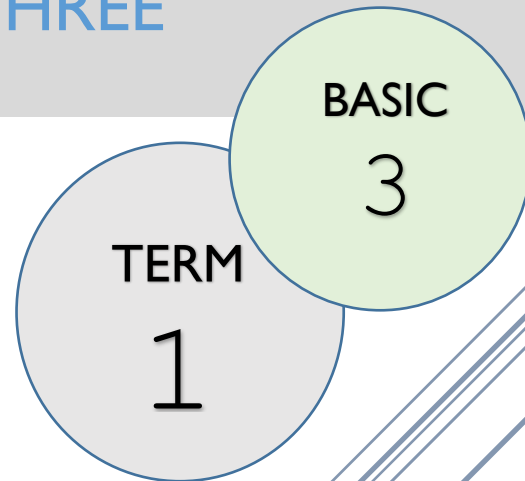


# LESSON PLANS FOR PRIMARY SCHOOLS

## BASIC THREE



- Weekly forecast
- Detailed lesson plans



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# FIRST TERM LESSON NOTES – BASIC 3

## SCHEME OF LEARNING – TERM I

### ENGLISH LANGUAGE

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
1	Oral Language	Songs	B3.1.1.1	B3.1.1.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
2	Oral Language	Rhymes	B3.1.2.1	B3.1.2.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
3	Oral Language	Story Telling	B3.1.4.1	B3.1.4.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
4	Oral Language	Dramatization and Role-Play	B3.1.5.1	B3.1.5.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
5	Reading	Phonics	B3.2.2.1	B3.2.2.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
6	Reading	Word Families, Rhyming Endings and Common Digraphs	B3.2.3.1	B3.2.3.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library



7	Writing	Writing Letters – Small and Capital	B3.4.3.1	B3.4.3.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
8	Writing	Penmanship	B3.4.2.1	B3.4.2.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
9	Writing	Labelling Items	B3.4.4.1	B3.4.4.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
10	Writing	Writing Simple Words and Sentences	B3.4.5.1	B3.4.5.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
11	Writing Conventions & Grammar Usage	Using Capitalization	B3.5.1.1	B3.5.1.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library
	Writing Conventions & Grammar Usage	Using Punctuation	B3.5.2.1	B3.5.2.1.1	
	Writing Conventions & Grammar Usage	Using Action Words	B3.5.4.1	B3.5.4.1.1	
12	Extensive Reading	Building the love and culture of reading	B3.6.1.1	B3.6.1.1.1	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library



## MATHEMATICS

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
1	Number	Counting, Representation, Cardinality & Ordinality (0 to 10,000)	B2.1.1.1	B2.1.1.1.1 Counting & estimating quantities up to 10,000 using number names and count sequence	Counters patterns made from manila cards
2	Number	Counting, Representation, Cardinality & Ordinality (0 to 10,000)	B2.1.1.1	B2.1.1.1.1 Number in different positions around a given number in a number chart (1- 10,000)	
3	Number	Counting, Representation, Cardinality & Ordinality (0 to 10,000)	B2.1.1.1	B2.1.1.1.2 Relationship between numbers from 0 to 10,000 in equivalent ways using the place value	Counters patterns made from manila cards
4	Number	Counting, Representation, Cardinality & Ordinality (0 to 10,000)	B2.1.2.1	B2.1.2.1.1 Compare and order whole numbers up to 10,000 and represent comparison using symbols $>$ , $<$ , $=$	
5	Number	Counting, Representation, Cardinality & Ordinality (0 to 10,000)	B2.1.2.1	B2.1.2.1.1 Situations having opposite directions and values	Counters patterns made from manila cards
6	Number	Counting, Representation, Cardinality & Ordinality (0 to 10,000)	B2.1.2.2	B2.1.2.2.1 Positive & negative number representations using real life concepts	
7	Number	Counting, Representation, Cardinality &	B2.1.4.1	B2.1.4.1.1 Situations using positive & negative values.	Counters, bundle and loose straws



		Ordinality (0 to 10,000)			base ten cut square, patterns
8	Number	Money – monetary transactions	B2.2.1.1	B2.2.1.1.1 Buying & giving change with different amounts (1, 2, 5, 10, 20, 50 cedis notes and pesewas coins)	Currency notes and coins
9	Algebra	Patterns & Relationship	B2.3.1.1	B2.3.1.1.1 Increasing & decreasing patterns by extending the next 2 or 3 terms and identifying errors or missing elements	Counters, bundle and loose straws
10	Geometry And Measurement	2D & 3D Shapes	B2.3.1.1	B2.3.1.1.2 Describing 3D objects with faces, edges and vertices. Sort regular & irregular polygons including triangles, quadrilaterals, pentagon, etc.	Ghana Cedi(notes & coins)
11	Geometry And Measurement	2D & 3D Shapes	B2.3.1.1	B2.3.1.1.3 Drawing & identifying angles Using cut out paper to determine right angles and non-right angles Attributes of various forms of quadrilaterals eg. Squares, rhombus, etc.	Counters patterns made from manila cards
12	Data	Data collection, organisation, interpretation, presentation & analysis	B2.4.1.1.1	Data Gathering & recording data from different sources	



## SCIENCE

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
1	Diversity Of Matter	Living & Non Living Things	B3.1.1.1	B3.1.1.1.1	Pictures of Plants and animals in the environment
2	Diversity Of Matter	Living & Non Living Things	B3.1.1.1	B3.1.1.1.1	
3	Diversity Of Matter	Materials	B3.1.2.1	B3.1.2.1.1	Metals, woods plastics soil stones paper pencil crayons balloons water sand salt sugar
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	Metals, woods plastics soil stones paper pencil crayons balloons water sand salt sugar
6	Diversity Of Matter	Materials	B3.1.2.3	B3.1.2.3.1	
7	Cycles	Earth Science	B3.2.1.1	B3.2.1.1.1	Torch candle matchstick lantern paper pencil pictures of well river stream water
8	Cycles	Earth Science	B3.2.1.2	B3.2.1.2.1	
9	Cycles	Life Cycle Of Organism	B3.2.2.1	B3.2. 2.1.2	Plant seeds, hand lens, paper, pencil fruits
10	Cycles	Life Cycle Of Organisms	B3.2.2.1	B3.2. 2.1.2	
11	Systems	The Human Body System <i>(the external parts of the human body)</i>	B3.3.1.1	B3.3.1.1.1	Learners, pictures, videos, paper, pencils, crayons
12	Systems	The Human Body System <i>(the external parts of the human body)</i>	B3.3.1.1	B3.3.1.1.1	



## RELIGIOUS & MORAL EDUCATION

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
1	God's Creation & Attributes	God the Creator	B3.1.2.1	B3.1.2.1.1 Who the creator is	Wall charts, wall words, posters, video clip, etc.
2	God's Creation & Attributes	God the Creator	B3.1.2.1	B3.1.2.1.1 Who the creator is	
3	God's Creation & Attributes	God the Creator	B3.1.2.1	B3.1.2.1.1 Stories of the three main religions of Ghana	Wall charts, wall words, posters, video clip, etc.
4	God's Creation & Attributes	God the Creator	B3.1.2.1	B3.1.2.1.1 Stories of the three main religions of Ghana	
5	God's creation and Attributes	The Environment	B2.1.2.1	B2.1.2.1.1: Ways to care for the environment	Wall charts, wall words, posters, video clip, etc.
6	God's creation and Attributes	The Environment	B2.1.2.1	B2.1.2.1.1: Ways to care for the environment	
7	God's creation and Attributes	The Environment	B2.1.2.1	B2.1.2.1.2: Activities done to make the environment clean	Wall charts, wall words, posters, video clip, etc.
8	God's creation and Attributes	The Environment	B2.1.2.1	B2.1.2.1.2: Activities done to make the environment clean	
9	God's Creation & Attributes	Purpose of God's creation	B3.1.3.1	B3.1.3.1.1 God's creation	Wall charts, wall words, posters, video clip, etc.
10	God's Creation & Attributes	Purpose of God's creation	B3.1.3.1	B3.1.3.1.2 Purpose of God's creation of humankind	



11	God's Creation & Attributes	Purpose of God's creation	B3.1.3.1	B3.1.3.1.3 Stories from the three religions	
12	God's Creation & Attributes	Purpose of God's creation	B3.1.3.1	B3.1.3.1.3 Reasons for protecting God's creation  The need for good relationship among people of different ethnic groups	Wall charts, wall words, posters, video clip, etc.



## HISTORY

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
1	My country Ghana	The People Of Ghana	B3.2.1.1	B3.2.1.1.1 Major ethnic groups in Ghana	Wall charts, word cards, posters, video clip, etc.
2	My country Ghana	The People Of Ghana	B3.2.1.1	B3.2.1.1.1 Major ethnic groups in Ghana	
3	My country Ghana	The People Of Ghana	B3.2.1.1	B3.2.1.1.1 Major ethnic groups in Ghana	Wall charts, word cards, posters, video clip, etc.
4	My country Ghana	The People Of Ghana	B3.2.1.1	B3.2.1.1.1 The origin of the major ethnic groups in Ghana	
5	My country Ghana	The People Of Ghana	B3.2.1.1	B3.2.1.1.1 The origin of the major ethnic groups in Ghana	Wall charts, word cards, posters, video clip, etc.
6	My country Ghana	The People Of Ghana	B3.2.1.1	B3.2.1.1.1 The origin of the major ethnic groups in Ghana	
7	My country Ghana	Inter Group Relations	B3.2.2.1	B3.2.2.1.1 The nature of exchanges among the ethnic groups	Wall charts, word cards, posters, video clip, etc.
8	My country Ghana	Inter Group Relations	B3.2.2.1	B3.2.2.1.1 Benefits of these exchanges	
9	My country Ghana	Inter Group Relations	B3.2.2.1	B3.2.2.1.1 Items exchanged among the ethnic groups	
10	My country Ghana	Inter Group Relations	B3.2.2.1	B3.2.2.1.1 Origin of the name of our currency cedi	Wall charts, word cards, posters, video clip, etc.
11	My country Ghana	Inter Group Relations	B3.2.2.1	B3.2.2.1.1	



				Origin of the name of our currency cedi	
<b>12</b>	My country Ghana	Inter Group Relations	B3.2.2.1	B3.2.2.1.1 Origin of the name of our currency cedi	



## FIRST TERM SCHEME – CREATIVE ARTS

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
1	Visual Arts	Thinking and Exploring Ideas (Visual Arts)	CSE I	B2. 1.1.1.1 B2. 1.1.1.2 How to generate own ideas for artistic expressions on the people based on their history & culture, environment & local/ national/global.	Photos, videos, art paper, colors and traditional art tools, other materials available in the community
2	Visual Arts	Thinking and Exploring Ideas (Visual Arts)	CSE I	B2. 1.1.1.3 B2. 1.1.1.4 How to generate own ideas for artistic expressions on the people based on their history & culture, environment & local/ national/global.	
3	Performing Arts	Thinking and Exploring Ideas (Performing Arts)	CSE I	B2. 2.1.1.1 B2. 2.1.1.2 How to generate own ideas for artistic expressions on the people based on their history & culture, environment & local/ national/global.	Photos, videos, art paper, colors and traditional art tools, other materials available in the community
4	Performing Arts	Thinking and Exploring Ideas (Performing Arts)	CSE I	B2. 2.1.1.3 B2. 2.1.1.4 How to generate own ideas for artistic expressions on the people based on their history & culture, environment & local/ national/global.	
5	Visual Arts	Planning, Making and Composing (Visual Arts)	CSE 2&3	B2.1.2.2.1 B2.1.2.2.2 How to organise own ideas through experimenting with available media for creating	Photos, videos, art paper, colors and traditional art tools, other



				artworks based on their history & culture, environment & local/national/ global issues of other communities.	materials available in the community
6	Visual Arts	Planning, Making and Composing (Visual Arts)	CSE 2&3	B2.1.2.2.3 B2.1.2.2.4 How to organise own ideas through experimenting with available media for creating artworks based on their history & culture, environment & local/national/ global issues of other communities.	
7	Performing Arts	Planning, Making and Composing (Performing Arts)	CSE 2&3	B2.2.2.2.1 B2.2.2.2.2 How to organise own ideas through experimenting with available media for creating artworks based on their history & culture, environment & local/national/ global issues of other communities.	Photos, videos, art paper, colors and traditional art tools, other materials available in the community
8	Performing Arts	Planning, Making and Composing (Performing Arts)	CSE 2&3	B2.2.2.2.3 B2.2.2.2.4 How to organise own ideas through experimenting with available media for creating artworks based on their history & culture, environment & local/national/ global issues of other communities.	
9	Visual Arts	Planning, Making and Composing (Visual Arts)	CSE 2&3	B2.1.2.3.1 B2.1.2.3.2 How to organise own ideas through experimenting with available media for creating artworks based on their history & culture,	Photos, videos, art paper, colors and traditional art tools, other materials available in the community



				environment & local/national/ global issues of other communities.	
<b>10</b>	Visual Arts	Planning, Making and Composing (Visual Arts)	CSE 2&3	B2.1.2.3.3 How to organise own ideas through experimenting with available media for creating artworks based on their history & culture, environment & local/national/ global issues of other communities.	Photos, videos, art paper, colors and traditional art tools, other materials available in the community
<b>11</b>	Performing Arts	Planning, Making and Composing (Performing Arts)	CSE 2&3	B2.2.2.3.1 B2.2.2.3.2 How to create expressive artworks based on own ideas by applying knowledge of media & production methods to reflect African cultures, visual arts, environment, etc.	Photos, videos, art paper, colors and traditional art tools, other materials available in the community
<b>12</b>	Performing Arts	Planning, Making and Composing (Performing Arts)	CSE 2&3	B2.2.2.2.3 How to create expressive artworks based on own ideas by applying knowledge of media & production methods to reflect African cultures, visual arts, environment, etc.	Photos, videos, art paper, colors and traditional art tools, other materials available in the community



## GHANAIAN LANGUAGE

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



**FIRST TERM LESSON PLAN**  
**BASIC THREE (ENGLISH LANGUAGE)**  
**WEEK I**

Name of School: .....

Name of Teacher: .....

<b>Week Ending:</b>		<b>DAY:</b>	<b>Subject:</b> English Language
<b>Duration:</b> 60mins		<b>Strand:</b> Oral Language	
<b>Class:</b> B3	<b>Class Size:</b>		<b>Sub Strand:</b> Songs
<b>Content Standard:</b> B3.1.1.1: Demonstrate understanding of a variety of songs		<b>Indicator:</b> B3.1.1.1.1 talk about the benefits of songs	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can talk about the benefits of songs		<b>Core Competencies:</b> Communication and Collaboration, Leadership	
<b>Key words</b>	Events, story, picture		
<b>References:</b> English Language Curriculum For Primary Schools Pg. 75			
<b>Phase/Duration</b>	<b>Learners Activities</b>		<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Select 10 words and write them two different times on word cards.</p> <p>Place all the cards face down on the floor. Learners will then flip over two at a time and say each word, if the words match the learner gets to keep the cards.</p> <ul style="list-style-type: none"> <li>• Did you enjoy the game?</li> <li>• What words did you hear in the game?</li> <li>• Make a list of ten words you heard.</li> </ul> <p>Share performance indicators with learners and introduce the lesson.</p>		Music box
<b>PHASE 2: NEW LEARNING</b>	<p>Let learners identify some familiar songs e.g. patriotic songs such as 'The National Anthem'.</p> <p>Teach the songs identified, e. g. 'The National Anthem'</p> <p>Let learners sing rhythmically, using claps, gestures and dance where necessary</p>		Word cards, sentence cards, letter cards, handwriting on a manila card
<b>PHASE 3: REFLECTION</b>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Take feedback from what have learnt and summarize the lesson.</p> <p>Next lesson: compose short rhymes and tongue-twisters and recite them</p>		In our next lesson, we shall create our own stories using pictures.



## WEEK 2

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> English Language
<b>Duration:</b> 60mins		<b>Strand:</b> Oral Language
<b>Class:</b> B3	<b>Class Size:</b>	<b>Sub Strand:</b> Rhymes
<b>Content Standard:</b> B3.1.2.1: Appreciate a variety of literary pieces		<b>Indicator:</b> B3.1.2.1.1 compose short rhymes and tongue-twisters and recite them
<b>Performance Indicator:</b> Learners can compose short rhymes and tongue-twisters and recite them		<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can compose short rhymes and tongue-twisters and recite them		<b>Core Competencies:</b> Communication and Collaboration, Leadership
<b>Key words</b>	Events, story, picture	
<b>References:</b> English Language Curriculum For Primary Schools Pg. 70		
Phase/Duration	Learners Activities	Resources
<b>PHASE 1: STARTER</b>	<p>Select 10 words and write them two different times on word cards.</p> <p>Place all the cards face down on the floor. Learners will then flip over two at a time and say each word, if the words match the learner gets to keep the cards.</p> <ul style="list-style-type: none"> <li>Did you enjoy the game?</li> <li>What words did you hear in the game?</li> <li>Make a list of ten words you heard.</li> </ul> <p>Share performance indicators with learners and introduce the lesson.</p>	Music box
<b>PHASE 2: NEW LEARNING</b>	<p>Present new rhymes and perform them as learners listen and observe.</p> <p>Let learners read through the lines in groups and individually on their own.</p> <p>Focus on rhyming words by helping learners to identify them.</p> <p>Put learners in convenient groups. Assign them a rhyme and task them to compose a parallel one.</p>	Word cards, sentence cards, letter cards, handwriting on a manila card
<b>PHASE 3: REFLECTION</b>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Take feedback from what have learnt and summarize the lesson.</p> <p>Next lesson: respond to and ask questions based on stories heard</p>	In our next lesson, we shall create our own stories using pictures.



### WEEK 3

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> English Language
<b>Duration:</b> 60mins		<b>Strand:</b> Oral Language
<b>Class:</b> B3	<b>Class Size:</b>	<b>Sub Strand:</b> Story Telling
<b>Content Standard:</b> B3.1.4.1: Respond to stories	<b>Indicator:</b> B3.1.4.1.2 Tell parallel stories	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can tell parallel stories		<b>Core Competencies:</b> Communication and Collaboration, Leadership
<b>Key words</b>	Events, story, picture	
<b>References:</b> English Language Curriculum For Primary Schools Pg. 71		
Phase/Duration	Learners Activities	Resources
<b>PHASE 1: STARTER</b>	<p>Teacher calls out different actions for learners to act. Student have to mimic the action continuously without breaking. After a while teacher speeds up the tempo. For example: jumping, stamping of feet, crazy dance, etc.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	Music box
<b>PHASE 2: NEW LEARNING</b>	<p>Select a suitable story to tell or read to learners, e.g. The old man.</p> <p>Put learners into groups to compose a parallel story.</p> <p>Let learners present their stories to the class for feedback</p>	Word cards, sentence cards, letter cards, handwriting on a manila card
<b>PHASE 3: REFLECTION</b>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Take feedback from what have learnt and summarize the lesson.</p> <p>Next lesson: respond to and ask questions based on stories heard</p>	In our next lesson, we shall create our own stories using pictures.



## WEEK 4

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> English Language
<b>Duration:</b> 60mins		<b>Strand:</b> Oral Language
<b>Class:</b> B3	<b>Class Size:</b>	<b>Sub Strand:</b> Dramatization
<b>Content Standard:</b> B3.1.5.1: Perform stories		<b>Indicator:</b> B3.1.5.1.1 dramatize and role-play stories heard and read
<b>Performance Indicator:</b> Learners can dramatize and role-play stories heard and read		<b>Lesson:</b> 1 of 1
<b>Core Competencies:</b> Communication and Collaboration, Leadership		
<b>Key words</b>	Events, story, picture	
<b>References:</b> English Language Curriculum For Primary Schools Pg. 72		
Phase/Duration	Learners Activities	Resources
<b>PHASE 1: STARTER</b>	<p>Select 10 words and write them two different times on word cards.</p> <p>Place all the cards face down on the floor. Learners will then flip over two at a time and say each word, if the words match the learner gets to keep the cards.</p> <ul style="list-style-type: none"> <li>• Did you enjoy the game?</li> <li>• What words did you hear in the game?</li> <li>• Make a list of ten words you heard.</li> </ul> <p>Share performance indicators with learners and introduce the lesson.</p>	Music box
<b>PHASE 2: NEW LEARNING</b>	<p>Let learners mention titles of stories they have heard or read, e.g. The Magic Pot.</p> <p>Let learners identify some characters in the stories mentioned.</p> <p>Let learners dramatize or role-play stories they have heard, read or created, with appropriate characters.</p> <p>Discuss stories dramatized or role-played.</p> <p>Let learners comment on stories dramatized or role-played</p>	Word cards, sentence cards, letter cards, handwriting on a manila card
<b>PHASE 3: REFLECTION</b>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Take feedback from what have learnt and summarize the lesson.</p> <p>Next lesson: use appropriate greetings for special occasions</p>	In our next lesson, we shall create our own stories using pictures.



