it so? 2. How successful were you in identifying the shapes in your 3. What are some of the places you can identify shapes? 4. How will you form these shapes using other materials (stones, sticks, books)?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>skeleton of an object and describing the relationship between the skeleton and the object</p> <p>Low ability learners • Present learners with 3D objects to identify and name. High ability learners • Task learners to differentiate among 2D shapes found in the 3D objects.</p> <p>Assessment: have learners to practice with more examples</p>	<p>those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
<p>Tuesday</p>	<p>Learners in convenient groups are given 2D and 3D shapes to manipulate with it. 2. Learners sing the song "a circle is a shape..." and when the song end, call out a shape and the first group to identify the shape correctly wins a point. 3. The group with the highest point wins the game.</p> <p><b>DEBRIEFING</b> 1. How was the game? What made it so? 2. How successful were you in identifying the shapes in your 3. What are some of the places you can identify shapes? 4. How will you form these shapes using other materials (stones, sticks, books)?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Identify a variety of 3D shapes (cubes, spheres, cones, cylinders, pyramids and prisms) by: - identifying and counting the faces, edges and vertices: - describing the shape of the faces - constructing a skeleton of an object and describing the relationship between the skeleton and the object</p> <p>Differentiated lesson Low ability learners • Present learners with a cylinder, a cube and a cuboid and criteria to describe them. Learners also identify objects that are considered cylinders, cubes or cuboid in the environment. High ability learners • Task learners to identify 2D shapes found in the cylinder, cube and cuboid and describe the cube using a given criteria</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

		Assessment: have learners to practice with more examples	
Wednesday	<p>Learners in convenient groups are given 2D and 3D shapes to manipulate with it.</p> <p>2. Learners sing the song "a circle is a shape..." and when the song end, call out a shape and the first group to identify the shape correctly wins a point.</p> <p>3. The group with the highest point wins the game.</p> <p><b>DEBRIEFING</b></p> <ol style="list-style-type: none"> <li>1. How was the game? What made it so?</li> <li>2. How successful were you in identifying the shapes in your</li> <li>3. What are some of the places you can identify shapes?</li> <li>4. How will you form these shapes using other materials (stones, sticks, books)?</li> </ol> <p>Share lesson indicator and treat key words with learner .</p>	<p>Identify regular and irregular 2D shapes (triangles, rhombus, rectangles, squares, pentagons, hexagons, octagons) having different dimensions and orientations by the number and nature of sides</p> <p>Differentiated lesson</p> <p>Low ability learners</p> <ul style="list-style-type: none"> <li>• Learners identify regular and irregular shapes.</li> </ul> <p>High ability learners</p> <ul style="list-style-type: none"> <li>• Make regular and irregular shapes to compare</li> </ul> <p>Assessment: have learners to practice with more examples</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
Thursday	<p>Learners in convenient groups are given 2D and 3D shapes to manipulate with it.</p> <p>2. Learners sing the song "a circle is a shape..." and when the song end, call out a shape and the first group to identify the shape correctly wins a point.</p> <p>3. The group with the highest point wins the game.</p> <p><b>DEBRIEFING</b></p> <ol style="list-style-type: none"> <li>1. How was the game? What made it so?</li> <li>2. How successful were you in identifying the shapes in your</li> <li>3. What are some of the places you can identify shapes?</li> </ol>	<p>Sort 2D shapes into larger categories (e.g. rhombuses, rectangles and squares are all four-sided shapes.) according to a common, shared attribute and justify sorting; Draw examples of shapes that belong to and those that do not belong to given category</p> <p>Differentiated lesson</p> <p>Low ability learners</p> <ul style="list-style-type: none"> <li>• Learners identify angles in shapes and real objects.</li> </ul> <p>High ability learners</p> <ul style="list-style-type: none"> <li>• Learners identify angles in shapes and real objects</li> </ul>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>4. How will you form these shapes using other materials (stones, sticks, books)?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Assessment: have learners to practice with more examples</p>	
<p>Friday</p>	<p>Learners in convenient groups are given 2D and 3D shapes to manipulate with it.</p> <p>2. Learners sing the song "a circle is a shape..." and when the song end, call out a shape and the first group to identify the shape correctly wins a point.</p> <p>3. The group with the highest point wins the game.</p> <p><b>DEBRIEFING</b></p> <p>1. How was the game? What made it so?</p> <p>2. How successful were you in identifying the shapes in your</p> <p>3. What are some of the places you can identify shapes?</p> <p>4. How will you form these shapes using other materials (stones, sticks, books)?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Measure the sides of a given polygon; Draw a polygon with given sides</p> <p>Differentiated lesson</p> <p>Low ability learners</p> <ul style="list-style-type: none"> <li>• Learners identify number of angles in a given shape and tell whether they have equal or unequal angles.</li> </ul> <p>High ability learners</p> <ul style="list-style-type: none"> <li>• Learners identify number of angles in a given shape and tell whether they have equal or unequal angles</li> </ul> <p>Assessment: have learners to practice with more examples</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

