THE GODFATHER TERM THREE SAMPLE BASIC THREE ANNUAL SCHEME OF LEARNING TERMLY SCHEME OF LEARNING WEEK 1 - 12

WHATSAPP 0245350591

TERM THREE BASIC THREE ANNUAL SCHEME OF LEARNING TERMLY SCHEME OF LEARNING WEEK 1 - 12

GENERAL INFORMATION

Name of school
District
Management Unit
Name of Class Teacher
Name of Class Teacher
Class Teachers Reg. No
Class
Boys
DUYS
Girls
Average age of pupils

ENGLISH LANGUAGE

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	Phonics	Phonics	Phonics
	Penmanship/Handwriting	Writing Simple Words and	Writing Simple Words and
		Sentences	Sentences
	Using Capitalisation	Using Capitalisation	Using Punctuation
	Building the Love and Culture	Building the Love and Culture of	Building the Love and
	of Reading	Reading	Culture of Reading
2	Songs	Story Telling	Story Telling
	Phonics	Phonics	Phonics
	Penmanship/Handwriting	Writing Simple Words and	Writing Simple Words and
		Sentences	Sentences
	Using Capitalisation	Using Capitalisation	Using Punctuation
	Building the Love and Culture	Building the Love and Culture of	Building the Love and
	of Reading	Reading	Culture of Reading
3	Rhymes	Conversation	Conversation
	Word Families-Rhyming	Word Families-Rhyming Endings	Vocabulary
	Endings and Common	and Common Digraphs	
	Digraphs		
	Writing /Copying Letters –	Writing as a Process	Writing as a Process
	Small and Capital		
	Using Punctuation	Using Capitalisation	Using Punctuation
	Building the Love and Culture	Building the Love and Culture of	Building the Love and
	of Reading	Reading	Culture of Reading
4	Story Telling	Conversation	Conversation
	Word Families-Rhyming	Word Families-Rhyming Endings	Vocabulary
	Endings and Common	and Common Digraphs	
	Digraphs		
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IANA FIIFI	ACQUAH	W/siting on a Dispense	M/viting on a Drange
	Writing /Copying Letters –	Writing as a Process	Writing as a Process
	Small and Capital		
	Using Punctuation	Using Punctuation	Using Action Words
	Building the Love and Culture	Building the Love and Culture of	Building the Love and
	of Reading	Reading	Culture of Reading
5	Dramatisation and Role Play	Conversation	Listening Comprehension
	Diphthongs	Vocabulary	Comprehension
	Labelling Items	Writing as a Process	Writing as a Process
	Using Action Words	Using Punctuation	Using Action Words
	Building the Love and Culture	Building the Love and Culture of	Building the Love and
	of Reading	Reading	Culture of Reading
6	Dramatisation and Role Play	Listening Comprehension	Listening Comprehension
	Diphthongs	Vocabulary	Comprehension
	Writing Simple Words and	Writing as a Process	Writing as a Process
	Sentences		
	Using Action Words	Using Punctuation	Using Action Words
	Building the Love and Culture	Building the Love and Culture of	Building the Love and
	of Reading	Reading	Culture of Reading
7	Conversation	Asking and Answering Questions	Asking and Answering
			Questions
	Blends and Consonant Cluster	Comprehension	Comprehension
	Writing Simple Words and	Narrative Writing	Narrative Writing
	Sentences		
	Using Qualifying Words –	Using Action Words	Using Simple and
	Adjectives		Compound Sentences
	Building the Love and Culture	Building the Love and Culture of	Building the Love and
	of Reading	Reading	Culture of Reading
3	Conversation	Asking and Answering Questions	Asking and Answering
			Questions
	Blends and Consonant Cluster	Comprehension	Comprehension

NANA FIIFI	,		
	Writing Simple Words and Sentences	Narrative Writing	Narrative Writing
	Using Qualifying Words –	Using Action Words	Using Simple and
	Adjectives		Compound Sentences
	Building the Love and Culture	Building the Love and Culture of	Building the Love and
	of Reading	Reading	Culture of Reading
9	Conversation	Giving and Responding to	Giving and Responding to
		Commands/Instructions/Directions	Commands
		and Making Requests	
	Vocabulary	Comprehension	Fluency
	Guided Composition	Descriptive Writing	Informative/ Academic
			Writing
	Using Qualifying Words –	Using Action Words	Using Simple and
	Adverbs		Compound Sentences
	Building the Love and Culture	Building the Love and Culture of	Building the Love and
	of Reading	Reading	Culture of Reading
10	Conversation	Giving and Responding to	Giving and Responding to
		Commands/Instructions/Directions	Commands
		and Making Requests	
	Vocabulary	Comprehension	Fluency
	Guided Composition	Descriptive Writing	Informative/ Academic
			Writing
	Using Qualifying Words –	Using Simple Prepositions	Spelling
	Adverbs		
	Building the Love and Culture	Building the Love and Culture of	Building the Love and
	of Reading	Reading	Culture of Reading
11	Listening Comprehension	Presentation	Presentation
	Comprehension	Fluency	Fluency
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	Using Qualifying Words – Adverbs	Using Simple Prepositions	Spelling
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	Building the Love and Culture of Reading
12	Listening Comprehension	Presentation	Presentation
	Comprehension	Fluency	Fluency
	Writing as a Process	Persuasive/Argumentative Writing	Informative/ Academic Writing
	Using Qualifying Words – Adverbs	Using Simple Prepositions	Spelling
	Building the Love and Culture	Building the Love and Culture of	Building the Love and
	of Reading	Reading	Culture of Reading

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SCIENCE

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	LIVING AND NON-LIVING	MATERIALS	MATERIALS
	THINGS		
2	MATERIALS	MATERIALS	MATERIALS
3	MATERIALS	EARTH SCIENCE	EARTH SCIENCE
4	EARTH SCIENCE	EARTH SCIENCE	SOURCES AND FORMS OF
			ENERGY
5	EARTH SCIENCE	SOURCES AND FORMS OF ENERGY	FORCES AND MOVEMENT
6	LIFE CYCLES OF ORGANISMS	SOURCES AND FORMS OF ENERGY	DISEASES
7	LIFE CYCLES OF ORGANISMS	ELECTRICITY AND ELECTRONICS	DISEASES
8	THE HUMAN BODY SYSTEMS	ELECTRICITY AND ELECTRONICS	SCIENCE AND INDUSTRY
9	THE SOLAR SYSTEM	FORCES AND MOVEMENT	Climate Change
10	THE SOLAR SYSTEM	FORCES AND MOVEMENT	Climate Change
11	ECOSYSTEM	PERSONAL HYGIENE AND	Climate Change
		SANITATION	
12	ECOSYSTEM	PERSONAL HYGIENE AND	Climate Change
		SANITATION	

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WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	Nature of God	Nature of God	Nature of God
2	Nature of God	Nature of God	Nature of God
3	Myself	Map Making and Land Marks	Map Making and Land Marks
4	My Family and the Community	Festivals	Being a Leader
5	Home and School	Basic Human Rights	Power and Authority
6	The Environment and the Weather	Being a Leader	Our Neighbouring Countries
7	Plants and Animals	Being a Citizen	Introduction to Computing
8	Map Making and Land Mark	Power and Authority	Sources of Information
9	Population and Settlement	Responsible use of Resources	Technology in Communication
10	Worship	Responsible use of Resources	Technology in Communication
11	Worship	Farming in Ghana	Technology in Communication
12	Worship	Farming in Ghana	Technology in Communication

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MATHS

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB	TERM 3 (SUB STRANDS)
		STRANDS)	
1	Counting, Representation,	Number	2D & 3D Shapes
	Cardinality & Ordinality	Operations	
2	Counting, Representation,	Number	2D & 3D Shapes
	Cardinality & Ordinality	Operations	
3	Counting, Representation,	Number	2D & 3D Shapes
	Cardinality & Ordinality	Operations	. (()
4	Counting, Representation,	Number	Position/ Transformation
	Cardinality & Ordinality	Operations	
5	Counting, Representation,	Number	Position/ Transformation
	Cardinality & Ordinality	Operations	
6	Counting, Representation,	Number	Measurement – Length, Mass, Time
	Cardinality & Ordinality	Operations	
7	Counting, Representation,	Number	Measurement – Length, Mass, Time
	Cardinality & Ordinality	Operations	
8	Counting, Representation,	Fractions	Measurement – Length, Mass, Time
	Cardinality & Ordinality		
9	Counting, Representation,	Fractions	Data Collection, Organisation, Presentation,
	Cardinality & Ordinality		Interpretation and Analysis
10	Counting, Representation,	Fractions	Data Collection, Organisation, Presentation,
	Cardinality & Ordinality		Interpretation and Analysis
11	Counting, Representation,	Money	Data Collection, Organisation, Presentation,
	Cardinality & Ordinality		Interpretation and Analysis
12	Counting, Representation,	Algebraic	Data Collection, Organisation, Presentation,
	Cardinality & Ordinality	Expressions	Interpretation and Analysis

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WEEK	TERM 1 (SUB	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
	STRANDS)		
1	God the Creator	Religious Worship, Prayer and	The Youthful Life of the Leaders of
		other Religious Practices	the three Major Religions
2	God the Creator	Religious Worship, Prayer and	The Youthful Life of the Leaders of
		other Religious Practices	the three Major Religions
3	God the Creator	Religious Worship, Prayer and	Roles and Relationships
		other Religious Practices	
4	The Environment	Festivals in the Three Major	Roles and Relationships
		Religions	
5	The Environment	Festivals in the Three Major	Roles and Relationships
		Religions	
6	The Environment	Festivals in the Three Major	Roles and Relationships
		Religions	
7	The Purpose of	Festivals in the Three Major	Roles and Relationships
	God's Creation	Religions	
8	The Purpose of	Festivals in the Three Major	Roles and Relationships
	God's Creation	Religions	
9	The Purpose of	The Youthful Life of the Leaders of	Roles and Relationships
	God's Creation	the three Major Religions	
10	The Purpose of	The Youthful Life of the Leaders of	Personal Safety in the Community
	God's Creation	the three Major Religions	
11	The Purpose of	The Youthful Life of the Leaders of	
	God's Creation	the three Major Religions	
12	The Purpose of	The Youthful Life of the Leaders of	
	God's Creation	the three Major Religions	

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HISTORY

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	The People of Ghana	Inter-Group Relations	Some Selected Individuals
2	The People of Ghana	Inter-Group Relations	Some Selected Individuals
3	The People of Ghana	Inter-Group Relations	Some Selected Individuals
4	The People of Ghana	Inter-Group Relations	Some Selected Individuals
5	The People of Ghana	Inter-Group Relations	Arrival of Europeans
6	Inter-Group Relations	Major Historical Locations	Arrival of Europeans
7	Inter-Group Relations	Major Historical Locations	Arrival of Europeans
8	Inter-Group Relations	Major Historical Locations	Arrival of Europeans
9	Inter-Group Relations	Major Historical Locations	Arrival of Europeans
10	Inter-Group Relations	Major Historical Locations	Arrival of Europeans
11	Inter-Group Relations	Major Historical Locations	Arrival of Europeans
12	Inter-Group Relations	Major Historical Locations	Arrival of Europeans

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CREATIVE ARTS

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	Thinking and exploring	Thinking and exploring	Thinking and exploring
	(Visual arts)	(Visual Arts)	(Visual Arts)
2	Thinking and exploring	Thinking and exploring	Thinking and exploring
	(Performing arts)	(Performing Arts)	(Performing Arts)
3	Planning, Making and	Planning, Making and Composing	Planning, Making and Composing
	Composing	(Visual Arts)	(Visual Arts)
	(Visual arts)		
4	Planning, Making and	Planning, Making and Composing	Planning, Making and Composing
	Composing	(Performing Arts)	(Performing Arts)
	(Performing arts)		
5	Planning, Making and	Planning, Making and Composing	Planning, Making and Composing
	Composing	(Visual Arts)	(Visual Arts)
	(Visual arts)		
6	Planning, Making and	Planning, Making and Composing	Planning, Making and Composing
	Composing	(Performing Arts)	(Performing Arts)
	(Performing arts)		
7	Displaying and Sharing	Displaying and Sharing (Visual	Displaying and Sharing (Visual
	(Visual arts)	Arts)	Arts)
8	Displaying and Sharing	Displaying and Sharing	Displaying and Sharing
	(Performing arts)	(Performing Arts)	(Performing Arts)
9	Displaying and Sharing	Appreciating and	Appreciating and
	(Visual and Performing	Appraising	Appraising
Ì	Arts)	(Visual and	(Visual Arts)
		Performing Arts)	
10	Displaying and Sharing /	Appreciating and	Appreciating and
	Appreciating and	Appraising	Appraising
		(Visual and	(Performing Arts)
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	Appraising (Visual and	Performing Arts)	
	Performing Arts)		
11	Appreciating and	Display and Sharing (Performing	Display and Sharing
	Appraising (Performing	Arts)	School-Based Project
	arts)	School-Based Project	(Visual and
		(Visual and	Performing Arts)
		Performing Arts)	
12	Appreciating and	Appreciating and	Appreciating and
	Appraising (Visual and	Appraising	Appraising
	Performing Arts)	(Visual and	(Visual and
		Performing Arts)	Performing Arts)

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GHANAIAN LANGUAGE

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	Songs	Dramatisation and Role Play/	Asking and Answering Questions
		Conversation	
	Rhymes		
2	Rhymes	Conversation/	Giving and Following Commands
		Talking about Oneself, Family,	/Instructions
	Poems	People and Places	
	Listening and Story Telling		
3	Listening and Story Telling	Listening Comprehension/	Presentation
		Asking and Answering	
	Dramatisation and Role Play	Questions	
4	Phonological and Phonemic	Phonics: Letter and Sound	Comprehension
	Awareness	Knowledge	
5	Phonological and Phonemic	Phonics: Letter and Sound	Silent Reading
	Awareness	Knowledge	
	Phonics: Letter and Sound		
	Knowledge		
6	Phonics: Letter and Sound	Phonics: Letter and Sound	Fluency
	Knowledge	Knowledge /	
		Vocabulary (Sight and Content	
		Vocabulary)	
7	Penmanship/Handwriting	Writing Simple Words/Names	Copying/
		of People and Places (Proper	Writing Simple Sentences with
			Correct Spacing

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		Nouns) Labelling Items in the	
		Environment/Classroom	
8	Integrating Grammar in	Writing Simple Words/Names	Copying/
	Written Language	of People and Places (Proper	Writing Simple Sentences with
	(Capitalization)	Nouns) Labelling Items in the	Correct Spacing
		Environment/Classroom	
9	Integrating Grammar in	Integrating Grammar in	Integrating Grammar in Written
	Written Language	Written Language (Use of	Language (Use of Simple and
	(Punctuation)	Action Words)	Compound Sentences)
10	Integrating Grammar in	Integrating Grammar in	Integrating Grammar in Written
	Written Language	Written Language (Use of	Language
	(Punctuation)	Qualifying Words)	(Spelling)
	Integrating Grammar in		
	Written Language (Use of		
	Action Words) CONTENT		
11	Building the Love and Culture	Integrating Grammar in	Integrating Grammar in Written
	of Reading	Written Language (Use of	Language (Spelling)
		Postpositions)	
12		Building the Love and Culture	Reading Short
	Read Aloud with Children	of Reading	Texts/Poems/Narratives/Short
			Stories and Respond to Them
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PHYSICAL EDUCATION

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	LOCOMOTOR SKILLS	Manipulative skills	FLEXIBILITY
2	LOCOMOTOR SKILLS	Manipulative skills	BODY COMPOSITION
3	LOCOMOTOR SKILLS	Rhythmic skills	FITNESS PROGRAMME,
4	LOCOMOTOR SKILLS	Rhythmic skills	FITNESS PROGRAMME,
5	MANIPULATIVE SKILLS	Space Awareness,	HEALTHY DIET
6	MANIPULATIVE SKILLS	Dynamics	SAFETY AND INJURIES
7	MANIPULATIVE SKILLS	Dynamics	SAFETY AND INJURIES
8	MANIPULATIVE SKILLS	Relations	SUBSTANCES / DRUGS
9	MANIPULATIVE SKILLS	Strategies	SELF-RESPONSIBILITY
10	MANIPULATIVE SKILLS	Strategies	SOCIAL INTERACTION
11	MANIPULATIVE SKILLS	Aerobic capacity	GROUP DYNAMICS
12	MANIPULATIVE SKILLS	strength	CRITICAL THINKING

