

**WEEK TEN**  
**BASIC THREE**

<b>Week Ending</b>	15Th November, 2019.
<b>Class</b>	Three
<b>Subject</b>	<b>ENGLISH LANGUAGE</b>
<b>Reference</b>	English Language curriculum Page
<b>Learning Indicator(s)</b>	B3.1.4.1.1. B3.2.4.1.1. B3.4.4.1.1. B3.5.4.1.1. B3.6.1.1.1.
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>A. Learners can respond to and ask questions based on stories heard</li> <li>B. Learners can use diphthongs to build words</li> <li>C. Learners can make a list of objects found in the environment</li> <li>D. Learners can identify the present continuous form of action words in spoken and written communication</li> <li>E. Learners can read a variety of age and level appropriate books and summarize them</li> </ul>
<b>Teaching/ Learning Resources</b>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library

**Core Competencies:** Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving

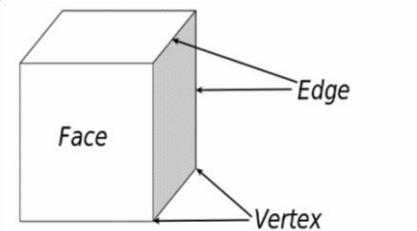
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	<p>Have learners tell stories to class.</p> <p>Engage learners to sing songs and recite familiar rhymes</p> <p><u>ROW, ROW, ROW YOUR BOAT</u> Row, row, row your boat Gently down the stream Merrily, merrily, merrily, merrily Life is but a dream.</p>	<p><b>A. <u>ORAL LANGAUGE</u></b></p> <p>Select a suitable story to tell or read to the class. E.g. Ananse and the family.</p> <p>Let learners tell their favorite parts of the story.</p> <p>Have learners respond to the story by asking and answering relevant questions to enhance comprehension.</p>	Review the lesson with learners

Tuesday	Engage learners to play the “Guess-the-word” game.	<p align="center"><b><u>B.READING</u></b></p> Revise digraphs and have learners identify them in words.	Review the lesson with learners.
	<p>Place a small number of picture cards in front of learners.</p> <p>Tell them you are going to say a word using “snail talk” a slow way of saying words (e.g. /ffllltaaag/).</p> <p>Learners have to look at the pictures and guess the word you are saying. Have learners to guess the answer in their head so that everyone gets an opportunity to try it.</p>	<p>Introduce diphthongs in context. Have learners to understand that some letters make a more complicated sound together, and that you have to move your mouth around to make the sound.</p> <p>Write the letters “oy” on the board. Pronounce the sound that they make, emphasizing how your mouth moves around to make the sound. Teach each diphthong individually or in pairs (e.g., “oy” and “oi”), leaving plenty of time for practicing each diphthong before moving on to another.</p> <p>Divide students into pairs, and instruct each student to make up to three sentences with the diphthongs on the list. For example, they might write “The boy had a toy” or “I set soil on the foil.</p> <p><b>Assessment:</b> Through think-pairshare, let learners generate diphthongs and build words with them.</p>	Listen to how students are sounding out diphthongs. If students need more help, give additional instruction on the specific diphthongs that seem to be throwing them off.

Wednesday	<p>Engage learners to play “Read- Cover- Write” game.</p> <p>Put word cards on the table, floor or a bowl.</p> <p>A pupil picks a word card, reads the word, covers it/ turns it over and writes the word on the board or book.</p> <p>He then picks the card again and show it to the class.</p> <p>The class checks to see if the word is correct.</p>	<p><b>C. <u>WRITING</u></b></p> <p>Lead the class to make a list of objects found in a given thematic area. E.g. The Bus Stop.</p> <p>Let groups and pairs make similar lists from self-chosen or given areas. They may use invented spelling initially.</p> <p>Guide learners to edit and selfcorrect the errors before presenting their work to the class. They may use children’s pictures, dictionaries and other sources.</p>	<p>Ask learners to summarize the lesson</p> <p>Give learners home task to make list of objects and items at the market</p>
	<p>The student with the correct number of words wins the game.</p>		
Thursday	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p><b>D. <u>WRITING CONVENTIONS AND GRAMMAR</u></b></p> <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>	<p>Review lesson with learners</p> <p>Have learners to use continuous form of action words in peer to peer conversation.</p>