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

SUBJECT: SCIENCE

CLASS: THREE

<b>Week Ending:</b> 1st April, 2022		<b>Class size:</b>	
<b>Day :</b> Monday, 60 minutes Thursday, 60 minutes		<b>Date :</b> 28th March, 2022 31st March, 2022	
<b>Period :</b> 2 2		<b>Lesson :</b> 1 of 2 2 of 2	
<b>Strand :</b> CYCLES		<b>Sub-strand :</b> EARTH SCIENCE	
<b>Indicator (code)</b>		B3.2.1.3.1	
<b>Content standard (code)</b>		B3.2.1.3.	
<b>Performance Indicator</b>		Learners can identify the types of precipitation (rain, snow, hail, sleet) and describe the differences among them	
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>		Science curriculum Page	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words  DEBRIEFING:	<ul style="list-style-type: none"> <li>Explore the previous knowledge of learners on this topic, e.g., learners know of iced water, 'ice block' and rainfall.</li> <li>Provide learners with cut-out pictures or videos of the other forms of precipitation (snow, hail, sleet, these may be foreign to them.</li> <li>Learners examine the pictures and communicate their ideas on</li> </ul>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p>

	<ul style="list-style-type: none"> <li>•How did you feel during the game?</li> <li>•What new words did you learn?</li> <li>•How does it feel to win?</li> <li>•What will you do next time to win?</li> </ul> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>the different types of precipitation.</p> <ul style="list-style-type: none"> <li>• Guide learners to explain each SEMESTER. For example: Sleet is ice pellets that fall from clouds.</li> <li>• Assist learners to build vocabulary on precipitation.</li> </ul> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> <li>• Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li> <li>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</li> </ul> <p>Assessment: let learners identify the types of precipitation</p>	<p>Independent Activity/ Homework:</p>
<p>Thursday</p>	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> <li>•How did you feel during the game?</li> </ul>	<ul style="list-style-type: none"> <li>• With the aid of flashcards, learners work in groups to match pictures showing different types of precipitation with their correct names.</li> <li>• Learners draw a picture showing a rainy day</li> </ul> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<ul style="list-style-type: none"><li>•What new words did you learn?</li><li>•How does it feel to win?</li><li>•What will you do next time to win?</li></ul> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>answer similar questions.</p> <ul style="list-style-type: none"><li>• Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li><li>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</li></ul> <p>Assessment: let learners identify the types of precipitation (rain, snow, hail, sleet) and describe the differences among them</p>	
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WEEK TWELVE : LESSON PLAN