## WEEK 5

<b>Week Ending:</b>	<b>DAY:</b> Tuesday	<b>Subject:</b> English Language
<b>Duration:</b> 60mins		<b>Strand:</b> Reading
<b>Class:</b> B3	<b>Class Size:</b>	<b>Sub Strand:</b> Phonics
<b>Content Standard:</b> B3.2.2.1: Connect sounds to letters and blend letters/syllables in order to read and write		<b>Indicator:</b> B3.2.2.1.1 understand the relationship between spelling of words and sounds of speech
		<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can understand the relationship between spelling of words and sounds of speech		<b>Core Competencies:</b> Communication and Collaboration
<b>References:</b> English Language Curriculum For Primary Schools Pg. 81		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	Engage learners to sing familiar rhymes.  Ask learners; <ul style="list-style-type: none"> <li>Whether they enjoyed singing the songs?</li> <li>What words did you hear in the songs?</li> <li>Are these words food, animals, objects?</li> </ul> Share performance indicators with learners and introduce the lesson.	flashcards
<b>PHASE 2: NEW LEARNING</b>	Have learners revise writing out some words as you pronounce them. (You can also make them read words on the board or word cards).  Provide activities for learners to use letter names and sounds to spell and sound out words	Word cards, sentence cards, letter cards, handwriting on a manila card
<b>PHASE 3: REFLECTION</b>	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson  Take feedback from what have learnt and summarize the lesson.  Next lesson: understand the relationship between spelling of words and sounds of speech	



## WEEK 6

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> English Language
<b>Duration:</b> 60mins		<b>Strand:</b> Reading
<b>Class:</b> B3	<b>Class Size:</b>	<b>Sub Strand:</b> Word Families
<b>Content Standard:</b> B3.2.3.1: Employ knowledge of rhyming endings and common digraphs to enhance reading comprehension		<b>Indicator:</b> B3.2.3.1.1 use common rhyming/endings words for decoding of words
		<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can use common rhyming/endings words for decoding of words		<b>Core Competencies:</b> Communication and Collaboration
<b>References:</b> English Language Curriculum For Primary Schools Pg. 82		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Teacher calls out different actions for learners to act. Student have to mimic the action continuously without breaking. After a while teacher speeds up the tempo. For example: jumping, stamping of feet, crazy dance, etc.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	flashcards
<b>PHASE 2: NEW LEARNING</b>	<p>Introduce learners to simple word formation by changing the beginning letter. e.g. pin, sin, fin</p> <p>Have learners build on these rhyming endings and read out the words to their group members.</p> <p>Have learners form sentences with these rhyming words.</p>	Word cards, sentence cards, letter cards, handwriting on a manila card
<b>PHASE 3: REFLECTION</b>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Take feedback from what have learnt and summarize the lesson.</p> <p>Next lesson: use diphthongs to build words.</p>	



## WEEK 7

<b>Week Ending:</b>		<b>DAY:</b>	<b>Subject:</b> English Language
<b>Duration:</b> 60mins		<b>Strand:</b> Writing	
<b>Class:</b> B2	<b>Class Size:</b>		<b>Sub Strand:</b> Writing Letters
<b>Content Standard:</b> B3.4.3.1: Use general skills, strategies and knowledge of letter sounds to write legibly and boldly		<b>Indicator:</b> B3.4.3.1.1 use letter-sound relationships to represent most letters in words correctly	<b>Lesson:</b> 2 of 2
<b>Performance Indicator:</b> Learners can use letter-sound relationships to represent most letters in words correctly.		<b>Core Competencies:</b> Communication and Collaboration, Personal Development	
<b>References:</b> English Language Curriculum Pg. 89			
<b>Phase/Duration</b>	<b>Learners Activities</b>		<b>Resources</b>
<b>PHASE 1: STARTER</b>	Engage learners to sing familiar songs. E.g. Five little ducks Ask learners; <ul style="list-style-type: none"> <li>• Whether they enjoyed singing the song?</li> <li>• What words did you hear in the song?</li> <li>• Are these words food, animals, objects?</li> </ul> Share performance indicators with learners and introduce the lesson.		
<b>PHASE 2: NEW LEARNING</b>	Let learners play the alphabet sound game.  Dictate words and simple sentences for learners to write.		Word cards, paper, letter cards,
<b>PHASE 3: REFLECTION</b>	Summarize the important points in the lesson with learners.  Next lesson: make a list of objects found in the environment		



## WEEK 8

<b>Week Ending:</b>		<b>DAY:</b>	<b>Subject:</b> English Language
<b>Duration:</b> 60mins			<b>Strand:</b> Writing
<b>Class:</b> B2	<b>Class Size:</b>		<b>Sub Strand:</b> Penmanship
<b>Content Standard:</b> B3.4.3.1: Use general skills, strategies and knowledge of letter sounds to write legibly and boldly		<b>Indicator:</b> B3.4.3.1.1 copy short paragraph clearly	<b>Lesson:</b> 2 of 2
<b>Performance Indicator:</b> Learners can copy short paragraph clearly.			<b>Core Competencies:</b> Communication and Collaboration, Personal Development
<b>References:</b> English Language Curriculum Pg. 89			
<b>Phase/Duration</b>	<b>Learners Activities</b>		<b>Resources</b>
<b>PHASE 1: STARTER</b>	Engage learners to sing familiar songs. E.g. Five little ducks Ask learners; <ul style="list-style-type: none"> <li>• Whether they enjoyed singing the song?</li> <li>• What words did you hear in the song?</li> <li>• Are these words food, animals, objects?</li> </ul> Share performance indicators with learners and introduce the lesson.		
<b>PHASE 2: NEW LEARNING</b>	Model copying a short paragraph on the board drawing attention to features such as clarity, spacing and alignment of letters.  Let learners practice copying a short paragraph legibly and correctly on the board.		Word cards, paper, letter cards,
<b>PHASE 3: REFLECTION</b>	Summarize the important points in the lesson with learners.  Next lesson: use letter-sound relationships to represent most letters in words correctly		



## WEEK 9

<b>Week Ending:</b>		<b>DAY:</b>		<b>Subject:</b> English Language	
<b>Duration:</b> 60mins				<b>Strand:</b> Writing	
<b>Class:</b> B2		<b>Class Size:</b>		<b>Sub Strand:</b> Labeling Items	
<b>Content Standard:</b> B3.4.4.1: Draw and label simple pictures			<b>Indicator:</b> B3.4.4.1.1 make a list of objects found in the environment		<b>Lesson:</b> 2 of 2
<b>Performance Indicator:</b> Learners can make a list of objects found in the environment.				<b>Core Competencies:</b> Communication and Collaboration, Personal Development	
<b>References:</b> English Language Curriculum Pg. 90					
<b>Phase/Duration</b>	<b>Learners Activities</b>				<b>Resources</b>
PHASE 1: <b>STARTER</b>	Engage learners to sing familiar songs. E.g. Five little ducks Ask learners; <ul style="list-style-type: none"> <li>• Whether they enjoyed singing the song?</li> <li>• What words did you hear in the song?</li> <li>• Are these words food, animals, objects?</li> </ul> Share performance indicators with learners and introduce the lesson.				
PHASE 2: <b>NEW LEARNING</b>	Lead the class to make a list of objects found in a given thematic area. e.g. The Bus Stop.  Let groups and pairs make similar lists from self-chosen or given areas. They may use invented spelling initially.  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				Word cards, paper, letter cards,
PHASE 3: <b>REFLECTION</b>	Summarize the important points in the lesson with learners.  Next lesson: write simple sentences to express personal opinions about favorite characters in texts				



## WEEK 10

<b>Week Ending:</b>		<b>DAY:</b>	<b>Subject:</b> English Language
<b>Duration:</b> 60mins		<b>Strand:</b> Writing	
<b>Class:</b> B2	<b>Class Size:</b>		<b>Sub Strand:</b> Writing Sentences
<b>Content Standard:</b> B3.4.5.1: Write accurately using acquired vocabulary and knowledge of grammar		<b>Indicator:</b> B3.4.5.1.1 write simple sentences to express personal opinions about favorite characters in texts	<b>Lesson:</b> 2 of 2
<b>Performance Indicator:</b> Learners can write simple sentences to express personal opinions about favorite characters in texts.		<b>Core Competencies:</b> Communication and Collaboration, Personal Development	
<b>References:</b> English Language Curriculum Pg. 90			
<b>Phase/Duration</b>	<b>Learners Activities</b>		<b>Resources</b>
<b>PHASE 1: STARTER</b>	Engage learners to sing familiar songs. E.g. Five little ducks Ask learners; <ul style="list-style-type: none"> <li>• Whether they enjoyed singing the song?</li> <li>• What words did you hear in the song?</li> <li>• Are these words food, animals, objects?</li> </ul> Share performance indicators with learners and introduce the lesson.		
<b>PHASE 2: NEW LEARNING</b>	Put learners in groups to discuss characters in a story read. Have learners write simple sentences to express personal opinions on favorite characters.  Let learners exchange their books and do peer editing by checking for: <ol style="list-style-type: none"> <li>i. correct spelling of words,</li> <li>ii. correct writing of capitals,</li> <li>iii. correct writing of small letters,</li> <li>iv. correct spacing of letters and words</li> </ol>		Word cards, paper, letter cards,
<b>PHASE 3: REFLECTION</b>	Summarize the important points in the lesson with learners.  Next lesson: write simple sentences to express personal opinions about favorite characters in texts		



## WEEK 11

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> English Language
<b>Duration:</b> 60mins		<b>Strand:</b> Grammar Usage
<b>Class:</b> B3	<b>Class Size:</b>	<b>Sub Strand:</b> Using Capitalization
<b>Content Standard:</b> B3.5.1.1: Apply knowledge of capitalization in writing	<b>Indicator:</b> B3.5.1.1.1 use capital letters to write initials and abbreviations	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can use capital letters to write initials and abbreviations		<b>Core Competencies:</b> Communication and Collaboration, Personal
<b>References:</b> English Language Curriculum Pg. 97		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Review some adjectives with learners.</p> <p>Do an action for slow. Ask: What word is this? Pupils guess: slow.</p> <p>Do an action for loud. Ask: What word is this? Pupils guess: loud.</p> <p>Do an action for happy. Ask: What word is this? Pupils guess: happy</p> <p>Share performance indicators and introduce the lesson.</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Introduce initials and abbreviations in context.</p> <p>Provide learners with sentences or texts containing initials and abbreviations for them to identify. e. g. WHO – World Health Organization; K. S. Manu – Kofi Sakyi Manu</p> <p>Give texts having full names of people and organizations.</p> <p>Ask learners to rewrite the text and replace the full names of people and organizations with initials and abbreviations</p>	Word cards, sentence cards, letter cards, handwriting on a manila card
<b>PHASE 3: REFLECTION</b>	<p>Give learners a text with names of particular places and days of the week, beginning with small letters.</p> <p>Next lesson: demonstrate the ability to capitalize titles of texts.</p>	



<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> English Language	
<b>Duration:</b> 60mins		<b>Strand:</b> Grammar Usage	
<b>Class:</b> B3	<b>Class Size:</b>	<b>Sub Strand:</b> Using Punctuation	
<b>Content Standard:</b> B3.5.2.1: Apply knowledge of the use of punctuation in communication		<b>Indicator:</b> B3.5.2.1.1 use full stops in initials and abbreviations	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can use full stops in initials and abbreviations		<b>Core Competencies:</b> Communication and Collaboration, Personal	
<b>References:</b> English Language Curriculum Pg. 98			
Phase/Duration	Learners Activities	Resources	
<b>PHASE 1: STARTER</b>	<p>Review some adjectives with learners.</p> <p>Do an action for slow. Ask: What word is this? Pupils guess: slow.</p> <p>Do an action for loud. Ask: What word is this? Pupils guess: loud.</p> <p>Do an action for happy. Ask: What word is this? Pupils guess: happy</p> <p>Share performance indicators and introduce the lesson.</p>		
<b>PHASE 2: NEW LEARNING</b>	<p>Provide a short passage of about four sentences.</p> <p>Pair learners place a full stop at the end of each sentence.</p> <p>Introduce full stops in initials and abbreviations. e.g. Mr. Badu - Mister Badu, A. O. Boateng – Adom Opoku Boateng</p> <p>Provide opportunities for learners to practice using full stops in initials of their names, and abbreviations.</p>	Word cards, sentence cards, letter cards, handwriting on a manila card	
<b>PHASE 3: REFLECTION</b>	<p>Give learners a text with names of particular places and days of the week, beginning with small letters.</p> <p>Next lesson: use full stops in initials and abbreviations.</p>		



<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> English Language
<b>Duration:</b> 60mins		<b>Strand:</b> Grammar Usage
<b>Class:</b> B3	<b>Class Size:</b>	<b>Sub Strand:</b> Using Action Words
<b>Content Standard:</b> B3.5.4.1: Apply knowledge of action words in communication	<b>Indicator:</b> B3.5.4.1.1 identify the present continuous form of action words in spoken and written communication	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can identify the present continuous form of action words in spoken and written communication		<b>Core Competencies:</b> Communication and Collaboration, Personal
<b>References:</b> English Language Curriculum Pg. 99		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Review some adjectives with learners.</p> <p>Do an action for slow. Ask: What word is this? Pupils guess: slow.</p> <p>Do an action for loud. Ask: What word is this? Pupils guess: loud.</p> <p>Do an action for happy. Ask: What word is this? Pupils guess: happy</p> <p>Share performance indicators and introduce the lesson.</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Through demonstration, assist learners to use the continuous form of the action words such as running, eating and sitting.</p> <p>Provide sentences and let learners identify the continuous form of the action words: e.g. Adongo is running with the ball.</p>	Word cards, sentence cards, letter cards, handwriting on a manila card
<b>PHASE 3: REFLECTION</b>	<p>Give learners a text with names of particular places and days of the week, beginning with small letters.</p> <p>Next lesson: identify and use adjectives in short sentences to describe height, length, etc.</p>	



## WEEK 12

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> English Language
<b>Duration:</b> 60mins		<b>Strand:</b> Extensive Reading
<b>Class:</b> B3	<b>Class Size:</b>	<b>Sub Strand:</b> Reading
<b>Content Standard:</b> B3.6.1.1: Read widely for pleasure and demonstrate independent reading and learning in the literary area		<b>Indicator:</b> B3.6.1.1.1. read a variety of age and level-appropriate books and summarize them
<b>Performance Indicator:</b> Learners can read a variety of age and level-appropriate books and summarize them		<b>Lesson:</b> 1 of 1
<b>Core Competencies:</b> Communication and Collaboration, Personal		
<b>References:</b> English Language Curriculum For Primary Schools Pg. 112		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	Engage learners to sing familiar songs. E.g. Five little ducks Ask learners; <ul style="list-style-type: none"> <li>Whether they enjoyed singing the song?</li> <li>What words did you hear in the song?</li> <li>Are these words food, animals, objects?</li> </ul> Share performance indicators with learners and introduce the lesson.	
<b>PHASE 2: NEW LEARNING</b>	Using book tease or book talk, introduce the reading/ library time.  Have a variety of age appropriate books for learners to make a choice from.  Introduce picture or wordless books, pop-up and flip-the-page texts to learners.  Encourage them to read individually and in pairs, and provide support and encouragement.  <u>Assessment</u> Using think-pair-share, learners retell their story books to their partners.  Have learners draw parts of the story they read. Let learners summarize the books they read to the whole class	Word cards, sentence cards, letter cards.
<b>PHASE 3: REFLECTION</b>	Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.  Take feedback from learners and summarize the lesson.	



**FIRST TERM LESSON PLAN**  
**BASIC THREE (MATHEMATICS)**  
**WEEK I**

Name of School: .....

Name of Teacher: .....

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Mathematics	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> Number	
<b>Class:</b> B3	<b>Class Size:</b>	<b>Sub Strand:</b> Counting & Representation	
<b>Content Standard:</b> B3.1.1.1 Count and estimate quantities from 0 to 10,000		<b>Indicator:</b> B3.1.1.1.1 use number names, counting sequences and how to count to find out how many	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can use number names, counting sequences and how to count to find out how many		<b>CORE COMPETENCE:</b> Problem Solving skills; Critical Thinking; Justification of Ideas;	
<b>Teaching/ Learning Resources</b>	Counters, bundle and loose straws base ten cut square, patterns		
<b>References:</b> Mathematics Curriculum Pg. 42			

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



Thursday	Engage learners in the game; Clap that number (up to 10). Have learners count in unison as they clap the number.	<p>Display a number chart with numbers between 0 and 10,000.</p> <p>Have learners identify numbers in different positions around a given number.</p> <p>Put learners in convenient groups and give each group a number grid and have them identify numbers in different positions around a chosen number.</p> <p>For example, choose 34 and identify numbers above, below, to the right or to the left etc.</p>	Give learners task to identify numbers in different positions around a chosen number using number grid
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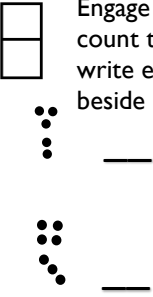
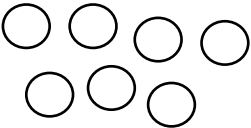


**WEEK 2**

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Mathematics
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> Number
<b>Class:</b> B3	<b>Class Size:</b>	<b>Sub Strand:</b> Counting & Representation
<b>Content Standard:</b> B3.1.1.1 Count and estimate quantities from 0 to 10,000		<b>Indicator:</b> B3.1.1.1.2 -3 Describe numbers and the relationship between numbers
<b>Performance Indicator:</b> • Learners can describe numbers and the relationship between numbers		<b>Lesson:</b> 1 OF 1
<b>Teaching/ Learning Resources</b>		Counters, bundle and loose straws base ten cut square, patterns
<b>References:</b> Mathematics Curriculum Pg. 43		

<b>DAYS</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: REFLECTION</b>
Monday	Engage learners to complete the pattern. Which shape comes next? Draw it  □ ○ □ ○ —	Guide learners to revise counting of natural numbers up to 1,000.  Display and paste a number chart in multiples of 500 between 10,000 and 100,000  Lead learners to identify numbers in different positions around a given number.  Put learners in pairs and give each group a number grid and have them identify numbers in different positions around a chosen number.	Give learners task to complete whiles you go round to guide those who don't understand.  Give remedial learning to those who special help.
Tuesday	Have learners to match the shapes.  ○     △ □     ○ △     □	Guide learners to revise counting of natural numbers up to 10,000.  Display and paste a number chart in multiples of 500 between 10,000 and 100,000  Lead learners to identify numbers in different positions around a given number.  Put learners in pairs and give each group a number grid and have them identify numbers in different positions around a chosen number.	Give learners task to complete whiles you go round to guide those who don't understand.  Give remedial learning to those who special help.
Wednesday	Engage learners to draw the circles and shade any three.  ○ ○ ○ ○ ○ ○ ○  □	Demonstrate a conceptual understanding of place value of whole numbers between 100 and 10,000 by: - explaining and showing - with bundles of hundreds, tens and ones	Give learners task to complete whiles you go round to guide those who don't understand.  Give remedial learning to those who special help.



<p>Thursday</p>	 <p>Engage learners to count the dots and write each number beside</p>	<p>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</p> <p>- explaining 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</p> <p>- explaining why the value of a digit depends upon its placement within a numeral.</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
<p>Friday</p>	<p>Engage learners to draw the circles and shade any three.</p> 	<p>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</p> <p>- explaining 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</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>



### WEEK 3

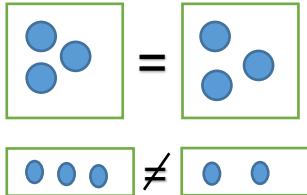
<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Mathematics	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> Number	
<b>Class:</b> B3	<b>Class Size:</b>	<b>Sub Strand:</b> Counting & Representation	
<b>Content Standard:</b> B3.1.1.1 Count and estimate quantities from 0 to 10,000		<b>Indicator:</b> B3.1.1.1.4 Compare and order whole numbers up to 10,000 and represent comparisons using the symbols $>$ , $<$ , or $=$ .	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> <ul style="list-style-type: none"> <li>Learners can compare and order whole numbers up to 10,000 and represent comparisons using the symbols <math>&gt;</math>, <math>&lt;</math>, or <math>=</math>.</li> </ul>		<b>CORE COMPETENCE:</b> Problem Solving skills; Critical Thinking; Justification of Ideas;	
<b>Teaching/ Learning Resources</b>		Counters, bundle and loose straws base ten cut square, patterns	
<b>References:</b> Mathematics Curriculum Pg. 44			
<b>DAYS</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: REFLECTION</b>
Monday	Engage learners to sing songs and recite some familiar rhymes they know  <b><u>Early to Bed</u></b> Early to bed and early to rise Makes a man, healthy, wealthy and wise.	Demonstrate an understanding of how place value determines the relative size of whole numbers (between 100 and 10,000)  Guide learners to describe the relative size of two numbers i.e., saying whether one number is a little or a lot bigger or smaller than another and justifying the answer	Give learners task to complete whiles you go round to guide those who don't understand.  Give remedial learning to those who special help.
Tuesday	Play games and sing some action songs to begin the class	Demonstrate an understanding of how place value determines the relative size of whole numbers (between 100 and 10,000)  Guide learners to describe the relative size of two numbers i.e., saying whether one number is a little or a lot bigger or smaller than another and justifying the answer	Give learners task to complete whiles you go round to guide those who don't understand.  Give remedial learning to those who special help.
Wednesday	Have learners to sing songs and recite familiar rhymes  <b><u>LITTLE FINGER</u></b> Little finger, little finger where are you, Here am I, here am I, how do you do	Guide learners to identify which of two given numbers is bigger (or smaller), explaining why using place value and representing the relationship using the symbols $<$ and $>$ ;  Through series of examples guide learners to put a small group of numbers in increasing or decreasing order and justifying the order using a hundreds frame, a number line or place value;	Give learners task to complete whiles you go round to guide those who don't understand.  Give remedial learning to those who special help.
Thursday	Have learners to sing songs and recite familiar rhymes	Guide learners to identify which of two given numbers is bigger	Give learners task to complete whiles you go



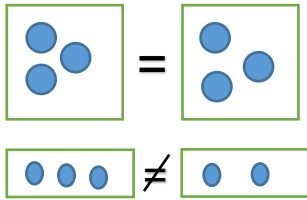
	<p><u>LITTLE FINGER</u> Little finger, little finger where are you, Here am I, here am I, how do you do</p>	<p>(or smaller), explaining why using place value and representing the relationship using the symbols &lt; and &gt;;</p> <p>Through series of examples guide learners to put a small group of numbers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



**WEEK 4**

<b>Week Ending:</b>		<b>DAY:</b>		<b>Subject:</b> Mathematics	
<b>Duration:</b> 60mins per lesson				<b>Strand:</b> Number	
<b>Class:</b> B3		<b>Class Size:</b>		<b>Sub Strand:</b> Number Operations	
<b>Content Standard:</b> B3.1.2.2 Demonstrate an understanding of the concept of “equality” and “not equal to” in addition and subtraction problems with sums up to 1000			<b>Indicator:</b> B3.1.2.2.1 Use the concept of "equal to" and "not equal to"		<b>Lesson:</b> I OF I
<b>Performance Indicator:</b> <ul style="list-style-type: none"> <li>Learners can use the concept of "equal to" and "not equal to"</li> </ul>			<b>CORE COMPETENCE:</b> Problem Solving skills; Critical Thinking; Justification of Ideas;		
<b>Teaching/ Learning Resources</b>		Counters, bundle and loose straws base ten cut square, patterns			
<b>References:</b> Mathematics Curriculum Pg. 48					
<b>DAYS</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>		<b>PHASE 3: REFLECTION</b>	
Monday	Engage learners to sing songs and recite some familiar rhymes they know  <b>Early to Bed</b> Early to bed and early to rise Makes a man, healthy, wealthy and wise.	Explain that “≠” means “not the same as” or “not equal to”.  Learners construct two sets that are not equal, explaining why they are not equal and recording the relationship using the symbol ≠  e.g., $4 \neq 5$  let learners practice with more examples.		Give learners task to complete whiles you go round to guide those who don’t understand.  Give remedial learning to those who special help.	
Tuesday	Play games and sing some action songs to begin the class.  Engage learners to sing songs and recite some familiar rhymes they know.	Explain that “≠” means “not the same as” or “not equal to”.  Learners construct two sets that are not equal, explaining why they are not equal and recording the relationship using the symbol ≠  e.g., $56 \neq 98$  let learners practice with more examples.		Give learners task to complete whiles you go round to guide those who don’t understand.  Give remedial learning to those who special help.	
Wednesday	Have learners to sing songs and recite familiar rhymes  <b>LITTLE FINGER</b> Little finger, little finger where are you, Here am I, here am I, how do you do	Guide learners to change two given sets, equal in size, to create sets that are not equal.  		Give learners task to complete whiles you go round to guide those who don’t understand.  Give remedial learning to those who special help.	