Friday	Guide learners to choose and read books during the library period	<p><b>E. <u>EXTENSIVE READING</u></b></p> <p>Using the Author's chair, introduce the reading/library time.</p> <p>Have a variety of age/level appropriate books for learners to make a choice from.</p> <p>Introduce narratives, expository, procedural texts to learners.</p> <p>Guide learners to select books for readings</p>	Have learners to tell what they read to the whole class
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<b>Week Ending</b>	15Th November, 2019.		
<b>Class</b>	Three		
<b>Subject</b>	<b>MATHEMATICS</b>		
<b>Reference</b>	Mathematics curriculum Page 64		
<b>Learning Indicator(s)</b>	B3.3.1.1.1		
<b>Performance Indicator</b>	Learners can describe 3D objects according to the shape of the faces, the number of edges and vertices. Sort regular and irregular polygons including triangles, quadrilaterals, pentagons, heptagons according to the number of sides		
<b>Strand</b>	Geometry and Measurement		
<b>Sub strand</b>	2D and 3D Shapes		
<b>Teaching/ Learning Resources</b>	Match box, ball, empty cans, cut out shapes etc.		
<b>Core Competencies:</b> Problem Solving Skills; Critical Thinking Abilities; Justification of Ideas; Collaborative learning; Attention to Precision; Look for Patterns and Relationships			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners in the game;  Clap that number (up to 10). Have learners count in unison as they clap the number.	Guide learners to explain faces, edges and vertices of 3d shapes.  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.  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  And finally the " <b>Vertex</b> ". The <b>vertex</b> is the point or corner on a shape. This is where <b>faces and edges</b> come together and meet. That end becomes what you would call the <b>vertex</b> .	Review the lesson with learners

		Have a look at this diagram below which shows the <b>Faces, Edges &amp; Vertices</b> on the <b>cube 3D shape</b>	
			
Tuesday	Revise with learners on the previous lesson	<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>	Review the lesson with learners
Wednesday	Revise with learners on the previous lesson	<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>	Review the lesson with learners
Thursday	Revise with learners on the previous lesson	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	Review the lesson with learners
Friday	Revise with learners on the previous lesson	Identify regular and irregular 2D shapes (triangles, rhombus, rectangles, squares, pentagons, hexagons, octagons) having different dimensions	Review the lesson with learners

		and orientations by the number and nature of sides	
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<b>Week Ending</b>	15Th November, 2019.		
<b>Class</b>	Three		
<b>Subject</b>	<b>SCIENCE</b>		
<b>Reference</b>	Science curriculum Page 53		
<b>Learning Indicator(s)</b>	B3.2.1.3.1		
<b>Performance Indicator</b>	Learners can identify the types of precipitation (rain, snow, hail, sleet) and describe the differences among them		
<b>Strand</b>	Cycles		
<b>Sub strand</b>	Earth science		
<b>Teaching/ Learning Resources</b>	Videos And Pictures		
<b>Core Competencies:</b> Collaboration and Communication. Personal Development and Leadership Cultural Identity and Global Citizenship Creativity and Innovation			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Engage learners to sing songs and recite familiar rhymes.  <u>RAIN, RAIN GO AWAY</u> Rain, rain go away Go and come another day. Little children wants to play Rain, rain go away	Explore the previous knowledge of learners on this topic, e.g., learners know of iced water, 'ice block' and rainfall.  Provide learners with cut-out pictures or videos of the other forms of precipitation (snow, hail, sleet, these may be foreign to them.  Learners examine the pictures and communicate their ideas on the different types of precipitation.	What have we learnt today?  Types of precipitation  Ask learners to summarize the main points of the lesson

	<p>Revise with learners on the previous 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,</p>	<p>What have we learnt today?</p> <p>Types of precipitation</p> <p>Ask learners to summarize the main points of the lesson</p>
		<p>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><b>Assessment:</b> Assist learners to build vocabulary on precipitation.</p>	
	<p>Revise with learners on the previous 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>What have we learnt today?</p> <p>Types of precipitation</p> <p>Ask learners to summarize the main points of the lesson</p>

