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**WEEKLY SCHEME OF LEARNING-WEEK SIX**  
BASIC THREE

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**Fayol Inc.**  
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NAME OF SCHOOL.....

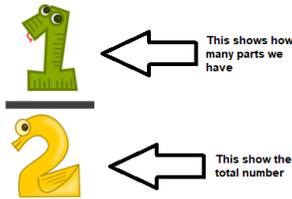
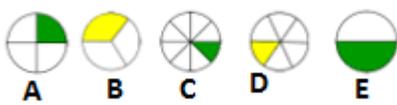
<b>Week Ending</b>	18 <sup>th</sup> October, 2019.		
<b>Class</b>	Three		
<b>Subject</b>	<b>ENGLISH</b>		
<b>Reference</b>	English curriculum Page		
<b>Learning Indicator(s)</b>	B3.1.2.1.1. B3.2.3.1.2. B3.4.3.1.1. B3.5.2.1.3. B3.6.1.1.1.		
<b>Performance Indicator</b>	<p>A. learners can compose short rhymes and tongue-twisters and recite them</p> <p>B. learners can use words containing digraphs to make meaningful sentences</p> <p>C. learners can use letter-sound relationships to represent most letters in words correctly</p> <p>D. learners can identify and use the apostrophe to show possession</p> <p>E. learners can read a variety of age and level-appropriate books and summarize them</p>		
<b>Teaching/ Learning Resources</b>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library		
<b>Core Competencies:</b> 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>Revise some familiar rhymes and tongue-twisters taught.</p> <p>Example <u>One Potato, Two Potatoes</u> One potato, two potatoes, three potatoes, four. Five potatoes, six potatoes, seven potatoes, more.</p>	<p>A. <u>ORAL LANGUAGE</u></p> <p>Revise some previously taught rhymes.</p> <p>Present the new rhymes and perform them as learners listen and observe.</p> <p>Read through the lines meaningfully with learners.</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>What have we learnt today?</p> <p>Composing short rhymes and tongue twisters</p>

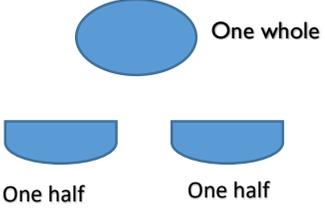
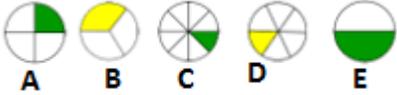
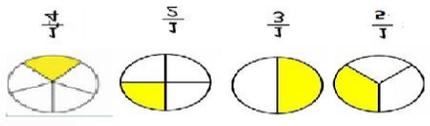
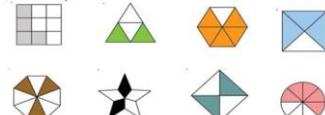
		<p><b>Assessment:</b> Put learners in convenient groups. Assign them a rhyme and task them to compose a parallel one.</p> <p>Have groups recite their rhymes with the class.</p>	
Tuesday	<p>Engage learners to sing familiar songs and rhymes in relation to the lesson <u>WASH WASH WASH</u></p> <ul style="list-style-type: none"> <li>•Wash, Wash, Wash</li> <li>•Wash your hands</li> <li>•In the morning – Wash your hands</li> <li>•After eating - Wash your hands</li> <li>•After visiting the washroom - Wash your hands</li> <li>•After playing - Wash your hands</li> </ul>	<p><b>B. <u>READING</u></b> Introduce learners to simple digraphs. Digraphs are two letters that make a third letter sound, when combined, such as /sh/, /ch/</p> <p>Consonant digraphs are those speech sounds made by groups of two consonants to make a single sound. Examples are /Sh/ as in shirt /Ch/ as in church /Gh/ as in Ghana /Ph/ as in phone</p> <p><b>Assessment:</b> Have learners build as many words as possible with the digraphs and form meaningful sentences with some of the words.</p>	<p>Review the lesson with learners.</p> <p>Give learners home task to identify and underline digraphs in sentences</p>
Wednesday	<p>Engage learners in the “Read- Cover- Write Game”</p> <p>Put word cards on the table, floor or a bowl.</p> <p>A learners picks a word card, reads the word, covers it/ turns it over and writes the word on the board or book. He then picks the card again and show it to the class. The class checks to see if the word is correct. The student with the correct number of words wins the game.</p>	<p><b>C. <u>WRITING</u></b> Let learners play the alphabet sound game.</p> <p>Dictate words and simple sentences for learners to write.</p> <p><b>Assessment:</b> engage learners in the “Sound hunters game”</p> <p>Children are split into teams. One from each team is chosen with a toy gun. Teacher calls out a sound. a player must shoot their opponent by saying a word that begins /ends with that sound. The person who shoots first wins and stays on. The loser sits down and another person from that team comes up. Whichever</p>	<p>Review the lesson with learners</p>