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

**WEEK 5**

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Mathematics	
<b>Duration:</b> 50mins		<b>Strand:</b> Number	
<b>Class:</b> B3	<b>Class Size:</b>	<b>Sub Strand:</b> Counting, Representation And Cardinality	
<b>Content Standard:</b> B3.1.2.1 Develop and use standard strategies for adding and subtracting within 1000		<b>Indicator:</b> B3.1.1.2.1 describe situations having opposite directions or values	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can use describe situations having opposite directions or values		<b>CORE COMPETENCE:</b> Problem Solving skills; Critical Thinking; Justification of Ideas;	
<b>Teaching/ Learning Resources</b>		Number line cards, bottle caps, bowls, pebbles	
<b>New words</b>			
<b>References:</b> Mathematics Curriculum Pg. 46			

DAY	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: PLENARY
	<p>Take learners through a drill to find the opposite of some words. Example: hot-cold, tall-short, slow-fast etc.</p> <p>Invite pairs of learners to play the "opposite game" (i.e. a learner performs an action and the partner does the opposite whilst the rest of the class serve as referees)</p>	<p>Let learners understand that as opposite words have different meanings so as opposite numbers have different values.</p> <p>Use the number line to teach the concept of opposite numbers. Opposite numbers are numbers that when placed on the number line, are the exact same distance away from the 0, but on opposite sides. Example: -1 and +1, -2 and +2 etc.</p>	<p>What have we learnt today?</p> <p>Describing opposite situations and numbers</p> <p>Let learners solve several examples</p>
	<p>Begin the lesson by sharing a few jokes with learners.</p> <p>Make sure to choose jokes that will get learners attention.</p> <p>Call two learners to share their jokes as well</p>	<p>Use the number line to teach the concept of opposite numbers.</p> <p>Opposite numbers are numbers that when placed on the number line, are the exact same distance away from the 0, but on opposite sides.</p>	<p>What have we learnt today?</p> <p>Describing opposite situations and numbers</p> <p>Let learners solve several examples</p>
	<p>Play "what number is this?" with numerals 1 to 100</p>	<p>Use the number line to teach the concept of opposite numbers.</p> <p>Opposite numbers are numbers that when placed on the number line, are the exact same distance away from the 0, but on opposite sides.</p>	<p>What have we learnt today?</p> <p>Describing opposite situations and numbers</p> <p>Let learners solve several examples</p>
	<p>Let learners close their eyes. While their eyes are closed, erase one or more numbers. Learners again open their eyes to find the missing numbers. Let learners justify their answers.</p>	<p>Using flash cards, create index cards with pictures of opposites on them.</p> <p>Have learners match sets of opposite flashcards.</p>	<p>What have we learnt today?</p> <p>Describing opposite situations and numbers</p> <p>Learners play other games of opposites</p>



		Example: happy and sad, hot and cold, big and small, -1 and +1, -5 and +5 etc.	
	<p>Begin the lesson by sharing a few jokes with learners.</p> <p>Make sure to choose jokes that will get learners attention.</p> <p>Call two learners to share their jokes as well</p>	<p>Using the acting opposite game. have learners to perform actions, and then do the opposite.</p> <p>Example: if they sit down, you stand up, if they walk forward, you walk backward, if they mention -30, you say + 30 etc.</p> <p>Once learners are familiar with the game, teacher performs the actions first, and have learners do the opposite.</p>	<p>What have we learnt today?</p> <p>Describing opposite situations and numbers</p> <p>Learners play other games of opposites</p>



## WEEK 6

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Mathematics	
<b>Duration:</b> 50mins		<b>Strand:</b> Number	
<b>Class:</b> B3	<b>Class Size:</b>	<b>Sub Strand:</b> Counting, Representation And Cardinality	
<b>Content Standard:</b> B3.1.2.1 Develop and use standard strategies for adding and subtracting within 1000		<b>Indicator:</b> B3.1.1.2.2 use real life contexts to deduce positive and negative number representations	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can use real life contexts to deduce positive and negative number representations		<b>CORE COMPETENCE:</b> Problem Solving skills; Critical Thinking; Justification of Ideas;	
<b>Teaching/ Learning Resources</b>	Number line cards, bottle caps, bowls, pebbles		
<b>New words</b>			
<b>References:</b> Mathematics Curriculum Pg. 46			

DAY	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: PLENARY
	<p>Take learners through a drill to find the opposite of some words. Example: hot-cold, tall-short, slow-fast etc.</p> <p>Invite pairs of learners to play the "opposite game" (i.e. a learner performs an action and the partner does the opposite whilst the rest of the class serve as referees)</p>	<p>Draw a large picture showing the sea, mountains above the sea and space below sea level.</p> <p>Provide pictures of items such as a fish, a whale, a boat, car, house, an octopus etc.</p> <p>Ask the learners where they would place each of the items on your picture.</p> <p>Assessment: Let learners draw the picture, by placing items appropriately at the right positions</p>	<p>What have we learnt today?</p> <p>Describing opposite situations and numbers</p> <p>Let learners solve several examples</p>
	<p>Let learners close their eyes. While their eyes are closed, erase one or more numbers. Learners again open their eyes to find the missing numbers. Let learners justify their answers.</p>	<p>Encourage them to say "above the sea level" or "below the sea level".</p> <p>When all the items are stuck, discuss how high the plane might be and how low the octopus might be and so on.</p> <p>Introduce the "minus" sign to indicate under the sea level</p>	<p>What have we learnt today?</p> <p>Describing opposite situations and numbers</p> <p>Let learners solve several examples</p>
	<p>Engage learners to sing the song</p> <p><u>WE CAN COUNT</u> 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.</p>	<p>Give out other scenarios to deduce positive and negative situations</p> <p>Example: a 30° in temperature -30</p> <p>A GHc450 deposit into account +450</p> <p>A weight loss of 5 kilograms -5</p> <p>Assessment: Let learners relate to the scenarios and give more examples of those.</p>	<p>What have we learnt today?</p> <p>Describing opposite situations and numbers</p> <p>Let learners solve several examples</p>



	<p>Engage learners to sing the song</p> <p><u>WE CAN COUNT</u>          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.</p>	<p>Give out other scenarios to deduce positive and negative situations</p> <p>Example: a 30° in temperature -30</p> <p>A GHc450 deposit into account +450</p> <p>A weight loss of 5 kilograms -5</p> <p>Assessment: Let learners relate to the scenarios and give more examples of those.</p>	<p>What have we learnt today?</p> <p>Describing opposite situations and numbers</p> <p>Let learners solve several examples</p>
	<p>Let learners close their eyes. While their eyes are closed, erase one or more numbers. Learners again open their eyes to find the missing numbers. Let learners justify their answers.</p>	<p>Give out other scenarios to deduce positive and negative situations</p> <p>Example: a 30° in temperature -30</p> <p>A GHc450 deposit into account +450</p> <p>A weight loss of 5 kilograms -5</p> <p>Assessment: Let learners relate to the scenarios and give more examples of those.</p>	<p>What have we learnt today?</p> <p>Describing opposite situations and numbers</p> <p>Let learners solve several examples</p>



**WEEK 7**

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Mathematics	
<b>Duration:</b> 50mins		<b>Strand:</b> Number	
<b>Class:</b> B3	<b>Class Size:</b>	<b>Sub Strand:</b> Counting, Representation And Cardinality	
<b>Content Standard:</b> B3.1.1.3 Identify negative numbers up to -10		<b>Indicator:</b> B3.1.1.3.1 Describe situations using positive and negative values	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can describe situations using positive and negative values		<b>CORE COMPETENCE:</b> Problem Solving skills; Critical Thinking; Justification of Ideas;	
<b>Teaching/ Learning Resources</b>	Number line cards, bottle caps, bowls, pebbles		
<b>New words</b>			
<b>References:</b> Mathematics Curriculum Pg. 47			

<b>DAY</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: PLENARY</b>
	<p>Mix up playing cards. Put learners into groups of two</p> <p>Shuffle and place the cards face down on the table. Player one flips over the top two cards. Player two then have to add up the numbers</p>	<p>Use different scenarios to explain to learners, negative and positive values.</p> <p>Positive numbers are numbers greater than zero. e.g. 1, 2, 3,4,5,6,7,8,9...</p> <p>A convenient way to think of them as an extra number. For example, I have 2 oranges. Mother gave me additional 2 oranges. A plus is used to indicate positive numbers. In the above example, we could write +4 oranges.</p> <p>Let learners give similar examples to indicate positive numbers</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Give learners individual or home task.</p>
	<p>Let learners close their eyes. While their eyes are closed, erase one or more numbers. Learners again open their eyes to find the missing numbers. Let learners justify their answers.</p>	<p>Use different scenarios to explain to learners, negative and negative values</p> <p>Negative numbers are numbers less than zero. A convenient way to think of them is as a number owed. For example, if you have negative four apples that means you owe four apples to someone. A dash is typically used to indicate a negative value. In our case, we would write -4 apples.</p> <p>Let learners give similar examples to indicate positive numbers</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Give learners individual or home task.</p>
	<p>Engage learners to sing the song</p> <p><u>WE CAN COUNT</u> We class three We can count We count 1,2,3,4,5 We count 6,7,8,9,10</p>	<p>Using flash cards, create index cards with pictures of opposites on them.</p> <p>Have learners match sets of opposite flashcards.</p> <p>Example: happy and sad, hot and cold, big and small, -1 and +1, -5 and +5 etc.</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Give learners individual or home task.</p>





	We class three can count very well.		
	<p>Put learners in two groups. Call out a number between 1 and 6. E.g. 3.</p> <p>Learners must call out the double (2x) of that number.</p> <p>In this case 6 is the answer.</p> <p>Try out more numbers. The group that answers more wins</p>	<p>Using the “acting opposite game”. Have learners to perform actions, and then do the opposite. Example: if they sit down, you stand up, if they walk forward, you walk backward, if they mention -30, you say + 30 etc.</p> <p>Once learners are familiar with the game, teacher performs the actions first, and have learners do the opposite.</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Give learners individual or home task.</p>
	<p>Share some few jokes with learners. You can two their jokes as well e.g. An American girl farts and says “Excuse me”.</p> <p>A Ghanaian girl farts and you will hear “Ohh! beans wei koraa”</p>	<p>Draw a number line on the floor or any convenient place. Ask a pair to stand on the cross (center) with their back facing. The learners then move in the opposite direction a straight line on the number line.</p> <p>Have learners move on the opposite direction on the number line and name the numbers as shown:</p> <p>Learners also build their own number line to include -10</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Give learners individual or home task.</p>


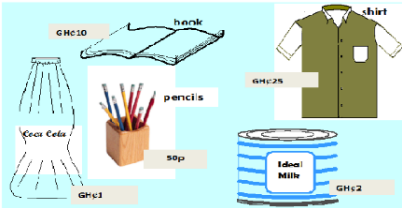


**WEEK 8**

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Mathematics
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> Number
<b>Class:</b> B3	<b>Class Size:</b>	<b>Sub Strand:</b> Money
<b>Content Standard:</b> B3.1.4.1.Determine the value of coins and notes in order to solve monetary transactions		<b>Indicator:</b> B3.1.4.1.1 Use different denominations of money to buy and give change
<b>Performance Indicator:</b> Learners can use different denominations of money to buy and give change		<b>Lesson:</b> 1 OF 1
<b>Teaching/ Learning Resources</b>	Paper strips, cut out cards	
<b>References:</b> Mathematics Curriculum Pg. 61		

<b>DAYS</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: REFLECTION</b>
Monday	<p>Engage learners to sing songs and recite some familiar rhymes they know</p> <p><b><u>GIVE ME A HEARTBEAT</u></b></p> <ul style="list-style-type: none"> <li>•Give me a heartbeat boom boom, a heartbeat boom boom.2x</li> <li>•Give me a heartbeat and a sneezing, boom boom eetiinn 3x</li> <li>•Give me a heartbeat, a sneezing and coughing, boom boom eetiinn, eeehee eehee.</li> </ul>	<p>Display the Ghanaian cedi (coins and notes) currently being used for transaction in Ghana and initiate discussion on the need for monetary transaction.</p> <p>Learners touch feel and say the features of each note.</p> <p>Find how many different ways the notes <math>\text{¢}1</math>, <math>\text{¢}2</math> and <math>\text{¢}5</math>, can be used to make <math>\text{¢}10</math></p>  <p>Have Learners to tell what each note can buy.</p> <p><b>Assessment:</b> Have learners to use the learning shopping center to demonstrate buying and selling with the note</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
Tuesday	<p>Engage learners to Play show me a number game with learners (up to 10), with fingers.</p> <p>Teacher mentions the number from (1 to 10). Learners then show their fingers up to show the number</p>	<p>Find how many different ways the notes <math>\text{¢}1</math>, <math>\text{¢}2</math> <math>\text{¢}5</math>, and <math>\text{¢}10</math> can be used to make <math>\text{¢}20</math></p>  <p>Have Learners to tell what each note can buy.</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>



		<p><b>Assessment:</b> Have learners to use the learning shopping center to demonstrate buying and selling with the note</p>																					
Wednesday	<p>Engage learners to sing songs and recite some familiar rhymes they know <u>ONE POTATO, TWO POTATOES</u> One potato, two potatoes, three potatoes, four</p> <p>Five potatoes, six potatoes, seven potatoes, more.</p>	<p>Solve word problems involving money including ¢1, ¢2, ¢5, ¢10 and ¢20 cedi denominations</p>  <p>Have Learners to tell what each note can buy.</p> <p><b>Assessment:</b> Have learners to use the learning shopping center to demonstrate buying and selling with the note</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>																				
Thursday	<p>Engage learners to Play show me a number game with learners (up to 10), with fingers.</p> <p>Teacher mentions the number from (1 to 10). Learners then show their fingers up to show the number</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>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>																				
Friday	<p>Engage learners to Play show me a number game with learners (up to 10), with fingers.</p> <p>Teacher mentions the number from (1 to 10). Learners then show their fingers up to show the number</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="672 1409 1071 1570"> <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>		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>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
	Shopping money	Items to buy	Change to receive																				
1.	GH¢100	3 shirts																					
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4.	GH¢10	4 bottles coca cola																					

**WEEK 9**

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Mathematics	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> Algebra	
<b>Class:</b> B3	<b>Class Size:</b>	<b>Sub Strand:</b> Patterns and Relationship	
<b>Content Standard:</b> B3.2.1.1 Recognize, create, extend, describe, and use patterns and rules to solve mathematical tasks		<b>Indicator:</b> B3.2.1.1.1 Demonstrate an understanding of increasing and decreasing patterns	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can demonstrate an understanding of increasing and decreasing patterns		<b>CORE COMPETENCE:</b> Problem Solving skills; Critical Thinking; Justification of Ideas;	
<b>Teaching/ Learning Resources</b>	Paper strips, cut out cards		
<b>References:</b> Mathematics Curriculum Pg. 63			

<b>DAYS</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: REFLECTION</b>
Monday	Engage learners 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	Guide learners to Identify the pattern rule used to create more complex increasing pattern and extend the pattern for the next 2 or 3 terms. E.g. 3, 6, 9, 12, 15... the rule is "add 3 or take 3 steps forward  E.g. 5, 10, 15, 20, 25.... Have learners determine the rule for the pattern. The rule is add 5 or take 5 steps forward.  <b>Assessment:</b> Have learners to practice with more examples	What have we learnt today?  Identifying the pattern rule  Review the lesson with learners by giving them some task to complete in their workbooks
Tuesday	Engage learners to sing the song  <u>WE CAN COUNT</u> 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.	Identify the pattern rule used to create more complex decreasing pattern and extend the pattern for the next 2 or 3 terms. E.g. 30, 27, 24, 21, 18 ... the rule is take 3 steps backwards or subtract 3  E.g. 66, 55, 44, 33, 22... Have learners determine the rule for the pattern. The rule is take 11 steps backwards or subtract 11  <b>Assessment:</b> Have learners to practice with more examples	What have we learnt today?  Identifying the pattern rule  Review the lesson with learners by giving them some task to complete in their workbooks
Wednesday	Engage learners to play the Dice game.  Put learners into pairs and give out two dice to each pair. Have a partner to toss the dice and the other add up	Have learners to create more patterns for a given pattern rule on their own.  <b>Assessment:</b> Have learners to practice with more examples	What have we learnt today?  Identifying the pattern rule  Review the lesson with learners by giving them some task to complete in their workbooks

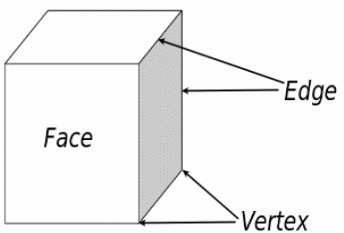


	the two numbers that shows up.		
Thursday	<p>Engage learners to play the “double down game”.</p> <p>Put learners into pairs. Give out two dice to each pair. Have learners to roll their dice in turns. Each partner writes down the numbers displayed by the dice on their recording sheet. E.g. 2+3.</p>	<p>Identify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

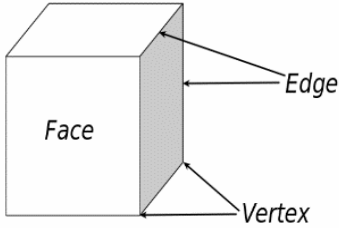


**WEEK 10**

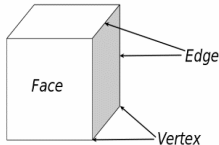

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Mathematics
<b>Duration:</b> 50mins		<b>Strand:</b> Geometry and Measurement
<b>Class:</b> B3	<b>Class Size:</b>	<b>Sub Strand:</b> 2D & 3D Shapes
<b>Content Standard:</b> B3.3.1.1 Analyse the relationships among and between 2-D shapes and 3-D objects according to a variety of attributes, including measurement		<b>Indicator:</b> B3.3.1.1.1 Describe 3D objects according to the shape of the faces, the number of edges and vertices.
		<b>Lesson:</b> I OF I
<b>Performance Indicator:</b> Learners can describe 3D objects according to the shape of the faces, the number of edges and vertices		<b>CORE COMPETENCE:</b> Problem Solving skills; Critical Thinking; Justification of Ideas;
<b>Teaching/ Learning Resources</b>	2D and 3D shapes and objects boldly drawn on manila cards.	
<b>New words</b>		
<b>References:</b> Mathematics Curriculum Pg. 64		


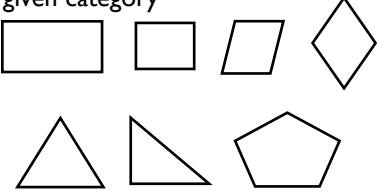
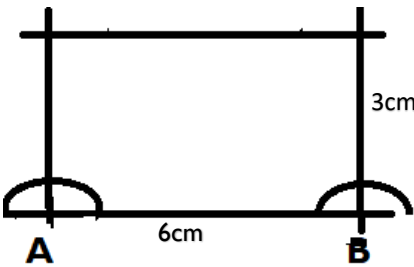
DAY	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: PLENARY
	<p>Engage learners to Play show me a number game with learners (up to 10), with fingers.</p> <p>Teacher mentions the number from (1 to 10). Learners then show their fingers up to show the number</p>	<p>Guide learners to explain faces, edges and vertices of 3D shapes.</p> <p>Let's start with the "<b>Face</b>". A face is basically any surface that is flat. Take for example the top of a table or the front of a door. That's a flat surface.</p> <p>Now let's explain the "<b>Edge</b>". The edge is basically the line that connects 2 faces together with each other. You would have a face on each end and a line connecting between</p> 	<p>What have we learnt today?</p> <p>Identifying the pattern rule</p> <p>Review the lesson with learners by giving them some task to complete in their workbooks</p>
	<p>Engage learners to sing the song</p> <p><u>WE CAN COUNT</u> We class three We can count We count 1,2,3,4,5 We count 6,7,8,9,10</p>	<p>Guide learners to explain faces, edges and vertices of 3D shapes.</p> <p>And finally the "<b>Vertex</b>". The <b>vertex</b> is the point or <b>corner on a shape</b>. This is where <b>faces and edges</b> come together and meet. That end</p>	<p>What have we learnt today?</p> <p>Identifying the pattern rule</p> <p>Review the lesson with learners by giving them some task to complete in their workbooks</p>



	<p>We class three can count very well.</p>	<p>becomes what you would call the <b>vertex</b>.</p> <p>Have a look at this diagram below which shows the <b>Faces, Edges &amp; Vertices</b> on the <b>cube 3D shape</b></p> 	
	<p>Engage learners to play the Dice game.</p> <p>Put learners into pairs and give out two dice to each pair. Have a partner to toss the dice and the other add up the two numbers that shows up.</p>	<p>Identify a variety of 3D shapes (cubes, spheres, cones, cylinders, pyramids and prisms) by:</p> <ul style="list-style-type: none"> <li>identifying and counting the faces, edges and vertices:</li> <li>describing the shape of the faces</li> <li>constructing a skeleton of an object and describing the relationship between the skeleton and the object</li> </ul>	<p>What have we learnt today?</p> <p>Identifying the pattern rule</p> <p>Review the lesson with learners by giving them some task to complete in their workbooks</p>
	<p>Engage learners to play the “double down game”.</p> <p>Put learners into pairs. Give out two dice to each pair. Have learners to roll their dice in turns. Each partner writes down the numbers displayed by the dice on their recording sheet. E.g. 2+3.</p>	<p>Sort a collection of 3D objects according to the number/nature of faces, number of edges or number of vertices and describe sorting rule used.</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>What have we learnt today?</p> <p>Identifying the pattern rule</p> <p>Review the lesson with learners by giving them some task to complete in their workbooks</p>

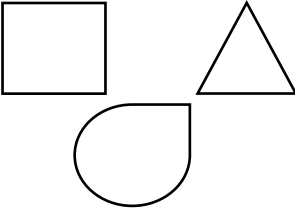
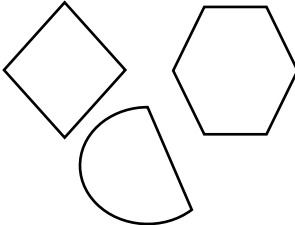
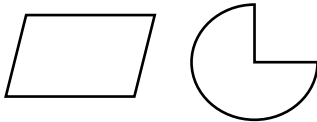
<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Mathematics	
<b>Duration:</b> 50mins		<b>Strand:</b> Geometry and Measurement	
<b>Class:</b> B3	<b>Class Size:</b>	<b>Sub Strand:</b> 2D & 3D Shapes	
<b>Content Standard:</b> B3.3.1.1 Analyse the relationships among and between 2-D shapes and 3-D objects according to a variety of attributes, including measurement		<b>Indicator:</b> B3.3.1.1.2 draw and identify angles	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can describe 3D objects according to the shape of the faces, the number of edges and vertices		<b>CORE COMPETENCE:</b> Problem Solving skills; Critical Thinking; Justification of Ideas;	
<b>Teaching/ Learning Resources</b>	2D and 3D shapes and objects boldly drawn on manila cards.		
<b>New words</b>			
<b>References:</b> Mathematics Curriculum Pg. 64			

DAY	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: PLENARY
	<p>Have learners recite familiar rhymes.</p> <p><b>SHAPES</b>            I am a square, I am square            You can see me everywhere            I have 4 sides,            I am a square, I am square            I am circle, I am circle            I go round and round and round            I have only one side            I am a circle round and round            I am a triangle, triangle            Am a pointing little shape            I have 3 sides            I am a triangle, triangle.</p>	<p>Revise with learners to explain faces, edges and vertices of 3d shapes.</p> <p>Let's start with the "<b>Face</b>". A face is basically any surface that is flat. Take for example the top of a table or the front of a door. That's a flat surface.</p> <p>Now let's explain the "<b>Edge</b>". The edge is basically the line that connects 2 faces together with each other. You would have a face on each end and a line connecting between</p> <p>And finally the "<b>Vertex</b>". The <b>vertex</b> is the point or <b>corner on a shape</b>. This is where <b>faces and edges</b> come together and meet. That end becomes what you would call the <b>vertex</b>.</p> <p>Have a look at this diagram below which shows the <b>Faces, Edges &amp; Vertices</b> on the <b>cube 3D shape</b></p> 	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>
	<p>Engage learners to play games and sing familiar rhymes to begin the lesson.</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;</p> 	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>

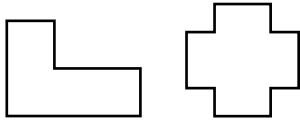
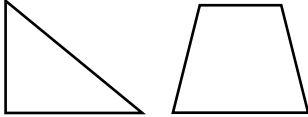
	Engage learners to play games and sing familiar rhymes to begin the lesson.	Sort 2D shapes into larger categories (e.g. rhombuses, rectangles and squares are all four-sided shapes.) according to a common, shared attribute and justify sorting;  	Ask learners to tell you what they have learnt  Give learners individual or home task
	Engage learners to play games and sing familiar rhymes to begin the lesson.	Draw examples of shapes that belong to and those that do not belong to given category  	Ask learners to tell you what they have learnt  Give learners individual or home task
	Engage learners to play games and sing familiar rhymes to begin the lesson.	Measure the sides of a given polygon; Draw a polygon with given sides. e.g. draw a rectangle with lengths 6cm and 3cm.    Assessment: Have learners draw several polygons with given sides.	Ask learners to tell you what they have learnt  Give learners individual or home task

**WEEK 11**

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Mathematics
<b>Duration:</b> 50mins		<b>Strand:</b> Geometry and Measurement
<b>Class:</b> B3	<b>Class Size:</b>	<b>Sub Strand:</b> 2D & 3D Shapes
<b>Content Standard:</b> B3.3.1.1 Analyse the relationships among and between 2-D shapes and 3-D objects according to a variety of attributes, including measurement	<b>Indicator:</b> B3.3.1.1.4 use cut-out paper as a square corner to determine angles which are right angles and angles which are not right angles.	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can use cut-out paper as a square corner to determine angles which are right angles and angles which are not right angles.	<b>CORE COMPETENCE:</b> Problem Solving skills; Critical Thinking; Justification of Ideas;	
<b>Teaching/ Learning Resources</b>	2D and 3D shapes and objects boldly drawn on manila cards.	
<b>New words</b>		
<b>References:</b> Mathematics Curriculum Pg. 65		

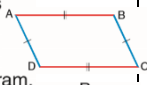
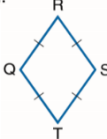
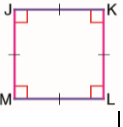

