

TERM THREE
BASIC THREE
WEEK 4

NANA FIIFI ACQUAH SCHOOL

SUBJECT: ENGLISH LANGUAGE

CLASS: THREE

Week Ending:		Class size:			
Day :		Date :			
Period :		Lesson :			
Strand : A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		Sub-strand : A. Conversation B. Vocabulary C. Writing as a Process D. Using Action Words E. Building the Love and Culture of Reading			
Indicator (code)	B3.1.6.2.4	B3.2.6.1.4.	B3.4.9.3.2	B3.5.4.1.3	B3.6.1.1.1
Content standard (code)	B3.1.6.2.4	B3.2.6.1.4.	B3.4.9.3.2	B3.5.4.1.3	B3.6.1.1.1
Performance Indicator	A. Learners can express a greater variety of communicative meaning (e.g. apologising, agreeing or disagreeing). B. Learners can use dictionaries, glossaries and internet to clarify word meanings. C. Learners can proofread draft to correct punctuation and spelling errors. D. Learners can use simple past and the past continuous forms of verbs to express past actions. E. Learners can read a variety of age and level-appropriate books and summarise them.				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords					

T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>A. ORAL LANGAUGE</u></p> <ul style="list-style-type: none"> • Let learners role-play topics or themes discussed. • Discuss the importance of expressing a variety of communicative meanings/telling people about their feelings, etc.) e. g. apologising, agreeing or disagreeing with partners on issues. • Guide learners to express a variety of communicative meanings. <p>Assessment: let learners role-play topics or themes discussed.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>B. READING</u></p> <ul style="list-style-type: none"> • Introduce learners to the dictionary and glossaries. • Have learners find the dictionary meaning to key words in a comprehension passage. • Have learners make or build their own glossaries on the words learnt. • In groups, let learners practise finding key words and building their own word albums/dictionaries/glossaries <p>Assessment: let learners use dictionaries, glossaries and internet to clarify word meanings.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><u>C. WRITING</u></p> <ul style="list-style-type: none"> • Have learners proofread the revised draft of their writing for errors relating to the conventions of punctuation, capitalisation, spelling, etc. • Have learners check their editing through CUPS: C – Capitalisation 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>U – language Usage P – Punctuation S – Spelling</p> <ul style="list-style-type: none"> • Let learners do peer editing: learners check their partners’ writing for punctuation and spelling errors. • Have learners write a neat final copy and read it once again to check for errors. <p>Assessment: let learner’s proofread draft to correct punctuation and spelling errors.</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p><u>D. WRITING CONVENTIONS AND GRAMMAR USAGE</u></p> <ul style="list-style-type: none"> • Revise the use of the present simple and present continuous tenses. • Introduce the new form, one at a time, using examples and situations. • Provide examples for practice through drills and creation of situations. <p>Assessment: let learners use simple past and the past continuous forms of verbs to express past actions</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p><u>E. EXTENSIVE READING</u></p> <ul style="list-style-type: none"> • 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. <p>Assessment: let learners read a variety of age and level-appropriate books and summarise them</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: MATHEMATICS

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Geometry and Measurement		Sub-strand : Measurement – Length, Mass, Time	
Indicator (code)	B3.3.3.1.2	B3.3.3.1.3	
Content standard (code)	B3.3.3.1.	B3.3.3.1.	
Performance Indicator	<ul style="list-style-type: none"> • Learners can select and justify referents for metre and centimeter • Learners can estimate lengths, heights and perimeter of regular and irregular shapes using referents and verify by measuring, using a ruler or tape 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Counters			
Ref: Mathematics curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

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Monday	Sing songs like: I'm counting one, what is one	. Make or show a list of items in the learners environment and have learners select and justify the choice of referents for measuring the length of the item mentioned Assessment: have learners to practice with more examples	Review the lesson with Learners
Tuesday	Sing songs like: I'm counting one, what is one	Measure and record the perimeter of a given regular or irregular shape and explain the strategy used Assessment: have learners to practice with more examples	Review the lesson with Learners
Wednesday	Sing songs like: I'm counting one, what is one 1 - one is one	Construct shapes for a given perimeter (cm or m); Construct more than one shape for the same given perimeter to demonstrate that many shapes are possible for a given perimeter Assessment: have learners to practice with more examples	Review the lesson with Learners
Thursday	Sing songs like: I'm counting one, what is one	Estimate the perimeter of a given shape (cm, m) using personal reference points for length, then measure to assess the accuracy of the estimation Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like: I'm counting one, what is one	Estimate the perimeter of a given shape (cm, m) using personal reference points for length, then measure to assess the accuracy of the estimation Assessment: have learners to practice with more examples	Review the lesson with Learners

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SUBJECT: SCIENCE

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : FORCES AND ENERGY		Sub-strand : SOURCES AND FORMS OF ENERGY	
Indicator (code)	B3.4.1.2.2		
Content standard (code)	B3.4.1.2.		
Performance Indicator	Learners can know the everyday uses of heat.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Science curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Review previous lesson on heat energy and ask learners to cite everyday uses of heat energy in the home. e.g. for ironing, food preparation and preservation, heating of water. Through think-pair-share, ask learners to mention one application of the use of heat energy by the following professions, farmers, nurses, hair dressers, blacksmiths, tailors and seamstresses. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

