NAME OF SCHOOL…………………………………………………………………………………………………….……….

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| **Week Ending** | | 18th October, 2019. | |
| **Class** | | Three | |
| **Subject** | | **ENGLISH** | |
| **Reference** | | English curriculum Page | |
| **Learning Indicator(s)** | | B3.1.2.1.1. B3.2.3.1.2. B3.4.3.1.1. B3.5.2.1.3. B3.6.1.1.1. | |
| **Performance Indicator** | | 1. learners can compose short rhymes and tonguetwisters and recite them 2. learners can use words containing digraphs to make meaningful sentences 3. learners can use letter-sound relationships to represent most letters in words correctly 4. learners can identify and use the apostrophe to show possession 5. learners can read a variety of age and levelappropriate books and summarize them | |
| **Teaching/ Learning Resources** | | Word cards, sentence cards, letter cards, handwriting on a manila card and a class library | |
| **Core Competencies**: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving | | | |
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| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain**  **For Learning)** | **PHASE 2: MAIN** *40MINS*  **(New Learning Including**  **Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
| Monday | Revise some familiar rhymes and tonguetwisters taught.    Example  One Potato, Two  Potatoes One potato, two potatoes, three potatoes, four. Five potatoes, six potatoes, seven potatoes, more. | 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. | What have we learnt today?    Composing short rhymes and tongue twisters |
|  |  | **Assessment**: Put learners in convenient groups.  Assign them a rhyme and task them to compose a parallel one.    Have groups recite their rhymes with the class. |  |
| Tuesday | Engage learners to sing familiar songs and rhymes in relation to the lesson  WASH WASH WASH  •Wash, Wash, Wash  •Wash your hands  •In the morning –  Wash your hands •After eating - Wash your hands  •After visiting the washroom - Wash your hands  •After playing - Wash your hands | B. READING  Introduce learners to simple digraphs.  Diagraphs are two letters that make a third letter sound, when combined, such as /sh/, /ch/    Consonant diagraphs are those speech sounds made by groups of two consonants to make a single sound. Examples are  /Sh/ as in shirt  /Ch/ as in church  /Gh/ as in Ghana  /Ph/ as in phone    **Assessment**: Have learners build as many words as possible with the digraphs and form meaningful sentences with some of the words. | Review the lesson with learners.    Give learners home task to identify and underline diagraphs in sentences |
| Wednesday | Engage learners in the  “Read- Cover- Write  Game”    Put word cards on the table, floor or a bowl.    A learners picks a word card, reads the word, covers it/ turns it over and writes the word on the board or book. He then picks the card again and show it to the class.  The class checks to see if the word is correct. The student with the correct number of words wins the game. | C. WRITING  Let learners play the alphabet sound game.    Dictate words and simple sentences for learners to write.    **Assessment**: engage learners in  the “Sound hunters game”    Children are split into teams. One from each team is chosen with a toy gun.  Teacher calls out a sound. a player must shoot their opponent by saying a word that begins /ends with that sound. The person who shoots first wins and stays on. The loser sits down and another person from that team comes up. Whichever | Review the lesson with leaners |
|  |  | team has its player standing at the end wins. |  |
| Thursday | Revise with learners some punctuations signs they already know and their uses. | D. WRITING CONVENTIONS Introduce the apostrophe showing possession in context.    e.g. Kofi**'**s mother has travelled    Have learners look out for words in their work books that has the apostrophe attached to them.    **Assessment**: have learners to form sentences showing possession using the apostrophe sign | Review the lesson with learners |
| Friday | Guide learners to choose and read books during the library period | E.EXTENSIVE READING  Using the Author’s chair, introduce the reading/library time.    Have a variety of age/levelappropriate books for learners to make a choice from.    Introduce narratives, expository, procedural texts to learners.    Guide learners to select books for readings | Have learners to tell what they read to the whole class |