DAY	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: PLENARY
	<p>Begin the lesson by sharing a few jokes with learners.</p> <p>Make sure to choose jokes that will get learners attention.</p> <p>Call two learners to share their jokes as well</p>	<p>Identify polygons with square corners and those without square corners in and around their environment using cut-out papers.</p> 	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>
	<p>Play "what number is this?" with numerals 1 to 100</p>	<p>Identify polygons with square corners and those without square corners in and around their environment using cut-out papers.</p> 	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>
	<p>Let learners close their eyes. While their eyes are closed, erase one or more numbers. Learners again open their eyes to find the missing numbers. Let learners justify their answers.</p>	<p>Identify polygons with square corners and those without square corners in and around their environment using cut-out papers.</p> 	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>
	<p>Begin the lesson by sharing a few jokes with learners.</p>	<p>Identify polygons with square corners and those without square corners in</p>	<p>Ask learners to tell you what they have learnt</p>

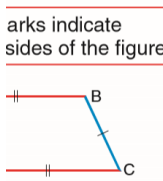
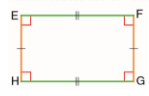
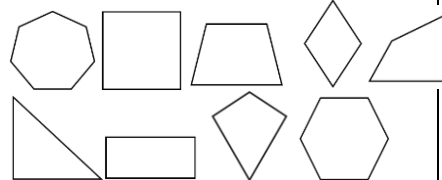
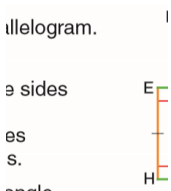
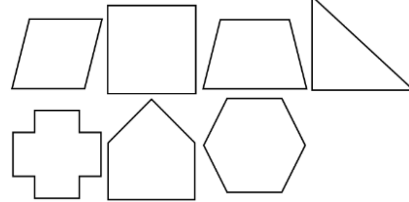


	<p>Make sure to choose jokes that will get learners attention.</p> <p>Call two learners to share their jokes as well</p>	<p>and around their environment using cut-out papers.</p> 	<p>Give learners individual or home task</p>
	<p>Engage learners to play games and sing familiar rhymes to begin the lesson.</p>	<p>Identify polygons with square corners and those without square corners in and around their environment using cut-out papers.</p> 	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>



<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Mathematics	
<b>Duration:</b> 50mins		<b>Strand:</b> Geometry and Measurement	
<b>Class:</b> B3	<b>Class Size:</b>	<b>Sub Strand:</b> 2D & 3D Shapes	
<b>Content Standard:</b> B3.3.1.1 Analyse the relationships among and between 2-D shapes and 3-D objects according to a variety of attributes, including measurement		<b>Indicator:</b> B3.3.1.1.4 use attributes to recognize quadrilaterals	<b>Lesson:</b> I OF I
<b>Performance Indicator:</b> Learners can use attributes to recognize quadrilaterals		<b>CORE COMPETENCE:</b> Problem Solving skills; Critical Thinking; Justification of Ideas;	
<b>Teaching/ Learning Resources</b>	2D and 3D shapes and objects boldly drawn on manila cards.		
<b>New words</b>			
<b>References:</b> Mathematics Curriculum Pg. 66			

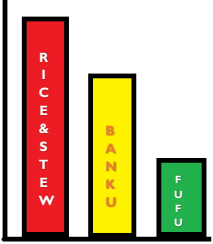
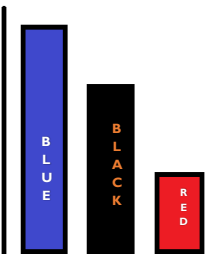
DAY	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: PLENARY
	<p>Take learners through mathematical to solve the following.</p> $15 - \square = 10$ $9 + \square = 11$ $\square + 3 = 10$ $\square - 4 = 1$ $14 - \square = 7$	<p>Guide learners to use attributes to recognize rhombuses, parallelograms as examples of quadrilaterals</p> <p>Let learners draw examples of quadrilaterals that do not belong to any of these subcategories.</p> <p>A <b>parallelogram</b> has opposite sides that are parallel and that are the same length. Quadrilateral <i>ABCD</i> is a parallelogram.</p>  <p>A <b>rhombus</b> has opposite sides that are parallel. All four sides are the same length. Quadrilateral <i>QRST</i> is a rhombus.</p> 	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
	<p>Take learners through mathematical to solve the following.</p> <p><b>Identical</b> Identical names. Identical congruence</p> <p>Two sides are equal. A parallelogram.</p> <p>Two sides are equal. E</p>	<p>Guide learners to use attributes to recognize trapezoids, rectangles, and squares as examples of quadrilaterals.</p> <p>Learners to draw examples of quadrilaterals that do not belong to any of these subcategories.</p> <p>A <b>square</b> has opposite sides that are parallel. All its sides are the same length. All the angles of a square are right angles. Quadrilateral <i>JKLM</i> is a square.</p>  <p>A <b>trapezoid</b> has exactly one pair of parallel sides. Quadrilateral <i>WXYZ</i> is a trapezoid.</p> 	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
	<p>Take learners through mathematical to solve the following.</p>	<p>Guide learners to use attributes to recognize rectangles as example of quadrilaterals.</p> <p>Learners to draw examples of quadrilaterals that do not belong to any of these subcategories.</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>

	<p>arks indicate sides of the figure</p> 	<p>A <b>rectangle</b> also has opposite sides that are parallel <i>and</i> that are the same length. All the angles of a rectangle are right angles.</p> <p>Quadrilateral <i>EFGH</i> is a rectangle.</p> 	
	<p>Take learners through math mental to solve the following.</p> <p>Quadrilateral <i>ABCD</i> is a</p> <p><b>Rectangle</b> also has opposite sides that are parallel <i>and</i> the same length. All the angles of a rectangle are right angles.</p> <p>Quadrilateral <i>EFGH</i> is a</p>	<p>Guide learners to give cut-out shapes of different types of quadrilaterals and have learners examine their features.</p> <p>Learners discuss the characteristics and regroup them as rhombuses, parallelograms, trapezoids and draw these quadrilaterals</p> 	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
	<p>Take learners through math mental to solve the following.</p> <p>Parallelogram.</p> <p>Opposite sides are equal.</p> <p>Opposite angles are equal.</p> 	<p>Guide learners to give cut-out shapes of different types of quadrilaterals and have learners examine their features.</p> <p>Learners discuss the characteristics and regroup them as rectangles, and squares and draw these quadrilaterals.</p> 	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>

## WEEK 12

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Mathematics	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> Geometry and measurement	
<b>Class:</b> B3	<b>Class Size:</b>	<b>Sub Strand:</b> Data Collection And Organization	
<b>Content Standard:</b> B3.3.3.3 Demonstrate an understanding of time taken by events in days, weeks and months		<b>Indicator:</b> B3.4.1.1.1 / B3.4.1.2.1 Gather and record Data using concrete graphs and pictographs to solve problems	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> <ul style="list-style-type: none"> <li>Learners can gather and record Data using concrete graphs and pictographs to solve problems</li> </ul>		<b>CORE COMPETENCE:</b> Problem Solving skills; Critical Thinking; Justification of Ideas;	
<b>Teaching/ Learning Resources</b>		Ruler, rope, meter rule	
<b>References:</b> Mathematics Curriculum Pg. 73			
<b>DAYS</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: REFLECTION</b>
Monday	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson</p>	<p>Guide learners to use tallies, checkmarks, charts, lists or tables to collect and organize data to answer a question. Example: call ten students to the front of the class and sort them into groups; that is group of boys and group of girls.</p> <p>Let learners identify the number of boys and girls in each group.</p> <p>Have learners to use tallies to represent the number of boys and girls on a table.</p>	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>
Tuesday	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson</p>	<p>Guide learners to use tallies, checkmarks, charts, lists or tables to answer questions, and justify the answers, based on the organized data.</p> <p>Have learners to answer questions based on the data collected on the number of boys and girls. Example: i. How many boys? ii. how many girls? iii. how many altogether? iv. more girls than boys. Yes/No v. less boys than girls? Yes/No</p>	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>
Wednesday	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson</p>	<p>Let gather and bring all items that can found in the classroom. Example: pencils, sharpeners, erasers, crayons, bags, dusters, chalk, pens, etc.</p> <p>Let them sort and group them. That is group of pencils, group of pens, etc.</p> <p>Learners to count and identify the number of items in each group.</p>	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>



		<p>Have learners to use tallies to represent the number of boys and girls on a table and answer questions based on the data collected.</p>	
Thursday	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson</p>	<p>Let learners identify common features of bar graphs that use one-to-many correspondence and use that understanding to create concrete graphs or pictographs, complete with title, labeled axes, key or legend, to represent data collected (up to 3 categories of data)</p> <p>Draw a bar graph on the board depicting the food learners like best</p>  <p>Learners to use the graph to answer and/or pose questions, and justify the answers, based on the organized data e.g. "What is the class favorite food?"</p>	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>
Friday	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson</p>	<p>Let learners use a one-to-many correspondence solve simple problems (how many altogether, comparing, or take apart problems) requiring interpretation of one-to-many bar graphs (up to 3 categories of data)</p> <p>Draw a bar graph on the board depicting learners favorite colors</p>  <p>Learners to use the graph to answer and/or pose questions, and justify the answers, based on the organized data e.g. "What is the class favorite color?"</p>	<p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p> <p>Next lesson: Gather and record Data using concrete graphs and pictographs to solve problems</p>

# FIRST TERM LESSON PLAN

## BASIC THREE (SCIENCE)

### WEEK I

Name of School: .....

Name of Teacher: .....

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Science	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> Diversity Of Matter	
<b>Class:</b> B3	<b>Class Size:</b>	<b>Sub Strand:</b> Living & Non-Living Things	
<b>Content Standard:</b> B3.1.1.1 Show understanding of the physical features and life processes of living things and use this understanding to classify them		<b>Indicator:</b> B3.1.1.1.1 classify living things plants and animals by their life process	<b>Lesson:</b> I OF I
<b>Performance Indicator:</b> Learners can classify living things plants and animals by their life process		<b>Core Competencies:</b> Problem Solving skills; Critical Thinking; Justification of Ideas;	
<b>Teaching/ Learning Resources</b>	Pictures of Plants and animals in the environment		
<b>References:</b> Science Curriculum Pg. 50			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Have learners watch a documentary on the life processes of some plants and animals	Learners watch pictures and videos on living things  Learners collect and display cut-out pictures or flash cards of plants and animals	What have we learnt today?  Life process of plants and animals  Have learners to summarize the important points of the lesson
	Have learners watch a documentary on the life processes of some plants and animals	Learners sort the living things into plants and animals through an activity.  Draw two large circles and let learners place living things into different circles for plants and animals based on their life processes	What have we learnt today?  Life process of plants and Animals  Have learners to summarize the important points of the lesson
	Put the learners into groups. Play a game of seeing which group can list the highest number of living and non-living things.  Give them 5 minutes to write as many ideas down on paper as they can. The group with the highest number wins	Have learners watch a documentary on the life processes of some plants and animals  Produce more materials for different activities	What have learnt today?  Life process of plants and Animals  Have learners to summarize the important points of the lesson



**WEEK 2**

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Science	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> Diversity Of Matter	
<b>Class:</b> B3	<b>Class Size:</b>	<b>Sub Strand:</b> Living & Non Living Things	
<b>Content Standard:</b> B3.1.1.1 Show understanding of the physical features and life processes of living things and use this understanding to classify them		<b>Indicator:</b> B3.1.1.1.1 classify living things plants and animals by their life process	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> <ul style="list-style-type: none"> <li>Learners can classify living things plants and animals by their life process</li> </ul>		<b>Core Competencies:</b> Problem Solving skills; Critical Thinking; Justification of Ideas;	
<b>Teaching/ Learning Resources</b>	Pictures of Plants and animals in the environment		
<b>References:</b> Science Curriculum Pg. 50			

<b>DAYS</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: REFLECTION</b>
	Have learners watch a documentary on the life processes of some plants and animals	Learners watch pictures and videos on living things  Learners collect and display cut-out pictures or flash cards of plants and animals	What have we learnt today?  Life process of plants and animals  Have learners to summarize the important points of the lesson
	Have learners watch a documentary on the life processes of some plants and animals	Learners sort the living things into plants and animals through an activity.  Draw two large circles and let learners place living things into different circles for plants and animals based on their life processes	What have we learnt today?  Life process of plants and Animals  Have learners to summarize the important points of the lesson
	Put the learners into groups. Play a game of seeing which group can list the highest number of living and non-living things.  Give them 5 minutes to write as many ideas down on paper as they can. The group with the highest number wins	Have learners watch a documentary on the life processes of some plants and animals  Produce more materials for different activities	What have learnt today?  Life process of plants and Animals  Have learners to summarize the important points of the lesson



**WEEK 3**

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Science	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> Diversity Of Matter	
<b>Class:</b> B3	<b>Class Size:</b>	<b>Sub Strand:</b> Materials	
<b>Content Standard:</b> B3.1.2.1 Recognize materials as important resources for providing human needs		<b>Indicator:</b> B3.1.2.1.1 Identify the uses of everyday materials and link the uses to their properties	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can Identify the uses of everyday materials and link the uses to their properties		<b>Core Competencies:</b> Problem Solving skills; Critical Thinking; Justification of Ideas;	
<b>Teaching/ Learning Resources</b>		wood, plastics, paper, metals, leather, cotton	
<b>References:</b> Science Curriculum Pg. 50			

<b>DAYS</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: REFLECTION</b>
	Engage learners to sing some action songs  <b>SHOW ME</b> Show me your head oo, This is my head oo. Show me your eyes oo, This is my eyes oo. Etc.	Show learners pictures and videos of common materials e.g. wood, plastics, paper, metals, leather, cotton, etc.  Learners collect everyday materials in their environment e.g. wood, plastics, paper, metals, leather, cotton, etc. and bring them to class.  Learners use think-pair-share to discuss the uses of the materials collected.	Ask learners questions to review their understanding of the lesson.  Have learners write 3 facts of the lesson on a sheet of paper and put it in their pockets and learn it on their way home.
	Get a viral picture, a trending news on twitter, Facebook, YouTube and other social media handles.  Discuss what is trending and invite learners to share their opinions on them	Brainstorm with learners to come out with the uses of the materials in relation to their properties, e.g. metals are used for making car bodies because they are hard, plastics are used for making bottles, buckets, bowls because they can be moulded into different shapes  Engage learners in an activity to match some products such as buckets, cups, books, tables with their material sources such as metals, clay, glass, wood, plastics.  Provide a lot of materials for the learners to do more activities.	Divide the class into two teams. One player serves a question and chooses a player in the other group to answer.



**WEEK 4**

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Science	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> Diversity Of Matter	
<b>Class:</b> B3	<b>Class Size:</b>	<b>Sub Strand:</b> Materials	
<b>Content Standard:</b> B3.1.2.1 Recognize materials as important resources for providing human needs		<b>Indicator:</b> B3.1.2.1.2 Demonstrate understanding that an object is made of one or more materials	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> <ul style="list-style-type: none"> <li>Learners can demonstrate understanding that an object is made of one or more materials</li> </ul>		<b>Core Competencies:</b> Problem Solving skills; Critical Thinking; Justification of Ideas;	
<b>Teaching/ Learning Resources</b>	wood, plastics, paper, metals, leather, cotton		
<b>References:</b> Science Curriculum Pg. 51			

<b>DAYS</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: REFLECTION</b>
	Engage learners in the 'mystery box game' Teacher brings a bag into the classroom that contains an object (phone, pencil, clothes etc.). It is then 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.	Display objects such as computer, football, clothes, mobile phone, pencils etc.  Provide materials such as glass, plastics, wood, metals etc.  Assist learners to identify that an object such as computer is made up of materials such as plastics, glass and metals  <b>Assessment:</b> in groups learners tell class the compositions of materials such as pencil, computer etc.	What we have learnt today?  Compositions of materials.  Have learners to summarize the important points of the lesson.
	Revise the previous lesson with learners  Have learners write on a sheet of paper the following The composition of; a. Computer b. pencil	Show a video to learners on how things are made.  Have learners talk about the part of video that interest them Discuss the compositions of items with learners.  <b>Assessment:</b> Engage learners to give examples of objects and the materials used to make them	What we have learnt today?  Compositions of materials.  Have learners to summarize the important points of the lesson.
	Show a video to learners on how things are made.  Have learners talk about the part of video that interest them.	Do more activities with learners to build the concepts of objects and materials <b>Assessment:</b> have learners to make objects using local materials in their community. Learners present their work to class and tell the composition	What we have learnt today?  Compositions of materials.  Have learners to summarize the important points of the lesson.



**WEEK 5**

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Science	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> Diversity Of Matter	
<b>Class:</b> B3	<b>Class Size:</b>	<b>Sub Strand:</b> Materials	
<b>Content Standard:</b> B3.1.2.1 Recognize materials as important resources for providing human needs		<b>Indicator:</b> B3.1.2.1.2 Demonstrate understanding that an object is made of one or more materials	<b>Lesson:</b> I OF I
<b>Performance Indicator:</b> Learners can demonstrate understanding that an object is made of one or more materials		<b>Core Competencies:</b> Problem Solving skills; Critical Thinking; Justification of Ideas;	
<b>Teaching/ Learning Resources</b>		Metals, woods plastics soil stones paper pencil crayons balloons	
<b>References:</b> Science Curriculum Pg. 51			

<b>DAYS</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: REFLECTION</b>
	Engage learners in the 'mystery box game' Teacher brings a bag into the classroom that contains an object (phone, pencil, clothes etc.). It is then 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.	Display objects such as computer, football, clothes, mobile phone, pencils etc.  Provide materials such as glass, plastics, wood, metals etc.  Assist learners to identify that an object such as computer is made up of materials such as plastics, glass and metals  <b>Assessment:</b> in groups learners tell class the compositions of materials such as pencil, computer etc.	What we have learnt today?  Compositions of objects.  Have learners to summarize the important points of the lesson.
	Revise the previous lesson with learners  Have learners write on a sheet of paper the following The composition of; c. Computer d. pencil	Show a video or pictures to learners on how things are made.  Have learners talk about the part of video that interest them Discuss the compositions of items with learners.  <b>Assessment:</b> Engage learners to give examples of objects and the materials used to make them	What we have learnt today?  Compositions of objects.  Have learners to summarize the important points of the lesson.
	Show a video to learners on how things are made.  Have learners talk about the part of video that interest them.	Do more activities with learners to build the concepts of objects and materials  <b>Assessment:</b> have learners to make objects using local materials in their community. Learners present their work to class and tell the composition	What we have learnt today?  Compositions of objects.  Have learners to summarize the important points of the lesson.



**WEEK 6**

<b>Week Ending:</b>		<b>DAY:</b>		<b>Subject:</b> Science	
<b>Duration:</b> 60mins per lesson				<b>Strand:</b> Diversity Of Matter	
<b>Class:</b> B3		<b>Class Size:</b>		<b>Sub Strand:</b> Materials	
<b>Content Standard:</b> B3.1.2.3 Know that substances can exist in different physical state (solid, liquid, Gas). Many substances can be changed from one state to another by heating or cooling			<b>Indicator:</b> B3.1.2.3.1 Explain how substances change state between solid, liquid and gas		<b>Lesson:</b> I OF I
<b>Performance Indicator:</b> Learners can explain how substances change state between solid, liquid and gas			<b>Core Competencies:</b> Problem Solving skills; Critical Thinking; Justification of Ideas;		
<b>Teaching/ Learning Resources</b>		Metals, woods plastics soil stones paper pencil crayons balloons			
<b>References:</b> Science Curriculum Pg. 51					
<b>DAYS</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>		<b>PHASE 3: REFLECTION</b>	
	<p>Teacher writes and lets students see the answer on the board, perhaps a picture of object on the board.</p> <p>The students must come up with questions in which the answer could be the object on the board.</p>	<p>Learners watch pictures and videos of solid, liquid and gaseous substances.</p> <p>Provide learners with solid and liquid substances such as shea butter, water, candle wax, ice</p> <p>Learners identify the physical states of the materials provided.</p> <p>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).</p>		<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.</p>	
	<p>Teacher introduces the lesson to learners. Students are to list all the words they associate with the topic to be treated. Ask them to put words together to form a definition</p>	<p>Engage learners to melt Shea butter and candle wax and let them observe how they change from solid to liquid and liquid to solid.</p> <p>Elaborate on their ideas to explain how substances change state.</p> <p>Share with learners, some everyday occurrences in which no new thing is formed.</p>		<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.</p>	



**WEEK 7**

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Science	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> Cycles	
<b>Class:</b> B3	<b>Class Size:</b>	<b>Sub Strand:</b> Earth Science	
<b>Content Standard:</b> B3.2.1.1 Recognize that some events in our environment occur recurrently		<b>Indicator:</b> B3.2.1.1.1 Describe some cyclic events like day and night, wet and dry seasons and their intervals/periods	<b>Lesson:</b> 1 OF 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> Problem Solving skills; Critical Thinking; Justification of Ideas;	
<b>Teaching/ Learning Resources</b>		Torch candle matchstick lantern paper pencil pictures of well river	
<b>References:</b> Science Curriculum Pg. 52			

<b>DAYS</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: REFLECTION</b>
	Ask learners questions to review their understanding in the previous lesson	<p>Prior to the lesson, task learners to find-out some different cyclic events from their homes</p> <p><i>Example: day and night, wet and dry seasons, going to school, Independence Day celebrations, cultivation of crops [e.g. maize]</i></p> <p>Have learners to describe some of the cycles identified</p> <p>Guide learners to identify some activities associated with each event and relate to them.</p> <p>Call out learners in turns to tell what they do throughout the day.</p>	<p>Learners to tell what was interesting about the lesson.</p> <p>Have learners to read and spell the key words written on the board</p>
	<p>Get a viral picture, a trending news on twitter, Facebook, YouTube and other social media handles.</p> <p>Discuss what is trending and invite learners to share their opinions on them</p>	<p>Revise with learners on some cycle of events identified in the previous lesson</p> <p>Guide Learners to mention and discuss the importance of some cyclic events</p> <p>Write a few keywords on the board for learners.</p> <p>Learners draw any of the cycles e.g. day and night, wet and dry seasons</p>	<p>Learners to tell what was interesting about the lesson.</p> <p>Have learners to read and spell the key words written on the board</p>



**WEEK 8**

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Science	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> Cycles	
<b>Class:</b> B3	<b>Class Size:</b>	<b>Sub Strand:</b> Earth Science	
<b>Content Standard:</b> B3.2.1.1 Recognize that some events in our environment occur recurrently		<b>Indicator:</b> B3.2.1.2.1 Know the importance of the sun to the earth	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can know the importance of the sun to the earth		<b>Core Competencies:</b> Problem Solving skills; Critical Thinking; Justification of Ideas;	
<b>Teaching/ Learning Resources</b>		Pictures of the sun and earth	
<b>References:</b> Science Curriculum Pg. 52			

<b>DAYS</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: REFLECTION</b>
	Engage learners to play games and sing songs to begin the lesson.	<p>Begin by discussing with learners the role of the sun and its importance to life on earth.</p> <p>Ask the following questions: (a)what is the sun? (b)What are some of the ways through which the earth benefits from the sun?</p> <p>Learners perform outdoor activities to illustrate the importance of the sun.</p>	<p>Use questions to review learners understanding of the lesson.</p> <p>Ask learners to tell the class what they have learnt.</p> <p>Call learners to summarize the main points of the lesson.</p>
	<p>Ask learners questions to review their understanding in the previous lesson</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Guide learners to know other major uses of the sun to the earth.</p> <p>Learners outline everyday uses of the sun.</p> <p>Evaluate the lesson by asking learners to draw a picture showing one benefit of the sun to life on earth (drying of clothes)</p>	<p>Use questions to review learners understanding of the lesson.</p> <p>Ask learners to tell the class what they have learnt.</p> <p>Call learners to summarize the main points of the lesson.</p>



<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Science	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> Cycles	
<b>Class:</b> B3	<b>Class Size:</b>	<b>Sub Strand:</b> Earth Science	
<b>Content Standard:</b> B3.2.1.3 Show understanding of the roles of condensation, evaporation, transpiration and precipitation in the hydrological (water) cycle		<b>Indicator:</b> B3.2.1.3.1 Identify the types of precipitation and describe the differences among them	<b>Lesson:</b> I OF I
<b>Performance Indicator:</b> Learners can identify the types of precipitation and describe the differences among them		<b>Core Competencies:</b> Problem Solving skills; Critical Thinking; Justification of Ideas;	
<b>Teaching/ Learning Resources</b>	Pictures of the sun and earth		
<b>References:</b> Science Curriculum Pg. 53			