SUBJECT: CREATIVE ARTS

CLASS: THREE

<b>Week Ending:</b> 8th April, 2022		<b>Class size:</b>	
<b>Day :</b> Monday, 60 minutes Wednesday, 60 minutes		<b>Date :</b> 4th April, 2022 6th April, 2022	
<b>Period :</b> 2 2		<b>Lesson :</b> 1 of 1 1 of 1	
<b>Strand :</b> VISUAL ARTS, PERFORMING ARTS		<b>Sub-strand :</b> Appreciating and Appraising	
<b>Indicator (code)</b>	B3 1.4.6.2	B3 2.4.6.2	
<b>Content standard (code)</b>	B3 1.4.6.	B3 2.4.6.	
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>Learners can agree on guidelines for assessing and deriving meaning from own and others' visual artworks as representations of artworks produced or found in other African communities</li> <li>Learners can use the agreed guidelines to examine and derive meaning from own and others' performances as representations of artworks produced or found in other African communities</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>		Creative Arts curriculum	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their	Learners are to: ☑ agree on guidelines for deducing the meaning of each artwork displayed;	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to

	<p>back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> <li>•How did you feel during the game?</li> <li>•What new words did you learn?</li> <li>•How does it feel to win?</li> <li>•What will you do next time to win?</li> </ul> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>☒ discuss how to use the guidelines to express the meaning of each displayed artwork.</p> <p>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</p>	<p>those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
<p>Wednesday</p>	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word</p>	<p>Learners are to:</p> <ul style="list-style-type: none"> <li>☒ agree on guidelines for deducing the meaning of each artwork displayed;</li> <li>☒ discuss how to use the guidelines to express and report the meaning of each displayed artwork</li> </ul> <p>Suggested Process/Steps</p> <ul style="list-style-type: none"> <li>☒ discuss and accept guide for appreciating and appraising own and/or others; compositions and</li> </ul>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> <li>•How did you feel during the game?</li> <li>•What new words did you learn?</li> <li>•How does it feel to win?</li> <li>•What will you do next time to win?</li> </ul> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>performances based on the guide guidelines suggested above;</p> <ul style="list-style-type: none"> <li>☑ identify the correct vocabulary to use for appreciating and appraising music, dance and drama;</li> <li>☑ agree on what to use the appraisal report for and how to share it ;</li> <li>☑ agree on the approach/method (manual/digital) to use in recording/documenting</li> <li>☑ the appraisal process;</li> <li>☑ fix a day/date for the appreciation/appraisal/jury</li> </ul> <p>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</p>	
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SUBJECT: HISTORY

CLASS: THREE

<b>Week Ending:</b> 8th April, 2022		<b>Class size:</b>	
<b>Day :</b> Tuesday, 60 minutes Thursday, 60 minutes		<b>Date :</b> 5th April, 2022 7th April, 2022	
<b>Period :</b> 2 2		<b>Lesson :</b> 1 of 2 2 of 2	
<b>Strand :</b> My Country Ghana		<b>Sub-strand :</b> Inter-Group Relations	
<b>Indicator (code)</b>		B3.2.2.1.2	
<b>Content standard (code)</b>		B3.2.2.1.	
<b>Performance Indicator</b>		Learners can Name some of the items exchanged among the various groups	
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>		alliances, exchange, inter-marriage, conflict, livestock, economic, disagreement, resolve	
<b>T. L .R. (s)</b>		Images of trade items that were exchanged among the various groups, cowries shells, map of the areas of Ghana, labels of the trade items, box, items to trade, drum, posters and materials to decorate	
<b>Ref:</b>		History curriculum Page	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Tuesday	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words	Explain the medium of exchange. Trace the origin of the name 'cedi'.  Differentiated learning	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"> <li>•How did you feel during the game?</li> <li>•What new words did you learn?</li> <li>•How does it feel to win?</li> <li>•What will you do next time to win?</li> </ul> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> <li>• Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li> <li>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</li> </ul> <p>Assessment: let learners narrate the origin of the name 'cedi'.</p>	<p>Independent Activity/ Homework:</p>
<p>Thursday</p>	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> <li>•How did you feel during the game?</li> <li>•What new words did you learn?</li> </ul>	<p>Explain the medium of exchange. Trace the origin of the name 'cedi'.</p> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<ul style="list-style-type: none"><li>•How does it feel to win?</li><li>•What will you do next time to win?</li></ul> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>answer similar questions.</p> <ul style="list-style-type: none"><li>• Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li><li>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</li></ul> <p>Assessment: let learners narrate the origin of the name 'cedi'.</p>	
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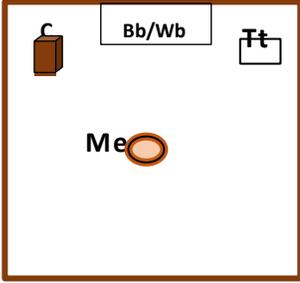
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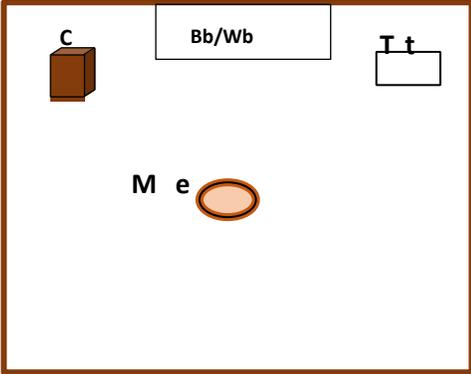
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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: THREE