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B3 Term 3 MATHEMATICS

WEEKS	STRAND	SUB STRAND	CONTENT	INDICATORS	RESOURCES
			STANDARD		
1	Geometry and	2D & 3D Shapes	B3.3.1.1.	B3.3.1.1.1	Counters, bundle and
	Measurement		B3.3.1.1.	B3.3.1.1.2	loose straws, Paper strips, Cut out cards
2	Geometry and	2D & 3D Shapes	B3.3.1.1.	B3.3.1.1.3	
	Measurement		B3.3.1.1.	B3.3.1.1.4	
3	Geometry and	2D & 3D Shapes	B3.3.1.1.	B3.3.1.1.1	Counters, bundle and
	Measurement		B3.3.1.1.	B3.3.1.1.2	loose straws, Paper strips, Cut out cards
4	Geometry and	Position/ Transformation	B3.3.2.1.	B3.3.2.1.1	Counters, bundle and
	Measurement		B3.3.3.1.	B3.3.3.1.1	loose straws, Paper strips, Cut out cards
5	Geometry and	Position/ Transformation	B3.3.3.1.	B3.3.3.1.2	Counters, bundle and
	Measurement		B3.3.3.1.	B3.3.3.1.3	loose straws, Paper strips, Cut out cards
6	Geometry and	Measurement – Length,	B3.3.3.2.	B3.3.3.2.1	Counters, bundle and
	Measurement	Mass, Time	B3.3.3.2.	B3.3.3.2.2	loose straws, Paper strips, Cut out cards
7	Geometry and	Measurement – Length,	B3.3.3.3.	B3.3.3.3.1	Counters, bundle and
	Measurement	Mass, Time	ВЗ.З.З.З.	B3.3.3.3.1	loose straws, Paper strips, Cut out cards
8	Geometry and	Measurement – Length,	B3.3.3.3.	B3.3.3.3.2	Counters, bundle and
	Measurement	Mass, Time	ВЗ.З.З.З.	B3.3.3.3.3	loose straws, Paper strips, Cut out cards
9	Data	Data Collection, Organisation, Presentation, Interpretation and Analysis	B3.4.1.1.	B3.4.1.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards

10	Data	Data Collection, Organisation, Presentation, Interpretation and Analysis	B3.4.1.2.	B3.4.1.2.1	Counters, bundle and loose straws, Paper strips, Cut out cards
11	Data	Data Collection, Organisation, Presentation, Interpretation and Analysis	B3.4.1.2.	B3.4.1.2.1	Counters, bundle and loose straws, Paper strips, Cut out cards
12	Data	Data Collection, Organisation, Presentation, Interpretation and Analysis	B3.4.1.2.	B3.4.1.2.1	Counters, bundle and loose straws, Paper strips, Cut out cards

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B3 Term 3 HISTORY OF GHANA

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	My Country Ghana	Some Selected Individuals	B3.2.5.1.	B3.2.5.1.1	A map of Ghana, Posters, documentary
2	My Country Ghana	Some Selected Individuals	B3.2.5.1.	B3.2.5.1.1	A map of Ghana, Posters, documentary
3	My Country Ghana	Some Selected Individuals	B3.2.5.1.	B3.2.5.1.1	A map of Ghana, Posters, documentary
4	My Country Ghana	Some Selected Individuals	B3.2.5.1.	B3.2.5.1.1	A map of Ghana, Posters, documentary
5	Europeans in Ghana	Arrival of Europeans	B3.3.1.1.	B3.3.1.1.1	A map of Ghana, Posters, documentary
6	Europeans in Ghana	Arrival of Europeans	B3.3.1.1.	B3.3.1.1.1	A map of Ghana, Posters, documentary
7	Europeans in Ghana	Arrival of Europeans	B3.3.1.1.	B3.3.1.1.1	A map of Ghana, Posters, documentary
8	Europeans in Ghana	Arrival of Europeans	B3.3.1.1.	B3.3.1.1.1	A map of Ghana, Posters, documentary
9	Europeans in Ghana	Arrival of Europeans	B3.3.1.1.	B3.3.1.1.1	A map of Ghana,

					Posters, documentary
10	Europeans in Ghana	Arrival of	B3.3.1.1.	B3.3.1.1.1	A map of Ghana,
	Gilalia	Europeans			Posters, documentary
11	Europeans in Ghana	Arrival of Europeans	B3.3.1.1.	B3.3.1.1.1	A map of Ghana, Posters, documentary
12	Europeans in Ghana	Arrival of Europeans	B3.3.1.1.	B3.3.1.1.1	A map of Ghana, Posters, documentary

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B3 Term 3 SCIENCE

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	DIVERSITY OF MATTER	MATERIALS	B3.1.2.3.	B3.1.2.3.1	Plants and animals in the environment, plastics, stones,
2	DIVERSITY OF MATTER	MATERIALS	B3.1.2.3	B3.1.2.3.1	pictures videos paper,
3	CYCLES	EARTH SCIENCE	B3.2.1.4	B3.2.1.4.2	Plants and animals in the environment, plastics, stones, pictures videos paper
4	FORCES AND ENERGY	SOURCES AND FORMS OF ENERGY	B3.4.1.2.	B3.4.1.2.2	pictures videos paper
5	FORCES AND ENERGY	FORCES AND MOVEMENT	B3.4.3.2	B3.4.3.2.1.	
6	HUMANS AND THE ENVIRONMENT	DISEASES	B3.5.2.1.	B3.5.2.1.1	Plants and animals in the environment, plastics, stones, pictures videos paper
7	HUMANS AND THE ENVIRONMENT	DISEASES	B3.5.2.1.	B3.5.2.1.2	
8	HUMANS AND THE ENVIRONMENT	SCIENCE AND INDUSTRY	B3.5.3.2.	B3.5.3.2.1	
9	HUMANS AND THE ENVIRONMENT	Climate Change	B3.5.4.1.	B3.5.4.1.1	
10	HUMANS AND THE ENVIRONMENT	Climate Change	B3.5.4.1	B3.5.4.1.1	
11	HUMANS AND THE ENVIRONMENT	Climate Change	B3.5.4.1.	B3.5.4.1.1	Plants and animals in the environment, plastics, stones, batteries, pictures videos paper
12	HUMANS AND THE ENVIRONMENT	Climate Change	B3.5.4.1.	B3.5.4.1.1	

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B3 Term 3 ENGLISH LANGUAGE

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Reading	Phonics	B3.2.2.1.	B3.2.2.1.3	Word cards
	Writing	Writing Simple Words and Sentences	B3.4.5.1	B3.4.5.1.4.	sentence cards, class
	Using Writing Conventions	Using Punctuation	B3.5.2.1.	B3.5.2.1.3	library
	Extensive	Building the Love and Culture of	B3.6.1.1.	B3.6.1.1.1	7
	Reading	Reading			
2	Oral Language	Story Telling	B3.1.4.1.	B3.1.4.1.3	Word cards sentence
	Reading	Phonics	B3.2.2.1.	B3.2.2.1.3	cards, class
	Writing	Writing Simple Words and Sentences	B3.4.5.1.	B3.4.5.1.4.	library
	Using Writing Conventions	Using Punctuation	B3.5.2.1.	B3.5.2.1.3	
	Extensive Reading	Building the Love and Culture of Reading	B3.6.1.1.	B3.6.1.1.1	
3	Oral Language	Conversation	B3.1.6.2	B3.1.6.2.3.	Word cards sentence
	Reading	Vocabulary	B3.2.6.1	B3.2.6.1.4.	cards, class
	Writing	Writing as a Process	B3.4.9.3.	B3.4.9.3.2	library
	Using Writing Conventions	Using Punctuation	B3.5.2.1.	B3.5.2.1.3	
	Extensive Reading	Building the Love and Culture of Reading	B3.6.1.1.	B3.6.1.1.1	
4	Oral Language	Conversation	B3.1.6.2.	B3.1.6.2.4	Word cards sentence
	Reading	Vocabulary	B3.2.6.1	B3.2.6.1.4.	cards, class
	Writing	Writing as a Process	B3.4.9.3.	B3.4.9.3.2	library
	Using Writing Conventions	Using Action Words	B3.5.4.1.	B3.5.4.1.3	
	Extensive Reading	Building the Love and Culture of Reading	B3.6.1.1.	B3.6.1.1.1	
5	Oral Language	Listening Comprehension	B3.1.7.1	B3.1.7.1.3.	Word cards sentence
	Reading	Comprehension	B3.2.7.2.	B3.2.7.2.2.	cards, class
	Writing	Writing as a Process	B3.4.9.3.	B3.4.9.3.3	library
	Using Writing Conventions	Using Action Words	B3.5.4.1.	B3.5.4.1.3	

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	Extensive Reading	Building the Love and Culture of Reading	B3.6.1.1.	B3.6.1.1.1	
6	Oral	Listening Comprehension	B3.1.7.1.	B3.1.7.1.3.	Word cards
J	Language	Listering comprehension	55.1.7.1.	55.1.7.1.5.	sentence
	Reading	Comprehension	B3.2.7.2.	B3.2.7.2.3	cards, class
	Writing	Writing as a Process	B3.4.9.3.	B3.4.9.3.3	library
	Using Writing	Using Action Words	B3.5.4.1.	B3.5.4.1.3	,
	Conventions	Osing Action Words	55.5.4.1.	D3.3.4.1.3	
	Extensive	Building the Love and Culture of	B3.6.1.1.	B3.6.1.1.1	
	Reading	Reading	55.0.1.1.	55.6.1.1.1	
7	Oral	Asking and Answering Questions	B3.1.8.1	B3.1.8.1.2.	Word cards
,	Language	, isking and , instructing Questions	5512151211	50121012121	sentence
	Reading	Comprehension	B3.2.7.2.	B3.2.7.2.4	cards, class
	Writing	Narrative Writing	B3.4.10.1	B3.4.10.1.2.	library
	Using Writing	Using Simple and Compound	B3.5.9.1	B3.5.9.1.1.	1
	Conventions	Sentences	D3.3.3.1	D 3.3.3.1.1.	
	Extensive	Building the Love and Culture of	B3.6.1.1.	B3.6.1.1.1	†
	Reading	Reading	55.0.1.1.	D3.0.1.1.1	
 8	Oral	Asking and Answering Questions	B3.1.8.1	B3.1.8.1.2.	Word cards
9	Language	7 Sking and 7 his wering Questions	D3.1.0.1	55.1.0.1.2.	sentence
	Reading	Comprehension	B3.2.7.2.	B3.2.7.2.4	cards, class
	Writing	Narrative Writing	B3.4.10.1	B3.4.10.1.2.	library
	Using Writing	Using Simple and Compound	B3.5.9.1	B3.5.9.1.1.	1
	Conventions	Sentences	55.5.5.1	55.5.5.1.1.	
	Extensive	Building the Love and Culture of	B3.6.1.1.	B3.6.1.1.1	1
	Reading	Reading	23.0.1.1.	55.0.1.1.1	
9	Oral	Giving and Responding to	B3.1.9.1	B3.1.9.1.2.	Word cards
	Language	Commands		56121612121	sentence
	Reading	Fluency	B3.2.9.1	B3.2.9.1.2.	cards, class
	Writing	Informative/ Academic Writing	B3.4.14.1.	B3.4.14.1.1.	library
	Using Writing	Using Simple and Compound	B3.5.9.1	B3.5.9.1.1.	1
	Conventions	Sentences			
	Extensive	Building the Love and Culture of	B3.6.1.1.	B3.6.1.1.1	
	Reading	Reading			
10	Oral	Giving and Responding to	B3.1.9.1	B3.1.9.1.2.	Word cards
	Language	Commands			sentence
	Reading	Fluency	B3.2.9.1	B3.2.9.1.2.	cards, class
	Writing	Informative/ Academic Writing	B3.4.14	B3.4.14.1.1.	library
	Using Writing	Spelling	B3.5.10	B3.5.10.1.1	1 '
	Conventions				
	Extensive	Building the Love and Culture of	B3.6.1.1	B3.6.1.1.1	1
	Reading	Reading			
11	Oral	Presentation	B3.1.10.1.	B3.1.10.1.2	Word cards
= =		1 2 2 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3	= 0:1.10:1.		
	Reading	Fluency	B3.2.9.1.	B3.2.9.1.3.	1
11	Language				Word cards
	Reading	riuelicy	B3.2.9.1.	B5.2.9.1.3.	

	Writing	Informative/ Academic Writing	B3.4.14.1.	B3.4.14.1.2.	sentence
	Using Writing	Spelling	B3.5.10.1.	B3.5.10.1.1	cards, class
	Conventions				library
	Extensive	Building the Love and Culture of	B3.6.1.1.	B3.6.1.1.1	
	Reading	Reading			
12	Oral	Presentation	B3.1.10.1.	B3.1.10.1.2	Word cards
	Language				sentence
	Reading	Fluency	B3.2.9.1.	B3.2.9.1.3.	cards, class
	Writing	Informative/ Academic Writing	B3.4.14.1	B3.4.14.1.2.	library
	Using Writing	Spelling	B3.5.10.1.	B3.5.10.1.1	
	Conventions				
	Extensive	Building the Love and Culture of	B3.6.1.1.	B3.6.1.1.1	
	Reading	Reading			

Vetted by :	Signature:	Date :
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(SOL) for B3 Term 3 PHYSICAL EDUCATION

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	PHYSICAL FITNESS	FLEXIBILITY	B3.3.4.3.	B3.3.4.3.1	Balls, Videos and Picture,
2	PHYSICAL FITNESS	BODY COMPOSITION	B3.3.5.3.	B3.3.5.3.1	Drums, Speakers
3	PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES	FITNESS PROGRAMME,	B3.4.1.4.	B3.4.1.4.1	Balls, Videos and Picture,
4	PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES	FITNESS PROGRAMME,	B3.4.1.4.	B3.4.1.4.2	Drums, Speakers
5	PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES	HEALTHY DIET	B3.4.2.4.	B3.4.2.4.1	Balls, Videos and Picture,
6	PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES	SAFETY AND INJURIES	B3.4.3.4.	B3.4.3.4.1	Drums, Speakers
7	PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES	SAFETY AND INJURIES	B3.4.3.4.	B3.4.3.4.2	Balls, Videos and Picture,
8	PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES	SUBSTANCES / DRUGS	B3.4.4.4	B3.4.4.4 1	Drums, Speakers
9	VALUES AND PSYCHO- SOCIAL CONCEPTS, PRINCIPLES AND STRATEGIES	SELF- RESPONSIBILITY	B3.5.1.5.	B3.5.1.5.1	Balls, Videos and Picture, Drums, Speakers
10	VALUES AND PSYCHO- SOCIAL CONCEPTS, PRINCIPLES AND STRATEGIES	SOCIAL INTERACTION	B3.5.2.5.	B3.5.2.5.1	Balls, Videos and Picture, Drums, Speakers
11	VALUES AND PSYCHO- SOCIAL CONCEPTS, PRINCIPLES AND STRATEGIES	GROUP DYNAMICS	B3.5.3.5.	B3.5.3.5.1	Videos and Picture, Drums
12	VALUES AND PSYCHO- SOCIAL CONCEPTS, PRINCIPLES AND STRATEGIES	CRITICAL THINKING	B3.5.4.5.	B3.5.4.5.1	Videos and Picture, Drums

Vetted by :	Signature:	Date :
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B3 Term 3 CREATIVE ARTS

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Visual arts	Thinking and exploring (Visual Arts)	B3 1.1.1.	B3 1.1.1.3	photos, videos, art paper, colours, and traditional art tools, materials and equipment available in the community
2	Performing arts	Thinking and exploring (Performing Arts)	B3 2.1.1.	B3 2.1.1.3	-do-
3	Visual arts	Planning, Making and Composing (Visual Arts)	B3 1.2.2.	B3 1.2.2.3	-do-
4	Performing arts	Planning, Making and Composing (Performing Arts)	B3.2.2.2.	B3.2.2.2.3	-do-
5	Visual arts	Planning, Making and Composing	B3 1.2.3.	B3 1.2.3.3	-do-
6	Performing arts	Planning, Making and Composing	B3 2.2.3.	B3 2.2.3.3	-do-
7	Visual arts	Displaying and Sharing	B3 1.3.4.	B3 1.3.4.3	-do-
8	Performing arts	Displaying and Sharing	B3 2.3.4.	B3 2.3.4.3	-do-
9	Visual and Performing Arts	Appreciating and Appraising (Visual Arts)	B3 1.1.1. B3 2.1.1.	B3 1.1.1.4 B3 2.1.1.4	-do-
10	Visual and Performing Arts	Appreciating and Appraising (Performing Arts)	B3 1.2.2. B3 2.2.2.	B3 1.2.2.4 B3 2.2.2.4	-do-
11	Visual and Performing Arts	Display and Sharing School-Based Project	B3 1.3.5. B3 2.3.5.	B3 1.3.5.3 B3 2.3.5.3	-do-

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		(Visual and Performing Arts)			
12	Visual and Performing Arts	Appreciating and Appraising (Visual and Performing Arts)	B3 1.3.5. B3 2.3.5.	B3 1.3.5.3 B3 2.3.5.3	-do-

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B3 Term 3 RELIGIOUS AND MORAL EDUCATION