		team has its player standing at the end wins.	
Thursday	Revise with learners some punctuations signs they already know and their uses.	<p><b>D. <u>WRITING CONVENTIONS</u></b>  Introduce the apostrophe showing possession in context.</p> <p>e.g. Kofi's mother has travelled</p> <p>Have learners look out for words in their work books that has the apostrophe attached to them.</p> <p><b>Assessment:</b> have learners to form sentences showing possession using the apostrophe sign</p>	Review the lesson with learners
Friday	Guide learners to choose and read books during the library period	<p><b>E. <u>EXTENSIVE READING</u></b>  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

<b>Week Ending</b>	18 <sup>th</sup> October, 2019.
<b>Class</b>	Three
<b>Subject</b>	<b>MATHEMATICS</b>
<b>Reference</b>	Mathematics curriculum Page 78
<b>Learning Indicator(s)</b>	B3.1.3.1.1
<b>Performance Indicator</b>	learners can understand a unit fraction by explaining the fraction $1/f$ as the quantity obtained by taking 1 part when a whole is partitioned into $f$ equal parts and that a fraction $1/f$ is the quantity obtained by taking parts of the $1/f$ size
<b>Strand</b>	Number
<b>Sub strand</b>	Fractions
<b>Teaching/ Learning Resources</b>	

**Core Competencies:** Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative learning; Personal Development and Leadership Attention to Precision

<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>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. In this case 6 is the answer. Try out more numbers. The group that answers more wins.</p>	<p>Have learners to know that fractions tell us how many parts of a whole we have. The fraction are normally written with one number up and another number down with a dash in between</p>  <p>Use several pictorial representations (or card cut outs) to introduce unit fractions like half, thirds, fifths, tenths, etc.</p>  <p>Half= <math>\frac{1}{2}</math> Thirds= <math>\frac{1}{3}</math> Fourths= <math>\frac{1}{4}</math> Fifths= <math>\frac{1}{5}</math></p> 	<p><b>Assessment:</b> Have learners to practice with more examples</p>

<p>Tuesday</p>	<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>Introduce the fraction notation by explaining the fraction one-half as the quantity obtained by taking 1 part when a whole is partitioned into 2 equal parts and is represented by <math>\frac{1}{2}</math></p> <div style="text-align: center;">  </div> <p><b>Assessment:</b> Ask learners to write symbols for the fractions A, B, C, D, and E</p> <div style="text-align: center;">  </div>	<p>Review lesson with learners by giving them task to solve in their workbooks</p>
<p>Wednesday</p>	<p>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.</p>	<p>Ask learners to match pictorial representations of fractions to their symbols</p> <div style="text-align: center;">  </div> <p><b>Assessment:</b> Have learners to practice with more examples</p>	<p>Review lesson with learners by giving them task to solve in their workbooks</p>
<p>Thursday</p>	<p>Have learners to sing songs and recite rhymes in relation to the lesson</p>	<p>Use several pictorial representations (or card cut outs) to introduce multiples of unit fractions like thirds, fifths, tenths, etc., show the notations <math>\frac{2}{5}, \frac{3}{8}, \frac{4}{12}</math>, etc. and ask learners to draw and label fractions with their symbols.</p> <div style="text-align: center;">  </div>	<p>Review lesson with learners by giving them task to solve in their workbooks</p>