<b>DAYS</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: REFLECTION</b>
	<p>Use questions and answers to review learners understanding in the previous lesson</p> <p>Engage learners to sing songs and play games to get them ready for lesson</p>	<p>Explore the previous knowledge of learners on this topic, e.g., learners know of iced water, 'ice block' and rainfall.</p> <p>Provide learners with cut-out pictures or videos of the other forms of precipitation (snow, hail, sleet, these may be foreign to them.</p> <p>Learners examine the pictures and communicate their ideas on the different types of precipitation.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Learners to read and spell the key words on the board.</p>
	<p>Use questions and answers to review learners understanding in the previous lesson</p> <p>Engage learners to sing songs and play games to get them ready for lesson</p>	<p>Guide learners to explain each term. For example: Sleet is ice pellets that fall from clouds.</p> <p><b>Hail:</b> precipitation in the form of balls or irregular lumps of ice (5 mm or more in diameter – anything smaller is considered an “ice pellet”).</p> <p><b>Snow:</b> precipitation composed of white or translucent ice crystals, chiefly in the form of snowflakes.</p> <p><b>Sleet:</b> a mixture of rain and snow.</p> <p><b>Freezing rain:</b> rain that falls when surface temperatures are below freezing – the liquid precipitation freezes when it hits the super-cold surface.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Learners to read and spell the key words on the board.</p>



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



<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Science	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> Cycles	
<b>Class:</b> B3	<b>Class Size:</b>	<b>Sub Strand:</b> Earth Science	
<b>Content Standard:</b> B3.2.1.4 Recognize water and air as important natural resources		<b>Indicator:</b> B3.2.1.4.1-2 Identify things that make water impure and describe the properties of air	<b>Lesson:</b> I OF I
<b>Performance Indicator:</b> Learners can identify things that make water impure and describe the properties of air		<b>Core Competencies:</b> Problem Solving skills; Critical Thinking; Justification of Ideas;	
<b>Teaching/ Learning Resources</b>		Pictures of the sun and earth	
<b>References:</b> Science Curriculum Pg. 53			

<b>DAYS</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: REFLECTION</b>
	<p>Have learners to sing songs and recite familiar rhymes relating to the lesson</p> <p><u>WATER WE DRINK</u> Water we drink and water we use, To wash our vessels, our clothes and shoes. With water we bathe, and wash our hair. But what do we do, when it isn't there! Shut the tap when you don't need it, Don't let water overflow. When you learn to save water, You will have enough and more.</p>	<p>Provide learners with cut-out pictures showing how water is polluted.</p> <p>This should include <i>leakages, flooding during rainy season which carries waste deposits into water bodies, Industrial waste dumped into water, mining, littering, pesticides application, fertilizer application, house hold chemicals, improper disposal of animal wastes.</i></p> <p>In groups, learners observe the pictures and communicate their ideas on what makes water impure.</p>	<p>What have we learnt today?</p> <p>Things that make water impure</p> <p>Ask learners to summarize the main points in the lesson</p> <p>Learners talk about what was interesting and made meaning to them in the lesson and what they will change and do differently</p>
	<p>Teacher brings a bag into the classroom that contains an object that has a connection to the lesson.</p> <p>Then it is passed around and learners try to determine what is in the bag just by feeling it.</p> <p>The student who guess right wins, and hence introduce the lesson.</p>	<p>Take learners on a trip to observe littered parts of the community to identify things that make water impure.</p>  <p>Ask learners what will happen if they drink impure water.</p> <p>It can cause diarrhea, fast heartbeat, loss of skin color and etc.</p>	<p>What have we learnt today?</p> <p>Effects of drinking impure water</p> <p>Ask learners to summarize the main points in the lesson</p> <p>Learners talk about what was interesting and made meaning to them in the lesson and what they will change and do differently</p>
	<p>Learners to recite poems about Air</p> <p><u>AIR</u> We cannot see the air We can only feel the air When it moves, it is cool</p>	<p>Have learners answer the following questions.</p> <ul style="list-style-type: none"> <li>➤ What is air?</li> <li>➤ Where does air come from?</li> <li>➤ Can you see and touch air?</li> <li>➤ What shows that there is air present in this classroom?</li> </ul>	<p>What have we learnt today?</p> <p>Properties of air</p>

	<p>When it stops, it is warm To keep the air clean Plant many trees green</p>	<p>Perform a simple demonstration on the properties of air E.g. <i>air has mass, occupies space, made up of more than one gas, pulls and pushes objects.</i></p> <p>Learners demonstrate how to make more air enter their classrooms in groups.</p> <p>Let each group present their findings.</p>	<p>Ask learners to summarize the main points in the lesson</p>
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**WEEK 9**

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Science
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> Cycles
<b>Class:</b> B3	<b>Class Size:</b>	<b>Sub Strand:</b> Life Cycle Of Organism
<b>Content Standard:</b> B3.2.2.1 Demonstrate understanding of life cycle of a plant	<b>Indicator:</b> B3.2.2.1.2 Observe the germination of maize and bean seeds	<b>Lesson:</b> I OF I
<b>Performance Indicator:</b> Learners can observe the germination of maize and bean seeds		<b>Core Competencies:</b> Problem Solving skills; Critical Thinking; Justification of Ideas;
<b>Teaching/ Learning Resources</b>	Pictures of the sun and earth	
<b>References:</b> Science Curriculum Pg. 54		

<b>DAYS</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: REFLECTION</b>
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Begin this activity by asking learners to predict whether it is possible for bean and maize seeds to germinate in water without soil.</p> <p>Place learners into groups and give each group two transparent glasses or plastic containers (labeled A and B), cotton wool, water and viable maize and bean seeds.</p> <p>Learners pack container A with the cotton wool and push one of each of the different seeds through the side of the container but not to touch the bottom.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and put it in their pockets and learn it on their way home.</p>
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Guide learners to pour a little water to soak the cotton wool. The set-up is left to stand for one week while keeping the cotton wool always wet.</p> <p>Guide learners to prepare container B using the same method but with a dry cotton wool.</p> <p>Learners observe the set-up critically and record whatever they see.</p> <p>Challenge learners with the question: What made the seeds germinate in set-up A?</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and put it in their pockets and learn it on their way home.</p>




**WEEK 10**

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Science
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> Cycles
<b>Class:</b> B3	<b>Class Size:</b>	<b>Sub Strand:</b> Life Cycle Of Organism
<b>Content Standard:</b> B3.2.2.1 Demonstrate understanding of life cycle of a plant	<b>Indicator:</b> B3.2.2.1.2 Observe the germination of maize and bean seeds	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can observe the germination of maize and bean seeds		<b>Core Competencies:</b> Problem Solving skills; Critical Thinking; Justification of Ideas;
<b>Teaching/ Learning Resources</b>	Pictures of the sun and earth	
<b>References:</b> Science Curriculum Pg. 54		

<b>DAYS</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: REFLECTION</b>
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Begin this activity by asking learners to predict whether it is possible for bean and maize seeds to germinate in water without soil.</p> <p>Place learners into groups and give each group two transparent glasses or plastic containers (labeled A and B), cotton wool, water and viable maize and bean seeds.</p> <p>Learners pack container A with the cotton wool and push one of each of the different seeds through the side of the container but not to touch the bottom.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and put it in their pockets and learn it on their way home.</p>
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Guide learners to pour a little water to soak the cotton wool. The set-up is left to stand for one week while keeping the cotton wool always wet.</p> <p>Guide learners to prepare container B using the same method but with a dry cotton wool.</p> <p>Learners observe the set-up critically and record whatever they see.</p> <p>Challenge learners with the question: What made the seeds germinate in set-up A?</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and put it in their pockets and learn it on their way home.</p>



**WEEK 11**

<b>Week Ending:</b>		<b>DAY:</b>	<b>Subject:</b> Science
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> Systems	
<b>Class:</b> B3	<b>Class Size:</b>	<b>Sub Strand:</b> The Human Body System	
<b>Content Standard:</b> B3.2.1.1 Recognize that some events in our environment occur recurrently		<b>Indicator:</b> B3.3.1.1.1 explain that the external parts of the human body work interdependently to perform a function	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can explain that the external parts of the human body work interdependently to perform a function		<b>Core Competencies:</b> Problem Solving skills; Critical Thinking; Justification of Ideas;	
<b>Teaching/ Learning Resources</b>		Learners, pictures, videos, paper, pencils, crayons	
<b>References:</b> Science Curriculum Pg. 55			
<b>DAY</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: PLENARY</b>
	Engage pupils in songs on the various parts of the body, e.g. head, shoulders, knees and toes, show me your head, my head, my shoulders my knees, my toes.	Let learner's role play the functions of parts of the human body. E.g. I am eyes, the body sees with me. I see and tell the body dangers ahead.  I am nose, the body breathe through me. I smell things etc.	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson  Let learners read the keywords written on the board
	Use questions and answers to review what they learnt in the previous lesson  Example: the mouth is used for.....  The hands are used for.....  Legs are used for.....	Learners brainstorm on how the various parts of the human body support each other to perform various functions, E.g. assuming a dog is barking towards you, how do the eyes, ears, feet help you to recognize danger and escape?  Assessment: Give learners a lot of scenarios and get interesting answers from them.	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson  Let learners give scenarios and tell how they will react to the situations
	Learners recite rhymes  <b>Humpty Dumpty</b> Humpty Dumpty sat on the wall, Humpty Dumpty had a great fall, All the kings horses and all the kings men, Couldn't put dumpty together again	Let learners relate to some of the scenarios and draw them in their work books  	Ask learners to talk about what they enjoyed most during the lesson  Let Learners display their drawings for appreciation



<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Science	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> Systems	
<b>Class:</b> B3	<b>Class Size:</b>	<b>Sub Strand:</b> The Human Body System	
<b>Content Standard:</b> B3.3.1.1 Recognise that different parts of the human body work interdependently to perform a specific function		<b>Indicator:</b> B3.3.1.1.1 explain that the external parts of the human body work interdependently to perform a function	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can explain that the external parts of the human body work interdependently to perform a function		<b>Core Competencies:</b> Problem Solving skills; Critical Thinking; Justification of Ideas;	
<b>Teaching/ Learning Resources</b>	Learners, pictures, videos, paper, pencils, crayons		
<b>References:</b> Science Curriculum Pg. 55			

<b>DAY</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: PLENARY</b>
	Engage pupils in songs on the various parts of the body, e.g. head, shoulders, knees and toes, show me your head, my head, my shoulders my knees, my toes.	Revise with Learners on how the various parts of the human body support each other to perform various functions, e.g. assuming a dog is barking towards you, how do the eyes, ears, feet help you to recognize danger and escape?  Assessment: learners relate to some of the scenarios and draw them in their work books	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson  Let learners read the keywords written on the board
	Use questions and answers to review what they learnt in the previous lesson  Example: the mouth is used for.....  The hands are used for.....  Legs are used for.....	Learners engage in various activities (skipping), playing football and explain how the various parts of the body contribute to undertake the activity successfully.  Let learners appreciate the fact that every part of the body is important and must be taken care of	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson  Let learners read the keywords written on the board



## WEEK 12

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Science	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> Systems	
<b>Class:</b> B3	<b>Class Size:</b>	<b>Sub Strand:</b> The Human Body System	
<b>Content Standard:</b> B3.3.1.1 Recognise that different parts of the human body work interdependently to perform a specific function		<b>Indicator:</b> B3.3.1.1.1 explain that the external parts of the human body work interdependently to perform a function	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can explain that the external parts of the human body work interdependently to perform a function		<b>Core Competencies:</b> Problem Solving skills; Critical Thinking; Justification of Ideas;	
<b>Teaching/ Learning Resources</b>		Model shapes of sun, moon and stars	
<b>References:</b> Science Curriculum Pg. 55			
<b>DAY</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: PLENARY</b>
	Engage pupils in songs on the various parts of the body, e.g. head, shoulders, knees and toes, show me your head, my head, my shoulders my knees, my toes.	Revise with Learners on how the various parts of the human body support each other to perform various functions, e.g. assuming a dog is barking towards you, how do the eyes, ears, feet help you to recognize danger and escape?  Assessment: learners relate to some of the scenarios and draw them in their work books	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson  Let learners read the keywords written on the board
	Use questions and answers to review what they learnt in the previous lesson  Example: the mouth is used for.....  The hands are used for.....  Legs are used for.....	Learners engage in various activities (skipping), playing football and explain how the various parts of the body contribute to undertake the activity successfully.  Let learners appreciate the fact that every part of the body is important and must be taken care of	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson  Let learners read the keywords written on the board



# FIRST TERM LESSON PLAN

## BASIC THREE (RELIGIOUS & MORAL EDUCATION)

### WEEK I

Name of School: .....

Name of Teacher: .....

<b>Week Ending:</b>		<b>Subject:</b> RELIGIOUS & MORAL EDUCATION	
<b>Duration:</b> 60mins		<b>Strand:</b> God's Creation and Attributes	
<b>Class:</b> B1	<b>Class Size:</b>	<b>Sub Strand:</b> God the Creator	
<b>Content Standard:</b> B1.1.1.1.		<b>Indicator:</b> B1.1.1.1.1 Explain who the creator is	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can explain who the creator is		<b>Core Competencies:</b> Cultural Identity, Sharing Reconciliation, Togetherness, Unity	
<b>Teaching/ Learning Resources</b>		Wall charts, wall words, posters, video clip, etc.	
<b>New words</b>	Creator, spirit		
<b>References:</b> RME Curriculum Pg. 5			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Engage learners to share some Bible quotations they are familiar with. e.g. 'In the beginning God created the heavens and the earth ...'</p> <p>Have learners to recite rhymes, sing songs about God's creation: human beings, animals, trees, rivers, moon, stars, sea and mountains.</p>	<p>Ask the learners to discuss God as the creator in groups. The groups should share their thought with the class.</p> <p>Through whole class discussion, guide the learners to give the attributes of God. The following should be considered: 1. God is a spirit. 2. He does not die. 3. God is self-existence;</p> <p>Guide learners to brainstorm why we say God is a spirit? Let the pupils contribute individually.</p> <p>In groups, learners discuss who the creator is.</p> <ul style="list-style-type: none"> <li>• He is God, the originator of all things.</li> <li>• He provides all our needs: air, food, water, life, etc.</li> </ul> <p><u>Assessment</u> Underline the correct answers 1. Which one is the attribute of God? a. Human being</p>	<p>Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson</p> <p><u>Homework</u> Underline the correct answers 1. Where does God live? [a] Church [b] Heaven [c] Tent [d] Mountains</p>



		b. Ghost c. Air d. Spirit	
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**WEEK 2**

<b>Week Ending:</b>		<b>Subject:</b> RELIGIOUS & MORAL EDUCATION
<b>Duration:</b> 60mins		<b>Strand:</b> God's Creation and Attributes
<b>Class:</b> B1	<b>Class Size:</b>	<b>Sub Strand:</b> God the Creator
<b>Content Standard:</b> B1.1.1.1.	<b>Indicator:</b> B1.1.1.1.1 Explain who the creator is	<b>Lesson:</b> I OF I
<b>Performance Indicator:</b> Learners can explain who the creator is	<b>Core Competencies:</b> Cultural Identity, Sharing Reconciliation, Togetherness, Unity	
<b>Teaching/ Learning Resources</b>	Wall charts, wall words, posters, video clip, etc.	
<b>New words</b>	Creator, spirit	
<b>References:</b> RME Curriculum Pg. 5		

<b>DAYS</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: REFLECTION</b>
	<p>Engage learners to share some Bible quotations they are familiar with. e.g. 'In the beginning God created the heavens and the earth ...'</p> <p>Have learners to recite rhymes, sing songs about God's creation: human beings, animals, trees, rivers, moon, stars, sea and mountains.</p>	<p>Ask the learners to discuss God as the creator in groups. The groups should share their thought with the class.</p> <p>Through whole class discussion, guide the learners to give the attributes of God. The following should be considered: 1. God is a spirit. 2. He does not die. 3. God is self-existence;</p> <p>Guide learners to brainstorm why we say God is a spirit? Let the pupils contribute individually.</p> <p>In groups, learners discuss who the creator is.</p> <ul style="list-style-type: none"> <li>• He is God, the originator of all things.</li> <li>• He provides all our needs: air, food, water, life, etc.</li> </ul> <p><u>Assessment</u> Underline the correct answers 1. Which one is the attribute of God? a. Human being b. Ghost c. Air d. Spirit</p>	<p>Ask learners to do the following by ways of reflecting on the lesson: 1. Tell the class what you learnt during the lesson. 2. Tell the class how you will use the knowledge they acquire during the lesson</p> <p><u>Homework</u> Underline the correct answers 1. Where does God live? [a] Church [b] Heaven [c] Tent [d] Mountains</p>



**WEEK 3**

<b>Duration:</b> 60mins		<b>Strand:</b> God's Creation and Attributes	
<b>Class:</b> B1	<b>Class Size:</b>	<b>Sub Strand:</b> God the Creator	
<b>Content Standard:</b> B1.1.1.1.		<b>Indicator:</b> B1.1.1.1.1 Stories of the three main religions in Ghana.	<b>Lesson:</b> I OF I
<b>Performance Indicator:</b> Learners can explain who the creator is		<b>Core Competencies:</b> Cultural Identity, Sharing Reconciliation, Togetherness, Unity	
<b>Teaching/ Learning Resources</b>	Wall charts, wall words, posters, video clip, etc.		
<b>New words</b>	Creator, spirit		
<b>References:</b> RME Curriculum Pg. 5			
<b>DAYS</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: REFLECTION</b>
	<ul style="list-style-type: none"> <li>- Greet learners and introduce the lesson.</li> <li>- Ask: "Can you mention the three main religions in Ghana?"</li> <li>- Write Christianity, Islam, African Traditional Religion on the board.</li> <li>- Ask: "Have you heard any creation story from your religion or another religion?"</li> <li>- Allow a few responses and write the titles/themes on the board.</li> </ul>	<ul style="list-style-type: none"> <li>- Divide learners into groups and assign each group one of the three religions.</li> <li>- Each group discusses and narrates the creation story from their assigned religion.</li> <li>- Groups present their stories to the class.</li> <li>- Highlight key points of each creation story:               <ul style="list-style-type: none"> <li>- Christianity: God created the world in six days and rested on the seventh.</li> <li>- Islam: Allah created the heavens and the earth and all living things.</li> <li>- African Traditional Religion: The Supreme Being created the world, often through various myths.</li> </ul> </li> <li>- Discuss similarities and differences among the stories.</li> <li>- Key Questions:               <ul style="list-style-type: none"> <li>- What lessons can we learn from these stories?</li> <li>- Why do you think creation stories are important in each religion?</li> </ul> </li> <li>- Assessment: Oral questions and written exercises (list the three main religions, name their sacred books, state one lesson from each creation story).</li> </ul>	<ul style="list-style-type: none"> <li>- Ask learners to share what they learnt about the creation stories in each religion.</li> <li>- Discuss how these stories can help them respect people of other religions.</li> <li>- Reflect on the importance of living peacefully with people of different faiths.</li> <li>- <b>Homework:</b> Write a short story or draw a picture about the creation story from your religion.</li> <li>- Underline the correct answer:               <ul style="list-style-type: none"> <li>- Which of these is not one of the three main religions in Ghana?</li> <li>a) Christianity</li> <li>b) Islam</li> <li>c) Buddhism</li> <li>d) African Traditional Religion</li> </ul> </li> </ul>



## WEEK 4

<b>Duration:</b> 60mins		<b>Strand:</b> God's Creation and Attributes	
<b>Class:</b> B1	<b>Class Size:</b>	<b>Sub Strand:</b> God the Creator	
<b>Content Standard:</b> B1.1.1.1.		<b>Indicator:</b> B1.1.1.1.1 Stories of the three main religions in Ghana.	<b>Lesson:</b> I OF I
<b>Performance Indicator:</b> Learners can explain who the creator is		<b>Core Competencies:</b> Cultural Identity, Sharing Reconciliation, Togetherness, Unity	
<b>Teaching/ Learning Resources</b>	Wall charts, wall words, posters, video clip, etc.		
<b>New words</b>	Creator, spirit		
<b>References:</b> RME Curriculum Pg. 5			
<b>DAYS</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: REFLECTION</b>
	<ul style="list-style-type: none"> <li>- Review previous lesson by asking learners to recall the creation stories discussed.</li> <li>- Ask: "What do you remember about the creation stories from last lesson?"</li> <li>- Allow a few responses and write them on the board.</li> </ul>	<ul style="list-style-type: none"> <li>- In groups, learners discuss the similarities and differences among the creation stories of Christianity, Islam, and African Traditional Religion.</li> <li>- Guide the groups to present their findings.</li> <li>- Highlight key similarities (e.g., belief in a Supreme Being as creator, importance of creation) and differences (e.g., details of the stories, names used for God).</li> <li>- Discuss the importance of respecting different beliefs.</li> <li>- <b>Assessment:</b> Written exercise—List one similarity and one difference among the creation stories.</li> </ul>	<ul style="list-style-type: none"> <li>- Ask learners to reflect on what they learnt about similarities and differences in creation stories.</li> <li>- Discuss how understanding other religions can help promote peace and respect.</li> <li>- <b>Homework:</b> Write one thing you admire about another religion's creation story.</li> <li>- Underline the correct answer:</li> <li>- Which religion's creation story involves Allah?</li> <li>a) Christianity</li> <li>b) Islam</li> <li>c) African Traditional Religion</li> </ul>



**WEEK 5**

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> REL & MORAL EDUCATION
<b>Duration:</b> 60mins		<b>Strand:</b> God's Creation & Attributes
<b>Class:</b> B3	<b>Class Size:</b>	<b>Sub Strand:</b> God the Creator
<b>Content Standard:</b> B3.1.1.1. Identify ways of ensuring environmental safety	<b>Indicator:</b> B3.1.1.1.1 demonstrate ways to care for the environment	<b>Lesson:</b> I OF I
<b>Performance Indicator:</b> Learners can demonstrate ways to care for the environment		<b>Core Competencies:</b> Cultural Identity, Sharing Reconciliation, Togetherness, Unity.
<b>Teaching/ Learning Resources</b>	Wall charts, wall words, posters, video clip, etc.	
<b>References:</b> RME Curriculum Pg. 22		

<b>DAYS</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: REFLECTION</b>
	Have learners mention natural things (things created by god) that are bright and beautiful in the environment and classify them into big and small	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.  Assessment: Let learners organize and do clean-up exercises in the school environment	What have we learnt today?  Caring for the natural environment  Ask learners to summarize the important points of the lesson  Give learners task to mention and discuss ways of caring for the natural environment



**WEEK 6**


<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject: REL &amp; MORAL EDUCATION</b>	
<b>Duration: 60mins</b>		<b>Strand: God's Creation &amp; Attributes</b>	
<b>Class: B3</b>	<b>Class Size:</b>	<b>Sub Strand: God the Creator</b>	
<b>Content Standard:</b> B3.1.1.1. Identify ways of ensuring environmental safety		<b>Indicator:</b> B3.1.1.1.1 demonstrate ways to care for the environment	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can demonstrate ways to care for the environment		<b>Core Competencies:</b> Cultural Identity, Sharing Reconciliation, Togetherness, Unity.	
<b>Teaching/ Learning Resources</b>	Wall charts, wall words, posters, video clip, etc.		
<b>References: RME Curriculum Pg. 22</b>			


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



**WEEK 7**


<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject: REL &amp; MORAL EDUCATION</b>	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> God's Creation & Attributes	
<b>Class:</b> B3	<b>Class Size:</b>	<b>Sub Strand:</b> God the Creator	
<b>Content Standard:</b> B3.5.1.1 Recognize the importance of personal hygiene		<b>Indicator:</b> B3.5.1.1.1 describe ways of keeping the environment clean	<b>Lesson:</b> I OF I
<b>Performance Indicator:</b> • Learners can describe ways of keeping the environment clean		<b>Core Competencies:</b> Problem Solving skills; Critical Thinking; Justification of Ideas;	
<b>Teaching/ Learning Resources</b>		Pictures, videos, cutlass, hoe, detergent, mop, scrubbing brush	
<b>Keywords</b>		Clean, environment, scrub, sweep, dust, hoe, wipe, mop, detergent	
<b>References:</b> Science Curriculum Pg. 59			