<b>Week Ending:</b> 8th April, 2022		<b>Class size:</b>	
<b>Day :</b> Tuesday, 60 minutes Thursday, 60 minutes		<b>Date :</b> 5th April, 2022 7th April, 2022	
<b>Period :</b> 2 2		<b>Lesson :</b> 1 of 2 2 of 2	
<b>Strand :</b> ALL AROUND US		<b>Sub-strand :</b> Map Making and Land Mark	
<b>Indicator (code)</b>	B3.2.3.1. 1.		
<b>Content standard (code)</b>	B3.2.3.1.		
<b>Performance Indicator</b>	Learners can sketch the shape of the classroom and indicate the position of the teacher's desk		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>	Location, board, flat surface, classroom, measurement, accuracy, future, references		
<b>T. L .R. (s)</b>	Drawing sheets, Pencil, Drawing board, Eraser, Sample map of a classroom, pictures, charts, computer, projector		
<b>Ref:</b>	Our World Our People curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Tuesday	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and	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: i) Chalk/White board (Bb/Wb) ii) Cupboard (C) iii) Teacher's table (Tt)	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or

	<p>the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p> <p>DEBRIEFING:</p> <ul style="list-style-type: none"> <li>•How did you feel during the game?</li> <li>•What new words did you learn?</li> <li>•How does it feel to win?</li> <li>•What will you do next time to win?</li> </ul> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Learners label their objects with abbreviations as in the list of objects.</p>  <p>Learners describe the shape of the cupboard</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> <li>• Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li> <li>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</li> </ul> <p>Assessment: Let learners sketch the shape of the classroom and indicate where they sit</p>	<p>didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>
<p>Thursday</p>	<p>Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words</p>	<p>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.</p> <p>Learners show on their sketches the location of the following:</p> <ol style="list-style-type: none"> <li>Chalk/White board (Bb/Wb)</li> <li>Cupboard (C)</li> <li>Teacher's table (Tt)</li> </ol> <p>Learners label their objects with abbreviations as in the list of objects.</p>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or 'didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"><li>•How did you feel during the game?</li><li>•What new words did you learn?</li><li>•How does it feel to win?</li><li>•What will you do next time to win?</li></ul> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	 <p>Learners describe the shape of the cupboard</p> <p>Differentiated learning</p> <p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"><li>• Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li><li>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</li></ul> <p>Assessment: Let learners sketch the shape of the classroom and indicate the position of the teacher's desk</p>	
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WEEK TWELVE : LESSON PLAN