<p>Friday</p>	<p>Engage learners to sing I'm counting one, what is one</p> <ul style="list-style-type: none"> <li>• 1 - One is one alone, alone it shall be.</li> <li>• 2 - Two pair, two pair come pair let us pair</li> <li>• 3 - Turn around</li> <li>• 4 - Follow me</li> <li>• 5 - Fire</li> <li>• 6 - Sister</li> <li>• 7 - Saviour</li> <li>• 8 - Eat more fruits</li> <li>• 9 - Nana Yaw</li> <li>• 10 - Thank your God</li> </ul>	<p>Ask learners to colour given fractions in given shapes with equal portions or match fractions to shaded regions</p> <div style="text-align: center;">     </div> <p><b>Assessment:</b> Have learners to practice with more examples</p>	<p>Review lesson with learners by giving them task to solve in their workbooks</p>
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<b>Week Ending</b>	18 <sup>th</sup> October, 2019.		
<b>Class</b>	Three		
<b>Subject</b>	<b>SCIENCE</b>		
<b>Reference</b>	Science curriculum Page 51		
<b>Learning Indicator(s)</b>	B3.1.2.3.1		
<b>Performance Indicator</b>	learners can explain how substances change state between solid, liquid and gas		
<b>Strand</b>	Diversity of matter		
<b>Sub strand</b>	Materials		
<b>Teaching/ Learning Resources</b>	candle wax, shea butter, water, paper		
<b>Core Competencies:</b> Critical thinking and Problem Solving Digital Literacy Personal Development and Leadership			
<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>
	Learners form two circles such that a small circle is within a bigger circle.  Members in the small circle face members in the bigger circle, and ask them questions to answer on the previous lessons	Learners watch pictures and videos of solid, liquid and gaseous substances.  Provide learners with solid and liquid substances such as shea butter, water, candle wax, ice  Learners identify the physical states of the materials provided.  <b>Assessment:</b> Learners, in their groups, talk about their observations and present their findings to the whole class.	What have we learnt today?  How substances change state between solid, liquid and gas  Have learners to summarize the main points of the lesson
	Engage learners in the mystery box game The teacher brings a bag into the classroom that contains an object that has a connection to the lesson. Then it is passed around and learners try to determine what is in the bag just by feeling it. The student who guess right wins, and hence introduce the lesson	Learners watch pictures and videos of solid, liquid and gaseous substances  Heat water for learners to observe how it changes to gas and cools down from gas to water (from liquid to gas and back to liquid).  Have learners to talk about how the changes occur	What have we learnt today?  How substances change state between solid, liquid and gas  Have learners to summarize the main points of the lesson

	<p>Put students into groups of three 3 and number them 1-3.</p> <p>Put three number statements up to the white board and ask students to explain the corresponding statements related to the lesson to their group.</p> <p><b>The group who explains well wins</b></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><b>Note:</b> No new substance is formed from the activities. Share with learners, some everyday occurrences in which no new thing is formed</p>	<p>What have we learnt today?</p> <p>How substances change state between solid, liquid and gas</p> <p>Have learners to summarize the main points of the lesson</p>
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<b>Week Ending</b>	18 <sup>th</sup> October, 2019.		
<b>Class</b>	Three		
<b>Subject</b>	<b>OUR WORLD OUR PEOPLE</b>		
<b>Reference</b>	curriculum Page 41		
<b>Learning Indicator(s)</b>	B3.1.3.1. 1.		
<b>Performance Indicator</b>	learners can explain factors that promote good relationships at home, school and community		
<b>Strand</b>	All about us		
<b>Sub strand</b>	My Family and The Community		
<b>Teaching/ Learning Resources</b>	Pictures, word cards, charts, videos		
<b>Core Competencies:</b> Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity 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>
	Have learners to sing songs and recite rhymes related to the lesson	Learners talk about good relationship. In groups, guide learners to talk about things that promote good relationship, e.g. compartment, respect, love, obedience, humility, friendliness, honesty.  <b>Assessment:</b> Have learners to discuss the benefits of being respectful, lovely, obedient, humble, friendly, and honest. Etc.	What have we learnt today?  Promoting good relationships at home, school and community.  Have learners to summarize the important points in the lesson.
	Put students into groups of three 3 and number them 1-3.  Put three number statements up to the white board and ask students to explain the corresponding statements related to the lesson to their group.  The group who explains well wins.	Have Learners to role play behaviors that show good relationship  In groups, learners talk about the need to promote good relationship e.g. it promotes, peace, unity, development, friendliness  <b>Assessment:</b> Learners role play behaviors that show good relationship	What have we learnt today?  Promoting good relationships at home, school and community.  Have learners to summarize the important points in the lesson.