<b>DAYS</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: REFLECTION</b>
	<p>In a think pair-share activity, ask learners the following questions.</p> <ul style="list-style-type: none"> <li>• Which places in your school can you scrub?</li> <li>• Which places in your home can you scrub?</li> </ul> <p>Collect responses from learners and write key ideas on the board.</p>	<ul style="list-style-type: none"> <li>• How do we keep our environment clean?</li> <li>• How do you dispose off your rubbish at home and school?</li> </ul> <p>Paste pictures of people sweeping on the board. Have learners observe all the pictures and talk about it in a think-pair-share activity.</p> <p>Find out their observations and write key ideas on the board.</p> <p>Explain to learners why it is important to sweep the school compound every day as well as the classrooms.</p> <p><u>Assessment</u> Name three equipment used for cleaning.</p>	<p>Ask learners to write or say 10 words to express their thoughts of the lesson.</p> <p><u>Homework</u> Mention three ways we can keep our school compound clean</p>
	<p>Review learners understanding in the previous lesson using questions and answers</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Present samples of common cleaning items to learners and have them identify them and talk about the use of those materials.</p>  <p>Re-inforce the learning by personally demonstrating the use of the cleaning items to learners.</p> <p>Now allow learners to also demonstrate ways of keeping the environment clean with the available equipments.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and put it in their pockets and learn it on their way home.</p> <p><u>Homework</u> Write three reasons for keeping our environment clean.</p>


		<u>Assessment</u> Draw four cleaning equipments	
	Review learners understanding in the previous lesson using questions and answers  Engage learners to play games and sing songs to begin the lesson.	Present samples of common cleaning items to learners and have them identify them and talk about the use of those materials.  Re-inforce the learning by personally demonstrating the use of the cleaning items to learners.  Now allow learners to also demonstrate ways of keeping the environment clean with the available equipments.  <u>Assessment</u> Draw four cleaning equipments	Ask learners questions to review their understanding of the lesson.  Have learners write 3 facts of the lesson on a sheet of paper and put it in their pockets and learn it on their way home.  <u>Next lesson</u> describe more ways of keeping the environment clean

**WEEK 8**

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject: REL &amp; MORAL EDUCATION</b>	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> God's Creation & Attributes	
<b>Class:</b> B3	<b>Class Size:</b>	<b>Sub Strand:</b> God the Creator	
<b>Content Standard:</b> B3.5.1.1 Recognize the importance of personal hygiene		<b>Indicator:</b> B3.5.1.1.1 describe ways of keeping the environment clean	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> • Learners can describe ways of keeping the environment clean		<b>Core Competencies:</b> Problem Solving skills; Critical Thinking; Justification of Ideas;	
<b>Teaching/ Learning Resources</b>		Pictures, videos, cutlass, hoe, detergent, mop, scrubbing brush	
<b>Keywords</b>	Clean, environment, scrub, sweep, dust, hoe, wipe, mop, detergent		
<b>References:</b> Science Curriculum Pg. 59			

<b>DAYS</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: REFLECTION</b>
	<p>In a think pair-share activity, ask learners the following questions.</p> <ul style="list-style-type: none"> <li>• Which places in your school can you scrub?</li> <li>• Which places in your home can you scrub?</li> </ul> <p>Collect responses from learners and write key ideas on the board.</p>	<ul style="list-style-type: none"> <li>• How do we keep our environment clean?</li> <li>• How do you dispose off your rubbish at home and school?</li> </ul> <p>Paste pictures of people sweeping on the board. Have learners observe all the pictures and talk about it in a think-pair-share activity.</p> <p>Find out their observations and write key ideas on the board.</p> <p>Explain to learners why it is important to sweep the school compound every day as well as the classrooms.</p> <p><u>Assessment</u> Name three equipment used for cleaning.</p>	<p>Ask learners to write or say 10 words to express their thoughts of the lesson.</p> <p><u>Homework</u> Mention three ways we can keep our school compound clean</p>
	<p>Review learners understanding in the previous lesson using questions and answers</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Present samples of common cleaning items to learners and have them identify them and talk about the use of those materials.</p>  <p>Re-inforce the learning by personally demonstrating the use of the cleaning items to learners.</p> <p>Now allow learners to also demonstrate ways of keeping the environment clean with the available equipments.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and put it in their pockets and learn it on their way home.</p> <p><u>Homework</u> Write three reasons for keeping our environment clean.</p>



		<p><u>Assessment</u> Draw four cleaning equipments</p>	
	<p>Review learners understanding in the previous lesson using questions and answers</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Present samples of common cleaning items to learners and have them identify them and talk about the use of those materials.</p>  <p>Re-inforce the learning by personally demonstrating the use of the cleaning items to learners.</p> <p>Now allow learners to also demonstrate ways of keeping the environment clean with the available equipments.</p> <p><u>Assessment</u> Draw four cleaning equipments</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and put it in their pockets and learn it on their way home.</p> <p><u>Next lesson</u> know how common skin diseases can be prevented</p>

**WEEK 9**

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject: RELI &amp; MORAL EDUCATION</b>	
<b>Duration: 60mins</b>		<b>Strand: God's Creation &amp; Attributes</b>	
<b>Class: B3</b>	<b>Class Size:</b>	<b>Sub Strand: Purpose of God's creation</b>	
<b>Content Standard:</b> B3.1.3.1. Explain the purpose of God's creation		<b>Indicator:</b> B3.1.3.1.1: Explain the purpose of God's creation of humankind	<b>Lesson:</b> I OF I
<b>Performance Indicator:</b> Learners can explain the purpose of God's creation of humankind		<b>Core Competencies:</b> Cultural Identity, Sharing Reconciliation, Togetherness, Unity.	
<b>Teaching/ Learning Resources</b>	Wall charts, wall words, posters, video clip, etc.		
<b>References: RME Curriculum Pg. 16</b>			

<b>DAYS</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: REFLECTION</b>
	<p>Have learners to sing songs about creation and God.</p> <p>Tell learners stories about creation.</p>	<p>Discuss with learners the creation of humankind (<i>Islamic version of creation</i>).</p> <p>-Who were the first people God created?</p> <p>-Who was created first?</p> <p>Let learners tell creation stories Of how Allah created the world.</p> <p>Explain why Allah created human beings: <i>to take care of other creatures to worship and serve Him, etc</i></p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and put it in their pockets and learn it on their way home.</p>



**WEEK 10**

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> REL & MORAL EDUCATION	
<b>Duration:</b> 60mins		<b>Strand:</b> God's Creation & Attributes	
<b>Class:</b> B3	<b>Class Size:</b>	<b>Sub Strand:</b> Purpose of God's creation	
<b>Content Standard:</b> B3.1.3.1. Explain the purpose of God's creation		<b>Indicator:</b> B3.1.3.1.3: Explain the need for good relationship among people of different ethnic groups.	<b>Lesson:</b> I OF I
<b>Performance Indicator:</b> Learners can explain the need for good relationship among people of different ethnic groups. .		<b>Core Competencies:</b> Cultural Identity, Sharing Reconciliation, Togetherness, Unity.	
<b>Teaching/ Learning Resources</b>	Wall charts, wall words, posters, video clip, etc.		
<b>References:</b> RME Curriculum Pg. 17			

<b>DAYS</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: REFLECTION</b>
	<p>Invite learners to tell stories of their mistakes they have committed in the past. Encourage learners to come up with how best they could do to prevent such mistakes and/ or solve them.</p>	<p>Lead learners to talk about good relationships.</p> <p>Let learners talk about things that promote good relationships: comportment, respect, love, obedience, humility, friendliness, etc.</p> <p>Let learners identify their friends and say things they like about them.</p> <p>Let learners discuss in groups, the need for good relationships.</p> <p>Let groups present their findings to the class: we are people created by God to ensure peace and unity, companionship, teamwork, caring for one another, etc.</p> <p>Let learners dramatize behaviors that show good relationships</p>	<p>Ask questions to review learners understanding of the lesson</p> <p>Learners to tell what was interesting about the lesson.</p> <p>Have learners to read and spell the key words written on the board</p>



## WEEK 11

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> REL & MORAL EDUCATION	
<b>Duration:</b> 60mins		<b>Strand:</b> God's Creation & Attributes	
<b>Class:</b> B3	<b>Class Size:</b>	<b>Sub Strand:</b> Purpose of God's creation	
<b>Content Standard:</b> B3.1.3.1. Explain the purpose of God's creation		<b>Indicator:</b> B3.1.3.1.3 Explain the purpose of God's creation through stories from the three main religions	<b>Lesson:</b> I OF I
<b>Performance Indicator:</b> Learners can explain the purpose of God's creation using stories from Christianity, Islam, and African Traditional Religion		<b>Core Competencies:</b> Cultural Identity, Sharing Reconciliation, Togetherness, Unity.	
<b>Teaching/ Learning Resources</b>	Wall charts, wall words, posters, video clip, etc.		
<b>References:</b> RME Curriculum Pg. 17			
<b>DAYS</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: REFLECTION</b>
	<ul style="list-style-type: none"> <li>- Greet learners and introduce the lesson.</li> <li>- Ask: "What do you think is the purpose of God's creation?"</li> <li>- Write responses on the board.</li> <li>- Briefly introduce the three main religions in Ghana: Christianity, Islam, African Traditional Religion.</li> <li>- Ask: "Have you heard stories from these religions that explain why God created the world?"</li> </ul>	<ul style="list-style-type: none"> <li>- Divide learners into groups and assign each group one religion.</li> <li>- Each group listens to or reads a story from their religion explaining the purpose of creation.</li> <li>- Christianity: God created the world to provide a home for humans and to show His glory.</li> <li>- Islam: Allah created humans to worship Him and to be caretakers of the earth.</li> <li>- African Traditional Religion: The Supreme Being created the world to maintain harmony between humans, nature, and ancestors.</li> <li>- Groups discuss and present the purpose of creation according to their story.</li> <li>- Compare and contrast the purposes from each religion.</li> <li>- Key Questions:</li> </ul>	<ul style="list-style-type: none"> <li>- Ask learners to share what they learnt about the purpose of creation from the stories.</li> <li>- Discuss how understanding these purposes can help us respect different beliefs.</li> <li>- Reflect on how the purpose of creation influences how we care for the environment and each other.</li> <li>- Homework: Draw or write about one way you can live according to the purpose of creation taught in your religion.</li> <li>- Underline the correct answer: Which religion teaches that humans were created to worship God?</li> </ul>



		<ul style="list-style-type: none"><li>- What is the main purpose of creation in each religion?</li><li>- How do these stories teach us to live?</li></ul>	<ul style="list-style-type: none"><li>a) Christianity</li><li>b) Islam</li><li>c) African Traditional Religion</li></ul>
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**WEEK 12**

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject: REL &amp; MORAL EDUCATION</b>	
<b>Duration: 60mins</b>		<b>Strand: God's Creation &amp; Attributes</b>	
<b>Class: B3</b>	<b>Class Size:</b>	<b>Sub Strand: Purpose of God's creation</b>	
<b>Content Standard:</b> B3.1.3.1. Explain the purpose of God's creation		<b>Indicator:</b> B3.1.3.1.2: Give reasons for protecting God's creation.	<b>Lesson:</b> I OF I
<b>Performance Indicator:</b> Learners can give reasons for protecting God's creation.		<b>Core Competencies:</b> Cultural Identity, Sharing Reconciliation, Togetherness, Unity.	
<b>Teaching/ Learning Resources</b>	Wall charts, wall words, posters, video clip, etc.		
<b>References: RME Curriculum Pg. 17</b>			

<b>DAYS</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: REFLECTION</b>
	<p>Teacher introduces the lesson to learners.</p> <p>Students are to list all the words they associate with the topic to be treated.</p> <p>Ask them to put words together to form a definition</p>	<p>Call learners in turns to mention some creation of God. e.g. Trees, water bodies, animals, etc.</p> <p>Lead learners to think-pair-share on why we should protect God's creation: - <i>to preserve creation for generations,</i> - <i>it is a command from God,</i> - <i>our survival depends on other creation: food, medicine, shelter, air, etc. and</i> - <i>it is service to God and humankind</i></p> <p>Share roles to learners to role play activities in protecting God's creation</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.</p>



# FIRST TERM LESSON PLAN

## BASIC THREE (HISTORY)

### WEEK I

Name of School: .....

Name of Teacher: .....

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> History	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> My country Ghana	
<b>Class:</b> B3	<b>Class Size:</b>	<b>Sub Strand:</b> The People Of Ghana	
<b>Content Standard:</b> B3.2.1.1. Exhibit knowledge of the unique history of the major ethnic groups in Ghana		<b>Indicator:</b> B3.2.1.1.1 the major ethnic groups in Ghana	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can discuss the origins of the major ethnic groups in Ghana		<b>Core Competencies:</b> Learners to become critical thinkers and digital literates	
<b>Teaching/ Learning Resources</b>	Wall charts, word cards, posters, video clip, etc.		
<b>References:</b> History Curriculum Pg. 15			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	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? Etc.	Identify some of the major ethnic groups. E.g. Guan, Mole-Dagbani/ Gonja, Akan, Ga/Adangme, Ewe  Use a map to trace the routes the major ethnic groups travelled to get to their present-day locations in Ghana	Play a game of pick and win using ethnic groups
	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



**WEEK 2**

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> History	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> My country Ghana	
<b>Class:</b> B3	<b>Class Size:</b>	<b>Sub Strand:</b> The People Of Ghana	
<b>Content Standard:</b> B3.2.1.1. Exhibit knowledge of the unique history of the major ethnic groups in Ghana		<b>Indicator:</b> B3.2.1.1.1 the major ethnic groups in Ghana	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can discuss the origins of the major ethnic groups in Ghana		<b>Core Competencies:</b> Learners to become critical thinkers and digital literates	
<b>Teaching/ Learning Resources</b>		Wall charts, word cards, posters, video clip, etc.	
<b>References:</b> History Curriculum Pg. 15			

<b>DAYS</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: REFLECTION</b>
	<p>Have learners watch videos of some of the history of the major ethnic groups in Ghana</p> <p>Have learners to write on a sheet of paper the following</p> <p>What are the major ethnic groups in Ghana? Etc.</p>	<p>Identify some of the major ethnic groups. E.g. Akans</p> <p>Let learners identify some of the characteristics of the Akan ethnic group.</p> <p>Use a map to trace the routes of the Akan ethnic groups.</p>	<p>Play a game of pick and win using ethnic groups</p>
	<p>Have learners watch videos of some of the history of the major ethnic groups in Ghana</p> <p>Have learners to tell which of part of the video interest them</p>	<p>In groups, learners discuss the origin of the Akan ethnic group.</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>What have we learnt today?</p> <p>The origin of major ethnic groups</p> <p>Have learners to summarize the important points in the lesson</p>



**WEEK 3**

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

<b>DAYS</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: REFLECTION</b>
	<p>Have learners watch videos of some of the history of the major ethnic groups in Ghana</p> <p>Have learners to write on a sheet of paper the following</p> <p>What are the major ethnic groups in Ghana? Etc.</p>	<p>Identify some of the major ethnic groups. E.g. Akans</p> <p>Let learners identify some of the characteristics of the Akan ethnic group.</p> <p>Use a map to trace the routes of the Akan ethnic groups.</p>	<p>Play a game of pick and win using ethnic groups</p>
	<p>Have learners watch videos of some of the history of the major ethnic groups in Ghana</p> <p>Have learners to tell which of part of the video interest them</p>	<p>In groups, learners discuss the origin of the Akan ethnic group.</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>What have we learnt today?</p> <p>The origin of major ethnic groups</p> <p>Have learners to summarize the important points in the lesson</p>



**WEEK 4**

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

<b>DAYS</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: REFLECTION</b>
	<p>Have learners watch videos of some of the history of the major ethnic groups in Ghana</p> <p>Have learners to write on a sheet of paper the following</p> <p>What are the major ethnic groups in Ghana? Etc.</p>	<p>Identify some of the major ethnic groups. E.g. Akans</p> <p>Let learners identify some of the characteristics of the Akan ethnic group.</p> <p>Use a map to trace the routes of the Akan ethnic groups.</p>	<p>Play a game of pick and win using ethnic groups</p>
	<p>Have learners watch videos of some of the history of the major ethnic groups in Ghana</p> <p>Have learners to tell which of part of the video interest them</p>	<p>In groups, learners discuss the origin of the Akan ethnic group.</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>What have we learnt today?</p> <p>The origin of major ethnic groups</p> <p>Have learners to summarize the important points in the lesson</p>



**WEEK 5**

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> History	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> My country Ghana	
<b>Class:</b> B3	<b>Class Size:</b>	<b>Sub Strand:</b> The People Of Ghana	
<b>Content Standard:</b> B3.2.1.1. Exhibit knowledge of the unique history of the major ethnic groups in Ghana		<b>Indicator:</b> B3.2.1.1.1 discuss the origins of the major ethnic groups in Ghana	<b>Lesson:</b> I OF I
<b>Performance Indicator:</b> Learners can discuss the origins of the major ethnic groups in Ghana		<b>Core Competencies:</b> Learners to become critical thinkers and digital literates	
<b>Teaching/ Learning Resources</b>	Wall charts, word cards, posters, video clip, etc.		
<b>References:</b> History Curriculum Pg. 15			

<b>DAYS</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: REFLECTION</b>
	<p>Engage learners to sing some patriot songs they are familiar with. Example: Arise Ghana Youth.</p> <p>Ask learners questions about what they know about Ghana.</p>	<p>Engage learners to identify some of the major ethnic groups in Ghana. <i>E.g. Guan, Mole-Dagbani/ Gonja, Akan, Ga/Adangme, Ewe</i></p> <p>Use a map to trace the routes the major ethnic groups travelled to get to their present-day locations in Ghana. <i>The guan people are an ethnic group found almost in all parts of ghana, including the Nkonya tribe, Gonja, Anum, Larteh, nawuri and Ntdumburu. They primarily speak the guan languages of the Niger-Congo language family. They make up 3.7% of the population of ghana.</i></p> <p>In groups, learners discuss the origin of the major ethnic groups</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Give learners individual or home task</p>
	<p>Review the previous lesson with learners through questions and answers.</p> <p>Let learners sing songs and recite rhymes. Ensure that all learners take part in it.</p>	<p>Compose a song with names of the major ethnic groups and where they originated</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>Develop a timeline of the periods each ethnic group arrived in Ghana</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Give learners individual or home task</p>



**WEEK 6**

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> History	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> My country Ghana	
<b>Class:</b> B3	<b>Class Size:</b>	<b>Sub Strand:</b> The People Of Ghana	
<b>Content Standard:</b> B3.2.1.1. Exhibit knowledge of the unique history of the major ethnic groups in Ghana		<b>Indicator:</b> B3.2.1.1.1 discuss the origins of the major ethnic groups in Ghana	<b>Lesson:</b> I OF I
<b>Performance Indicator:</b> Learners can discuss the origins of the major ethnic groups in Ghana		<b>Core Competencies:</b> Learners to become critical thinkers and digital literates	
<b>Teaching/ Learning Resources</b>	Wall charts, word cards, posters, video clip, etc.		
<b>References:</b> History Curriculum Pg. 15			

<b>DAYS</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: REFLECTION</b>
	<p>Engage learners to sing some patriot songs they are familiar with. Example: Arise Ghana Youth.</p> <p>Ask learners questions about what they know about Ghana.</p>	<p>Engage learners to identify some of the major ethnic groups in Ghana. <i>E.g. Guan, Mole-Dagbani/ Gonja, Akan, Ga/Adangme, Ewe</i></p> <p>Use a map to trace the routes of how Ga/Adangme ethnic group travelled to get to their present-day locations in Ghana.</p> <p><i>The Ga-Dangmes are one ethnic group that lives primarily in the Greater Accra of Ghana. They were ruled by a king called King Ayi Kushi. The Ga people are organized into six independent towns (Ga Mashie, Osu, La, Teshie, Nungua and Tema). The Dangme people include the Ada, Kpone, Krobo, Ningo, Osudoku, Prampram and Shai</i></p> <p>In groups, learners discuss the origin of the major ethnic groups</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Give learners individual or home task</p>
	<p>Review the previous lesson with learners through questions and answers.</p> <p>Let learners sing songs and recite rhymes. Ensure that all learners take part in it.</p>	<p>Compose a song with names of the major ethnic groups and where they originated</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>Develop a timeline of the periods each ethnic group arrived in Ghana</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Give learners individual or home task</p>



**WEEK 7**

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> History
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> My country Ghana
<b>Class:</b> B3	<b>Class Size:</b>	<b>Sub Strand:</b> Inter Group Relations
<b>Content Standard:</b> B3 2.2.1. Demonstrate knowledge of how intergroup alliances, conflicts and other exchanges		<b>Indicator:</b> B3 2.2.1.1 Discuss the nature of exchanges among the ethnic groups
		<b>Lesson:</b> I OF I
<b>Performance Indicator:</b> Learners can discuss the nature of exchanges among the ethnic groups		<b>Core Competencies:</b> Learners to become critical thinkers and digital literates
<b>Teaching/ Learning Resources</b>	Wall charts, word cards, posters, video clip, etc.	
<b>References:</b> History Curriculum Pg. 16		

<b>DAYS</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: REFLECTION</b>
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Revise with learners on the major ethnic groups in Ghana.</p> <p>Let them identify some characteristics of these ethnic groups.</p> <p>Identify the forms of exchanges including forms of trade, inter-marriage, conflict and alliances.</p> <p>Discuss the benefit of these exchanges</p>	<p>Ask questions to review learners understanding of the lesson</p> <p>Learners to tell what was interesting about the lesson.</p> <p>Have learners to read and spell the key words written on the board</p>
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Revise with learners on the major ethnic groups in Ghana.</p> <p>Let them identify some characteristics of these ethnic groups.</p> <p>Identify the forms of exchanges including forms of trade, inter-marriage, conflict and alliances.</p> <p>Discuss the benefit of these exchanges</p>	<p>Ask questions to review learners understanding of the lesson</p> <p>Learners to tell what was interesting about the lesson.</p> <p>Have learners to read and spell the key words written on the board</p>



**WEEK 8**

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> History	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> My country Ghana	
<b>Class:</b> B3	<b>Class Size:</b>	<b>Sub Strand:</b> Inter Group Relations	
<b>Content Standard:</b> B3 2.2.1. Demonstrate knowledge of how intergroup alliances, conflicts and other exchanges		<b>Indicator:</b> B3 2.2.1.1 Discuss the nature of exchanges among the ethnic groups	<b>Lesson:</b> I OF I
<b>Performance Indicator:</b> Learners can discuss the nature of exchanges among the ethnic groups		<b>Core Competencies:</b> Learners to become critical thinkers and digital literates	
<b>Teaching/ Learning Resources</b>	Wall charts, word cards, posters, video clip, etc.		
<b>References:</b> History Curriculum Pg. 16			

<b>DAYS</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: REFLECTION</b>
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Revise with learners on the major ethnic groups in Ghana.</p> <p>Let them identify some characteristics of these ethnic groups.</p> <p>Identify the forms of exchanges including forms of trade, inter-marriage, conflict and alliances.</p> <p>Discuss the benefit of these exchanges</p>	<p>Ask questions to review learners understanding of the lesson</p> <p>Learners to tell what was interesting about the lesson.</p> <p>Have learners to read and spell the key words written on the board</p>
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Revise with learners on the major ethnic groups in Ghana.</p> <p>Let them identify some characteristics of these ethnic groups.</p> <p>Identify the forms of exchanges including forms of trade, inter-marriage, conflict and alliances.</p> <p>Discuss the benefit of these exchanges</p>	<p>Ask questions to review learners understanding of the lesson</p> <p>Learners to tell what was interesting about the lesson.</p> <p>Have learners to read and spell the key words written on the board</p>