<b>Week Ending</b>	15Th November, 2019.		
<b>Class</b>	Three		
<b>Subject</b>	<b>OUR WORLD OUR PEOPLE</b>		
<b>Reference</b>	OWOP curriculum Page 43		
<b>Learning Indicator(s)</b>	B3.2.1.1. 1		
<b>Performance Indicator</b>	Learners can explain problems with the use of land and water		
<b>Strand</b>	All Around Us		
<b>Sub strand</b>	The Environment And The Weather		
<b>Teaching/ Learning Resources</b>	Pictures, word cards , chart an videos		
<b>Core Competencies:</b> Communication and Collaboration Critical Thinking and Problem Solving			
<b>DAYS</b>	<b>PHASE 1: STARTER</b> <i>10 MINS</i> <b>(Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	<b>PHASE 3:</b> <b>REFLECTION</b> <i>10MINS</i> <b>(Learner And Teacher)</b>
	Teacher introduces the lesson to learners.  Learners are to list all the words they associate with the topic to be treated.  Ask them to put words together to form a definition	Through pictures/films of illegal mining sites  E.g. Galamsey sites, indiscriminate dumping of refuse, choked gutters, roads with potholes etc.  Compare situations in the pictures with what pertains in their area:	What have we learnt today?  Problems with the use of land and water  Have learners to summarize the main points of the lesson.
	Revise with learners on the previous lesson	Learners talk about the problems with the use of land:  i. Describe activities taking place on land in your community. (Slash and bush burning, sand winning, quarrying).  Teacher shows pictures of water bodies or conduct a study tour to observe water bodies within their communities.	What have we learnt today?  Problems with the use of land and water  Have learners to summarize the main points of the lesson.

	Revise with learners on the previous lesson	Learners talk about activities taking place around water bodies in their community e.g. fishing, swimming, irrigation, farming, throwing waste in water bodies, defecating in streams.	What have we learnt today?  Problems with the use of land and water
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<b>Week Ending</b>	15Th November, 2019.		
<b>Class</b>	Three		
<b>Subject</b>	<b>RELIGIOUS &amp; MORAL EDUCATION</b>		
<b>Reference</b>	RME curriculum Page 18		
<b>Learning Indicator(s)</b>	B3.2.1.1.1:		
<b>Performance Indicator</b>	Learners can name the sacred scriptures of the three major religions.		
<b>Strand</b>	Religious Practices and their Moral Implications		
<b>Sub strand</b>	Religious Worship in the Three Major Religions in Ghana		
<b>Teaching/ Learning Resources</b>	Pictures and Videos		
<b>Core Competencies:</b> Faithfulness, Obedience Respect, Commitment, Humility, Togetherness Cultural Identity, Gratitude Communication and Collaboration, Personal Development and Leadership Creativity and Innovation and Global Citizenship			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<p>Show pictures, video clips, etc. of songs and recitations from the three main religions.</p> <p>Have learners to talk about the part of the video and pictures that interest them most.</p>	<p>Guide learners to mention the sacred scriptures: The Holy Bible (Christianity), The Holy Qur'an, Hadith (Islam), Sacred Myths, parables and taboos (Traditional Religion), etc.</p> <p>Let learners in groups, talk about the Holy Scriptures and which religion each belongs to.</p> <p>Guide learners to recite simple texts from the scriptures: AlFātihah (Islam), Psalm 23 (Christianity) and Sacred Myths, folktales, parables, etc. (Traditional Religion).</p> <p><b>Assessment:</b> Put learners into groups according to their religious background. Let learners write simple texts from the sacred scriptures.</p>	<p>What have we learnt today?</p> <p>Naming the sacred scriptures of the three major religions.</p> <p>Call out learners to summarize the lesson.</p>

<b>Week Ending</b>	15Th November, 2019.
<b>Class</b>	Three
<b>Subject</b>	<b>HISTORY</b>
<b>Reference</b>	History curriculum Page 16
<b>Learning Indicator(s)</b>	B3.2.2.1.3
<b>Performance Indicator</b>	Learners can describe the conflicts and alliances that existed among the ethnic groups in Ghana
<b>Strand</b>	My Country Ghana
<b>Sub strand</b>	Inter Group Relation
<b>Teaching/ Learning Resources</b>	Pictures of past events of the school, community and Ghana, Videos of past events of the school, community and Ghana

**Core Competencies:** Appreciation of interdependence among ethnic groups and communicative skills by discussing intergroup relations

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Have learners sing songs and recite poems in relation to the lesson.	Discuss intergroup wars such as Battle of Feyiase and the Krepi war of 1833.  Discuss instances where alliances were formed between different groups to fight a common enemy. E.g. The Battle of Akatamanso where the Asante army was defeated by an alliance made up of the British, Ga, Fante, Akyem, Akwamu, Krepi and Denkyira Anlo / Asante in the Ada War of 1869	What have we learnt today?  Ask learners to summarize the main points of the lesson  Learners talk about what was interesting and made meaning to them in the lesson and what they will change and do differently