	<p>Have learners to sing songs and recite rhymes related to the lesson</p>	<p>In groups, learners talk about the need to promote good relationship e.g. it promotes, peace, unity, development, friendliness</p>	<p>What have we learnt today?</p> <p>Promoting good relationships at home, school and community.</p> <p>Have learners to summarize the important points in the lesson.</p>
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<b>Week Ending</b>	18 <sup>th</sup> October, 2019.
<b>Class</b>	Three
<b>Subject</b>	<b>RELIGIOUS &amp; MORAL EDUCATION</b>
<b>Reference</b>	RME curriculum Page 17
<b>Learning Indicator(s)</b>	B3.1.3.1.2:
<b>Performance Indicator</b>	Learners can Give reasons for protecting God's creation.
<b>Strand</b>	God his creation and attributes
<b>Sub strand</b>	Purpose of God's creation
<b>Teaching/ Learning Resources</b>	Videos and pictures
<b>Core Competencies:</b> Problem-Solving Personal Development and Leadership	

<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>
	Paste pictures on the board  Have learners to talk about the pictures	Lead learners to think-pair-share on why we should protect God's creation: <ol style="list-style-type: none"> <li>I. to preserve creation for generations,</li> <li>II. it is a command from God,</li> <li>III. Our survival depends on other creation: food, medicine, shelter, air, etc.</li> <li>IV. It is service to God and humankind.</li> </ol> <p><b>Assessment:</b> have learners to discuss the need to protect God's creation</p>	What have we learnt today?  Reasons for protecting God's creation.  Learners talk about what was interesting and made meaning to them in the lesson and what they will change and do differently
	Have learners to sing songs and recite rhymes in relation to the lesson	Share roles to learners to play on the need to protect God's creation. e.g. checking erosion, planting tress etc.	What have we learnt today?  Reasons for protecting God's creation.  Learners talk about what was interesting and made meaning to them in the lesson and what they will change and do differently

<b>Week Ending</b>	18 <sup>th</sup> October, 2019.		
<b>Class</b>	Three		
<b>Subject</b>	<b>History</b>		
<b>Reference</b>	History curriculum Page 15		
<b>Learning Indicator(s)</b>	B3.2.1.1.1		
<b>Performance Indicator</b>	learners can Discuss the origins of the major ethnic groups in Ghana		
<b>Strand</b>	My country Ghana		
<b>Sub strand</b>	The people of Ghana		
<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		
<b>Core Competencies:</b> enhance their cultural identity, critical thinking, and digital literacy as they identify the various ethnic groups			
<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>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? Where did the major ethnic groups originate? Why did they move to their present locations</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>Play a game of pick and win using ethnic groups. The learner that picks more wins</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 major ethnic groups</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>