**WEEK 9**

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

<b>DAYS</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: REFLECTION</b>
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Identify trade items that were exchanged among ethnic groups: salt, fish, gold, kola, Shea butter, pottery and cloth and iron utensils</p> <p>Match items with the areas / sources where the items were obtained. e.g. Shea butter - savannah belt</p> <p>Explain the medium of exchange: from barter system to the use of cowry shells as a medium of exchange.</p>	<p>Ask questions to review learners understanding of the lesson</p> <p>Learners to tell what was interesting about the lesson.</p>
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Identify trade items that were exchanged among ethnic groups: salt, fish, gold, kola, Shea butter, pottery and cloth and iron utensils</p> <p>Match items with the areas / sources where the items were obtained. e.g. Shea butter - savannah belt</p> <p>Explain the medium of exchange: from barter system to the use of cowry shells as a medium of exchange.</p>	<p>Ask questions to review learners understanding of the lesson</p> <p>Learners to tell what was interesting about the lesson.</p>



**WEEK 10**

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> History	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> My country Ghana	
<b>Class:</b> B3	<b>Class Size:</b>	<b>Sub Strand:</b> Inter Group Relations	
<b>Content Standard:</b> B3 2.2.1. Demonstrate knowledge of how intergroup alliances, conflicts and other exchanges		<b>Indicator:</b> B3.2.2.1.2 Name some of the items exchanged among the various groups.	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> • Learners can name some of the items exchanged among the various groups.		<b>Core Competencies:</b> Learners to become critical thinkers and digital literates	
<b>Teaching/ Learning Resources</b>		Wall charts, word cards, posters, video clip, etc.	
<b>References:</b> History Curriculum Pg. 16			

<b>DAYS</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: REFLECTION</b>
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Identify trade items that were exchanged among ethnic groups: salt, fish, gold, kola, Shea butter, pottery and cloth and iron utensils</p> <p>Match items with the areas / sources where the items were obtained. e.g. Shea butter - savannah belt</p> <p>Explain the medium of exchange: from barter system to the use of cowry shells as a medium of exchange.</p>	<p>Ask questions to review learners understanding of the lesson</p> <p>Learners to tell what was interesting about the lesson.</p>
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Identify trade items that were exchanged among ethnic groups: salt, fish, gold, kola, Shea butter, pottery and cloth and iron utensils</p> <p>Match items with the areas / sources where the items were obtained. e.g. Shea butter - savannah belt</p> <p>Explain the medium of exchange: from barter system to the use of cowry shells as a medium of exchange.</p>	<p>Ask questions to review learners understanding of the lesson</p> <p>Learners to tell what was interesting about the lesson.</p>



## WEEK 11

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> History	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> My country Ghana	
<b>Class:</b> B3	<b>Class Size:</b>	<b>Sub Strand:</b> Inter Group Relations	
<b>Content Standard:</b> B3 2.2.1. Demonstrate knowledge of how intergroup alliances, conflicts and other exchanges		<b>Indicator:</b> B3.2.2.1.2 Name some of the items exchanged among the various groups.	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can name some of the items exchanged among the various groups.		<b>Core Competencies:</b> Learners to become critical thinkers and digital literates	
<b>Teaching/ Learning Resources</b>	Wall charts, word cards, posters, video clip, etc.		
<b>References:</b> History Curriculum Pg. 16			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Identify trade items that were exchanged among ethnic groups: salt, fish, gold, kola, Shea butter, pottery and cloth and iron utensils</p> <p>Match items with the areas / sources where the items were obtained. e.g. Shea butter - savannah belt</p> <p>Explain the medium of exchange: from barter system to the use of cowry shells as a medium of exchange.</p>	<p>Ask questions to review learners understanding of the lesson</p> <p>Learners to tell what was interesting about the lesson.</p>
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Identify trade items that were exchanged among ethnic groups: salt, fish, gold, kola, Shea butter, pottery and cloth and iron utensils</p> <p>Match items with the areas / sources where the items were obtained. e.g. Shea butter - savannah belt</p> <p>Explain the medium of exchange: from barter system to the use of cowry shells as a medium of exchange.</p>	<p>Ask questions to review learners understanding of the lesson</p> <p>Learners to tell what was interesting about the lesson.</p>



## WEEK 12

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> History	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> My country Ghana	
<b>Class:</b> B3	<b>Class Size:</b>	<b>Sub Strand:</b> Inter Group Relations	
<b>Content Standard:</b> B3 2.2.1. Demonstrate knowledge of how intergroup alliances, conflicts and other exchanges		<b>Indicator:</b> B3.2.2.1.2 Name some of the items exchanged among the various groups.	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can name some of the items exchanged among the various groups.		<b>Core Competencies:</b> Learners to become critical thinkers and digital literates	
<b>Teaching/ Learning Resources</b>	Wall charts, word cards, posters, video clip, etc.		
<b>References:</b> History Curriculum Pg. 16			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Identify trade items that were exchanged among ethnic groups: salt, fish, gold, kola, Shea butter, pottery and cloth and iron utensils</p> <p>Match items with the areas / sources where the items were obtained. e.g. Shea butter - savannah belt</p> <p>Explain the medium of exchange: from barter system to the use of cowry shells as a medium of exchange.</p>	<p>Ask questions to review learners understanding of the lesson</p> <p>Learners to tell what was interesting about the lesson.</p>
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Identify trade items that were exchanged among ethnic groups: salt, fish, gold, kola, Shea butter, pottery and cloth and iron utensils</p> <p>Match items with the areas / sources where the items were obtained. e.g. Shea butter - savannah belt</p> <p>Explain the medium of exchange: from barter system to the use of cowry shells as a medium of exchange.</p>	<p>Ask questions to review learners understanding of the lesson</p> <p>Learners to tell what was interesting about the lesson.</p>



**FIRST TERM LESSON PLAN**  
**BASIC THREE (CREATIVE ARTS)**  
**WEEK I**

Name of School: .....

Name of Teacher: .....

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Creative Arts	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> Visual Arts	
<b>Class:</b> B3	<b>Class Size:</b>	<b>Sub Strand:</b> Thinking and Exploring Ideas	
<b>Content Standard:</b> Demonstrate understanding of how to generate own ideas for artistic expressions on the people.		<b>Indicator:</b> B3 2.1.1.1 Study and talk about performing artworks produced or performed in other African communities	<b>Lesson:</b> I OF I
<b>Performance Indicator:</b> Learners can study and talk about performing artworks produced or performed in other African communities		<b>Core Competencies:</b> Decision Making Creativity, Innovation Communication	
<b>Teaching/ Learning Resources</b>	Photos, videos, art paper, colors and traditional art tools		
<b>References:</b> Creative Arts Curriculum Pg. 68			

<b>DAYS</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: REFLECTION</b>
	<p>Learners are to watch a short video that reflects topical issues in the local community;</p> <p>Ask learners to talk about parts of the video or pictures that interest them.</p>	<p>Learners are to gather information through library research, surfing the internet for African music, dances and drama.</p> <p>Watch short documentaries on the performing arts of Africa</p> <p>Discuss the resources that are used (e.g. instruments, elements, costumes, props) for composing and performing music, dance and drama in Africa and the rest of the world</p> <p>imitate the skills and techniques that the composers, arrangers and performers use.</p>	<p>Ask learners to tell the whole class what they have learnt.</p> <p>Learners tell what they will like to learn.</p>
	<p>Ask learners questions to review learners understanding in the previous lesson.</p>	<p>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.</p> <p>Develop ideas and concepts for composing and performing music, dance and drama from</p>	<p>Use series of questions and answers to review learners understanding of the lesson.</p> <p>Call learners in turns to summarize the lesson.</p>



		the compositions and performances from Africa.	
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**WEEK 2**

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Creative Arts	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> Visual Arts	
<b>Class:</b> B3	<b>Class Size:</b>	<b>Sub Strand:</b> Thinking and Exploring Ideas	
<b>Content Standard:</b> Demonstrate understanding of how to generate own ideas for artistic expressions on the people.		<b>Indicator:</b> B3 2.1.1.1 Study and talk about performing artworks produced or performed in other African communities	<b>Lesson:</b> I OF I
<b>Performance Indicator:</b> Learners can study and talk about performing artworks produced or performed in other African communities		<b>Core Competencies:</b> Decision Making Creativity, Innovation Communication	
<b>Teaching/ Learning Resources</b>	Photos, videos, art paper, colors and traditional art tools		
<b>References:</b> Creative Arts Curriculum Pg. 68			

<b>DAYS</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: REFLECTION</b>
	<p>Learners are to watch a short video that reflects topical issues in the local community;</p> <p>Ask learners to talk about parts of the video or pictures that interest them.</p>	<p>Learners are to gather information through library research, surfing the internet for African music, dances and drama.</p> <p>Watch short documentaries on the performing arts of Africa</p> <p>Discuss the resources that are used (e.g. instruments, elements, costumes, props) for composing and performing music, dance and drama in Africa and the rest of the world</p> <p>imitate the skills and techniques that the composers, arrangers and performers use.</p>	<p>Ask learners to tell the whole class what they have learnt.</p> <p>Learners tell what they will like to learn.</p>
	<p>Ask learners questions to review learners understanding in the previous lesson.</p>	<p>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.</p> <p>Develop ideas and concepts for composing and performing music, dance and drama from the compositions and performances from Africa.</p>	<p>Use series of questions and answers to review learners understanding of the lesson.</p> <p>Call learners in turns to summarize the lesson.</p>



**WEEK 3**

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Creative Arts	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> Performing Arts	
<b>Class:</b> B3	<b>Class Size:</b>	<b>Sub Strand:</b> Thinking and Exploring Ideas	
<b>Content Standard:</b> Demonstrate understanding of how to generate own ideas for artistic expressions on the people.		<b>Indicator:</b> B3 2.1.1.1 Study and talk about performing artworks produced or performed in other African communities	<b>Lesson:</b> I OF I
<b>Performance Indicator:</b> Learners can study and talk about performing artworks produced or performed in other African communities		<b>Core Competencies:</b> Decision Making Creativity, Innovation Communication	
<b>Teaching/ Learning Resources</b>	Photos, videos, art paper, colors and traditional art tools		
<b>References:</b> Creative Arts Curriculum Pg. 68			

<b>DAYS</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: REFLECTION</b>
	<p>Learners are to watch a short video that reflects topical issues in the local community;</p> <p>Ask learners to talk about parts of the video or pictures that interest them.</p>	<p>Learners are to gather information through library research, surfing the internet for African music, dances and drama.</p> <p>Watch short documentaries on the performing arts of Africa</p> <p>Discuss the resources that are used (e.g. instruments, elements, costumes, props) for composing and performing music, dance and drama in Africa and the rest of the world</p> <p>imitate the skills and techniques that the composers, arrangers and performers use.</p>	<p>Ask learners to tell the whole class what they have learnt.</p> <p>Learners tell what they will like to learn.</p>
	<p>Ask learners questions to review learners understanding in the previous lesson.</p>	<p>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.</p> <p>Develop ideas and concepts for composing and performing music, dance and drama from the compositions and performances from Africa.</p>	<p>Use series of questions and answers to review learners understanding of the lesson.</p> <p>Call learners in turns to summarize the lesson.</p>



**WEEK 4**

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Creative Arts	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> Performing Arts	
<b>Class:</b> B3	<b>Class Size:</b>	<b>Sub Strand:</b> Thinking and Exploring Ideas	
<b>Content Standard:</b> Demonstrate understanding of how to generate own ideas for artistic expressions on the people.		<b>Indicator:</b> B3 2.1.1.1 Study and talk about performing artworks produced or performed in other African communities	<b>Lesson:</b> I OF I
<b>Performance Indicator:</b> Learners can study and talk about performing artworks produced or performed in other African communities		<b>Core Competencies:</b> Decision Making Creativity, Innovation Communication	
<b>Teaching/ Learning Resources</b>		Photos, videos, art paper, colors and traditional art tools	
<b>References:</b> Creative Arts Curriculum Pg. 68			

<b>DAYS</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: REFLECTION</b>
	<p>Learners are to watch a short video that reflects topical issues in the local community;</p> <p>Ask learners to talk about parts of the video or pictures that interest them.</p>	<p>Learners are to gather information through library research, surfing the internet for African music, dances and drama.</p> <p>Watch short documentaries on the performing arts of Africa</p> <p>Discuss the resources that are used (e.g. instruments, elements, costumes, props) for composing and performing music, dance and drama in Africa and the rest of the world</p> <p>imitate the skills and techniques that the composers, arrangers and performers use.</p>	<p>Ask learners to tell the whole class what they have learnt.</p> <p>Learners tell what they will like to learn.</p>
	<p>Ask learners questions to review learners understanding in the previous lesson.</p>	<p>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.</p> <p>Develop ideas and concepts for composing and performing music, dance and drama from the compositions and performances from Africa.</p>	<p>Use series of questions and answers to review learners understanding of the lesson.</p> <p>Call learners in turns to summarize the lesson.</p>



**WEEK 5**

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Creative Arts	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> Visual Arts	
<b>Class:</b> B3	<b>Class Size:</b>	<b>Sub Strand:</b> Planning, Making and Composing	
<b>Content Standard:</b> Demonstrate understanding of how to generate own ideas for artistic expressions on the people.		<b>Indicator:</b> B3 1.2.2.1/5B3 1.2.3.1 Plan own artworks that represent visual artworks produced or found in other communities in Africa.	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can plan own artworks that represent visual artworks produced or found in other communities in Africa.		<b>Core Competencies:</b> Decision Making Creativity, Innovation Communication	
<b>Teaching/ Learning Resources</b>	Photos, videos, art paper, colors and traditional art tools		
<b>References:</b> Creative Arts Curriculum Pg. 68			

<b>DAYS</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: REFLECTION</b>
	<p>Learners are to watch a short video or pictures on an exhibition or visit an exhibition Centre, preferably during the circuit, district or regional cultural festival.</p> <p>Ask learners to talk about parts of the video or pictures that interest them.</p>	<p>Learners are to examine the history and culture of the people from other countries in Africa.</p> <p>Talk about artworks produced/performed in Africa.</p> <p>Identify and experiment with the tools, materials and methods of production the artists use.</p> <p>Organize and develop ideas by sketching own creative ideas and concepts to make own visual artworks such as painting.</p>	<p>Ask learners to tell the whole class what they have learnt.</p> <p>Learners tell what they will like to learn</p>
	<p>Ask learners questions to review learners understanding in the previous lesson.</p>	<p>Learners are to create own artworks based on the history and culture of the people from other countries in Africa.</p> <p>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>Use series of questions and answers to review learners understanding of the lesson.</p> <p>Call learners in turns to summarize the lesson</p>



**WEEK 6**

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Creative Arts	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> Visual Arts	
<b>Class:</b> B3	<b>Class Size:</b>	<b>Sub Strand:</b> Planning, Making and Composing	
<b>Content Standard:</b> Demonstrate understanding of how to generate own ideas for artistic expressions on the people.		<b>Indicator:</b> B3 1.2.2.1/5B3 1.2.3.1 Plan own artworks that represent visual artworks produced or found in other communities in Africa.	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can plan own artworks that represent visual artworks produced or found in other communities in Africa.		<b>Core Competencies:</b> Decision Making Creativity, Innovation Communication	
<b>Teaching/ Learning Resources</b>	Photos, videos, art paper, colors and traditional art tools		
<b>References:</b> Creative Arts Curriculum Pg. 68			

<b>DAYS</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: REFLECTION</b>
	<p>Learners are to watch a short video or pictures on an exhibition or visit an exhibition Centre, preferably during the circuit, district or regional cultural festival.</p> <p>Ask learners to talk about parts of the video or pictures that interest them.</p>	<p>Learners are to examine the history and culture of the people from other countries in Africa.</p> <p>Talk about artworks produced/performed in Africa.</p> <p>Identify and experiment with the tools, materials and methods of production the artists use.</p> <p>Organize and develop ideas by sketching own creative ideas and concepts to make own visual artworks such as painting.</p>	<p>Ask learners to tell the whole class what they have learnt.</p> <p>Learners tell what they will like to learn</p>
	<p>Ask learners questions to review learners understanding in the previous lesson.</p>	<p>Learners are to create own artworks based on the history and culture of the people from other countries in Africa.</p> <p>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>Use series of questions and answers to review learners understanding of the lesson.</p> <p>Call learners in turns to summarize the lesson</p>



**WEEK 7**

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Creative Arts	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> Performing Arts	
<b>Class:</b> B3	<b>Class Size:</b>	<b>Sub Strand:</b> Planning, Making and Composing	
<b>Content Standard:</b> Demonstrate understanding of how to generate own ideas for artistic expressions on the people.		<b>Indicator:</b> B3 2.2.2.1 /B3 2.2.3.1 Plan and create own artworks that represent performing artworks produced or performed in other communities in Africa	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can plan and create own artworks that represent performing artworks produced or performed in other communities in Africa		<b>Core Competencies:</b> Decision Making Creativity, Innovation Communication	
<b>Teaching/ Learning Resources</b>	Photos, videos, art paper, colors and traditional art tools		
<b>References:</b> Creative Arts Curriculum Pg. 68			

<b>DAYS</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: REFLECTION</b>
	<p>Get a viral picture, a trending news on twitter, Facebook, YouTube and other social media handles.</p> <p>Discuss what is trending and invite learners to share their opinions on them</p>	<p>Learners are to organize 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 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>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);</p>	<p>Use series of questions and answers to review learners understanding of the lesson.</p> <p>Call learners in turns to summarize the lesson</p>



**WEEK 8**


<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Creative Arts	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> Performing Arts	
<b>Class:</b> B3	<b>Class Size:</b>	<b>Sub Strand:</b> Planning, Making and Composing	
<b>Content Standard:</b> Demonstrate understanding of how to generate own ideas for artistic expressions on the people.		<b>Indicator:</b> B3 2.2.2.1 /B3 2.2.3.1 Plan and create own artworks that represent performing artworks produced or performed in other communities in Africa	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can plan and create own artworks that represent performing artworks produced or performed in other communities in Africa		<b>Core Competencies:</b> Decision Making Creativity, Innovation Communication	
<b>Teaching/ Learning Resources</b>	Photos, videos, art paper, colors and traditional art tools		
<b>References:</b> Creative Arts Curriculum Pg. 68			

<b>DAYS</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: REFLECTION</b>
	<p>Get a viral picture, a trending news on twitter, Facebook, YouTube and other social media handles.</p> <p>Discuss what is trending and invite learners to share their opinions on them</p>	<p>Learners are to organize 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 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>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);</p>	<p>Use series of questions and answers to review learners understanding of the lesson.</p> <p>Call learners in turns to summarize the lesson</p>




**WEEK 9**

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Creative Arts	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> Visual Arts	
<b>Class:</b> B3	<b>Class Size:</b>	<b>Sub Strand:</b> Planning, Making and Composing	
<b>Content Standard:</b> Demonstrate understanding of how to generate own ideas for artistic expressions on the people.		<b>Indicator:</b> B3 1.3.4.1 /B3 1.3.5.1 Plan a display of own visual artworks that reflect the history and culture of people in other African communities.	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can plan a display of own visual artworks that reflect the history and culture of people in other African communities.		<b>Core Competencies:</b> Decision Making Creativity, Innovation Communication	
<b>Teaching/ Learning Resources</b>	Photos, videos, art paper, colors and traditional art tools		
<b>References:</b> Creative Arts Curriculum Pg. 68			

<b>DAYS</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: REFLECTION</b>
	<p>Engage learners to play games, sing songs and recite rhymes to begin the lesson.</p> <p>Using questions and answers review learners on the previous lesson.</p>	<p>Learners are to watch a short video or exhibition of artworks of people in other Ghanaian communities;</p>  <p>Discuss the need for displaying portfolio of own visual artworks.</p> <p>Plan a display of portfolio of own visual artworks to share ideas, educate and inform the public on the history and culture of other people in Ghana</p>	<p>Ask learners to tell the whole class what they have learnt.</p> <p>Learners tell what they will like to learn</p>
	<p>Engage learners to play games, sing songs and recite rhymes to begin the lesson.</p> <p>Using questions and answers review learners on the previous lesson.</p>	<p>Guide learners to make artworks on their own. It may include paintings, collage, paper work, drawings etc.</p> <p>Go round the class to ensure that learners are following the right orders.</p> <p>Learners to display portfolio of own visual artworks to educate and inform the public on the history and culture of people in the local community</p>	<p>Use series of questions and answers to review learners understanding of the lesson.</p> <p>Call learners in turns to summarize the lesson</p>

**WEEK 10**

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Creative Arts	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> Visual Arts	
<b>Class:</b> B3	<b>Class Size:</b>	<b>Sub Strand:</b> Planning, Making and Composing	
<b>Content Standard:</b> Demonstrate understanding of how to generate own ideas for artistic expressions on the people.		<b>Indicator:</b> B3 1.3.4.1 /B3 1.3.5.1 Plan a display of own visual artworks that reflect the history and culture of people in other African communities.	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can plan a display of own visual artworks that reflect the history and culture of people in other African communities.		<b>Core Competencies:</b> Decision Making Creativity, Innovation Communication	
<b>Teaching/ Learning Resources</b>	Photos, videos, art paper, colors and traditional art tools		
<b>References:</b> Creative Arts Curriculum Pg. 68			

<b>DAYS</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: REFLECTION</b>
	<p>Engage learners to play games, sing songs and recite rhymes to begin the lesson.</p> <p>Using questions and answers review learners on the previous lesson.</p>	<p>Learners are to watch a short video or exhibition of artworks of people in other Ghanaian communities;</p>  <p>Discuss the need for displaying portfolio of own visual artworks.</p> <p>Plan a display of portfolio of own visual artworks to share ideas, educate and inform the public on the history and culture of other people in Ghana</p>	<p>Ask learners to tell the whole class what they have learnt.</p> <p>Learners tell what they will like to learn</p>
	<p>Engage learners to play games, sing songs and recite rhymes to begin the lesson.</p> <p>Using questions and answers review learners on the previous lesson.</p>	<p>Guide learners to make artworks on their own. It may include paintings, collage, paper work, drawings etc.</p> <p>Go round the class to ensure that learners are following the right orders.</p> <p>Learners to display portfolio of own visual artworks to educate and inform the public on the history and culture of people in the local community</p>	<p>Use series of questions and answers to review learners understanding of the lesson.</p> <p>Call learners in turns to summarize the lesson</p>

**WEEK 11**

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Creative Arts	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> Performing Arts	
<b>Class:</b> B3	<b>Class Size:</b>	<b>Sub Strand:</b> Displaying and Sharing	
<b>Content Standard:</b> Demonstrate understanding of how to generate own ideas for artistic expressions on the people.		<b>Indicator:</b> B3.2.3.4.1 /B3.2.3.5.1 Perform own artworks to share creative experiences that reflect the history and culture of people in other African communities	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can perform own artworks to share creative experiences that reflect the history and culture of people in other African communities		<b>Core Competencies:</b> Decision Making Creativity, Innovation Communication	
<b>Teaching/ Learning Resources</b>	Photos, videos, art paper, colors and traditional art tools		
<b>References:</b> Creative Arts Curriculum Pg. 81 & 85			

<b>DAYS</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: REFLECTION</b>
	<p>Review the previous knowledge of the learners by making them answer questions on the previous lesson.</p> <p>Engage learners to play games and sing songs to begin the lesson</p>	<p>Learners are to watch pictures of performances that reflect the history and culture of the Ghanaian people.</p> <p>Let learners talk about the pictures and tell the class the part of the pictures that interest them most.</p> <p>Learners to perform parts of the video in groups.</p> <p>Discuss the need for performing compositions of own music, dance, drama, poetry, etc.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>
	<p>Review the previous knowledge of the learners by making them answer questions on the previous lesson.</p> <p>Engage learners to play games and sing songs to begin the lesson</p>	<p>Guide learners to plan a display of portfolio of own music, dance or drama</p> <p>Have learners talk about how they felt performing their own compositions.</p> <p>Learners to talk about</p> <p><i>i. what they learnt from the performance of other groups.</i></p> <p><i>ii. what other things they would want to do to improve upon their compositions.</i></p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>



**WEEK 12**

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Creative Arts	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> Performing Arts	
<b>Class:</b> B3	<b>Class Size:</b>	<b>Sub Strand:</b> Displaying and Sharing	
<b>Content Standard:</b> Demonstrate understanding of how to generate own ideas for artistic expressions on the people.		<b>Indicator:</b> B3.2.3.4.1 /B3.2.3.5.1 Perform own artworks to share creative experiences that reflect the history and culture of people in other African communities	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can perform own artworks to share creative experiences that reflect the history and culture of people in other African communities		<b>Core Competencies:</b> Decision Making Creativity, Innovation Communication	
<b>Teaching/ Learning Resources</b>	Photos, videos, art paper, colors and traditional art tools		
<b>References:</b> Creative Arts Curriculum Pg. 81 & 85			

<b>DAYS</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: REFLECTION</b>
	<p>Review the previous knowledge of the learners by making them answer questions on the previous lesson.</p> <p>Engage learners to play games and sing songs to begin the lesson</p>	<p>Learners are to watch pictures of performances that reflect the history and culture of the Ghanaian people.</p> <p>Let learners talk about the pictures and tell the class the part of the pictures that interest them most.</p> <p>Learners to perform parts of the video in groups.</p> <p>Discuss the need for performing compositions of own music, dance, drama, poetry, etc.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>
	<p>Review the previous knowledge of the learners by making them answer questions on the previous lesson.</p> <p>Engage learners to play games and sing songs to begin the lesson</p>	<p>Guide learners to plan a display of portfolio of own music, dance or drama</p> <p>Have learners talk about how they felt performing their own compositions.</p> <p>Learners to talk about</p> <p><i>i. what they learnt from the performance of other groups.</i></p> <p><i>ii. what other things they would want to do to improve upon their compositions.</i></p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>



# FIRST TERM LESSON PLAN

## BASIC THREE (GHANAIAN LANGUAGE)

### WEEK I

Name of School: .....