SUBJECT: PHYSICAL EDUCATION

CLASS: THREE

<b>Week Ending:</b> 8th April, 2022		<b>Class size:</b>	
<b>Day :</b> Friday, 60 minutes		<b>Date :</b> 8th April, 2022	
<b>Period :</b> 2		<b>Lesson :</b> 1 of 1	
<b>Strand :</b> MOTOR SKILL AND MOVEMENT PATTERNS		<b>Sub-strand :</b> MANIPULATIVE SKILLS	
<b>Indicator (code)</b>	B3.1.2.1.8:	B3.1.2.1.9	
<b>Content standard (code)</b>	B3.1.2.1.	B3.1.2.1.	
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>Learners can Catch a flying ball away from the body</li> <li>Learners can Kick a stationary ball from the ground into the air to a stationary partner and a moving partner using the inside of the f</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Cones	
<b>Ref:</b>		PE curriculum Page	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Learners to stand straight, shoulders straight, with the foot opposite the throwing hand slightly forward. Learners stretch their arms and hands fully sideways. With fingers open catch the ball away from their body. They can step sideways to get them closer to the ball for easy catching. Give them	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

		<p>corrective feedback as they practice at their pace.</p> <p>learners place balls in front about 2m away. Learners demonstrate how to kick by stepping forward to kick the stationary ball into the air to a partner at 10m apart using the inside of the foot. Learners practice at their pace and give feedback. Organise a mini football game for learners. End lesson with cool down activities.</p>	
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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: THREE

<b>Week Ending:</b> 8th April, 2022		<b>Class size:</b>	
<b>Day :</b> Friday, 60 minutes		<b>Date :</b> 8th April, 2022	
<b>Period :</b> 2		<b>Lesson :</b> 1 of 1	
<b>Strand :</b> God, His Creation and Attributes		<b>Sub-strand :</b> The Purpose of God’s Creation	
<b>Indicator (code)</b>	B3.1.3.1.2		
<b>Content standard (code)</b>	B3.1.3.1.		
<b>Performance Indicator</b>	Learners can give reasons for protecting God’s creation		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>		RME curriculum Page	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Friday	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words  DEBRIEFING: •How did you feel during the game? •What new words did you learn?	Lead learners to think-pair-share on why we should protect God’s creation: - to preserve creation for generations, - it is a command from God, - our survival depends on other creation: food, medicine, shelter, air, etc. and - it is a service to God and humankind  Differentiated learning	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.  Independent Activity/ Homework:

	<ul style="list-style-type: none"><li>•How does it feel to win?</li><li>•What will you do next time to win?</li></ul> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"><li>• Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li><li>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</li></ul> <p>Assessment: let learners give reasons for protecting God's creation</p>	
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NANA FIFI ACADEMY SCH

SUBJECT: GHANAIAN LANGUAGE

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b> 2 2 2		<b>Lesson :</b> 1 of 1 1 of 1 1 of 1	
<b>Strand :</b> Extensive Reading		<b>Sub-strand :</b> Read Aloud with Children	
<b>Indicator (code)</b>		B3.6.2.1.1	
<b>Content standard (code)</b>		B3.6.2.1.	
<b>Performance Indicator</b>		Learners should read Aloud with Children	
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Manila cards, markers, recorded audios visual	
<b>Ref:</b>		Ghanaian Language curriculum	
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	<b>Cover Up</b>  Learners in convenient groups.  1. Write a word on the board. 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered.	<ul style="list-style-type: none"> <li>• Sing a popular song with learners.</li> <li>• Read a short story aloud and correctly to learners.</li> <li>• Discuss the story with learners and</li> </ul>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p>