	<p>Have learners sing songs and recite poems in relation to the lesson.</p>	<p>Discuss intergroup wars such as Battle of the <b>Kusasis and Mamprusis</b> ethnic conflict in Bawku in the Upper east</p> <p>Discuss instances where alliances were formed between different groups to fight a common enemy. E.g. The Battle of Akatamanso where the Asante army was defeated by</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points of the lesson</p> <p>Learners talk about what was interesting and made meaning to them in the lesson and what</p>
		<p>an alliance made up of the British, Ga, Fante, Akyem, Akwamu, Krepi and Denkyira Anlo / Asante in the Ada War of 1869</p>	<p>they will change and do differently</p>

<b>Week Ending</b>	15Th November, 2019.		
<b>Class</b>	Three		
<b>Subject</b>	<b>CREATIVE ARTS</b>		
<b>Reference</b>	Creative Arts curriculum Page		
<b>Learning Indicator(s)</b>	B3 1.1.1.1 B3 2.1.1.1		
<b>Performance Indicator</b>	Learners can study and talk about visual artworks produced or found in other African communities that reflect the history and culture of people in those areas in Africa		
<b>Strand</b>	Visual Arts & Performing Arts		
<b>Sub strand</b>	Thinking and Exploring		
<b>Teaching/ Learning Resources</b>	Photos, videos, art paper, colors and traditional art tools , other materials available in the community		
<b>Core Competencies:</b> Critical Thinking Decision Making Creativity and Innovation Digital Literacy Communication			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Have learners to watch documentaries on artworks from Africa	Have learners to visit museums, galleries and art centers to see samples of visual artworks from other countries in Africa and the rest of the world;	Review the lesson with learners
	Give guidelines of how the project is going to be.  Prepare and plan the days schedule	Document the information gathered by taking pictures of artworks from Africa, photocopying them and by recording and downloading videos and images for future use;  Identify ideas and concepts for artistic expression from artworks produced by Africans;	Review the lesson with learners

		Discuss the visual artworks of people in the identified communities in Africa.	
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<b>Week Ending</b>	15Th November, 2019.
<b>Class</b>	Three
<b>Subject</b>	<b>GHANAIAN LANGUAGE</b>
<b>Reference</b>	Ghanaian language curriculum Page
<b>Learning Indicator(s)</b>	B3.5.2.1.1 B3.5.2.1.2 B3.5.2.1.3
<b>Performance Indicator</b>	Learners can understand and use full stops and commas. Learners can understand the use of full stops at the end of sentences. Learners can recognize and use punctuation marks in sentences.
<b>Strand</b>	Writing Conventions
<b>Sub strand</b>	Integrating Grammar In Written Language (Punctuation)
<b>Teaching/ Learning Resources</b>	Word cards, sentence cards, letter cards, handwriting on a manila card

**Core Competencies:** Creativity and innovation Communication and collaboration

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Have learners to sing songs and recite familiar rhymes relating to the lesson	Let a learner lead the class to sing a popular song they know.  Create a game on the Show an understanding of the use of full stops and commas.  Play the game with learners.  Help learners to understand the use of full stops and commas.	Review the lesson with learners

	<p>Have learners to sing songs and recite familiar rhymes relating to 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</p>	<p>Review the lesson with learners</p>
		<p>full stops at the end of sentences.</p>	
	<p>Have learners to sing songs and recite familiar rhymes relating to the 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>Review the lesson with learners</p>

<b>Week Ending</b>	15Th November, 2019.		
<b>Class</b>	Three		
<b>Subject</b>	<b>PHYSICAL EDUCATION</b>		
<b>Reference</b>	PE curriculum Page 38		
<b>Learning Indicator(s)</b>	B3.3.1.3.1		
<b>Performance Indicator</b>	Learners can perform 10 minutes dance with music		
<b>Strand</b>	Physical Fitness		
<b>Sub strand</b>	Aerobics Capacity		
<b>Teaching/ Learning Resources</b>	Drums, laptop, speakers		
<b>Core Competencies:</b> Learners develop personal skills, leadership and fitness by dancing 10 minute continuously dance with music for aerobic test.			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Have learners to watch a short video on a popular dance in the locality.	Learners perform 10minute dance with music at their own pace for recreation and improvement of their physical fitness.	Review the lesson with learners