Name of Teacher: .....

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> Oral Language	
<b>Class:</b> B3	<b>Class Size:</b>	<b>Sub Strand:</b> Songs	
<b>Content Standard:</b> B3.1.1.1 Demonstrate an understanding of some selected songs by telling what the songs are about		<b>Indicator:</b> B3.1.1.1.1 Sing songs with the correct rhythms and discuss the meaning and moral values of the song.	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> <ul style="list-style-type: none"> <li>Learners can sing songs with the correct rhythms and discuss the meaning and moral values of the song.</li> </ul>		<b>Core Competencies:</b> Creativity and innovation, Communication.	
<b>Teaching/ Learning Resources</b>	Word cards, sentence cards, letter cards, handwriting on a manila card		
<b>References:</b> Ghanaian Language Curriculum Pg. 89			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Have learners to sing songs and recite familiar rhymes they know.  <u>ALPHABET</u> Now I know my A,B,C,D,E,F,G,H,I,J,K,L,M,N,O, P,Q,R,S,T,U,V,W,X,Y,Z.	Let learners sing a familiar occupational song they know.  Play familiar traditional songs on a tape/clip for learners to listen.  Teach learners the song and let them sing the song alone.  Allow learners to sing the song with correct rhythms.  Lead learners to brainstorm the meaning of the song.  Lead learners through discussion to tell the moral values in the song.	Ask learners to talk about what they have learnt.  Call out a few words for learners to spell them off head.  Ask learners to read some keywords on the board
	Engage learners in the “What letter am I writing game”  Put learners into groups of two. The teacher writes a letter in the air.  Learners makes the letter sound and tell the teacher the sound that has been written.	Play familiar traditional songs on a tape/clip for learners to listen.  Teach learners the song and let them sing the song alone.  Allow learners to sing the song with correct rhythms.  Lead learners to brainstorm the meaning of the song.	Ask learners to talk about what they have learnt.  Call out a few words for learners to spell them off head.  Ask learners to read some keywords on the board



## WEEK 2

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> Oral Language	
<b>Class:</b> B3	<b>Class Size:</b>	<b>Sub Strand:</b> Rhymes	
<b>Content Standard:</b> B3.1.2.1 Show an understanding of some rhymes		<b>Indicator:</b> B3.1.2.1.1-2 Recognize and produce own rhyming words.	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can recognize and produce own rhyming words.		<b>Core Competencies:</b> Creativity and innovation, Communication.	
<b>Teaching/ Learning Resources</b>	Word cards, sentence cards, letter cards, handwriting on a manila card		
<b>References:</b> Ghanaian Language Curriculum Pg. 89			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Split learners into 2 teams. Taking turns, learners from each team come up and chose a vocabulary word. Learners to draw something on the board while only their tries to guess the word</p>	<p>Let learners sing a popular play song they know.</p> <p>Read aloud a rhyme to learners.</p> <p>Let learners read aloud the rhyme in turns.</p> <p>Lead learners through discussions to recognize rhyming words in the rhyme.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>
	<p>Have learners share what is going on in their lives.</p> <p>You and your learners can talk about plans for the weekend.</p>	<p>Let learners sing a popular work song they know.</p> <p>Write your own rhyme and read it to the learners.</p> <p>Lead learners to read the rhyme in turns.</p> <p>Discuss the skills involved in writing a rhyme with learners.</p> <p>Encourage learners to produce their own rhyming words.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>
	<p>Split your class into small groups of 4. Each group have to think of an acronym about what they have learned so far. The acronym can't be longer than the number of members in the group.</p> <p>Call the groups in turns to discuss what the letters in the acronym stands for</p>	<p>Let learners sing a popular work song they know.</p> <p>Write your own rhyme and read it to the learners.</p> <p>Lead learners to read the rhyme in turns.</p> <p>Discuss the skills involved in writing a rhyme with learners.</p> <p>Encourage learners to produce their own rhyming words.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>



### WEEK 3

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> Oral Language	
<b>Class:</b> B3	<b>Class Size:</b>	<b>Sub Strand:</b> Poems	
<b>Content Standard:</b> B3.1.3.1 Demonstrate knowledge of poem recitation with the correct stress and rhythm by listening attentively		<b>Indicator:</b> B3.1.3.1.1. Explore poems and note the words and discuss what the poem is about.	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can explore poems and note the words and discuss what the poem is about.		<b>Core Competencies:</b> Creativity and innovation, Communication.	
<b>Teaching/ Learning Resources</b>	Word cards, sentence cards, letter cards, handwriting on a manila card		
<b>References:</b> Ghanaian Language Curriculum Pg. 90			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Flash letter cards to learners for them to make its sounds. Ask pupils to write some letters in the air as you mention them	Explore poems to learners.  As you read the poem, allow them to note words in the poem.  Let learners explore poems and take note of the words.  Lead learners to explore the poem with gestures.  Let learners tell what the poem is about.	Use questions to review their understanding of the lesson  Ask learners to summarize what they have learnt
	Have learners to write letter patterns in the air.  Engage learners to sing songs and dance to it	Explore poems to learners.  As you read the poem, allow them to note words in the poem.  Let learners explore poems and take note of the words.  Lead learners to explore the poem with gestures.  Let learners tell what the poem is about.	Use questions to review their understanding of the lesson  Ask learners to summarize what they have learnt
	Flash letter cards to learners for them to make its sounds. Ask pupils to write some letters in the air as you mention them	Explore poems to learners.  As you read the poem, allow them to note words in the poem.  Let learners explore poems and take note of the words.  Lead learners to explore the poem with gestures.	Use questions to review their understanding of the lesson  Ask learners to summarize what they have learnt



## WEEK 4

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> Oral Language	
<b>Class:</b> B3	<b>Class Size:</b>	<b>Sub Strand:</b> Story telling	
<b>Content Standard:</b> B3.1.4.1 Exhibit knowledge of listening to and reading simple and interesting stories		<b>Indicator:</b> B3.1.4.1.1-3 Dramatize and discuss issues and morals in a story.	<b>Lesson:</b> I OF I
<b>Performance Indicator:</b> Learners can dramatize and discuss issues and morals in a story.		<b>Core Competencies:</b> Creativity and innovation, Communication.	
<b>Teaching/ Learning Resources</b>	Word cards, sentence cards, letter cards, handwriting on a manila card		
<b>References:</b> Ghanaian Language Curriculum Pg. 91			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Engage learners in the 'wipe out game'</p> <p>Write 4-5 sounds on the board. With the whole class, say the sounds (with the action). Ask the learners to close their eyes and teacher wipes out one sounds. Learners open their eyes and must say which is gone.</p>	<p>Revise occupational songs with learners.</p> <p>Tell/show an interesting story.</p> <p>Discuss the story with learners.</p> <p>Help learners to mention some of the key words in the story.</p>	<p>Ask learners to tell the whole class what they have learnt.</p> <p>Learners tell what they will like to learn</p>
	<p>Flash letter cards for learners to make its sound.</p> <p>Have learners to sing songs of the alphabets.</p>	<p>Let learners sing a song they know.</p> <p>Tell/show an interesting story.</p> <p>Discuss the setting of the story with learners.</p> <p>Help learners to mention issues and morals in the stories.</p>	<p>Use series of questions and answers to review learners understanding of the lesson.</p> <p>Call learners in turns to summarize the lesson</p>
	<p>Engage learners in the 'BINGO' game</p> <p>Ask children to choose any 4 letters and write them in their books or on the floor.</p> <p>The teacher says a simple word and if children have the sound at the beginning of that word they cross it out.</p> <p>The first child to cross out all 4 of their letters shouts BINGO!! and is the winner.</p>	<p>Let learners demonstrate an occasional greeting in pairs.</p> <p>Lead learners to sing a popular traditional song.</p> <p>Tell/play an interesting story.</p> <p>Discuss the story with learners.</p> <p>Assign roles to learners.</p> <p>Direct learners to dramatize the story.</p>	<p>Ask learners to tell the whole class what they have learnt.</p> <p>Learners tell what they will like to learn</p>



## WEEK 5

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> Reading	
<b>Class:</b> B3	<b>Class Size:</b>	<b>Sub Strand:</b> Phonological and phonemic awareness	
<b>Content Standard:</b> B3.2.3.1 Demonstrate knowledge of listening, recognizing and differentiating sounds in spoken words		<b>Indicator:</b> B3.2.3.1.1-3 Add individual sounds in simple one-syllable words to make up new words.	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can add individual sounds in simple one-syllable words to make up new words.		<b>Core Competencies:</b> Creativity and innovation, Communication.	
<b>Teaching/ Learning Resources</b>		Word cards, sentence cards, letter cards, handwriting on a manila card	
<b>References:</b> Ghanaian Language Curriculum Pg. 98			
<b>DAYS</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: REFLECTION</b>
	Flash letter cards to learners for them to make its sounds. Ask pupils to write some letters in the air as you mention them	Lead learners to say the letters of the alphabet as a group.  Call learners to say the letters of the alphabet in turns.  Practice syllable recognition and separation with learners on the board.  Allow learners to apply the knowledge to recognize and separate syllables in words.	Use questions to review their understanding of the lesson  Ask learners to summarize what they have learnt
	Have learners to write letter patterns in the air.  Engage learners to sing songs and dance to it	Lead learners to say the letters of the alphabet as a group.  Call learners to say the letters of the alphabet in turns.  Practice adding individual sounds to one syllabic words. Encourage learners to add sounds to one-syllabic words to form new words on their own. E.g. /ba/ + /g/ = bag /ba/ + /t/ = bat	Use questions to review their understanding of the lesson  Ask learners to summarize what they have learnt
	Flash letter cards to learners for them to make its sounds. Ask pupils to write some letters in the air as you mention them	Lead learners to say the letters of the alphabet as a group.  Demonstrate adding one sound to two-syllabic words to form new words on the board.  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/	Use questions to review their understanding of the lesson  Ask learners to summarize what they have learnt



## WEEK 6

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> Reading	
<b>Class:</b> B3	<b>Class Size:</b>	<b>Sub Strand:</b> Phonics: letter and sound knowledge	
<b>Content Standard:</b> B3.2.4.1 Show an understanding of connecting sounds to letters and blending letters into syllables in order to read		<b>Indicator:</b> B3.2.4.1.1-3 Use alphabetic awareness to decode words.	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can use alphabetic awareness to decode words.		<b>Core Competencies:</b> Creativity and innovation, Communication.	
<b>Teaching/ Learning Resources</b>	Word cards, sentence cards, letter cards, handwriting on a manila card		
<b>References:</b> Ghanaian Language Curriculum Pg. 98			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	Engage learners to sing songs and recite rhymes  <b>Row, Row, Row Your Boat"</b> Row, row, row your boat, Gently down the stream. Merrily, merrily, merrily, merrily, Life is but a dream.	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.	Ask learners questions to review their understanding of the lesson.  Give learners task to do whiles you go round to guide those who need help.
	Have learners play games and recite familiar rhymes to begin the lesson  Using questions and answers, review their understanding of the previous 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.  Assist learners to use alphabetic awareness to decode compound words.	Ask learners to summarize what they have learnt.  Let learners say 5 words they remember from the lesson.
	Engage learners to sing songs and recite rhymes  <b>Ding dong bell.</b> Pussy's at the well. Who took her there? Little Johnny Hare. Who'll bring her in? Little Tommy Thin. What a jolly boy was that To get some milk for pussy cat, Who ne'er did any harm? But played with the mice in his father's barn	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.	Ask learners to summarize what they have learnt.  Let learners say 5 words they remember from the lesson.



## WEEK 7

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> Writing	
<b>Class:</b> B3	<b>Class Size:</b>	<b>Sub Strand:</b> Penmanship	
<b>Content Standard:</b> B3.3.1.1 Write and practice saying letters or words with which learners have difficulty; copy various sentences, verses and words of songs legibly		<b>Indicator:</b> B3.3.1.1.1-2 write letters and words.	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can write letters and words.		<b>Core Competencies:</b> Creativity and innovation, Communication.	
<b>Teaching/ Learning Resources</b>	Word cards, sentence cards, letter cards, handwriting on a manila card		
<b>References:</b> Ghanaian Language Curriculum Pg. 103			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Have learners to sing songs and recite familiar rhymes they know.</p> <p><u>ALPHABET</u> Now I know my A,B,C,D,E,F,G,H,I,J,K,L,M, N,O,P,Q,R,S,T,U,V,W,X,Y,Z.</p>	<p>Let learners say the letters of the alphabet as a group and individually.</p> <p>Write letter and words boldly on the board.</p> <p>Give learners some letters and words to write on their own.</p> <p>Assist learners to write letters and words given them.</p>	<p>Ask questions to review learners understanding of the lesson</p> <p>Learners to tell what was interesting about the lesson.</p> <p>Have learners to read and spell the key words written on the board</p>
	<p>Engage learners in the “What letter am I writing game”</p> <p>Put learners into groups of two. The teacher writes a letter in the air.</p> <p>Learners makes the letter sound and tell the teacher the sound that has been written.</p>	<p>Let learners say the letters of the alphabet as a group and individually.</p> <p>Write simple sentences boldly on the board.</p> <p>Lead learners to read the sentences aloud as a group.</p> <p>Let learners read the sentences aloud in turns.</p> <p>Let learners copy the simple sentences boldly and clearly in their books.</p>	<p>Ask questions to review learners understanding of the lesson</p> <p>Learners to tell what was interesting about the lesson.</p> <p>Have learners to read and spell the key words written on the board</p>



## WEEK 8

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> Writing Conventions	
<b>Class:</b> B3	<b>Class Size:</b>	<b>Sub Strand:</b> Capitalization	
<b>Content Standard:</b> B3.5.1.1 Exhibit knowledge of using capital letters appropriately		<b>Indicator:</b> B3.5.1.1.1-3 Understand the use of capital letters to write proper nouns.	<b>Lesson:</b> I OF I
<b>Performance Indicator:</b> Learners can understand the use of capital letters to write proper nouns.			<b>Core Competencies:</b> Creativity and innovation, Communication.
<b>Teaching/ Learning Resources</b>		Word cards, sentence cards, letter cards, handwriting on a manila card	
<b>References:</b> Ghanaian Language Curriculum Pg. 106			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Write words on th board and cover parts with a smiley for learners to guess the word</p> <p>Have learners sing songs to begin the lesson</p>	<p>Let learners sing any play song they know.</p> <p>Create a game that helps to use capital letters to write proper nouns.</p> <p>Through the game help learners to understand the use of capital letters to write proper nouns.</p>	<p>Ask learners questions to review their understanding of the lessson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson</p>	<p>Let learners sing any play song they know.</p> <p>Create a game that helps learners to use capital letters to write sentences.</p> <p>Help learners to understand the use of capital letters to write correct sentences.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>
	<p>Review the previous knowledge of the learners by making them answer questions on the previous lesson.</p> <p>Engage learners to play games and sing songs to begin the lesson</p>	<p>Let a learner lead the class to sing a popular song they know.</p> <p>Tell learners why we use capital letters after sentences and full stops.</p> <p>Help learners to understand the use of capital letters after sentences and full stops using illustrations on the board.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>



## WEEK 9

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> Writing Conventions	
<b>Class:</b> B3	<b>Class Size:</b>	<b>Sub Strand:</b> Capitalization	
<b>Content Standard:</b> B3.5.1.1 Exhibit knowledge of using capital letters appropriately		<b>Indicator:</b> B3.5.1.1.1-3 Understand the use of capital letters to write proper nouns.	<b>Lesson:</b> I OF I
<b>Performance Indicator:</b> Learners can understand the use of capital letters to write proper nouns.		<b>Core Competencies:</b> Creativity and innovation, Communication.	
<b>Teaching/ Learning Resources</b>	Word cards, sentence cards, letter cards, handwriting on a manila card		
<b>References:</b> Ghanaian Language Curriculum Pg. 106			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Write words on th board and cover parts with a smiley for learners to guess the word</p> <p>Have learners sing songs to begin the lesson</p>	<p>Let learners sing any play song they know.</p> <p>Create a game that helps to use capital letters to write proper nouns.</p> <p>Through the game help learners to understand the use of capital letters to write proper nouns.</p>	<p>Ask learners questions to review their understanding of the lessson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson</p>	<p>Let learners sing any play song they know.</p> <p>Create a game that helps learners to use capital letters to write sentences.</p> <p>Help learners to understand the use of capital letters to write correct sentences.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>
	<p>Review the previous knowledge of the learners by making them answer questions on the previous lesson.</p> <p>Engage learners to play games and sing songs to begin the lesson</p>	<p>Let a learner lead the class to sing a popular song they know.</p> <p>Tell learners why we use capital letters after sentences and full stops.</p> <p>Help learners to understand the use of capital letters after sentences and full stops using illustrations on the board.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>



## WEEK 10

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> Writing Conventions	
<b>Class:</b> B3	<b>Class Size:</b>	<b>Sub Strand:</b> Punctuation	
<b>Content Standard:</b> B3.5.2.1 Show an understanding of using punctuation marks appropriately		<b>Indicator:</b> B3.5.2.1.1-3 Understand and use full stops and commas.	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can understand and use full stops and commas..			<b>Core Competencies:</b> Creativity and innovation, Communication.
<b>Teaching/ Learning Resources</b>		Word cards, sentence cards, letter cards, handwriting on a manila card	
<b>References:</b> Ghanaian Language Curriculum Pg. 107			

DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION
	<p>Review the previous knowledge of the learners by making them answer questions on the previous lesson.</p> <p>Engage learners to play games and sing songs to begin the lesson</p>	<p>Let a learner lead the class to sing a popular song they know.</p> <p>Create a game on the Show an understanding of the use of full stops and commas.</p> <p>Play the game with learners.</p> <p>Help learners to understand the use of full stops and commas.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to tell you what they have learnt</p> <p>Give learners individual or home task</p>
	<p>Write words on th board and cover parts with a smiley for learners to guess the word</p> <p>Have learners sing songs to begin the lesson</p>	<p>Let the class sing a popular traditional occupational song they know.</p> <p>Create a game on the use of full stops.</p> <p>Play the game with learners and let learners play the game in groups.</p> <p>Help learners to show an understanding of the use of full stops at the end of sentences.</p>	<p>Ask learners questions to review their understanding of the lessson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson</p>	<p>Let the class sing a popular traditional occupational song they know.</p> <p>Create a game on the use of punctuation marks.</p> <p>Play the game with learners and let learners play the game in groups.</p> <p>Help learners to recognize and use punctuation marks in sentences.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>



## WEEK 11

<b>Week Ending:</b>	<b>DAY:</b> THURSDAY	<b>Subject:</b> English Language
<b>Duration:</b> 60mins		<b>Strand:</b> Grammar Usage
<b>Class:</b> B3	<b>Class Size:</b>	<b>Sub Strand:</b> Using Action Words
<b>Content Standard:</b> B3.5.4.1: Apply knowledge of action words in communication	<b>Indicator:</b> B3.5.4.1.2 Use the present continuous form of verbs to describe actions taking place at the time of speaking	<b>Lesson:</b> 1 of 1
<b>Performance Indicator:</b> Learners can use the present continuous form of verbs to describe actions taking place at the time of speaking		<b>Core Competencies:</b> Creativity and innovation, Communication.
<b>New words</b>	Present, continuous, communication, demonstration	
<b>References:</b> English Language Curriculum Pg. 99		
<b>Phase/Duration</b>	<b>Learners Activities</b>	<b>Resources</b>
<b>PHASE 1: STARTER</b>	<p>Start the lesson with a recap of the previous lesson. Allow learners to reflect on what they learnt from the previous lesson.</p> <p>Share performance indicators with learners and introduce the lesson.</p>	
<b>PHASE 2: NEW LEARNING</b>	<p>Guide learners to use the present continuous form of verbs to describe actions taking place at the time of speaking</p> <p>Through examples, assist learners to use the continuous forms of action words in sentences. e.g. Aba is singing. They are jumping.</p> <p>Present action pictures for learners to write simple sentences about the actions taking place</p>	Word cards, sentence cards, letter cards, handwriting on a manila card
<b>PHASE 3: PLENARY</b>	<p>Give learners a text with names of particular places and days of the week, beginning with small letters.</p> <p>Next lesson: identify and use adjectives in short sentences to describe height, length, etc.</p>	



## WEEK 12

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Ghanaian Language	
<b>Duration:</b> 60mins per lesson		<b>Strand:</b> Extensive Reading	
<b>Class:</b> B3	<b>Class Size:</b>	<b>Sub Strand:</b> Reading	
<b>Content Standard:</b> B3.6.1.1 Demonstrate knowledge by reading short stories with correct intonation.		<b>Indicator:</b> B3.6.1.1.1 Read short stories aloud correctly.	<b>Lesson:</b> 1 OF 1
<b>Performance Indicator:</b> Learners can read short stories aloud correctly.		<b>Core Competencies:</b> Creativity and innovation, Communication.	
<b>Teaching/ Learning Resources</b>	Word cards, sentence cards, letter cards, handwriting on a manila card		
<b>References:</b> Ghanaian Language Curriculum Pg. 114			
<b>DAYS</b>	<b>PHASE 1: STARTER</b>	<b>PHASE 2: MAIN</b>	<b>PHASE 3: REFLECTION</b>
	Write words on th board and cover parts with a smiley for learners to guess the word  Have learners sing songs to begin the lesson	Let learners explore a popular rhyme they know.  Read a short story aloud and correctly to learners.  Discuss the short story with learners.  Call them out one by one to read short stories aloud correctly.  Ask them questions based on the story read.	Ask learners questions to review their understanding of the lessson.  Give learners task to do whiles you go round to guide those who need help.
	Have learners play games and recite familiar rhymes to begin the lesson  Using questions and answers, review their understanding of the previous lesson	Read a short story aloud and correctly to learners.  Discuss the short story with learners.  Call them out one by one to read short stories aloud correctly.  Ask them questions based on the story read.	Ask learners to summarize what they have learnt.  Let learners say 5 words they remember from the lesson.
	Review the previous knowledge of the learners by making them answer questions on the previous lesson.  Engage learners to play games and sing songs to begin the lesson	Read a short story aloud and correctly to learners.  Discuss the short story with learners.  Call them out one by one to read short stories aloud correctly.  Ask them questions based on the story read.	Ask learners series of questions to review their understanding of the lesson  Ask learners to tell you what they have learnt  Give learners individual or home task