	<p>3. Do this until the sounds of all the individual letters have been made by pupils.          4. Run your finger under the word for pupils to blend the sounds to read          5. The pupil who blend the sounds to read wins the game.</p> <p>DEBRIEFING:          What did you like about the game?          What did you dislike about the game?          What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>read the story again.</p> <ul style="list-style-type: none"> <li>• Call them out one by one to read short stories aloud correctly.</li> <li>• Call learners to read a sentence each from the story.</li> </ul> <p>Assessment: let learners read Aloud with Children</p>	<p>Independent Activity/          Homework:</p>
	<p><b>Onset and Rime Game</b></p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> <li>1. Write onsets and rime of words ( e.g. ink words) on cards.</li> <li>2. Mix the cards up and place them on a table or in a bowl in front of the class.</li> <li>3. A pupil picks a card. If s/he picks an onset, s/he searches for a card with a rime and vice versa. S/he then puts the two cards together and blends the sounds to read the word and writes the word on the board. That particular onset is put aside. Example S ink Sink              The team that is able to read and write more words becomes the winner.</li> </ol> <p>DEBRIEFING:          What did you like about the game?          What did you dislike about the game?          What must your team do to win next time?</p>	<ul style="list-style-type: none"> <li>• Sing a popular song with learners.</li> <li>• Read a short story aloud and correctly to learners.</li> <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> <li>• Call learners to read a sentence each from the story.</li> </ul> <p>Assessment: let learners read Aloud with Children</p>	<p>What new things have you learned today?</p> <p>Learning progress voting:          Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/          Homework:</p>

	<p>Share lesson indicator and treat key words with learner .</p>		
	<p><b>Cover Up</b></p> <p>Learners in convenient groups.</p> <ol style="list-style-type: none"> <li>1. Write a word on the board.</li> <li>2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered.</li> <li>3. Do this until the sounds of all the individual letters have been made by pupils.</li> <li>4. Run your finger under the word for pupils to blend the sounds to read</li> <li>5. The pupil who blend the sounds to read wins the game.</li> </ol> <p>DEBRIEFING:                  What did you like about the game?                  What did you dislike about the game?                  What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> <li>• Sing a popular song with learners.</li> <li>• Read a short story aloud and correctly to learners.</li> <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> <li>• Call learners to read a sentence each from the story.</li> </ul> <p>Assessment: let learners read Aloud with Children</p>	<p>What new things have you learned today?</p> <p>Learning progress voting:                  Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/                  Homework:</p>

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**SEMESTER ONE**  
**BASIC THREE**  
**WEEK 13**

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WEEK THIRTEEN : LESSON PLAN

SUBJECT: ENGLISH LANGUAGE

CLASS: THREE

<b>Week Ending:</b> 14th April, 2022		<b>Class size:</b>	
<b>Day :</b> Monday, 60 minutes		<b>Date :</b> 11th April, 2022	
<b>Period :</b> 2		<b>Lesson :</b> 1 of 1	
<b>Strand :</b> A. Oral Language		<b>Sub-strand :</b> A. Listening Comprehension	
<b>Indicator (code)</b>		B3.1.7.1.1	
<b>Content standard (code)</b>		B3.1.7.1.	
<b>Performance Indicator</b>		A. Learners can listen to and interact actively within information texts	
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
<b>Ref:</b>		English Language curriculum Page	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	<p>“Pick and Read”</p> <ul style="list-style-type: none"> <li>•Learners in convenient groups.</li> <li>•A group leader picks a sentence card and shows/signs/demonstrates it to another group. E.g.Group B A member in Group B reads/signs/demonstrate the sentence at a good pace and expression.</li> </ul>	<p>A. ORAL LANGUAGE</p> <ul style="list-style-type: none"> <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</li> </ul>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those ‘who really got it’ , ‘got some of it’ or didn’t get it’ respectively.</p>

	<ul style="list-style-type: none"><li>•The group earns a point if the member reads/signs/demonstrates the sentence correctly; otherwise, it is passed on to another group for a bonus point.</li></ul> <p>DEBRIEFING:</p> <ol style="list-style-type: none"><li>1. What are some of the sentences you read in the game?</li><li>2. What challenges did you face in reading with good pace and expression?</li></ol> <p>What can you do to reads/signs/demonstrates the sentence correctly?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>chance to share what they have learned</p> <ul style="list-style-type: none"><li>• Let learners answer the questions they asked before reading.</li><li>• After the reading, have learners share what they have learned.</li></ul> <p>Assessment: let learners answer the questions within information texts</p>	<p>Independent Activity/ Homework:</p>
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NANA FIFI ACQUAH SCH