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| **Week Ending** | | 18th October, 2019. | |
| **Class** | | Three | |
| **Subject** | | **MATHEMATICS** | |
| **Reference** | | Mathematics curriculum Page 78 | |
| **Learning Indicator(s)** | | B3.1.3.1.1 | |
| **Performance Indicator** | | 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 𝟏/𝒇 is the quantity obtained by taking parts of the 𝟏/𝒇 size | |
| **Strand** | | Number | |
| **Sub strand** | | Fractions | |
| **Teaching/ Learning Resources** | |  | |
| **Core Competencies**: Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative learning;  Personal Development and Leadership Attention to Precision | | | |
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| **DAYS** | **PHASE 1: STARTER**  *10 MINS*  **(Preparing The**  **Brain For Learning)** | **PHASE 2: MAIN** *40MINS*  **(New Learning Including**  **Assessment)** | **PHASE 3:**  **REFLECTION** *10MINS*  **(Learner And**  **Teacher)** |
| Monday | Put leaners in two groups.  Call out a number between 1 and 6. E.g.  3.    Learners must call out the double (2x) of that number.  In this case 6 is the answer. Try out more numbers. The group that answers more wins. | Have learners to know that fractions tell us how many parts of a whole we have. The fraction are normally written with one number up and another number down with a dash in between        Use several pictorial representations (or card cut outs) to introduce unit fractions like half, thirds, fifths, tenths, etc.       |  |  |  |  | | --- | --- | --- | --- | |  |  |  |  |     Half= ½  Thirds= 1/3  Fourths= 1/4  Fifths= 1/5 | **Assessment**: Have learners to practice  with more examples |
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| Tuesday | Engage leaners to Play show me a number game with learners (up to 10), with fingers.    Teacher mentions the number from (1 to 10).  Learners then show their fingers up to show the number | 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 ½                One who  le    One  half    One  half      **Assessment**: Ask learners to write symbols for the fractions A, B, C, D, and E | Review lesson with learners by giving them task to solve in their workbooks |
| Wednesday | Engage leaners to sing the song  WE CAN COUNT  We class three  We can count  We count 1,2,3,4,5  We count 6,7,8,9,10 We class three can count very well. | Ask learners to match pictorial representations of fractions to their symbols      **Assessment**: Have learners to practice  with more examples | Review lesson with learners by giving them task to solve in their workbooks |
| Thursday | Have leaners to sing songs and recite rhymes in relation to the lesson | Use several pictorial representations (or card cut outs) to introduce multiples of unit fractions like thirds, fifths, tenths, etc., show the notations 2/5,3/8,4/12, etc. and ask learners to draw and label fractions with their symbols. | Review lesson with learners by giving them task to solve in their workbooks |
| Friday | Engage learners to sing  I’m counting one, what is one • 1 - One is one alone, alone it shall be.   * 2 - Two pair, two pair come pair let us pair * 3 - Turn around * 4 - Follow me * 5 - Fire * 6 - Sister * 7 - Saviour * 8 - Eat more fruits * 9 - Nana Yaw * 10 - Thank your   God | Ask learners to colour given fractions in given shapes with equal portions or match fractions to shaded regions    **Assessment**: Have learners to practice  with more examples | Review lesson with learners by giving them task to solve in their workbooks |