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Religious Leaders	The Youthful Life of the Leaders of the three Major Religions	B3.3.1.1.	B3.3.1.1.2	wall charts, wall words, posters, video clip, etc
2	Religious Leaders	The Youthful Life of the Leaders of the three Major Religions	B3.3.1.1.	B3.3.1.1.2	wall charts, wall words, posters, video clip, etc
3	The Family and the Community	Roles and Relationships	B3.4.1.1.	B3.4.1.1.1	wall charts, wall words, posters, video clip, etc
4	The Family and the Community	Roles and Relationships	B3.4.1.1.	B3.4.1.1.1	wall charts, wall words, posters, video clip, etc
5	The Family and the Community	Roles and Relationships	B3 4.1.1.	B3 4.1.1.2:	wall charts, wall words, posters, video clip, etc
6	The Family and the Community	Roles and Relationships	B3 4.1.1.:	B3 4.1.1.2:	wall charts, wall words, posters, video clip, etc
7	The Family and the Community	Roles and Relationships	B3. 4.1.1.:	B3. 4.1.1.3:	wall charts, wall words, posters, video clip, etc
8	The Family and the Community	Roles and Relationships	B3. 4.1.1.:	B3. 4.1.1.3:	wall charts, wall words, posters, video clip, etc
9	The Family and the Community	Roles and Relationships	B3. 4.2.1.	B3. 4.2.1.1	wall charts, wall words, posters, video clip, etc
10	The Family and the Community	Personal Safety in the Community	B3. 4.2.1.	B3. 4.2.1.1	wall charts, wall words, posters, video clip, etc
11	The Family and the Community	Personal Safety in the Community	B3. 4.2.1.	B3. 4.2.1.1	wall charts, wall words, posters, video clip, etc
12	The Family and the Community	Personal Safety in the Community	B3. 4.2.1.	B3. 4.2.1.1	wall charts, wall words, posters, video clip, etc

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B3 Term 3 OUR WORLD AND OUR PEOPLE

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	ALL ABOUT US	Nature of God	B3.1.1.2.	B3.1.1.2.2.	Pictures, Charts, Video Clip
2	ALL ABOUT US	Nature of God	B3.1.1.2	B3.1.1.2.2.	Pictures, Charts, Video Clip
3	ALL AROUND US	Map Making and Land Marks	B3.2.3.2	B3.2.3.2.1.	Pictures, Charts, Video Clip
4	ALL AROUND US	Being a Leader	B3.3.4.1	B3.3.4.1. 2.	Pictures, Charts, Video Clip
5	ALL AROUND US	Power and Authority	B3.4.2.2.	B3.4.2.2. 1.	Pictures, Charts, Video Clip
6	MY GLOBAL COMMUNITY	Our Neighbouring Countries	B3.5.1.1	B3.5.1.1. 1.	Pictures, Charts, Video Clip
7	MY GLOBAL COMMUNITY	Introduction to Computing	B3.5.2.1.	B3.5.2.1.1	Pictures, Charts, Video Clip
8	MY GLOBAL COMMUNITY	Sources of Information	B3.5.3.1	B3.5.3.1.1.	Pictures, Charts, Video Clip
9	MY GLOBAL COMMUNITY	Technology in Communication	B3.5.4.1.	B3.5.4.1.1.	Pictures, Charts, Video Clip
10	MY GLOBAL COMMUNITY	Technology in Communication	B3.5.4.1	B3.5.4.1.1.	Pictures, Charts, Video Clip
11	MY GLOBAL COMMUNITY	Technology in Communication	B3.5.4.1	B3.5.4.1.1.	Pictures, Charts, Video Clip
12	MY GLOBAL COMMUNITY	Technology in Communication	B3.5.4.1	B3.5.4.1.1.	Pictures, Charts, Video Clip

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GHANAIAN LANGUAGE for P3 Term 3

Week	STRAND	SUB-STRAND	CONTENT	INDICATORS	RESOURCES
WCCK	SINAND	300 STRAID	STANDARD	INDICATORS	RESOURCES
1	Oral	Asking and Answering Questions	B3.1.9.1.	B3.1.9.1.2	Drums, drum
1	Language	Asking and Answering Questions	B3.1.9.1.	B3.1.9.1.3	sticks,
	Language		53.1.3.1.	53.1.3.1.3	recorded
2.	Oral	Giving and Following Commands	B3.1.10.1.	B3.1.10.1.1	audios,
	Language	/Instructions	B3.1.10.1.	B3.1.10.1.2	Manila cards,
	. 00.	7 Histractions	B3.1.10.1.	B3.1.10.1.2	recorded
			D3.1.10.1.	B3.1.10.1.3	audio visuals
3.	Oral	Presentation	B3.1.11.1.	B3.1.11.1.1	Pictures of
	Language		B3.1.11.1.	B3.1.11.1.2	animals, Manila
			B3.1.11.1.	B3.1.11.1.3	cards, markers,
					recorded
					audiovisual
4.	Reading	Comprehension	B3.2.5.1.	B3.2.5.1.2	Manila cards,
	_		B3.2.6.1.	B3.2.6.1.1	markers,
					recorded audio-
					visual
5.	Reading	Silent Reading	B3.2.6.1.	B3.2.6.1.2	Manila cards,
			B3.2.7.1.	B3.2.7.1.1	markers,
					recorded audio-
					visual
6.	Reading	Fluency	B3.2.7.1.	B3.2.7.1.2	Manila Cards,
			B3.2.8.1.	B3.2.8.1.1	Class reader
7.	Writing	Copying/	B3.3.4.1.	B3.3.4.1.1	Manila Cards,
		Writing Simple Sentences with			Markers
		Correct Spacing			

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8.	Writing	Copying/ Writing Simple Sentences with Correct Spacing	B3.3.4.1.	B3.3.4.1.2	Word cards, Manila card Markers Word cards Manila card Markers
9.	Writing Convention s/ Usage	Integrating Grammar in Written Language (Use of Simple and Compound Sentences)	B3.5.6.1. B3.5.6.1.	B3.5.6.1.1 B3.5.6.1.2	Word cards, Manila card Markers Word Cards, Manila card,
10.	Writing Convention s/ Usage	Integrating Grammar in Written Language (Spelling)	B3.5.6.1. B3.5.7.1.	B3.5.6.1.3 B3.5.7.1.1	Word cards, Manila card Markers Word Cards, Manila card,
11.	Writing Convention s/ Usage	Integrating Grammar in Written Language (Spelling)	B3.5.7.1. B3.5.7.1.	B3.5.7.1.2 B3.5.7.1.3	Reading materials
12.	Extensive Reading/ Children Library	Reading Short Texts/Poems/Narratives/Short Stories and Respond to Them	B3.6.3.1. B3.6.3.1.	B3.6.3.1.3 B3.6.3.1.4	Manila Cards, Markers

Vetted by :	Signature:	Date:
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TERM THREE BASIC THREE WEEK 1

NANA FIIFI ACQUAH		
	:	LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: THREE

Week Ending:					Class size	:		
Day:				Date	e :			
Period :				Less	son :	2		
Strand :			Sub-strar	nd :				
A. Reading			A. Pł	honic	S			
B. Writing	B. Writing B. W		Writing Simple Words and Sentences					
C. Using Wr	C. Using Writing Conventions C. Using Punctuation							
D. Extensive	e Reading		D. Bu	uildin	g the Love	e and Culture	e of Readin	g
Indicator (code)		B3.2.2.1.3	B3.4.5.1	.4.	E	33.5.2.1.3	B	3.6.1.1.1
Content standar	d (code)	B3.2.2.1.3	B3.4.5.1		E	33.5.2.1.	В	3.6.1.1.
Performance Ind	licator	compoun B. Learners (writing sl C. Learners	d, root wor can copy whould be be can identican read	rds) t vario old a fy an	o decode us sentend nd clear). d use the	unknown wo	ords. and words to show po	prefixes, suffixes, of songs legibly ossession. oriate books and
Core Competence	cies: Crea	tivity and Innovati	on Commu	ınicat	tion and C	ollaboration	Personal D	evelopment and
Leadership Critic	al Thinkir	ng and Problem So	lving.					
Keywords								
T. L .R. (s)		Word cards, sent library.	ence cards	, lett	er cards, h	nandwriting (on a manila	a card and a class
Ref: Eng	glish Lang	guage curriculum	Page					

DAY	Phase 1:	Phase 2: Main	Phase 3:
	Starter (preparing the brain for learning)	(new learning including assessment)	Plenary / Reflections
Tuesday	Engage	B. READING	What have we learnt
Tuesuay	learners to sing songs and recite familiar rhymes	 Guide learners with examples to use the structure of words to decode. Introduce words and have learners look for the parts. e.g. syllables, prefixes and suffixes. Let learners identify words with similar parts/structures. 	today? Ask learners to summarize the main points in the lesson
		Assessment: let learners use the structure of words to decode unknown words.	
Wednesday	Engage	<u>C. WRITING</u>	What have we learnt
	learners to	Explain the writing activity selected, stressing the	today?
	sing songs	need for accuracy, clarity, etc.	A al. la a consta
	and recite	Assign them to do the eversion. They may convident	Ask learners to
	familiar	 Assign them to do the exercise. They may copy from the board and books. 	summarize the main
	rhymes	Provide feedback after assessing learners' work	points in the lesson
		- Frovide recuback after assessing feathers work	
		Assessment: let learners copy various sentences, verses and words of songs legibly	
Thursday	Engage	D. WRITING CONVENTIONS AND GRAMMAR USAGE	What have we learnt
,	learners to	Introduce the apostrophe showing possession in	today?
	sing songs	context.	,
	and recite	e.g. Kofi's mother has travelled.	Ask learners to
	familiar		summarize the main
	rhymes	Assessment: let learners identify and use the	points in the lesson
		apostrophe to show possession.	
Friday	Engage	E. EXTENSIVE READING	What have we learnt
	learners to	Using book tease or book talk, introduce the reading/	today?
	sing songs	library time.	
	and recite	Have a variety of age appropriate books for learners	Ask learners to
	familiar	to make a choice from.	summarize the main
	I		1
	rhymes	• Introduce picture or wordless books, pop-up and flip-	points in the lesson

	Encourage them to read individually and in pairs, and provide support and encouragement.
	Assessment: let learners read a variety of age and level-appropriate books and summarise them
Vetted by :	Date :

NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: MATHEMATICS CLASS: THREE

Week Endin	g:				Class size:	
Day:				Date	e:	
Period :				Less	on:	
Strand : Geo	metry and M	leasurement	Sub-strai	nd : 2	D & 3D Shapes	
Indicator (co	ode)	B3.3.1.1.1	B3.3.1.1.2			
Content standard (code) B3.3.1.1. B3.3.1.1.						
number of edges an		nd ver quadr	entify angles	regular polygons otagons according to the		
_	Critical Thinki	-		unicat	ion and Collaboration Pe	ersonal Development and
Keywords						
T. L .R. (s)		Counters				
Ref:	Mathematic	cs curriculum	n Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: M (new learni	ain ing including ass	sessm	ent)	Phase 3: Plenary / Reflections

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Tuesday	Sing songs like: I'm counting one, what is one	Identify a variety of 3D shapes (cubes, spheres, cones, cylinders, pyramids and prisms) by: - identifying and counting the faces, edges and vertices: - describing the shape of the faces - constructing a skeleton of an object and describing the relationship between the skeleton and the object Assessment: have learners to practice with more	Review the lesson with Learners
Wednesda y	Sing songs like: I'm	examples 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	Review the lesson with Learners
	counting one, what is one 1 - One is one	Assessment: have learners to practice with more examples	
Thursday	Sing songs like: I'm counting one, what is one	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; Draw examples of shapes that belong to and those that do not belong to given category Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like: I'm counting one, what is one	Measure the sides of a given polygon; Draw a polygon with given sides Assessment: have learners to practice with more examples	Review the lesson with Learners

Vetted by :	Signature:	Date :

NANA FIIFI ACQUAH		
	·	LESSON PLAN

SUBJECT: SCIENCE CLASS: THREE

Week Endin	g:			Class size:	
Day:				Date :	
Period :				Lesson:	
Strand : DIV	ERSITY OF MA	ATTER	Sub-stran	d: MATERIALS	
Indicator (co	ode)	B3.1.2.3.1			
Content star	ndard (code)	B3.1.2.3.			
Performance	e Indicator	Learners can expl	ain how su	bstances change state betwe	een solid, liquid and gas.
=		tivity and Innovationg and Problem Sol		nication and Collaboration Pe	ersonal Development and
Keywords)-	
T. L .R. (s)		Pictures			
Ref:	Science curi	riculum Page			
DAV	Phase 1:	Phase 2: Main			Dhace 2.
DAY	Starter			\	Phase 3:
	(preparing	(new learning incl	luding asse	essment)	Plenary / Reflections
	the brain				
	for				
	learning)				
Thursday	Engage	• Learners watch	pictures ar	nd videos of solid, liquid and	What have we learnt
	learners to	gaseous substanc	es.		today?
	sing songs	Provide learners	s with solid	I and liquid substances such	Ask learners to
	and recite	as shea butter, wa	ater, candl	e wax, ice	summarize the
	familiar	 Learners identif 	y the physi	ical states of the materials	important points of the
	rhymes	provided.			lesson
		Heat water for I	earners to	observe how it changes to	
		gas and cools dov	vn from ga	s to water (from liquid to	
		gas and back to li	quid).		

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	Assessment: let learners explain how substances change from liquid to gas and back to liquid	
Vetted by :	Signature: Date:	

NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: HISTORY CLASS: THREE

Week Endin	g:			Class size:	
Day:				Date :	
Period :				Lesson:	
Strand : My	Country Ghar	าล	Sub-stran	d : Some Selected Individuals	5
Indicator (co	ode)	B3.2.5.1.1			
Content star	ndard (code)	B3.2.5.1.			
Performance	e Indicator	Learners can nam	ne Ghanaia	n entrepreneurs	
Cara Campa	tonsias Cros	tivity and Innovati	on Commu	nication and Callaboration De	propert and
=		ng and Problem So		nication and Collaboration Pe	ersonal Development and
Leadership	oricical friinkii	ig and i robiem so			
Keywords					
T. L .R. (s)		Pictures			
Ref:	History curr	iculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inc	luding asso	essment)	Plenary / Reflections
	(preparing				
	the brain				
	for learning)				
Tuesday	Engage	Name Ghanaian 6	ntrenrene	urs of note e.g. George	What have we learnt
racsaay	learners to		=	red Tete-Ansa, Esther Ocloo	today?
	sing songs	,	•	ensah (Pioneer Tobacco	today.
	and recite	,	•	nount Distilleries), J. K. Siaw	Ask learners to
	familiar	· ·	•	Iddrisu (Global Haulage).	summarize the main
	rhymes	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	•		points in the lesson
	,	Assessment: : Let	learners n	ame Ghanaian	
	Which	entrepreneurs of			
	Ghanaian				

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	entreprene		
	urs		
	contribute		
	d to		
	national		
	developme		
	nt?		
Thursday	Engage	Name Ghanaian entrepreneurs of note e.g. George	What have we learnt
	learners to	Grant (Businessman), Winifred Tete-Ansa, Esther Ocloo	today?
	sing songs	(Nkulenu Industries), B.A. Mensah (Pioneer Tobacco	
	and recite	Ltd), Kwabena Pepra (Paramount Distilleries), J. K. Siaw	Ask learners to
	familiar	(Tata Brewery), Alhaji Adam Iddrisu (Global Haulage).	summarize the main
	rhymes		points in the lesson
		Assessment: : Let learners name Ghanaian	
	Which	entrepreneurs of note	
	Ghanaian		
	entreprene		
	urs		
	contribute		
	d to		
	national		
	developme		
	nt?		