SUBJECT: MATHEMATICS

CLASS: THREE

<b>Week Ending:</b> 14th April, 2022		<b>Class size:</b>	
<b>Day :</b> Monday, 60 minutes		<b>Date :</b> 11th April, 2022	
<b>Period :</b> 2		<b>Lesson :</b> 1 of 1	
<b>Strand :</b> Geometry and Measurement		<b>Sub-strand :</b> 2D & 3D Shapes	
<b>Indicator (code)</b>		B3.3.1.1.1	
<b>Content standard (code)</b>		B3.3.1.1.	
<b>Performance Indicator</b>		<ul style="list-style-type: none"> <li>Learners can describe 3D objects according to the shape of the faces, the number of edges and vertices. Sort regular and irregular polygons including triangles, quadrilaterals, pentagons, heptagons according to the number of sides</li> </ul>	
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>		2-D shapes, 3-D shapes, faces, edges , vertices . angles, trapezium, kite, irregular	
<b>T. L .R. (s)</b>		sheets of paper, cardboard, 3D objects, pictures of 3D shapes, ruler, colour pencil, cut out regular and irregular shape	
<b>Ref:</b>		Mathematics curriculum Page	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	Learners in convenient groups are given 2D and 3D shapes to manipulate with it. 2. Learners sing the song "a circle is a shape..." and when the song end, call out a shape and the first group to identify the shape correctly wins a point.	Identify a variety of 3D shapes (cubes, spheres, cones, cylinders, pyramids and prisms) by: - identifying and counting the faces, edges and vertices: - describing the shape of the faces - constructing a skeleton of an object and describing the relationship between the skeleton and the object	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.  Independent Activity/ Homework:

	<p>3. The group with the highest point wins the game.</p> <p><b>DEBRIEFING</b></p> <p>1. How was the game? What made it so?</p> <p>2. How successful were you in identifying the shapes in your</p> <p>3. What are some of the places you can identify shapes?</p> <p>4. How will you form these shapes using other materials (stones, sticks, books)?</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>Low ability learners</p> <ul style="list-style-type: none"><li>• Present learners with 3D objects to identify and name.</li></ul> <p>High ability learners</p> <ul style="list-style-type: none"><li>• Task learners to differentiate among 2D shapes found in the 3D objects.</li></ul> <p>Assessment: have learners to practice with more examples</p>	
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NANA FIFI ACQUAH SCH

WEEK THIRTEEN : LESSON PLAN

SUBJECT: SCIENCE

CLASS: THREE

<b>Week Ending:</b> 14th April, 2022		<b>Class size:</b>	
<b>Day :</b> Monday, 60 minutes		<b>Date :</b> 11th April, 2022	
<b>Period :</b> 2		<b>Lesson :</b> 1 of 2	
<b>Strand :</b> CYCLES		<b>Sub-strand :</b> EARTH SCIENCE	
<b>Indicator (code)</b>		B3.2.1.3.1	
<b>Content standard (code)</b>		B3.2.1.3.	
<b>Performance Indicator</b>		Learners can identify the types of precipitation (rain, snow, hail, sleet) and describe the differences among them	
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>		Science curriculum Page	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words  DEBRIEFING: •How did you feel during the game?	<ul style="list-style-type: none"> <li>Explore the previous knowledge of learners on this topic, e.g., learners know of iced water, 'ice block' and rainfall.</li> <li>Provide learners with cut-out pictures or videos of the other forms of precipitation (snow, hail, sleet, these may be foreign to them.</li> </ul>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or 'didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<ul style="list-style-type: none"> <li>•What new words did you learn?</li> <li>•How does it feel to win?</li> <li>•What will you do next time to win?</li> </ul> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"> <li>• Learners examine the pictures and communicate their ideas on the different types of precipitation.</li> <li>• Guide learners to explain each SEMESTER. For example: Sleet is ice pellets that fall from clouds.</li> <li>• Assist learners to build vocabulary on precipitation.</li> </ul> <p>Differentiated learning Ask stronger learners to answer some questions first and then let learners who are struggling answer similar questions.</p> <ul style="list-style-type: none"> <li>• Pair up stronger and weaker learners so that stronger learners can help weaker ones.</li> <li>• Use the remedial activities as practice for learners who struggle, and the extension activities for those learners who need more of a challenge</li> </ul> <p>Assessment: let learners identify the types of precipitation</p>	
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WEEK THIRTEEN : LESSON PLAN