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| **Week Ending** | | 18th October, 2019. | |
| **Class** | | Three | |
| **Subject** | | **SCIENCE** | |
| **Reference** | | Science curriculum Page 51 | |
| **Learning Indicator(s)** | | B3.1.2.3.1 | |
| **Performance Indicator** | | learners can explain how substances change state between solid, liquid and gas | |
| **Strand** | | Diversity of matter | |
| **Sub strand** | | Materials | |
| **Teaching/ Learning Resources** | | candle wax, shea butter, water, paper | |
| **Core Competencies**: Critical thinking and Problem Solving Digital Literacy Personal Development and  Leadership | | | |
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| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain**  **For Learning)** | **PHASE 2: MAIN** *40MINS*  **(New Learning Including**  **Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
|  | Learners form two circles such that a small circle is within a bigger circle.    Members in the small circle face members in the bigger circle, and ask them questions to answer on the previous lessons | Learners watch pictures and videos of solid, liquid and gaseous substances.    Provide learners with solid and liquid substances such as shea butter, water, candle wax, ice    Learners identify the physical states of the materials provided.    **Assessment**: Learners, in their groups, talk about their observations and present their findings to the whole class. | What have we learnt today?    How substances change state between solid, liquid and gas    Have learners to summarize the main points of the lesson |
|  | Engage learners in the mystery box game The teacher brings a bag into the classroom that contains an object that has a connection to the lesson. Then it is passed around and learners try to determine what is in the bag just by feeling it.  The student who guess right wins, and hence introduce the lesson | Learners watch pictures and videos of solid, liquid and  gaseous substances    Heat water for learners to observe how it changes to gas and cools down from gas to water (from liquid to gas and back to liquid).    Have leaners to talk about how the changes occur | What have we learnt today?    How substances change state  between solid, liquid and gas    Have leaners to summarize the main points of the lesson |
|  | Put students into groups of three 3 and number them 1-3.    Put three number statements up to the white board and ask students to explain the corresponding statements related to the lesson to their group.    The group who explains well wins | Engage learners to melt Shea butter and candle wax and let them observe how they change from solid to liquid and liquid to solid.    Elaborate on their ideas to explain how substances change state.  **Note**: No new substance is formed from the activities. Share with learners, some everyday occurrences in which no new thing is formed | What have we learnt today?    How substances change state  between solid, liquid and gas    Have learners to summarize the main points of the lesson |

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| **Week Ending** | | 18th October, 2019. | |
| **Class** | | Three | |
| **Subject** | | **OUR WORLD OUR PEOPLE** | |
| **Reference** | | curriculum Page 41 | |
| **Learning Indicator(s)** | | B3.1.3.1. 1. | |
| **Performance Indicator** | | learners can explain factors that promote good relationships at home, school and community | |
| **Strand** | | All about us | |
| **Sub strand** | | My Family and The Community | |
| **Teaching/ Learning Resources** | | Pictures, word cards, charts, videos | |
| **Core Competencies**: Communication and Collaboration Critical Thinking and Problem Solving Cultural  Identity and Global Citizenship | | | |
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| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain**  **For Learning)** | **PHASE 2: MAIN** *40MINS*  **(New Learning Including**  **Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
|  | Have learners to sing songs and recite rhymes related to the lesson | Learners talk about good relationship.  In groups, guide learners to talk about things that promote good relationship, e.g. comportment, respect, love, obedience, humility, friendliness, honesty.    **Assessment:** Have learners to discuss the benefits of being respectful, lovely, obedient, humble, friendly, and honest. Etc. | What have we learnt today?    Promoting good relationships at home, school and community.    Have learners to summarize the important points in the lesson. |
|  | Put students into groups of three 3 and number them 1-3.    Put three number statements up to the white board and ask students to explain the corresponding statements related to the lesson to their group.    The group who explains well wins. | Have Learners to role play behaviors that show good  relationship    In groups, learners talk about the need to promote good relationship e.g. it promotes, peace, unity,  development, friendliness    **Assessment**: Learners role play behaviors that show good relationship | What have we learnt today?    Promoting good relationships at home, school and community.    Have learners to summarize the important points in the lesson. |
|  | Have learners to sing songs and recite rhymes related to the lesson | In groups, learners talk about the need to promote good relationship  e.g. it promotes, peace, unity, development, friendliness | What have we learnt today?    Promoting good relationships at home, school and community.    Have learners to summarize the important points in the lesson. |