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	•	LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: THREE

Week Endin	g:			Class size:		
Day:	5			Date :		
, .						
Period :				Lesson:		
Strand : Reli	gious Leaders	3	Sub-stran	d : The Youthful Life of the Lo	eaders of the three Major	
			Religions			
Indicator (co	ode)	B3.3.1.1.2				
Content star	ndard (code)	B3.3.1.1.				
Performance	e Indicator	Learners can ide	entify and	explain the moral lessons of	of the youthful life of the	
		religious leaders.				
-		•		nication and Collaboration Pe	ersonal Development and	
Leadership (Critical Thinkir	ng and Problem Sol	ving.			
Keywords						
Reywords						
T. L .R. (s)		Pictures				
Ref:	RME curricu	ılum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning incl	luding asse	essment)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
	learning)					
Friday	Engage			oral lessons of the youthful	What have we learnt	
				: piety, honesty, sacrifice,	today?	
	sing songs	patience, hard wo				
	and recite	Guide learners to talk about how they can apply the			Ask learners to	
	familiar moral lessons they learnt fr			om the lives of the religious	summarize the main	
	rhymes	leaders in their da	ally lives		points in the lesson	
		Assessment: let le	earners ide	entify and explain the moral		
				of the religious leaders		
		1.0000115 01 1110 900		e rengious leaders		

team. May Allah/God bless you

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	•	LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: THREE

Week Endin	g:			Class size:	
Day:			Dat	e :	
Period :			Les	son :	
Strand : VIS	UAL ARTS	Sub-strar	nd : T	hinking and Exploring Ide	eas
Indicator (co	ode)	B3 1.1.1.3			
Content sta	ndard (code)	B3 1.1.1.			
Performanc	e Indicator	Learners can study and ta African communities that re areas in Africa			
		tivity and Innovation Commung and Problem Solving.	inica	tion and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	Creative Art	s curriculum			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing the brain for learning)	(new learning including ass	essm	nent)	Plenary / Reflections
Wednesda y	Engage learners to sing songs and recite familiar rhymes	Learners are to: Pengage in short out-of-the environmental walks, watch National Geographic channel natural and manmade envir elements and principles of comparts the natural and (e.g. forests, deserts, mountains)	n doo el) to onm desig	cumentaries (e.g. observe and assess the ent in respect of the n;	What have we learnt today? Ask learners to summarize the main points in the lesson

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	animals, rivers, recreational centres, roads, bridges, markets, shopping malls);
	② study the nature and characteristics of the things observed in the natural and manmade environment (e.g. rugged, undulating, smooth, rough, clean, beautiful, huge, big, small);
	② document and record the some of the scenes found in the natural and manmade environments through photography and videography for preservation, storage, reference, etc.;
	 describe how the natural and manmade environments and human activities affect sustainable production of visual artworks; discuss the 4Rs of sustainability: reduce, recycle, redesign, and reuse waste.
	Assessment: let learners describe how the natural and manmade environments and human activities affect sustainable production of visual artworks

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	LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: THREE

Week Endin	g:			Class size:		
Day:			1	Date :		
Period :				Lesson :		
Strand: PHY	SICAL FITNES	S	Sub-strand	I : BODY COMPOSITION		
Indicator (co	ode)	B3.3.4.3.1				
Content star	ndard (code)	B3.3.4.3.				
Performance	e Indicator	Learners can Per	form lateral	sit and reach		
=		tivity and Innovations and Problem Sol		ication and Collaboration Pe	ersonal Development and	
T. L .R. (s)	_	cones				
Ref:	PE curriculu	ım Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
2711	Starter	(new learning inc	luding asses	ssment)	Plenary / Reflections	
	(preparing the brain			,	,,	
	for learning)					
Friday	Learners	Let learners sit fla	at on the gro	ound with legs opened in a	What have we learnt	
	jog round a	"V" and their trur	nk erect. Lea	rners touch their right	today?	
	demarcate	toes with the two	hands and	flex the trunk to touch the		
	d area in	knee. Let them re	Use answers to			
	files while	of flexibility. Mea	summarise the lesson.			
	singing and	forehead and the	knee of tho	se who could not touch		
	clapping to	and record. Encoเ	urage them	to work towards the		
	warm-up	target.				
	the body					
	for					
	maximal					

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	ce and to			
	prevent			
	injuries			
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	LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: THREE

Week Endin	g:			Class size:	
Day:				Date:	
Period :				Lesson:	
Strand: ALL	ABOUT US		Sub-stran	d : Nature of God	
Indicator (co	ode)	B3.1.1.2.2			
Content star	ndard (code)	B3.1.1.2.2		. \ \ \	
Performance	e Indicator	Learners can iden	tify benefi	ts of responding to God's ca	all.
_		tivity and Innovationg and Problem Sol		nication and Collaboration	Personal Development and
Keywords) -	
T. L .R. (s)		Pictures			
Ref:	Our World (Our People curricu	ulum Page	!	
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning incl	luding asse	essment)	Plenary / Reflections
	(preparing				
	the brain				
	for learning)				
Tuesday	Engage	In groups, guide le	earners to	mention the benefits of	What have we learnt
	learners to	responding to Go	d's call:		today?
	sing songs	i. drawing closer t	o God		
	and recite	ii. long life			Ask learners to
	familiar	iii. prosperity			summarize the main
	rhymes	iv. eternal life, etc	C.		points in the lesson
		Assessment: Let	learners m	ention the benefits of	
		responding to Go	d's call		

Thursday	Engage	Learners talk about the moral lessons derived from	What have we learnt
	learners to	responding to God's call.	today?
	sing songs	i. obedience	
	and recite	ii. respect	Ask learners to
	familiar	iii. sacrifice	summarize the main
	rhymes	iv. commitment	points in the lesson
		v. reverence for God	
		vi. humility etc.	
		Assessment: Let learners mention moral lessons	
		derived from responding to God's call.	

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	•	LESSON PLAI

SUBJECT: GHANAIAN LANGUAGE CLASS: THREE

Week Endin	g:			Class size:	
Day :				Date:	
Period :				Lesson:	
Strand : Ora	l language		Sub-stran	d : Asking and Answering Qu	estions
Indicator (co	ode)	B3.1.9.1.2 B3	3.1.9.1.3		
Content star	ndard (code)	B3.1.9.1. B3	3.1.9.1.		
Performance	e Indicator	"how • The le	" and "why earner shoບ	uld recognise and tell when to " uld answer and ask 'who", "w " questions.	
-		tivity and Innovations and Problem So		nication and Collaboration P	ersonal Development and
Reywords					
T. L .R. (s)		Manila cards, ma	rkers, recoi	rded audios visual	
Ref:	Ghanaian La	anguage curriculu			
DAY	Phase 1: Starter	Phase 2: Main (new learning inc	luding asse	essment)	Phase 3: Plenary / Reflections
	(preparing the brain for learning)	(new rearring ine	idding door	<i>cosmency</i>	Trendry / remedians
	Engage leaners to sing songs and recite familiar rhymes	 Let learners say Write the ques Lead learners t Use the questi learners to read. 	tion words o read the	on flashcards.	What have we learnt today? Review the lesson with learners

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	Use the flashcards to assist learners to recognise when to use question words "how" and "why	
	Assessment: let learners use the question words to form questions	
Engage leaners to sing songs and recite familiar rhymes	 Let learners say the letters of the alphabet. Write the question words on flashcards. Lead learners to read the question words. Use the question words to form questions and lead learners to read. Use the flashcards to assist learners to recognise when to use question words. 	What have we learnt today? Review the lesson with learners
	Assessment: let learners ask 'who", "what", "where", "when", "how" and "why" questions.	
Engage leaners to sing songs and recite familiar rhymes	 Write questions using the question words 'what', 'when and 'how' and 'why' on the board. Lead learners to read the questions. Let learners read the questions in turns. Help learners to recognise when to use question word "why". Let learners form their own questions using the question word "why." 	What have we learnt today? Review the lesson with learners
	Assessment: let learners ask 'who", "what", "where",	

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"when", "how" and "why" questions.

TERM THREE BASIC THREE WEEK 2

LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: THREE

Week End	ding:			Class size:		
Day:			[Date :		
Period :			L	Lesson :		
Strand :			Sub-strand	l:		
A. Oı	ral Language		A. Sto	ry Telling		
B. Re	eading		B. Pho	onics		
C. W	riting		C. Wri	ting Simple Wor	ds and Sente	ences
D. Us	sing Writing Con	ventions	D. Usir	ng Punctuation		
E. Ex	tensive Reading		E. Buil	lding the Love an	nd Culture of	Reading
Indicator	(code)	B3.1.4.1.3 B	33.2.2.1.3.	B3.4.5.1.4	B3.5.2.1.3	B3.6.1.1.1
Content s	standard (code)	B3.1.4.1. B	3.2.2.1.	B3.4.5.1.	B3.5.2.1.	B3.6.1.1
Performa	nce Indicator	A. Learners of	can create o	own events to ext	tend stories	heard
		B. Learners of	can use basic	c elements of stru	uctural analy	rsis (e.g prefixes, suffixes,
		•		s) to decode unk		
					s, verses and	d words of songs legibly
			nould be bol			
				and use the apo	•	•
		E. Learners	can read	a variety of ago	e and level-	-appropriate books and
		summaris				
	-			ication and Colla	boration Pe	rsonal Development and
Leadershi	ip Critical Thinkir	ng and Problem So	lving.			
Keyword						
Keyword.						
T. L .R. (s)		Word cards sent	ence cards I	letter cards hand	dwriting on a	a manila card and a class
1. L (3)		library.	crice caras, i	ictici caras, nam	awriting on t	a maima cara ana a ciass
Ref:	English Lang	guage curriculum	Page			
NCI.	Eligion Edite	sauge curricularii	i uge			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inc	luding asses	ssment)		Plenary / Reflections
	(preparing	,	Ü	,		, ,
	the brain					
	for					
	learning)					

Monday	Engage	A. ORAL LANGAUGE	What have we learnt
	learners to	Let learners retell some stories they have read or	today?
	sing songs	heard.	
	and recite	e.g. Ananse and the wisdom pot.	Ask learners to
	familiar	Pair up learners and have them create their own	summarize the main
	rhymes	events to extend a story of their choice.	points in the lesson
		• Invite representatives of the groups to share the part	
		of the story they have created with the class.	
		Assessment: let learners create own events to extend	
		stories heard	
Tuesday	Engage	<u>B. READING</u>	What have we learnt
•	learners to	Guide learners with examples to use the structure of	today?
	sing songs	words to decode.	
	and recite	• Introduce words and have learners look for the parts.	Ask learners to
	familiar	e.g. syllables, prefixes and suffixes.	summarize the main
	rhymes	Let learners identify words with similar parts (structures)	points in the lesson
		parts/structures.	
		Assessment: let learners use the structure of words to	
		decode unknown words.	
Wednesday		<u>C. WRITING</u>	What have we learnt
	learners to	Explain the writing activity selected, stressing the	today?
	sing songs	need for accuracy, clarity, etc.	A ale la avea ava ta
	and recite familiar	As learners observe, demonstrate it.Assign them to do the exercise. They may copy from	Ask learners to summarize the main
	rhymes	the board and books.	points in the lesson
	inymes	Provide feedback after assessing learners' work	points in the lesson
		Assessment: let learners copy various sentences, verses	
		and words of songs legibly	
Thursday	Faces	D. MADITINIC CONVENTIONS AND CRAMMAR USACE	What have we leave
Thursday	Engage learners to	 D. WRITING CONVENTIONS AND GRAMMAR USAGE Introduce the apostrophe showing possession in 	What have we learnt
	sing songs	context.	today?
	and recite	e.g. Kofi's mother has travelled.	Ask learners to
	familiar		summarize the main
			summarize the main points in the lesson
	familiar	Assessment: let learners identify and use the	

Friday	Engage	E. EXTENSIVE READING	What have we learnt
	learners to	Using book tease or book talk, introduce the reading/	today?
	sing songs	library time.	
	and recite	Have a variety of age appropriate books for learners	Ask learners to
	familiar	to make a choice from.	summarize the main
	rhymes	• Introduce picture or wordless books, pop-up and flip-	points in the lesson
		the-page texts to learners.	
		Encourage them to read individually and in pairs, and	
		provide support and encouragement.	
		Assessment: let learners read a variety of age and level-	
		appropriate books and summarise them	

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	•	LESSON PLAI

SUBJECT: MATHEMATICS CLASS: THREE

Date: Period: Lesson:
Period: Lesson:
Strand : Geometry and Measurement Sub-strand : 2D & 3D Shapes
Indicator (code) B3.3.1.1.3 B3.3.1.1.4
Content standard (code) B3.3.1.1. B3.3.1.1.
Performance Indicator • Learners can use cut-out paper as a square corner to determine angles
which are right angles and angles which are not right angles.
 Learners can sse attributes to recognize rhombuses, parallelograms
trapezoids, rectangles, and squares as examples of quadrilaterals and draw
examples of quadrilaterals that do not belong to any of these subcategories
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and
Leadership Critical Thinking and Problem Solving.
Keywords
Reywords
T. L.R. (s) Counters
Ref: Mathematics curriculum Page
DAY Phase 1: Phase 2: Main Phase 3:
Starter (new learning including assessment) Plenary / Reflections
(preparing
for
learning)

Sing songs like:	Identify polygons with square corners and those without square corners in and around their environment using cut-out papers	Review the lesson with Learners
I'm counting	Assessment: have learners to practice with more examples	
Sing songs	Identify polygons with square corners and those	Review the lesson with
like:	without square corners in and around their environment using cut-out papers	Learners
I'm counting one,	Assessment: have learners to practice with more examples	
Sing songs	Give cut-out shapes of different types of quadrilaterals	Review the lesson with
like:	and have learners examine their features. Learners discuss the characteristics and regroup them as	Learners
I'm counting one,	rhombuses, parallelograms, trapezoids, rectangles, and squares and draw these quadrilaterals	
	Assessment: have learners to practice with more examples	
Sing songs like:	Give cut-out shapes of different types of quadrilaterals and have learners examine their features. Learners discuss the characteristics and regroup them as	Review the lesson with Learners
I'm counting	rhombuses, parallelograms, trapezoids, rectangles, and squares and draw these quadrilaterals	
one, what is one	Assessment: have learners to practice with more examples	
Sing songs	Give cut-out shapes of different types of quadrilaterals	Review the lesson with
like:	and have learners examine their features. Learners	Learners
	discuss the characteristics and regroup them as	
ľm	rhombuses, parallelograms, trapezoids, rectangles, and	
counting	squares and draw these quadrilaterals	
one, what	Assessment: have learners to practice with more examples	
	like: I'm counting Sing songs like: I'm counting one, what is one Sing songs like: I'm counting one, what	like: without square corners in and around their environment using cut-out papers I'm counting Assessment: have learners to practice with more examples Sing songs like: without square corners in and around their environment using cut-out papers I'm counting one, Sing songs like: Assessment: have learners to practice with more examples Give cut-out shapes of different types of quadrilaterals and have learners examine their features. Learners discuss the characteristics and regroup them as rhombuses, parallelograms, trapezoids, rectangles, and squares and draw these quadrilaterals Sing songs like: Assessment: have learners to practice with more examples Sing songs like: Give cut-out shapes of different types of quadrilaterals and have learners examine their features. Learners discuss the characteristics and regroup them as rhombuses, parallelograms, trapezoids, rectangles, and squares and draw these quadrilaterals Assessment: have learners to practice with more examples Sing songs Give cut-out shapes of different types of quadrilaterals and have learners examine their features. Learners discuss the characteristics and regroup them as rhombuses, parallelograms, trapezoids, rectangles, and have learners examine their features. Learners discuss the characteristics and regroup them as rhombuses, parallelograms, trapezoids, rectangles, and squares and draw these quadrilaterals

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NANA FIIFI ACQUAH		
	•	LESSON PLAN

SUBJECT: SCIENCE CLASS: THREE

Week Endin	g:			Class size:	
Day:				Date:	
Period :				Lesson:	
Strand : DIV	ERSITY OF MA	ATTER	Sub-stran	d : MATERIALS	
Indicator (co	ode)	B3.1.2.3.1			
Content star	ndard (code)	B3.1.2.3.			
Performance	e Indicator	Learners can expla	ain how su	bstances change state betwe	en solid, liquid and gas.
		tivity and Innovationg and Problem Sol		nication and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	Science curi	riculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning incl	uding asse	essment)	Plenary / Reflections
	(preparing the brain		_		
	for				
	learning)				
Monday	Engage learners to	• Learners watch gaseous substance		nd videos of solid, liquid and	What have we learnt today?
	sing songs			and liquid substances such	touay:
	and recite	 Provide learners with solid and liquid substances such as shea butter, water, candle wax, ice Ask learners to			
	familiar			·	Ask learners to
		•	y the physi	cal states of the materials	summarize the
	rhymes	provided.	00 40 0 40 +-	obsonio how it shares to	important points of the
				observe how it changes to	lesson
			_	s to water (from liquid to	
		gas and back to lic	quia).		