<b>Week Ending</b>	18 <sup>th</sup> October, 2019.		
<b>Class</b>	Three		
<b>Subject</b>	<b>CREATIVE ARTS</b>		
<b>Reference</b>	Creative Arts curriculum Page 81		
<b>Learning Indicator(s)</b>	B3 2.3.4.1		
<b>Performance Indicator</b>	learners can Plan a display of own performing artworks to share creative experiences based on ideas that reflect the history and culture of people in other African communities		
<b>Strand</b>	Performing Arts		
<b>Sub strand</b>	Displaying and sharing		
<b>Teaching/ Learning Resources</b>	Photos, videos, art paper, colours and traditional art tools , other materials available in the community		
<b>Core Competencies:</b> Decision Making Creativity and Innovation Communication Collaboration Digital Literacy			
<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 or live performances that reflect the history and culture of the people in Ghana	Have learners to talk about the video  Have them to tell the class the part of the video that interest them most.  Have learners to perform parts of the video  Discuss the need for displaying portfolio of own performing artworks.  <b>Assessment:</b> call out learners in turns to perform parts of the video	What have we learnt today?  Planning and Displaying of own artworks.
	Have Learners to watch a short video on the artwork you intend to display	Plan a display of portfolio of own music, dance and drama compositions to share, educate and inform the public on the history and culture of people in the local community.  Have learners to talk about how they felt performing their own compositions.	What have we learnt today?  Planning and Displaying of own artworks.  <b>Give</b> Learners home task to observe and reflect on a specific activity within their

		<p>What they learnt from the performance of other groups.</p> <p>What other things they would want to do to improve upon their compositions.</p>	<p>environment and compose a short performance for class discussion</p>
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<b>Week Ending</b>	18 <sup>th</sup> October, 2019.		
<b>Class</b>	Three		
<b>Subject</b>	<b>Ghanaian Language</b>		
<b>Reference</b>	Ghanaian Language curriculum Page 121		
<b>Learning Indicator(s)</b>	B3.2.4.1.1 B3.2.4.1.2 B3.2.2.1.3		
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>Learners can use alphabetic awareness to decode words.</li> <li>learners can use alphabetic awareness to decode compound words</li> <li>learners can read simple short sentences that include compound word</li> </ul>		
<b>Strand</b>	Reading		
<b>Sub strand</b>	Phonics: letter and sound knowledge		
<b>Teaching/ Learning Resources</b>			
<b>Core Competencies:</b> Communication and collaboration 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>
	<p>Engage learners in the step forward game.</p> <p>Learners stand at the start line. Teacher calls out 'if you have a /t/ in your name step forward' or 'if your name begins with /f/ step forward'.</p> <p>The person to get to the finish line wins.</p>	<p>Lead learners to say the letters of the alphabet as a group.</p> <p>Call learners to say the letters of the alphabet in turns.</p> <p>Practice alphabetic awareness to decode words on the board for learners to observe.</p> <p>Aid learners to use alphabetic awareness to decode simple words</p>	<p>What have we learnt today?</p> <p>Using alphabetic awareness to decode words.</p>
	<p>Have learners to sing songs and recite rhymes in relation to the lesson</p>	<p>Let learners say the letters of the alphabet as a group and individually.</p> <p>Practice alphabetic awareness with learners to decode compound words on the board.</p>	<p>What have we learnt today?</p> <p>Using alphabetic awareness to decode compound words</p>

		Assist learners to use alphabetic awareness to decode compound words.	
	<p>Have learners recite familiar rhymes.</p> <p>Engage learners in the "Body syllables game" The teacher gives the class a word or name and they have to make a move touching a body part for each syllable E.g. for the word elephant (3 syllables) the children could touch their head, then shoulders, then hips.</p> <p>This can be modified so that rather than children touching body parts they clap for each syllable.</p>	<p>Let learners say the letters of the alphabet.</p> <p>Write and read simple short sentences that include compound words on the board.</p> <p>Lead learners to read the sentences aloud.</p> <p>Underline the compound words in the sentences and encourage learners to use the words to form simple short sentences that include compound words.</p>	<p>What have we learnt today?</p> <p>Reading simple short sentences that include compound word</p>

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