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| **Week Ending** | | 18th October, 2019. | |
| **Class** | | Three | |
| **Subject** | | **RELIGIOUS & MORAL EDUCATION** | |
| **Reference** | | RME curriculum Page 17 | |
| **Learning Indicator(s)** | | B3.1.3.1.2: | |
| **Performance Indicator** | | Learners can Give reasons for protecting God’s creation. | |
| **Strand** | | God his creation and attributes | |
| **Sub strand** | | Purpose of God’s creation | |
| **Teaching/ Learning Resources** | | Videos and pictures | |
| **Core Competencies**: Problem-Solving Personal Development and Leadership | | | |
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| **DAYS** | **PHASE 1: STARTER** *10 MINS*  **(Preparing The Brain For**  **Learning)** | **PHASE 2: MAIN** *40MINS*  **(New Learning Including**  **Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
|  | Paste pictures on the  board          Have  learners  to talk about  the pictures | Lead learners to think-pairshare on why we should protect God’s creation:     1. to preserve creation for generations,      1. it is a command from   God,     1. Our survival depends on other creation: food, medicine, shelter, air, etc.      1. It is service to God and humankind.     **Assessment**: have leaners to discuss the need to protect God’s creation | What have we learnt today?    Reasons for protecting God’s creation.    Learners talk about what was interesting and made meaning to them in the lesson and what they will change and do differently |
|  | Have learners to sing songs and recite rhymes in relation to the lesson | Share roles to leaners to play on the need to protect God’s creation.  e.g. checking erosion, planting tress etc. | What have we learnt today?    Reasons for protecting God’s creation.    Learners talk about what was interesting and made meaning to them in the lesson and what they will change and do differently |

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| **Week Ending** | | 18th October, 2019. | |
| **Class** | | Three | |
| **Subject** | | **History** | |
| **Reference** | | History curriculum Page 15 | |
| **Learning Indicator(s)** | | B3.2.1.1.1 | |
| **Performance Indicator** | | learners can Discuss the origins of the major ethnic groups in Ghana | |
| **Strand** | | My country Ghana | |
| **Sub strand** | | The people of Ghana | |
| **Teaching/ Learning Resources** | | Pictures of past events of the school, community and Ghana, Videos of past events of the school, community and Ghana | |
| **Core Competencies**: enhance their cultural identity, critical thinking, and digital literacy as they identify the various ethnic groups | | | |
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| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain**  **For Learning)** | **PHASE 2: MAIN** *40MINS*  **(New Learning Including**  **Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
|  | Have learners watch videos of some of the history of the major ethnic  groups in Ghana    Have learners to write on a sheet of paper the following    What are the major ethnic groups in Ghana? Where did the major ethnic groups originate? Why did they move to their present locations | Draw a map to locate the migratory routes of the ethnic groups. (this can also  be done on a manila card)    Develop a timeline of the periods each ethnic group arrived in Ghana | Play a game of pick and win using ethnic groups.  The learner that picks more wins |
|  | Have learners watch videos of some of the history of the major ethnic  groups in Ghana    Have learners to tell which of part of the video interest them | In groups, learners discuss the origin of the major ethnic groups    Compose a song with names of the major ethnic groups and where they originated (In the special schools, resource persons should assist the hearing impaired to sing) | What have we learnt today?    The origin of major ethnic  groups    Have learners to summarize the important points in the lesson |

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| **Week Ending** | | 18th October, 2019. | |
| **Class** | | Three | |
| **Subject** | | **CREATIVE ARTS** | |
| **Reference** | | Creative Arts curriculum Page 81 | |
| **Learning Indicator(s)** | | B3 2.3.4.1 | |
| **Performance Indicator** | | learners can Plan a display of own performing artworks to share creative experiences based on ideas that reflect the history and culture of people in other African communities | |
| **Strand** | | Performing Arts | |
| **Sub strand** | | Displaying and sharing | |
| **Teaching/ Learning Resources** | | Photos, videos, art paper, colours and traditional art tools , other materials available in the community | |
| **Core Competencies**: Decision Making Creativity and Innovation Communication Collaboration Digital  Literacy | | | |
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| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain**  **For Learning)** | **PHASE 2: MAIN** *40MINS*  **(New Learning Including**  **Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
|  | Have Learners to watch a short video or live performances that reflect the history and culture of  the people in Ghana | Have leaners to talk about the video    Have them to tell the class the part of the video that interest them most.    Have leaners to perform parts of the video    Discuss the need for displaying portfolio of own performing artworks.    **Assessment**: call out leaners in turns to perform parts of the video | What have we learnt today?    Planning and Displaying of own artworks. |
|  | Have Learners to watch a short video on the artwork you intend to  display | Plan a display of portfolio of own music, dance and drama compositions to share, educate and inform the public on the history and culture of people in the local community.    Have learners to talk about how they felt performing their own compositions. | What have we learnt today?    Planning and Displaying of own artworks.        **Give** Learners home task to observe and reflect on a specific activity within their |
|  |  | What they learnt from the performance of other groups.  What other things they would want to do to improve upon their compositions. | environment and compose a short performance for class discussion |