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		Assessment: let learners explain how substances change from liquid to gas and back to liquid	
Thursday	Engage learners to sing songs and recite familiar rhymes	 Engage learners to melt Shea butter and candle wax and let them observe how they change from solid to liquid and liquid to solid. Elaborate on their ideas to explain how substances change state. Note: No new substance is formed from the activities. Share with learners, some everyday occurrences in which no new thing is formed. 	What have we learnt today? Ask learners to summarize the important points of the lesson

Vetted by :	Signature:	Date :

Assessment: let learners explain how substances change from solid to liquid and liquid to solid

NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: HISTORY CLASS: THREE

Week Ending	g:			Class size:	
Day:				Date :	
Period :				Lesson:	
Strand : My	Country Ghar	na	Sub-stran	id : Some Selected Individual	S
Indicator (co	ode)	B3.2.5.1.1			
Content star	ndard (code)	B3.2.5.1.			
Performance	e Indicator	Learners can de contributions	scribe Gh	nanaian entrepreneurs who	o have made significant
		tivity and Innovationg and Problem Sol		nication and Collaboration P	ersonal Development and
Keywords				<u> </u>	
T. L .R. (s)		Pictures			
Ref:	History curr	iculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning incl	uding ass	essment)	Plenary / Reflections
	(preparing the brain				
	for				
	learning)				
Tuesday	Engage	Show pictures of s	some outs	tanding entrepreneurs in	What have we learnt
	learners to	Ghana			today?
	sing songs				
	and recite	Retell the life stor	ies of any	of these entrepreneurs	Ask learners to
	familiar	from a document	ary show.		summarize the main
	rhymes				points in the lesson
		Assessment: : Let	learners d	escribe Ghanaian	
		entrepreneurs wh	o have ma	ade significant contributions	

	207111		1
Thursday	Engage	Show pictures of some outstanding entrepreneurs in	What have we learnt
	learners to	Ghana	today?
	sing songs		
	and recite	Retell the life stories of any of these entrepreneurs	Ask learners to
	familiar	from a documentary show.	summarize the main
	rhymes		points in the lesson
		Assessment: : Let learners describe Ghanaian	
		entrepreneurs who have made significant contributions	

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	•	LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: THREE

Week Endin	g:				Class size:	
Day:			Dat	e:		
Period :				Less	son:	
Strand : Reli	gious Leaders			d : ⊤	he Youthful Life of the L	eaders of the three Major
			eligions			
Indicator (co		B3.3.1.1.2				
Content star	ndard (code)	B3.3.1.1.				
Performance	e Indicator	Learners can iden	itify and	exp	lain the moral lessons o	of the youthful life of the
		religious leaders				
•		•		nicat	tion and Collaboration Po	ersonal Development and
Leadership (Critical Thinkir	ng and Problem Solvir	ng.			
Keywords						
Reywords) '	
T. L .R. (s)		Pictures				
Ref:	RME curricu	ılum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning includ	ding asse	essm	ent)	Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)					
Friday	Engage		ise the m	nora	l lives of the religious	What have we learnt
	learners to	leaders				today?
	sing songs					
	and recite					Ask learners to
	familiar			-	and explain the moral	summarize the main
	rhymes	lessons of the youth	nful life o	f the	e religious leaders	points in the lesson

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SUBJECT: CREATIVE ARTS CLASS: THREE

Week Endin	g:			Class size:	
Day:				Date :	
Period :				Lesson :	
Strand : PER	FORMING AR	TS	Sub-stran	d : Thinking and Exploring Id	eas
Indicator (co	ode)	B3 2.1.1.3			
	ndard (code)	B3 2.1.1.			
Performance			dv and talk	about performing artworks	produced or performed in
other African communities that reflect the natural and manmade environment				•	
those areas in Africa					
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development as					ersonal Development and
Leadership (Critical Thinkin	ng and Problem So	ving.	7	·
Keywords					
T. L .R. (s)	1	Pictures			
Ref:	Creative Art	ts curriculum			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inc	luding asse	essment)	Plenary / Reflections
	(preparing	,	J	,	
	the brain				
	for				
	learning)				
Monday	Engage	engage in short o	ut-of-the-cl	assroom trips and	What have we learnt
	learners to	environmental wa	alks; watch	documentaries; 🛭 talk	today?
	sing songs	about the natural	and manm	ade environments (e.g.	
	and recite	forests, deserts, r	mountains,	housing, dams, plants,	Ask learners to
	familiar	animals, rivers, re	creational	centres, roads, bridges,	summarize the main
	rhymes	markets, shoppin	g malls); 🛭 d	observe and assess the	points in the lesson
		natural and manr	nade enviro	onments in respect of the	
		elements and prin	nciples of d	esign (e.g. forests, deserts,	

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		mountains, housing, dams, animals, birds, recreational	
		centres, roads, bridges, markets, shopping malls, drains,	
		highlands, beaches, sanitation);	
		Assessment: let learners describe performing artworks	
		produced or performed in other African communities	
		that reflect the natural and manmade environments in	
		those areas in Africa	
Wednesda	Engage	Learners are to:	What have we learnt
у	learners to	identify the nature and characteristics of the things	today?
	sing songs	observed in the natural and manmade environments	
	and recite	(e.g. rugged, undulating, smooth, rough, clean,	Ask learners to
	familiar	polluted, waving, crawling).	summarize the main
	rhymes		points in the lesson
		Assessment: let learners describe performing artworks	
		produced or performed in other African communities	
		that reflect the natural and manmade environments in	

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those areas in Africa

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	 LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: THREE

Week Ending: Class size:							
Day:				Date :			
Period :				Lesson:			
Strand : PHY	SICAL FITNES	S	Sub-stran	d: BODY COMPOSITION			
Indicator (co							
Content star	ndard (code)	B3.3.5.3.					
Performance	e Indicator	ator Learners can Identify body composition using fat and fat-free body mass					
=		tivity and Innovations and Problem So		nication and Collaboration	Personal Development and		
T. L .R. (s)		cones					
Ref:	PE curriculu	im Page					
DAY	Phase 1:	Phase 2: Main			Phase 3:		
	Starter	(new learning inc	luding asse	essment)	Plenary / Reflections		
	(preparing the brain						
	for learning)						
Friday	Learners	Learners to unde	rstand that	body composition is the	What have we learnt		
,	jog round a			uscles and fat-free body	today?		
	demarcate	· ·	o .	,	,		
	d area in				Use answers to		
	files while				summarise the lesson.		
	singing and						
	clapping to						
	warm-up						
	the body						
	for						
	maximal						

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	ce and to			
	prevent			
	injuries			
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	 LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: THREE

Week Ending	g:			Class size:		
Day :			Date:			
Period:			Lesson:			
Strand : ALL ABOUT US Sub-stra				Nature of God		
Indicator (code) B3.1.1.2.2						
Content star	ndard (code)	B3.1.1.2.				
Performance Indicator Learners can identify benefits of responding to God's call.						
=		tivity and Innovation Comm	unica	tion and Collaboration Pe	ersonal Development and	
Keywords						
T. L .R. (s)		Pictures				
Ref:	Our World (Our People curriculum Pag	e			
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including as:	sessn	nent)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
	learning)					
Tuesday	Engage	In groups, guide learners to	mer	ntion the benefits of	What have we learnt	
	learners to	responding to God's call:			today?	
	sing songs	i. drawing closer to God				
	and recite	ii. long life			Ask learners to	
	familiar	iii. prosperity			summarize the main	
	rhymes	iv. eternal life, etc.			points in the lesson	

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		Assessment: Let learners mention the benefits of	
		responding to God's call	
Thursday	Engage	Learners talk about the moral lessons derived from	What have we learnt
	learners to	responding to God's call.	today?
	sing songs	i. obedience	
	and recite	ii. respect	Ask learners to
	familiar	iii. sacrifice	summarize the main
	rhymes	iv. commitment	points in the lesson
		v. reverence for God	
		vi. humility etc.	
		Assessment: Let learners mention moral lessons	
		derived from responding to God's call.	

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	LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: THREE

Week Ending	g:			Class size:	
Day:		Da	Date:		
Period :		Le	Lesson:		
Strand : Ora	l Language		Sub-strand :	Giving and Following Con	nmands / Instructions
Indicator (co	ode)	B3.1.10.1.1	B3.1.10.1.2	B3.1.10.1.3	
Content star	ndard (code)	B3.1.10.1.	B3.1.10.1.	B3.1.10.1.	
Performance	e Indicator	• Th	ne learner sho	uld understand instructio	ns and carry them out.
				uld understand directions	
				uld give directions accurat	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development at Leadership Critical Thinking and Problem Solving.				ersonal Development and	
Keywords	Keywords				
T. L .R. (s)					
Ref: Ghanaian Language curriculum					
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing the brain for learning)	(new learning including assessment) Plenary / Reflections			Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	rest to carry out t	earners to iss the instructior	ue an instruction for the	What have we learnt today? Review the lesson with learners

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	Assessment: let learners carry out instructions	
Engage leaners to sing songs and recite familiar rhymes	2 in cot some rearriers to a given place in the someon	What have we learnt today? Review the lesson with learners
Engage leaners to sing songs and recite familiar rhymes	 Direct some learners to a given place in the school. Help learners to give directions accurately to that place Assessment: let learners give directions accurately 	What have we learnt today? Review the lesson with learners

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	·	LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: THREE

Week Ending:			Class size:		
Day:		Dat	e:		
Period :			Lesson:		
Strand:	Sub-stran	ıd :			
A. Oral Language			rsation		
B. Reading	B. Vo				
C. Writing			g as a Process		
D. Using Writing Con		_	Punctuation		
E. Extensive Reading	E. Bu	uildin	ig the Love and	d Culture of Rea	ading
Indicator (code)	B3.1.6.2.3. B3.2.6.1.4	В	3.4.9.3.2	B3.5.2.1.3	B3.6.1.1.1
Content standard (code)	B3.1.6.2. B3.2.6.1.	В	3.4.9.3.	B3.5.2.1.	B3.6.1.1.
A. Learners can participate in communication, using more varied and more accurate language 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 identify and use the apostrophe to show possession 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 Lang	guage 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	A. ORAL LANGAUGE • Put learners in groups. Have each group discuss the conversation posters on issues such as situations, events, customs, etc. Assessment: let learners talk about the issues on the conversation posters	What have we learnt today? Ask learners to summarize the main points in the lesson	
Tuesday	Engage learners to sing songs and recite familiar rhymes	 B. READING 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 Assessment: let learners use dictionaries, glossaries and internet to clarify word meanings 	What have we learnt today? Ask learners to summarize the main points in the lesson	
Wednesday	Engage learners to sing songs and recite familiar rhymes	C. WRITING • 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 U – language Usage P – Punctuation S – Spelling • 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	What have we learnt today? Ask learners to summarize the main points in the lesson	

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		check for errors.	
		Assessment: let learners proofread a draft to correct	
		punctuation and spelling errors	
Thursday	Engage	D. WRITING CONVENTIONS AND GRAMMAR USAGE	What have we learnt
	learners to	Introduce the apostrophe showing possession in	today?
	sing songs	context.	
	and recite	e.g. Kofi's mother has travelled.	Ask learners to
	familiar		summarize the main
	rhymes	Assessment: let learners use the apostrophe to show	points in the lesson
		possession in sentences	
Friday	Engage	E. EXTENSIVE READING	What have we learnt
	learners to	Using book tease or book talk, introduce the reading/	today?
	sing songs	library time.	
	and recite	Have a variety of age appropriate books for learners	Ask learners to
	familiar	to make a choice from.	summarize the main
	rhymes	• Introduce picture or wordless books, pop-up and flip-	points in the lesson
		the-page texts to learners.	
		Encourage them to read individually and in pairs, and	
		provide support and encouragement.	
		Assessment: let learners read a variety of age and level-	
		appropriate books and summarise them	

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	LESSON PLAN

SUBJECT: MATHEMATICS CLASS: THREE

Week Ending	g:			Class size:	
Day :				Date :	
Period :			L	esson :	
Strand : Geo	metry and M	easurement	Sub-strand	: Measurement – Length, N	Mass, Time
Indicator (co	ode)	B3.3.2.1.1	B3.3.3.1.1		
Content star	ndard (code)	B3.3.2.1.	B3.3.3.1.		
Performance Indicator		on a nun • Learners and cent	nber line s can model ar simetre	t whole numbers as distance and describe the relationship ication and Collaboration Pe	between the units metre
_		ng and Problem S		ication and conaboration re	ersonal Development and
Keywords					
T. L .R. (s)		Counters			
Ref:	Mathematic	cs curriculum Pa	ge		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning in	ncluding asses	ssment)	Phase 3: Plenary / Reflections

ΝΑΝΑ ΕΙΙΕΙ ΑΓΟΙΙΔΗ

Monday	Sing songs	Learners draw the number line, place rod A on different	
	like:	number points and count the number of unit intervals it	Learners
		covers in order to determine its length. Do same to rods	
	ľm	B, C and D.	
	counting		
	one, what	A	
	is one	В	
	1 - One is		
	one alone,	Assessment: have learners to practice with more examples	
Tuesday	Sing songs	Champios	Review the lesson with
,	like:	Learners draw the number line, place rod A on different	Learners
		number points and count the number of unit intervals it	
	l'm	covers in order to determine its length. Do same to rods	
	counting	B, C and D.	
	one, what		
	is one		
	1 - One is	В	
	one alone,		
	one dione,	Assessment: have learners to practice with more	
		examples	
Wednesda	Sing songs	Guide learners to study the calibration on the tape	Review the lesson with
У	like:	measure, metre rule and ruler	Learners
,		E.g. 2. Identify objects that measure approximately 1	
	l'm	cm or 1m; Estimating the length of given objects using	
	counting	these base objects as a reference point or point of	
	one,	comparison	
	one,		
		Assessment: have learners to practice with more	
Thursday	Sing songs	examples	Dovioustha laccan with
Thursday	Sing songs	Identify the appropriate standard unit (cm or m) for measuring the length of a given object	Review the lesson with
	like:	E.g. 4. Estimate, then measure, using a ruler and	Learners
		recording the length and width of 2 D shapes or the	
	l'm 	length, width and height of given 3D objects	
	counting	Tongar, man and neight of given of objects	
	one,	Assessment: have learners to practice with more	
		examples	
Friday	Sing songs	Draw a line segment of a given length with a ruler, grid	Review the lesson with
	like:	paper etc.	Learners
		E.g. 6. Demonstrate the relationship between 100 cm	
		and 1 m using concrete materials	

team. May Allah/God bless you

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l'm		
counting one,	Assessment: have learners to practice with more examples	

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	 LESSON PLAN

SUBJECT: SCIENCE CLASS: THREE

Week Endin	g:			Class size:	
Day:				Date :	
Period :				Lesson:	
Strand : CYC	LES		Sub-stran	d : EARTH SCIENCE	
Indicator (co	ode)	B3.2.1.4.2			
Content star	ndard (code)	B3.2.1.4.		. \ \ \	
Performance	e Indicator	Learners can descr	ribe the pr	operties of air.	
		tivity and Innovationg and Problem Solv		nication and Collaboration Pe	ersonal Development and
Keywords) -	
T. L .R. (s)		Pictures			
Ref:	Science cur	riculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inclu	uding asse	essment)	Plenary / Reflections
	(preparing the brain			,	·
	for learning)				
Monday	Engage learners to sing songs and recite familiar rhymes	Where does air co What shows that t • Perform a simple	me from? here is air demonst ss, occupio	ving questions: What is air? Can you see and touch air? present in this classroom? ration on the properties of es space, made up of more es objects.	What have we learnt today? Ask learners to summarize the important points of the lesson
		Assessment: let le	arners des	cribe the properties of air	

Thursday	Engage	Learners demonstrate in their how to make more air	What have we learnt
	learners to	enter their classrooms in groups.	today?
	sing songs	Let each group present their findings.	Ask learners to
	and recite		summarize the
	familiar		important points of the
	rhymes	Assessment: let learners describe how to make more air	lesson
		enter their classrooms	

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	 LESSON PLAN

SUBJECT: HISTORY CLASS: THREE

Week Ending:				Class size:		
Day:			Da	te:		
Period:			Les	son :		
Strand : My	Country Ghar	na Sub-stra	and:	Some Selected Individuals		
Indicator (co	ode)	B3.2.5.1.1				
Content star	ndard (code)	B3.2.5.1.				
Performance	e Indicator	Learners can describe (contributions	Shana	ian entrepreneurs who	have made significant	
		tivity and Innovation Comm ng and Problem Solving.	nunica	tion and Collaboration Pe	ersonal Development and	
Keywords						
T. L .R. (s)		Pictures				
Ref:	History curr	iculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter (preparing the brain for learning)	(new learning including as	(new learning including assessment)			
Tuesday	Engage	Show pictures of some ou	tstand	ling entrepreneurs in	What have we learnt	
	learners to	Ghana			today?	
	sing songs				,	
	and recite	Retell the life stories of an	y of tl	nese entrepreneurs	Ask learners to	
	familiar	from a documentary show	•	·	summarize the main	
	rhymes	•			points in the lesson	
		Assessment: : Let learners	descr	ibe Ghanaian		
		entrepreneurs who have r	nade	significant contributions		

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	How did		
	they		
	contribute		
Thursday	Engage	Show pictures of some outstanding entrepreneurs in	What have we learnt
	learners to	Ghana	today?
	sing songs		
	and recite	Retell the life stories of any of these entrepreneurs	Ask learners to
	familiar	from a documentary show.	summarize the main
	rhymes		points in the lesson
		Assessment: : Let learners describe Ghanaian	
	How did	entrepreneurs who have made significant contributions	
	they		
	contribute		

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	 LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION	CLASS: THREE
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Week Ending:				Class size:			
Day:			Dat	re:			
Period :			Les	son:			
Strand : The Family and the Community Sub-s			nd : I	Roles and Relationships			
Indicator (co	ode)	B3.4.1.1.1:					
Content star	ndard (code)	B3.4.1.1.					
Performance	e Indicator	Learners can discuss God	s pro	mises to humankind			
=		tivity and Innovation Comm ng and Problem Solving.	unica	tion and Collaboration Pe	ersonal Development and		
Keywords							
T. L .R. (s)		Pictures					
Ref:	RME curricu	ılum Page	lum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:		
	Starter	(new learning including as	sessn	nent)	Plenary / Reflections		
	(preparing the brain						
	for						
	learning)						
Friday	Engage	 Lead learners to identify 	the p	romises God made to	What have we learnt		
	learners to	humankind: the call of Abr	aham	(Ibrahim)-God	today?		
	sing songs	promised him eternal life,	the ca	all of Moses (Musa), etc.			
	and recite	 In groups, let learners dis 	cuss	the calls of Abraham	Ask learners to		
	familiar	(Ibrahim) and Moses (Mus	a).		summarize the main		
	rhymes	Let learners present their	• Let learners present their work to class for discussion.				
		Assessment: let learners ex	plain	God's promises to			
		humankind					

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	•	LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: THREE