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		<p>Precaution: Let learners observe safety whilst dealing with hot substances</p> <p>Assessment: let learners mention everyday uses of heat energy in the home</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Through think-pair-share, ask learners to mention one application of the use of heat energy by the following professions, farmers, nurses, hair dressers, blacksmiths, tailors and seamstresses. • Ask learners to explain why farmers need heat. <p>Assessment: let learners explain why farmers need heat</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

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SUBJECT: HISTORY

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : My Country Ghana		Sub-strand : Some Selected Individuals	
Indicator (code)	B3.2.5.1.1		
Content standard (code)	B3.2.5.1.		
Performance Indicator	Learners can describe Ghanaian entrepreneurs who have made significant contributions		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes Which entreprene	. Identify the entrepreneurs who work inspires you most and give reasons for your choice Assessment: : Let learners describe Ghanaian entrepreneurs who have made significant contributions	What have we learnt today? Ask learners to summarize the main points in the lesson

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	<p>urs inspires you most and why?</p>		
Thursday	<p>Engage learners to sing songs and recite familiar rhymes</p> <p>Which entrepreneurs inspires you most and why?</p>	<p>Identify the entrepreneurs who work inspires you most and give reasons for your choice</p> <p>Assessment: : Let learners describe Ghanaian entrepreneurs who have made significant contributions</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : The Family and the Community		Sub-strand : Roles and Relationships	
Indicator (code)	B3.4.1.1.1:		
Content standard (code)	B3.4.1.1.		
Performance Indicator	Learners can discuss God’s promises to humankind		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Let learner’s role play the call of Moses (Musa). Assessment: let learners explain God’s promises to humankind	What have we learnt today? Ask learners to summarize the main points in the lesson

SUBJECT: CREATIVE ARTS

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : PERFORMING ARTS		Sub-strand : Planning, Making and Composing	
Indicator (code)	B3.2.2.2.3		
Content standard (code)	B3.2.2.2.		
Performance Indicator	Learners can plan for making own artworks that represent performing artworks produced or found in other communities in Africa, by experimenting with available instruments, resources and techniques for producing artworks that reflect topical issues in those areas in Africa		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	Creative Arts curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	explore available instruments, equipment, sounds, rhythms and movement patterns that are good for composing and performing music, dance, drama, etc Assessment: let learners write a Plan for making own artworks	What have we learnt today? Ask learners to summarize the main points in the lesson

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<p>Wednesda y</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>experiment with the available instruments, equipment, sounds, movement etc. to perform some of the compositions from other parts of Africa that reflect topical issues such as unemployment, safe road practices, energy efficiency and conservation, plastic waste.</p> <p>Assessment: let learners write a Plan for making own artworks</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
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SUBJECT: PHYSICAL EDUCATION

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES		Sub-strand : FITNESS PROGRAMME	
Indicator (code)	B3.4.1.4.2		
Content standard (code)	B3.4.1.4.		
Performance Indicator	Learners can describe the role of moderate to vigorous physical activity in achieving or maintaining good health		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		cones	
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performan	Learners explain how moderate to vigorous physical activities improve aerobic capacity (ability of the body system to process oxygen) for maintenance and improvement of good health	What have we learnt today? Use answers to summarise the lesson.

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	ce and to prevent injuries		
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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : ALL AROUND US		Sub-strand : Being a Leader	
Indicator (code)	B3.3.4.1. 2.		
Content standard (code)	B3.3.4.1.		
Performance Indicator	Learners can identify moral lessons of the lives of the religious leaders.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Pictures			
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Discuss with learners, the moral lessons of the youthful lives of the religious leaders: piety, honesty, sacrifice, patience, hard work, courage, perseverance, etc. Learners talk about how they can apply the moral lessons they learnt from the lives of the religious leaders in their daily lives Assessment: Let learners mention the moral lessons of the lives of the religious leaders	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite	Learners talk about how they can apply the moral lessons they learnt from the lives of the religious leaders in their daily lives.	What have we learnt today?

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	familiar rhymes	Learners role play the moral lives of the religious leaders Assessment: Let learners describe how they can apply the moral lessons they learnt from the lives of the religious leaders in their daily lives.	Ask learners to summarize the main points in the lesson
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SUBJECT: GHANAIAN LANGUAGE

CLASS: THREE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Reading		Sub-strand : Comprehension	
Indicator (code)	B3.2.5.1.2 B3.2.6.1.1		
Content standard (code)	B3.2.5.1. B3.2.6.1.		
Performance Indicator	<ul style="list-style-type: none"> • The learner should play a variety of words and sentence games. • The learner should answer questions based on passage read to them 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:		Ghanaian Language curriculum	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Let learners say the letters of the alphabet as a group and then individually. • With correct pronunciation and tone read texts aloud. • Let learners read the text in turns. • Ask questions based on the text read for learners to answer. 	What have we learnt today? Review the lesson with learners

		Assessment: let learners play a variety of words and sentence games.	
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Let learners say the letters of the alphabet as a group and then individually. • Give textbooks to learners. • Lead learners to read the text on a given page as a group and individually. • Ask questions based on the text they have read for them to answer. <p>Assessment: let learners answer questions based on passage read to them</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Let learners say the letters of the alphabet as a group and then individually. • Give textbooks to learners. • Lead learners to read the text on a given page as a group and individually. • Ask questions based on the text they have read for them to answer. <p>Assessment: let learners answer questions based on passage read to them</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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