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| **Week Ending** | | 18th October, 2019. | |
| **Class** | | Three | |
| **Subject** | | **Ghanaian Language** | |
| **Reference** | | Ghanaian Languagecurriculum Page 121 | |
| **Learning Indicator(s)** | | B3.2.4.1.1 B3.2.4.1.2 B3.2.2.1.3 | |
| **Performance Indicator** | | * Learners can use alphabetic awareness to decode words. * learners can use alphabetic awareness to decode compound words * learners can read simple short sentences that include compound word | |
| **Strand** | | Reading | |
| **Sub strand** | | Phonics: letter and sound knowledge | |
| **Teaching/ Learning Resources** | |  | |
| **Core Competencies**: Communication and collaboration Critical thinking and problem solving | | | |
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| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain**  **For Learning)** | **PHASE 2: MAIN** *40MINS*  **(New Learning Including**  **Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
|  | Engage learners in the step forward game.    Learners stand at the start line. Teacher calls out 'if you have a /t/ in your name step forward' or 'if your name begins with /f/ step forward'.    The person to get to the finish line wins. | Lead learners to say the letters of the alphabet as a group.    Call learners to say the letters of the alphabet in turns.    Practice alphabetic awareness to decode words on the board for learners to observe.    Aid learners to use alphabetic awareness to  decode simple words | What have we learnt today?      Using alphabetic awareness to decode words. |
|  | Have learners to sing songs and recite rhymes in relation to the lesson | Let learners say the letters of the alphabet as a group and individually.    Practice alphabetic awareness with learners to decode compound words on the board. | What have we learnt today?    Using alphabetic awareness to decode compound words |
|  |  | Assist learners to use alphabetic awareness to decode compound words. |  |
|  | Have learners recite familiar rhymes.    Engage leaners in the  “Body syllables game” The teacher gives the class a word or name and they have to make a move touching a body part for each syllable  E.g. for the word elephant (3 syllables) the children could touch their head, then shoulders, then hips.    This can be modified so that rather than children touching body parts they clap for each syllable. | Let learners say the letters of the alphabet.    Write and read simple short sentences that include compound words on the board.    Lead learners to read the sentences aloud.    Underline the compound words in the sentences and encourage learners to use the words to form simple short sentences that include compound words. | What have we learnt today?    Reading simple short sentences that include compound word |

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| **Week Ending** | | 18th October, 2019. | |
| **Class** | | Three | |
| **Subject** | | **Physical education** | |
| **Reference** | | P.E curriculum Page 53 | |
| **Learning Indicator(s)** | | B3.1.5.1.6: | |
| **Performance Indicator** | | Learners can Balance while moving and manipulating an object on a ground-level balance beam. | |
| **Strand** | | Motor skills and movement pattern | |
| **Sub strand** | | Rhythmic skills | |
| **Teaching/ Learning Resources** | | Pictures And Videos, balls | |
| **Core Competencies**: accuracy, precision, coordination strength, balance, courage, patience, teamwork, | | | |
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| **DAYS** | **PHASE 1: STARTER** *10*  *MINS*  **(Preparing The Brain**  **For Learning)** | **PHASE 2: MAIN** *40MINS*  **(New Learning Including**  **Assessment)** | **PHASE 3: REFLECTION**  *10MINS*  **(Learner And Teacher)** |
|  | Take learners through general and specific warm ups. | Learners lean forward and bounce balls whiles moving on ground level balance beam.      They roll ball with stick whiles moving. Learners practice the skill at their own pace. End the lesson with cool down | Have learners to practice individually and in groups.    Help those who finds it  difficult and help them    **Assessment**:  Organize mini game for learners for fun and enjoyment.    Take learners through cool down to end the lesson |