Week Endin	g:			Class size:		
Day:				Date :		
Period :				Lesson:		
Strand: VISU	JAL ARTS		Sub-stran	d : Planning, Making and Cor	mposing	
Indicator (co		B3 1.2.2.3				
	ndard (code)					
Performance	e Indicator			aking own artworks that re		
		•		communities in Africa, by exp	<u> </u>	
				s for creating visual artworks	that reflect topical issues	
		in those areas of				
_		•		nication and Collaboration Po	ersonal Development and	
Leadership C	Critical Thinkir	ng and Problem Sol	ving.			
Keywords						
Reywords						
T. L .R. (s)		Pictures				
Ref:	Creative Art	ts curriculum				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning inc	luding asse	essment)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
	learning)					
Monday	Engage	explore malleable	materials	such as clay, papier mâché	What have we learnt	
	learners to	and plasticine to	create artw	orks by pinching, slabbing,	today?	
	sing songs	modelling, casting	g, carving, e	embossing, engraving,		
	and recite	incising, scooping	, luting, etc	c.;	Ask learners to	
	familiar	knotting, embroid	dering, sew	ing, stitching and weaving	summarize the main	
	rhymes	skills using availal	ole pliable r	materials from the	points in the lesson	
		environment such	n as cane, s	isal, coir, jute, flax, etc.;		

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		Assessment: let learners write a Plan for making own artworks	
Wednesda	Engage	Discuss the visual artworks that reflect topical issues in	What have we learnt
У	learners to	other cultures in Africa.	today?
	sing songs		
	and recite	Assessment: let learners write a Plan for making own	Ask learners to
	familiar	artworks	summarize the main
	rhymes		points in the lesson

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	 LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: THREE

Week Endin	g:			Class size:		
Day:				Date :		
Period :				Lesson:		
Strand: PHY	SICAL FITNES	S CONCEPTS,	Sub-stran	nd : FITNESS PROGRAMME		
PRINCIPLES A	AND STRATEG	SIES				
Indicator (co	ode)	B3.4.1.4.1:				
Content star	ndard (code)	B3.4.1.4.				
Performance	e Indicator	Learners can Sust	tain contin	uous movement for an increa	asing period of time while	
		participating in m	oderate to	vigorous physical activities		
=				nication and Collaboration Po	ersonal Development and	
Leadership (Critical Thinkin	ng and Problem So	lving.			
Keywords				///)		
Reywords						
T. L .R. (s)		cones				
Ref:	PE curriculu	m Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning inc	luding ass	essment)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
	learning)					
Friday	Learners	·		hysical activities that	What have we learnt	
	jog round a			ment for increasing periods	today?	
	demarcate	1	•	ty, needs improvement of		
	d area in	muscular endurai	nce throug	h regular workouts.	Use answers to	
	files while				summarise the lesson.	
	singing and					
	clapping to					
	warm-up					
	the body					
	for					

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	 LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: THREE

Week Endin	g:		Class size:			
Day:			Date :			
Period :			Lesson:			
Strand : ALL	AROUND US	Sub-stra	nd: Map Making and Land M	arks		
Indicator (co	ode)	B3.2.3.2.1.				
Content star	ndard (code)	B3.2.3.2.				
Performance Indicator		Learners can make a sketc landmarks.	h of the school compound an	d show locations of some		
		tivity and Innovation Comm ng and Problem Solving.	unication and Collaboration P	ersonal Development and		
Keywords			\			
T. L .R. (s)		Pictures	Pictures			
Ref:	Our World (Our People curriculum Pag	ge			
DAY	Phase 1:	Phase 2: Main		Phase 3:		
	Starter (preparing the brain for learning)	(new learning including as	sessment)	Plenary / Reflections		
Tuesday	Engage	Learners to explore the sch	ool compound through a	What have we learnt		
	learners to	study tour and do the follo		today?		
	sing songs	i. Identify the position of b	uildings in relation to one			
	and recite	another.		Ask learners to		
	familiar			summarize the main		
	rhymes			points in the lesson		
			nake a sketch of the school			
		compound and show locat	ions of some landmarks			

Thursday	Engage	Learners to explore the school compound through a	What have we learnt
	learners to	study tour and do the following:	today?
	sing songs	ii. Draw the outline of the classroom on the chalk/white	
	and recite	board.	Ask learners to
	familiar		summarize the main
	rhymes	Call learners to come up to mark out their sitting	points in the lesson
		positions on the outline.	
		Assessment: Let learners mark out their sitting positions	
		on the outline.	

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	 LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: THREE

Week Ending:				Class size:	
Day:				Date:	
Period :				Lesson:	
Strand : Ora	l Language		Sub-stran	nd : Presentation	
Indicator (co	ode)	B3.1.11.1.1.	B3.1.11.	1.2	
Content star	ndard (code)	B3.1.11.1	B3.1.11.	1.	
Performance Indicator		The leadsThe leadswith the leads	earner shou earner shou the days	uld say the time by the hour a uld say the time by the hour a uld say the days of the week	and minutes. and names associated
Core Competencies: Creative Leadership Critical Thinking				nication and Collaboration P	ersonal Development and
Keywords					
T. L .R. (s)					
Ref:					
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding ass	essment)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes		of a clock	with learners. ninute hands to learners. ne hour and minutes hands	What have we learnt today? Review the lesson with learners

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	Help learners to tell time by the hour and half hour.	
	E.g. The time is 9 o'clock. The time is 9:30	
	Assessment: let learners say the time by the hour and	
	minutes.	
Engage leaners to sing songs	 Show a clock to learners and discuss its function with them. Revise the functions of the hour and minutes hands 	What have we learnt today?
and recite	with learners.	
familiar	Help learners to tell time by the hour and minute.	Review the lesson with
rhymes	E.g. The time is 9:30. The time is 9:15.	learners
	Assessment: let learners say the time by the hour and minutes.	
Engage	Lead learners to explore a rhyme with gestures.	What have we learnt
leaners to		today?
sing songs	Time the names of days of the freek on hashed as	today.
and recite	week.	
familiar	Use the flashcards to help learners to recognise	Review the lesson with
rhymes	names associated with the days of the week. E.g.	learners
	Monday, Tuesday, etc.	
	Assessment: let learners say the days of the week and	
	names associated with the days	

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TERM THREE BASIC THREE WEEK 4

NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: THREE

Week Ending:			Class size:		
Day:		Da	ate:		
Period :		Le	sson :		
Strand :		Sub-strand :			
A. Oral Language		A. Conv			
B. Reading			/ocabulary		
C. Writing		C. Writi	ng as a Process		
D. Using Writing Con			g Action Words		
E. Extensive Reading		E. Build	ing the Love and (Culture of Read	ing
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
Core Competencies: Crea Leadership Critical Thinking	apologisin B. Learners meanings C. Learners D. Learners express p E. Learners summaris	ng, agreeing or can use dict can proofread can use simple ast actions. can read a se them.	r disagreeing). ionaries, glossari d draft to correct le past and the p variety of age a	es and interner punctuation an last continuous and level-appro	forms of verbs to
Keywords					

T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class			
		library.			
Ref:	English Lang	guage 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	A. ORAL LANGAUGE • 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. Assessment: let learners role-play topics or themes discussed.	What have we learnt today? Ask learners to summarize the main points in the lesson		
Tuesday	Engage learners to sing songs and recite familiar rhymes	B. READING 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 Assessment: let learners use dictionaries, glossaries and internet to clarify word meanings.	What have we learnt today? Ask learners to summarize the main points in the lesson		
Wednesday	Engage learners to sing songs and recite familiar rhymes	 internet to clarify word meanings. C. WRITING 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 	What have we learnt today? Ask learners to summarize the main points in the lesson		

NANA FIIFI AC	QUAH		
		 U – language Usage P – Punctuation S – Spelling 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. Assessment: let learner's proofread draft to correct punctuation and spelling errors. 	
Thursday	Engage learners to sing songs and recite familiar rhymes	 D. WRITING CONVENTIONS AND GRAMMAR USAGE 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. Assessment: let learners use simple past and the past continuous forms of verbs to express past actions	What have we learnt today? Ask learners to summarize the main points in the lesson
Friday	Engage learners to sing songs and recite familiar rhymes	E. EXTENSIVE READING • 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. Assessment: let learners read a variety of age and level-	What have we learnt today? Ask learners to summarize the main points in the lesson
		appropriate books and summarise them	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: MATHEMATICS CLASS: THREE

Week Ending	g:			Class size:	
Day: Period:				Date:	
Strand : Geo	metry and M	easurement	Sub-strand	l: Measurement – Length, N	Mass, Time
Indicator (co	ode)	B3.3.3.1.2 B3	3.3.3.1.3		
Content star	ndard (code)	B3.3.3.1. B3	3.3.3.1.		
• Learners can estin		can estima shapes using	nd justify referents for metre ate lengths, heights and p g referents and verify by m	erimeter of regular and easuring, using a ruler or	
		tivity and Innovating and Problem So		ication and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Counters			
Ref:	Mathematic	cs curriculum Pag	e		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding asses	ssment)	Phase 3: Plenary / Reflections

NANA FIIFI ACO	,	Mala and a self-self-self-self-self-self-self-self-	De la Harlanda lib
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
Wednesda y	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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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: SCIENCE CLASS: THREE

Week Ending	g:			Class size:	
Day:				Date :	
Period :				Lesson:	
Strand : FOR	CES AND ENE	RGY	Sub-stran	id : SOURCES AND FORMS OF	ENERGY
Indicator (co	ode)	B3.4.1.2.2			
Content star	ndard (code)	B3.4.1.2.			
Performance	e Indicator	Learners can know	w the ever	yday uses of heat.	
Core Compe	tencies: Crea	tivity and Innovation	on Commu	nication and Collaboration Pe	ersonal Development and
Leadership C	Critical Thinkin	ng and Problem Sol	ving.		
Keywords				<u> </u>	
T. L .R. (s)		Pictures			
Ref:	Science curi	riculum Page		<u> </u>	
	Science can	rediant rage			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning incl	luding ass	essment)	Plenary / Reflections
	(preparing				
	the brain for				
	learning)				
Monday	Engage	Review previous	s lesson or	heat energy and ask	What have we learnt
	learners to	learners to cite ev	eryday us	es of heat energy in the	today?
	sing songs	home. e.g. for iro	ning, food	preparation and	
	and recite	preservation, hea	ting of wa	ter.	Ask learners to
	familiar	• Through think-p	air-share,	ask learners to mention one	summarize the
	rhymes	application of the	use of hea	at energy by the following	important points of the
		professions, farm	ers, nurses	s, hair dressers, blacksmiths,	lesson
		tailors and seams	tresses.		

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		Precaution: Let learners observe safety whilst dealing	
		with hot substances	
		Assessment: let learners mention everyday uses of heat	
		energy in the home	
Thursday	Engage	Through think-pair-share, ask learners to mention one	What have we learnt
	learners to	application of the use of heat energy by the following	today?
	sing songs	professions, farmers, nurses, hair dressers, blacksmiths,	Ask learners to
	and recite	tailors and seamstresses.	summarize the
	familiar	Ask learners to explain why farmers need heat.	important points of the
	rhymes		lesson
		Assessment: let learners explain why farmers need heat	

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NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: HISTORY CLASS: THREE

Week Endin	g:			Class size:			
Day:				Date :			
Period :				Lesson:			
0. 1.14	0 1 01						
Strand: My	Country Ghar	าล	Sub-stran	d : Some Selected Individuals			
Indicator (co	ndo)	B3.2.5.1.1					
Performance	ndard (code)		sariba Ch	anaian antropropours who	hava mada significant		
Periormanic	emulcator	contributions	escribe di	anaian entrepreneurs who	nave made significant		
Cara Campa	topsion Cros		on Commu	nication and Callaboration De	arcanal Davalanment and		
		ng and Problem So		nication and Collaboration Pe	ersonal Development and		
Leadership	Sircical IIIIII	ig una i robiem so	1VIII 6.				
Keywords							
T. L .R. (s)		Pictures					
Ref:	History curr	iculum Page					
DAY	Phase 1:	Phase 2: Main			Phase 3:		
	Starter	(new learning inc	luding asse	essment)	Plenary / Reflections		
	(preparing						
	the brain						
	for						
Turaday	learning)			la aaul. ta aut.aaa	NA/lead leave voe leaved		
Tuesday	Engage	<u> </u>	•	who work inspires you	What have we learnt		
	learners to	most and give rea	asons for yo	our choice	today?		
	sing songs	A		annila a Clanania a	A al. I a a va a va t a		
	and recite	Assessment: : Let			Ask learners to		
	familiar	entrepreneurs wi	no nave ma	ide significant contributions	summarize the main		
	rhymes				points in the lesson		
	Which						
	entreprene						
	, 5 Sp. C.IC	I			İ		

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

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: THREE

Week Ending:					Class size:	
Day:				Date :		
Period :				Les	son:	
Strand: The	Family and th	ne Community	Sub-stran	d : F	Roles and Relationships	
Indicator (co		B3.4.1.1.1:				
Content star	ndard (code)	B3.4.1.1.				
Performance	e Indicator	Learners can discu	uss God's	proi	mises to humankind	
-				nica	tion and Collaboration Pe	ersonal Development and
Leadership (Critical Thinkir	ng and Problem Solv	ing.			
Keywords						
T. L .R. (s)	T-	Pictures				
Ref:	RME curricu	ılum Page	-/			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inclu	iding asse	essm	nent)	Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)					
Friday	Engage	Let learner's role p	lay the ca	III ot	Moses (Musa).	What have we learnt
	learners to					today?
	sing songs					
	and recite	Assessment: let lea	arners exp	olain	God's promises to	Ask learners to
	familiar	humankind				summarize the main
	rhymes					points in the lesson

NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: THREE

Week Endin	g:			Class size:		
Day:				Date :		
Period :				Lesson:		
Ctuond . DED	FORMING AR	TC	Cub stron	d Dlanning Making and Co	massing.	
Strand: PER	FURIVIING AR	113	Sub-stran	d: Planning, Making and Co	mposing	
Indicator (co	ode)	B3.2.2.2.3				
Content star	ndard (code)	B3.2.2.2.		. \ \ \		
Performance	e Indicator	Learners can pla	n for maki	ng own artworks that repre	esent performing artworks	
		produced or found	d in other	communities in Africa, by ex	perimenting with available	
		instruments, reso	urces and	techniques for producing a	tworks that reflect topical	
		issues in those areas in Africa				
-		tivity and Innovation Communication and Collaboration Personal Development and				
Leadership (Critical Thinkir	ng and Problem Sol	ving.			
Keywords						
Reywords						
T. L .R. (s)		Pictures				
Ref:	Creative Art	ts curriculum				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning incl	uding ass	essment)	Plenary / Reflections	
	(preparing					
	the brain	•				
	for					
	learning)					
Monday	Engage	<u> </u>		ts, equipment, sounds,	What have we learnt	
	learners to	rhythms and mov	ement pat	terns that are good for	today?	
	sing songs	composing and pe	erforming	music, dance, drama, etc		
	and recite				Ask learners to	
	familiar	Assessment: let le	earners wri	ite a Plan for making own	summarize the main	
	rhymes	artworks			points in the lesson	

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

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: THREE

Week Ending:		Class size:				
Day:				Date :		
Period :				Lesson:		
Strand: PHYSICAL FITNESS CONCEPTS, Su		Sub-strar	nd : FITNESS PROGRAMME			
PRINCIPLES A	AND STRATEG	SIES				
Indicator (co	ode)	B3.4.1.4.2				
Content star	ndard (code)	B3.4.1.4.				
Performance	e Indicator	Learners can desc	ribe the ro	le of moderate to vigorous p	hysical activity in achieving	
		or maintaining go	od health			
Core Compe	tencies: Crea	tivity and Innovation	on Commu	inication and Collaboration P	ersonal Development and	
Leadership (Critical Thinkin	ng and Problem So	lving.			
W		<u> </u>				
Keywords						
T D (a)						
T. L .R. (s)	DE	cones				
Ref:	PE curriculu	ım Page				
DAY	Dhasa 1.	Dhasa 2) Main			Dhana 2.	
DAY	Phase 1: Starter	Phase 2: Main	lyding oo		Phase 3:	
	(preparing	(new learning inc	luding ass	essment)	Plenary / Reflections	
	the brain					
	for					
	learning)					
Friday	Learners	Learners explain	how mode	rate to vigorous physical	What have we learnt	
	jog round a			apacity (ability of the body	today?	
	demarcate	system to process	s oxygen) f	for maintenance and		
	d area in	improvement of g	good healt	h	Use answers to	
	files while				summarise the lesson.	
	singing and					
	clapping to					
	warm-up					
	the body					
	for					
	maximal					
	performan					

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	prevent				
	injuries				
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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: THREE