SUBJECT: CREATIVE ARTS

CLASS: THREE

<b>Week Ending:</b> 14th April, 2022		<b>Class size:</b>	
<b>Day :</b> Monday, 60 minutes		<b>Date :</b> 11th April, 2022	
<b>Period :</b> 2		<b>Lesson :</b> 1 of 1	
<b>Strand :</b> VISUAL ARTS, PERFORMING ARTS		<b>Sub-strand :</b> Appreciating and Appraising	
<b>Indicator (code)</b>	B3 1.4.6.2		
<b>Content standard (code)</b>	B3 1.4.6.		
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>Learners can agree on guidelines for assessing and deriving meaning from own and others' visual artworks as representations of artworks produced or found in other African communities</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Pictures			
<b>Ref:</b>		Creative Arts curriculum	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	Play the HOT SEAT game using the key words. Select a learner to sit facing the other learners with their back to the board where you write the keywords for learners to describe what the word means or does and the learner in the HOT SEAT has to guess what the word is. Repeat for all the key words	Learners are to: ☑ agree on guidelines for deducing the meaning of each artwork displayed; ☑ discuss how to use the guidelines to express the meaning of each displayed artwork.  Assessment: let learners write guidelines for assessing and deriving	What new things have you learned today?  Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.  Independent Activity/ Homework:

	<p>DEBRIEFING:</p> <ul style="list-style-type: none"><li>•How did you feel during the game?</li><li>•What new words did you learn?</li><li>•How does it feel to win?</li><li>•What will you do next time to win?</li></ul> <p>Share lesson indicator and treat key words with learner</p> <p>Share lesson indicator and treat key words with learner .</p>	<p>meaning from own and others' visual artworks as representations of artworks produced or found in other African communities</p>	
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NANA FIFI ACQUAH SCH

SUBJECT: GHANAIAN LANGUAGE

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b> 2		<b>Lesson :</b> 1 of 1	
<b>Strand :</b> Extensive Reading		<b>Sub-strand :</b> Read Aloud with Children	
<b>Indicator (code)</b>		B3.6.2.1.1	
<b>Content standard (code)</b>		B3.6.2.1.	
<b>Performance Indicator</b>		Learners should read Aloud with Children	
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Manila cards, markers, recorded audios visual	
<b>Ref:</b>		Ghanaian Language curriculum	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
	<b>Cover Up</b>  Learners in convenient groups.  1. Write a word on the board. 2. Cover all the letters except the first one, beginning from the left to the right, and ask pupils to make the sound of the letter which is not covered.	<ul style="list-style-type: none"> <li>• Sing a popular song with learners.</li> <li>• Read a short story aloud and correctly to learners.</li> <li>• Discuss the story with learners and read the story again.</li> </ul>	<p>What new things have you learned today?</p> <p>Learning progress voting: Ask learners to show by their fingers of 5 or 3 or 1 as to those 'who really got it' , 'got some of it' or didn't get it' respectively.</p> <p>Independent Activity/ Homework:</p>

	<p>3. Do this until the sounds of all the individual letters have been made by pupils.</p> <p>4. Run your finger under the word for pupils to blend the sounds to read</p> <p>5. The pupil who blend the sounds to read wins the game.</p> <p>DEBRIEFING: What did you like about the game? What did you dislike about the game? What must your team do to win next time?</p> <p>Share lesson indicator and treat key words with learner .</p>	<ul style="list-style-type: none"><li>• Call them out one by one to read short stories aloud correctly.</li><li>• Call learners to read a sentence each from the story.</li></ul> <p>Assessment: let learners read Aloud with Children</p>	
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Date : .....

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