Week Ending:				Class size:		
Day :			Da	Date :		
Period:			Le	Lesson:		
Strand : ALL AROUND US			and :	Being a Leader		
Indicator (co	ode)	B3.3.4.1. 2.				
Content star	ndard (code)	B3.3.4.1.				
Performance	e Indicator	Learners can identify more	al less	sons of the lives of the rel	igious leaders.	
		tivity and Innovation Comm	unic	ation and Collaboration Po	ersonal Development and	
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	Learners role play the moral lives of the religious	Ask learners to
	rhymes	leaders	summarize the main
			points in the lesson
		Assessment: Let learners describe how they can apply	
		the moral lessons they learnt from the lives of the	
		religious leaders in their daily lives.	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: THREE

Week Ending:			Class size:			
Day:				Date:		
Period :				Lesson:		
Strand : Rea	ding		Sub-strar	nd : Comprehension		
Indicator (co	ode)	B3.2.5.1.2 B3	3.2.6.1.1			
Content star	ndard (code)	B3.2.5.1. B3.	.2.6.1.			
Performance	e Indicator			r should play a variety of words and sentence games. r should answer questions based on passage read to them		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development a Leadership Critical Thinking and Problem Solving.				ersonal Development and		
Keywords						
T. L .R. (s)		Manila cards, ma	rkers, reco	orded audios visual		
Ref:	Ghanaian La	anguage curriculu	m			
DAY	Phase 1: Starter (preparing the brain for	Phase 2: Main (new learning including assessment)			Phase 3: Plenary / Reflections	
	learning) Engage leaners to sing songs and recite familiar rhymes	and then individuWith correct praloud.Let learners rea	nally. ronunciation	s of the alphabet as a group on and tone read texts in turns. The text read for learners to	What have we learnt today? Review the lesson with learners	

	Assessment: let learners play a variety of words and sentence games.	
Engage leaners to sing songs and recite familiar rhymes	 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. Assessment: let learners answer questions based on passage read to them	What have we learnt today? Review the lesson with learners
Engage leaners to sing songs and recite familiar rhymes	 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. 	What have we learnt today? Review the lesson with learners
	Assessment: let learners answer questions based on passage read to them	

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TERM THREE BASIC THREE WEEK 5

NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: THREE

Week Ending:		Class size:	
Day:		ite :	
Period :		sson:	
Strand:	Sub-stran		
A. Oral Language		ning Comprehension	
B. Reading		orehension	
C. Writing		ng as a Process	
D. Using Writing Con		Action Words	
E. Extensive Reading	E. Bu	ing the Love and Culture	of Reading
Indicator (code)	B3.1.7.1.3. B3.2.7.2.2	B3.4.9.3.3 B3.5.4	B3.6.1.1.1
Content standard (code)	B3.1.7.1 . B3.2.7.2.	B3.4.9.3. B3.5.4	B3.6.1.1.
Core Competencies: Crea Leadership Critical Thinkin	groups or the teachers. B. Learners can respons. C. Learners can use single express past actions. E. Learners can read summarise them. tivity and Innovation Communications.	o stories with own opinion of own writing to a group le past and the past corvariety of age and lev	or whole class atinuous forms of verbs to el-appropriate books and
Keywords			

T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class		
		library.		
Ref:	English Lang	guage curriculum Page		
DAY	Phase 1:	Phase 2: Main	Phase 3:	
	Starter	(new learning including assessment)	Plenary / Reflections	
	(preparing			
	the brain			
	for			
	learning)			
Monday	Engage	A. ORAL LANGAUGE	What have we learnt	
	learners to	Read an information text aloud to learners using the	today?	
	sing songs	KWL Strategy.		
	and recite	– KWL Strategy:	Ask learners to	
	familiar	Before reading, have learners think-pair-share and talk	summarize the main	
	rhymes	about what they already know (K) about the title of the	points in the lesson	
	,	text.		
		Have learners ask questions about what they want to		
		know. (W). While you read the text, pause often to give		
		the children the chance to share what they have		
		learned or answer the questions they have asked		
		before reading.		
		before reading.		
		After the reading, have learners share what they have		
		learned.		
		Put learners in groups to share facts from the text		
		heard.		
		near a.		
		Assessment: let learners share facts from information		
		texts		
Tuesday	Engage	B. READING	What have we learnt	
,	learners to	Have learners give their personal opinions and	today?	
	sing songs	judgment to stories (events, setting, characters and	-	
	and recite	their actions) read or heard.	Ask learners to	
	familiar		summarize the main	
	rhymes	Assessment: let learners respond to stories with own	points in the lesson	
		opinion and value judgment		
Wednesday	Engage	C. WRITING	What have we learnt	
vvcunesudy	learners to	<u>c. withito</u>	today?	
	sing songs			
	0 0 -			

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	and recite	Have learners publish their work by showing it to	Ask learners to
	familiar	others in small groups or in pairs or posting it on the	summarize the main
	rhymes	class or school notice board for others to view.	points in the lesson
		Assessment: let learners read aloud own writing to a	
		group or whole class	
Thursday	Engage	D. WRITING CONVENTIONS AND GRAMMAR USAGE	What have we learnt
	learners to	Revise the use of the present simple and present	today?
	sing songs	continuous tenses.	
	and recite	Introduce the new form, one at a time, using	Ask learners to
	familiar	examples and situations.	summarize the main
	rhymes	Provide examples for practice through drills and	points in the lesson
		creation of situations.	
		Assessment: let learners use simple past and the past	
		continuous forms of verbs to express past actions	
Friday	Engage	E. EXTENSIVE READING	What have we learnt
	learners to	 Using book tease or book talk, introduce the reading/ 	today?
	sing songs	library time.	
	and recite	Have a variety of age appropriate books for learners	Ask learners to
	familiar	to make a choice from.	summarize the main
	rhymes	Introduce picture or wordless books, pop-up and flip-	points in the lesson
	Tilyilles		points in the lesson
		the-page texts to learners.	
		Encourage them to read individually and in pairs, and	
		provide support and encouragement.	
		Assessment: let learners read a variety of age and level-	
		appropriate books and summarise them	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: MATHEMATICS CLASS: THREE

Week Ending	g:			Class size:	
Day:				Date:	
Period :				Lesson:	
Strand : Geo	metry and M	easurement	Sub-stran	d : Measurement – Length, N	Mass, Time
Indicator (code) B3.3.3.2.1 E		B3.3.3.2.1 B3.3	3.3.2.2		
Content star	ndard (code)	B3.3.3.2. B3.3	3.3.2.		
Performance	e Indicator	 Learners 	can mode	I and describe the relation	ship between the units
		Kilogram	and gram a	s well as litres and millilitres	
		 Learners can estimate masses and volumes using referents and verify by 			
		measurin	g, using a p	an balance and weights, calik	orated measuring cans.
Core Compe	tencies: Crea	tivity and Innovati	ion Commu	nication and Collaboration Pe	ersonal Development and
Leadership C	Critical Thinkin	ng and Problem So	olving.		
Keywords					
T. L .R. (s)		Counters			
Ref:	Mathematic	s curriculum Pag	ge		
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning ind	cluding asse	essment)	Plenary / Reflections
	(preparing the brain				
	for				
	learning)				

Monday	Sing songs	Identify objects that weigh approximately 1 g or 1	Review the lesson with
Wienday	like:	kilogram (or that hold 1 ml or 1 l). Estimating the mass, or capacity of given objects using these objects as a	Learners
	l'm	reference point or point of comparison	
	counting one, what is one	Assessment: have learners to practice with more examples	
Tuesday	Sing songs		Review the lesson with
	like:	Identify the appropriate standard unit (g or Kg; ml or l;) for measuring the mass or capacity of a given object	Learners
	I'm counting one, what is one	E.g. 3. Estimate, then measure, using a scale (or graduated cylinder) and recording the mass (capacity) of common, everyday objects to the nearest g or kg (or ml or l).	
		Assessment: have learners to practice with more examples	
Wednesda y	Sing songs like:	Explain the relationship between 1000 g and 1 kg using a model or balance or between 1000 ml and 1 l using a graduated cylinder	Review the lesson with Learners
	I'm counting one, what is one	Assessment: have learners to practice with more examples	
Thursday	Sing songs	Bring to class a collection of different types of objects	Review the lesson with
	like:	and have learners estimate their weights or volumes	Learners
		using direct or indirect comparisons and then later	
	l'm	verify the estimate by using standard measuring tools	
	counting	Assessment: have learners to practice with more	
	one, what	examples	
	is one		
Friday	Sing songs	Bring to class a collection of different types of objects	Review the lesson with
	like:	and have learners estimate their weights or volumes	Learners
		using direct or indirect comparisons and then later	
	l'm	verify the estimate by using standard measuring tools	
	counting	, , , ,	
	one, what	Assessment: have learners to practice with more examples	

Vetted by :	Signature:	Date :

NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: SCIENCE CLASS: THREE

Week Endin	g:			Class size:		
Day:				Date:		
_						
Period :				Lesson :		
Strand: FORCES AND ENER		RGY Sub-strand: FORCES AND MOVEMENT				
Indicator (co	ode)	B3.4.3.2.1.				
Content star	ndard (code)	B3.4.3.2.				
Performanc	e Indicator	Learners can dem	nonstrate h	ow to maintain and care for	simple machines	
-		tivity and Innovations and Problem So		nication and Collaboration F	Personal Development and	
Keywords						
T. L .R. (s)		Pictures				
Ref:	Science curi	riculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning inc	luding asse	essment)	Plenary / Reflections	
	(preparing	X //,				
	the brain					
	for					
	learning)					
Monday	Engage			s commonly used in the	What have we learnt	
	learners to	,	•	scissors, knife, bottle	today?	
	sing songs	opener, tin cutter				
	and recite			e machines provided and	Ask learners to	
	familiar	talk about their u	ses		summarize the	
	rhymes				important points of the	
					lesson	
		Assessment: let le machines	earners me	ntion the uses of simple		

Thursday	Engage	Engage learners to mention how simple machines are	What have we learnt
	learners to	maintained and stored in their homes.	today?
	sing songs	Assist learners to undertake some basic maintenance	Ask learners to
	and recite	practices such as oiling, removing dirt and greasing,	summarize the
	familiar	using them for the correct purpose, keeping them safe	important points of the
	rhymes	from water, etc.	lesson
		Assessment: let learners mention how simple machines	
		are maintained and stored	

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NANA FIIFI ACQUAH		
	·	LESSON PLAN

SUBJECT: HISTORY CLASS: THREE

Week Ending:				Class size:		
Day:			Date:			
Period :		Lesson:				
Strand : Europear	ns in Ghana	Sub-st	t rand : A	rrival of Europeans		
Indicator (code)		B3.3.1.1.1				
Content standard	(code)	B3.3.1.1.				
Performance Indi	cator			e how the Europeans settled on the Gold ng alliances with the local chiefs		
	es: Creativity and Innov I Thinking and Problem		ication a	nd Collaboration Personal Development and		
Keywords						
T. L .R. (s)		Pictures				
Ref:	History cui	riculum Page				
DAY	Phase 1:	Phase 2: Mair	1	Phase 3:		
	Starter	(new learning including		g Plenary / Reflections		
	(preparing the brain	assessment)				
	for learning)					
Tuesday	Engage learners to	Dramatise the meeting		g What have we learnt today?		
	sing songs and recite	between the	Portugue	ese		
	and Kwamina Ansah.		Ask learners to summarize the main			
				points in the lesson		
	Which Europeans					
	were the first to	Assessment: :	Let lear	ners		
	come to the Gold	describe how	the			
	Coast?	Europeans se	ttled on	the		
		Gold Coast,				

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Thursday	Engage learners to	Dramatise the meeting	What have we learnt today?
	sing songs and recite	between the Portuguese	
	familiar rhymes	and Kwamina Ansah.	Ask learners to summarize the main
			points in the lesson
	Which Europeans	Assessment: : Let learners	
	were the first to	describe how the	
	come to the Gold	Europeans settled on the	
	Coast?	Gold Coast,	

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NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: THREE

Week Ending	g:				Class size:	
Day:				Date :		
Period :			L	Less	on:	
Strand: The	Family and th	ne Community Sub-	strand	l : R	oles and Relationships	
Indicator (co	ode)	B3 4.1.1.2				
Content star	ndard (code)	B3 4.1.1.				
Performance	e Indicator	Learners can identify th	he ben	efit	s of responding to God's	s call.
-		tivity and Innovation Cong ng and Problem Solving.	mmun	icat	ion and Collaboration Po	ersonal Development and
Keywords					172	
T. L .R. (s)		Pictures				
Ref:	RME curricu	ılum Page				
	_					Γ.
DAY	Phase 1:	Phase 2: Main			()	Phase 3:
	Starter	(new learning including	ling assessment)			Plenary / Reflections
	(preparing the brain					
	for					
	learning)					
Friday	Engage	Discuss with learners	the w	avs	we respond to God's	What have we learnt
Triday	learners to	call:	CITE VV	ays	we respond to dod's	today?
	sing songs	- Prayer,				today.
	and recite	- service to humankind	l.			Ask learners to
	familiar	- caring for the environ				summarize the main
	rhymes	- helping the needy (ch				points in the lesson
		• In groups, let learners	• • •			•
		responding to God's ca	all:			
	- blessings from God,					
- drawing closer to God,			d,			
		- long life, - prosperity,	,			
		- eternal life, etc				
		Assessment: let learner		tify	the benefits of	
		responding to God's ca	all.			

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SUBJECT: CREATIVE ARTS CLASS: THREE

Week Endin	g:			Class size:		
Day:			Dat	:e:		
Period :			Les	son :		
Strand: VISI	UAL ARTS	Sub-stra	nd : F	Planning, Making and Cor	nposing	
Indicator (co	ode)	B3 1.2.3.3				
Content star	ndard (code)	B3 1.2.3.				
Performance	e Indicator	Learners can Create own fu	ıncti	onal visual artworks using	available materials, tools	
		and methods to express ow	n vie	ews that reflect topical iss	sues in Africa	
		tivity and Innovation Comming and Problem Solving.	unica	tion and Collaboration Pe	ersonal Development and	
Keywords						
T. L .R. (s)		Pictures				
Ref:	Creative Art	ts curriculum				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including ass	sessn	nent)	Plenary / Reflections	
	(preparing the brain					
	for					
	learning)					
Monday	Engage	Learners are to:			What have we learnt	
	learners to	2 select ideas from topical	issue	s in Africa and come out	today?	
	sing songs	with own design concepts t	o ed	ucate or sensitise he		
	and recite	public on the importance o	r dar	gers of the issues	Ask learners to	
	familiar				summarize the main	
	rhymes	Assessment: let learners pr	oduc	e own artworks by	points in the lesson	
		drawing, doodling, spraying	g, blo	wing, colouring,		
		printing, lettering, patternr	nakir	ng, modelling, casting,		
		carving, construction and a	ssem	bling		

Wednesda	Engage	Learners are to:	What have we learnt
У	learners to	select ideas from topical issues in Africa and come	today?
	sing songs	out with own design concepts to educate or sensitise he	
	and recite	public on the importance or dangers of the issues	Ask learners to
	familiar		summarize the main
	rhymes	Assessment: let learners produce own artworks by	points in the lesson
		drawing, doodling, spraying, blowing, colouring,	
		printing, lettering, patternmaking, modelling, casting,	
		carving, construction and assembling	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: THREE

Week Ending	g:			Class size:			
Day :				Date :			
Period :				Lesson:			
Strand: PHY	SICAL FITNES	S CONCEPTS,	Sub-stran	Sub-strand : HEALTHY DIET			
PRINCIPLES A	AND STRATEG	GIES					
Indicator (code) B3.4.2.4.1:							
Content star	ndard (code)	B3.4.2.4.					
Performance	e Indicator	Learners can expl and inactivity	ain the en	ergy requirements of the boo	dy during physical activity		
-		tivity and Innovationg and Problem Sol		inication and Collaboration Pe	ersonal Development and		
Keywords			(/				
T. L .R. (s)		cones	cones				
Ref:	PE curriculu	m Page					
DAY	Phase 1:	Phase 2: Main			Phase 3:		
	Starter	(new learning incl	luding ass	essment)	Plenary / Reflections		
	(preparing						
	the brain						
	for						
	learning)						
Friday	Learners	-		ody uses more energy during	What have we learnt		
	jog round a		_	g inactivity. Learners discuss	today?		
	demarcate		nergy-givir	ng food before engaging in			
	d area in	physical activity			Use answers to		
	files while				summarise the lesson.		
	singing and						
	clapping to						
	warm-up						
	the body						
	for						

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	maximal performan			
	ce and to			
	prevent			
	injuries			
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	LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: THREE

Week Endin	g:		Class size:			
Day:			Date:			
Period :			Lesson:			
Strand: ALL	AROUND US	Sub-strai	nd : Power and Authority			
Indicator (co	ode)	B3.4.2.2. 1.				
Content standard (code) B3.4.2.2.						
Performance Indicator Learners can show respe			to national symbols.			
=		tivity and Innovation Commung and Problem Solving.	unication and Collaboration Pe	ersonal Development and		
Keywords) -			
T. L .R. (s)		Pictures				
Ref:	Our World (Our People curriculum Pag	е			
DAY	Phase 1:	Phase 2: Main		Phase 3:		
	Starter	(new learning including ass	essment)	Plenary / Reflections		
	(preparing		·	·		
	the brain					
	for					
	learning)					
Tuesday	Engage	Learners talk about why na	tional symbols (Coat of	What have we learnt		
	learners to	Arms, Pledge, National Antl	nem, Flag, adinkra)	today?		
	sing songs	should be respected e.g. pr	omote sense of belonging			
	and recite	among individuals and to th	ne nation	Ask learners to		
	familiar			summarize the main		
	rhymes			points in the lesson		
		Assessment: Let learners e	xplain why national symbols			

Thursday	Engage	Learners talk about the various ways of showing respect	What have we learnt
	learners to	national symbols e.g. singing the National Anthem,	today?
	sing songs	reciting the National Pledge	
	and recite		Ask learners to
	familiar		summarize the main
	rhymes	Assessment: Let learners mention the various ways of	points in the lesson
		showing respect national symbols	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: THREE

Week Endin	g:			Class size:	
Day :				Date:	
Period : Strand : Rea	ding		Sub-strar	Lesson: nd: Silent Reading	
In diagton (or	ad a V	D2 2 C 4 2	D2 2 7 4		
Indicator (code) B3.2.6.1.2 B3.2.7					
Content standard (code)B3.2.6.1.B3.2.7.1.Performance Indicator• The learner should answ• The learner should read			answer questions based on pa	assage read by learners	
=		tivity and Innovations and Problem So		inication and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Manila cards, ma	rkers, reco	rded audios visual	
Ref:	Ghanaian La	anguage curriculu	m		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding ass	essment)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	and then individuGive textbooksLead learners tgroup and individ	ally. to learner o read the lually.	es of the alphabet as a group es. text on a given page as a text they have read for	What have we learnt today? Review the lesson with learners

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3 6	Engage leaners to sing songs and recite familiar rhymes	Assessment: let learners should answer questions based on passage read by learners • Let learners say the letters of the alphabet as a group and then individually. • Write long sentences on a card. • Show the card with the sentences to learners. • Read aloud the long sentences. • Let learners read longer sentences as a group and the individually Assessment: let learners read longer sentences	What have we learnt today? Review the lesson with learners
1 1	Engage leaners to sing songs and recite familiar rhymes	 Let learners say the letters of the alphabet as a group and then individually. Write long sentences on a card. Show the card with the sentences to learners. Read aloud the long sentences. Let learners read longer sentences as a group and the individually Assessment: let learners read longer sentences 	What have we learnt today? Review the lesson with learners

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TERM THREE BASIC THREE WEEK 6

NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: THREE

Week Ending:			Class size:		
Day:		Dat	e :	2/12	
Period :		Les	son :	7	
Strand :	!	Sub-strand:			
A. Oral Language		A. Listeni	ng Comprehei	nsion	
B. Reading		B. Compr	omprehension		
C. Writing		C. Writin	g as a Process		
D. Using Writing Con	D. Using Writing Conventions D. Using Action Words				
E. Extensive Reading		E. Buildir	ng the Love an	d Culture of Re	ading
Indicator (code)	B3.1.7.1.3. B3.	.2.7.2.3	B3.4.9.3.3	B3.5.4.1.3	B3.6.1.1.1
Content standard (code)	B3.1.7.1 B3.	.2.7.2.	B3.4.9.3.	B3.5.4.1.	B3.6.1.1.
Core Competencies: Crea Leadership Critical Thinking	groups or the B. Learners can text) to enh C. Learners can be carners can express pass E. Learners can summarise extivity and Innovation	he teacher. an use visualis nance underst an read alouc an use simple st actions. an read a va them. n Communica	ation strategy anding of leve I own writing t past and the ariety of age	(form mental in the land of th	hole class. us forms of verbs to propriate books and
Keywords					

T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class					
	T	library.					
Ref:	English Lang	guage curriculum Page					
DAY	Phase 1:	Phase 2: Main	Phase 3:				
	Starter	(new learning including assessment)	Plenary / Reflections				
	(preparing the brain						
	for						
Manday	learning)	A ODALIANCALICE	Mhat baya wa laawat				
Monday	Engage	A. ORAL LANGAUGE	What have we learnt				
	learners to	Read an information text aloud to learners using the	today?				
	sing songs	KWL Strategy.					
	and recite	– KWL Strategy:	Ask learners to				
	familiar	Before reading, have learners think-pair-share and talk	summarize the main				
	rhymes	about what they already know (K) about the title of the	points in the lesson				
		text. Have learners ask questions about what they want					
		to know. (W). While you read the text, pause often to					
		give the children the chance to share what they have					
		learned or answer the questions they have asked					
		before reading.					
		After the reading, have learners share what they have					
		learned.					
		Put learners in groups to share facts from the text					
		heard.					
		neard.					
		Assessment: let learners share facts from information					
		texts					
Tuesday	Engage	B. READING					
	learners to	Have learners play simple mental or guessing games					
	sing songs	like Bingo and matching games.					
	and recite familiar	 Guide learners to form mental images as they read a text, to help them make meaning from the text. 					
	rhymes	text, to help them make meaning from the text.					
	THYTHES						
		Assessment: let learners give meaning from the text					
		read					
Wednesday	Engage	<u>C. WRITING</u>	What have we learnt				
·	learners to	Have learners publish their work by showing it to	today?				
	sing songs	others in small groups or in pairs or posting it on the					
	and recite	class or school notice board for others to view.					

INAINA FIIFI AC	familiar		Ask learners to
	rhymes		summarize the main
	Tilyines		points in the lesson
			points in the lesson
		Assessment: let learners read aloud own writing to a	
		group or whole class	
Thursday	Engage	D. WRITING CONVENTIONS AND GRAMMAR USAGE	What have we learnt
,	learners to	Revise the use of the present simple and present	today?
	sing songs	continuous tenses.	
	and recite	Introduce the new form, one at a time, using	Ask learners to
	familiar	examples and situations.	summarize the main
	rhymes	Provide examples for practice through drills and	points in the lesson
	•	creation of situations.	
		Assessment: let learners use simple past and the past	
		continuous forms of verbs to express past actions.	
Friday	Engage	E. EXTENSIVE READING	What have we learnt
	learners to	 Using book tease or book talk, introduce the reading/ 	today?
	sing songs	library time.	
	and recite	Have a variety of age appropriate books for learners	Ask learners to
	familiar	to make a choice from.	summarize the main
	rhymes	Introduce picture or wordless books, pop-up and flip-	points in the lesson
	,	the-page texts to learners.	pomo m uno recen
		Encourage them to read individually and in pairs, and	
		provide support and encouragement.	
		Assessment: let learners read a variety of age and level-	
		appropriate books and summarise them	
		Assessment: let learners read a variety of age and level-appropriate books and summarise them	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: MATHEMATICS CLASS: THREE

Week Ending	g:				Class size:	
Day: Period:			Date: Lesson:			
Strand : Geo	metry and M	easurement	Sub-stran	id : I\	/leasurement – Length, N	Mass, Time
Indicator (co	ode)	B3.3.3.3.1				
Content star	ndard (code)	B3.3.3.3.				
Performance	e Indicator	Learners can use	arbitrary ui	nits	to measure time taken to	o complete simple events
		tivity and Innovations and Problem So		nica	tion and Collaboration Pe	ersonal Development and
Keywords						
T. L .R. (s)		Counters				
Ref:	Mathematic	cs curriculum Pag	e			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning including assessmen			ent)	Plenary / Reflections
	(preparing	, , , , ,	0		,	, ,
	the brain					
	for					
	learning)					
Monday	Sing songs	1. Identify person	nal referent	ts fo	r minutes or hours (i.e.,	Review the lesson with
	like:				akes toor 3 hours is	Learners
		about the time it	takes to)			

NANA FIIFI AC	QUAH	T				
	ľm	E.g. 2. Identify a				
	counting	accomplished in	minutes, ho	urs, days, mo	onths and	
	one, what	years				
	is one					
		Assessment: hav	ve learners to	practice wit	th more	
_		examples				
Tuesday	Sing songs	Ask learners to t				Review the lesson with
	like:	how much time	(in minute a	nd seconds) i	t would take	Learners
		to iv. walk roun	d the school	building; v. v	valk to the	
	ľm	nearest house to	o the school;	vi. walk to th	ne nearest	
	counting	toilet; etc.			,	
	one, what					
	is	Assessment: hav	ve learners to	practice wit	:h more	
		examples				,
Wednesda	Sing songs	Ask learners to t	_			Review the lesson with
У	like:	how much time	•			Learners
	ľm	to iv. walk roun		_		
	counting	nearest house to	o the school;	vi. walk to th	ne nearest	
	one, what	toilet; etc.				
	is					
		Assessment: hav	ve learners to	practice wit	th more	
- 1 1	6:	examples Give learners th	a atout and a	nd times of a		16 8
Thursday	Sing songs					
	like:	to determine th		the event. E	.g. 5.	Learners
		Complete the ta	ible	1		
	ľm	Sporting	Start	Finish	How	
	counting	event			long?	
	one, what					
	is one	Ampe	10.30	10.45 a.m.		
	1 - One is		a.m.			
	one alone,	Netball	9.00 a.m.	10.00 a.m.		
		INECDAII	7.00 a.iii.	10.00 a.iii.		
	alone it					
	shall be.	Basket ball	2.00 p.m.	3.50 p.m.		
		Football	3.30 p.m.	5.00 p.m.		
		Assessment: hav	ua laarnars ta	nractice wit	h more	
		examples	יב ובמווופוס ננ	practice wit	.11 111012	
	L	Cvarribies				

Friday	Sing songs	Give learners the	Review the lesson with			
	like:	to determine the	e duration of	the event. E	.g. 5.	Learners
		Complete the ta	ble		<u>.</u>	
	l'm	Sporting	Start	Finish	How	
	counting	event			long?	
	one, what is one	Ampe	10.30	10.45		
	1 - One is		a.m.	a.m.		
	one alone,	Netball	9.00 a.m.	10.00		
	alone it			a.m.		
	shall be.	Basket ball	2.00 p.m.	3.50 p.m.		
	2 - Two	Football	3.30 p.m.	5.00 p.m.		
pair, two pair						
		Assessment: have	e learners to	practice wit	h more	

NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: SCIENCE CLASS: THREE

Week Endin	g:			Class size:	
Day :			Da	te :	
Period :			Les	ison :	
Strand: HUMANS AND THE Sub-st ENVIRONMENT			trand :	DISEASES	
Indicator (co	ode)	B3.5.2.1.1			
Content star	ndard (code)	B3.5.2.1.1			
Performance	e Indicator	Learners can know how	commo	n skin diseases can be pro	evented
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Developme Leadership Critical Thinking and Problem Solving.					ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	Science curi	riculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing the brain for learning)	(new learning including	Plenary / Reflections		
Monday	Engage	 Ask learners to pantor 	nime or	act out how they bath	What have we learnt
	learners to	and talk about how regu	ılar batl	ning can prevent skin	today?
	sing songs	diseases.			
	and recite	• Learners watch picture	es and v	ideos on common skin	Ask learners to
	familiar	diseases and their preve	ntion.		summarize the
	rhymes	• Learners engaged to d	iscuss a	nd name some common	important points of the
		skin diseases i.e. rashes,	eczem	a, ringworm.	lesson

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		Learners share their personal experiences or stories	
		on getting skin infections.	
		• Discuss how common skin diseases can be prevented and let learners present their answers	
		Assessment: let learners mention some common skin	
		diseases	
Thursday	Engage	Discuss how common skin diseases can be prevented	What have we learnt
	learners to	and let learners present their answers.	today?
	sing songs	Re-shape learners' ideas, stressing that it is good to	Ask learners to
	and recite	seek medical attention to stop the spread of skin	summarize the
	familiar	diseases	important points of the
	rhymes		lesson
		Assessment: let learners mention how common skin	
		diseases can be prevented	

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NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: HISTORY CLASS: THREE

Week Ending:					Class siz	e:
Day:				Date :		
Period :				Lesson:		
Strand: Europea	ns in Ghana		Sub-stra	nd : Arriva	l of Euro	peans
Indicator (code)		B3.3.1.1.1				
Content standar	d (code)	B3.3.1.1.				
Performance Ind	icator	Learners including				eans settled on the Gold Coast, cal chiefs
=	ies: Creativity and Ir al Thinking and Prob			cation and	Collabora	ation Personal Development and
Keywords						
T. L .R. (s)		Pictures				
Ref:	History o	urriculum	Page			
DAY	Phase 1:	Phase 2: I	Main			Phase 3:
	Starter	(new lear	ning inclu	ding asse	ssment)	Plenary / Reflections
	(preparing the					
	brain					
	for learning)					
Tuesday	Engage learners	Dramatise the meeting between the			What have we learnt today?	
to sing songs and		Portuguese and Kwamina Ansah.		sah.		
recite familiar						Ask learners to summarize the
	rhymes					main points in the lesson
		Assessme				
	When did they	how the o			=	
	come?	settled or		•	ropeans	
		settled or	the Gold	Coast,		

Thursday	Engage learners	Dramatise the meeting between the	What have we learnt today?
illuisuay		Dramatise the meeting between the	what have we learnt today:
	to sing songs and	Portuguese and Kwamina Ansah.	
	recite familiar		Ask learners to summarize the
	rhymes	Assessment: : Let learners describe	main points in the lesson
		how the Europeans settled on the	
	When did they	Gold Coast,	
	come?		

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NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: THREE

Week Endin	g:			Class size:		
Day:			Dat	re :		
Period :			Les	son:		
Strand : The	Family and th	ne Community Sub-stra	nd : F	Roles and Relationships		
Indicator (co	ode)	B3 4.1.1.2				
Content star	ndard (code)	B3 4.1.1.				
Performance	e Indicator	Learners can identify the b	enefi	ts of responding to God's	call.	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development a Leadership Critical Thinking and Problem Solving.						
Keywords						
T. L .R. (s)		Pictures				
Ref:	RME curricu	ılum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including as	sessn	nent)	Plenary / Reflections	
	(preparing the brain					
	for					
	learning)					
Friday	Engage	Guide learners to discuss t	ne be	nefits of responding to	What have we learnt	
	learners to	God's call.			today?	
	sing songs	 Let learners in their groups, write four benefits of 				
	and recite	responding to God's call and present their works for			Ask learners to	
	familiar	class discussion.	class discussion.			
	rhymes				points in the lesson	
		Assessment: let learners id	entify	the benefits of		
		responding to God's call.				

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: THREE

Week Endin	g:			Class size:	
Day:				Date :	
Period :				esson :	
Strand : Perf	forming arts	S	Sub-strand	: Planning, Making and Cor	mposing
Indicator (co	ode)	B3 2.2.3.3			
Content star	ndard (code)	B3 2.2.3.			
Performance	e Indicator	Learners can creat	te own m	usic, dance and drama perf	ormances using available
		instruments, resou	rces and	methods to express own	views that reflect topical
		issues in other Afric	ca commu	nities	
				ication and Collaboration Pe	ersonal Development and
Leadership (Critical Thinkir	ng and Problem Solvi	ng.		
Keywords					
T. L .R. (s)		Pictures			
Ref:	Creative Art	s curriculum			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning include	ding asses	ssment)	Plenary / Reflections
	(preparing				
	the brain				
	for				
1 ASS also	learning)				MATERIA STATE
Monday	Engage		•	ements, resources and	What have we learnt
	learners to	•		on and entertainment; 2	today?
	sing songs	_		esources and techniques,	Ask learners to
	and recite familiar			I drama based on the	summarize the main
		·		frica that reflect Topical	
	rhymes	road practices, use	•	Irowning, flooding, safe	points in the lesson
		Todu practices, use	or ici dev	ices, etc.j	

		Assessment: let learners create own music, dance and drama performances	
) A / 1 1	_		NAME OF THE PROPERTY OF THE PR
Wednesda	Engage	use available instruments, elements, resources and	What have we learnt
У	learners to	techniques for public education and entertainment; 2	today?
	sing songs	using available instruments, resources and techniques,	
	and recite	create own music, dance and drama based on the	Ask learners to
	familiar	concept of performances in Africa that reflect Topical	summarize the main
	rhymes	issues such as plastic waste, drowning, flooding, safe	points in the lesson
		road practices, use of ICT devices, etc.)	
		Assessment: let learners create own music, dance and	
		drama performances	

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NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: THREE

Week Ending:					Class si	ze:	
Day:				Date :	Date:		
Period :			Lesson:				
Strand : PHYSI STRATEGIES	CAL FITNESS CONCEPT	S, PRINCIPLES A	AND	Sub-strand : SA	AFETY AND) INJURIES	
Indicator (cod	e)		B3.4.3.4	l.1:			
Content stand	ard (code)		B3.4.3.4	i.			
Performance I	ndicator		Learners can Identify flexibility exercises that are not safe for the joints and should be avoided				
	encies: Creativity and Ir tical Thinking and Prob		municati	on and Collabor	ation Pers	onal Development and	
Keywords							
T. L .R. (s)			cones				
Ref:		PE curriculum	Page				
DAY	Phase 1: Starter (preparing the for learning)	brain	(new le	Phase 2: Main new learning including assessment)		Phase 3: Plenary / Reflections	
Friday	Learners jog ro demarcated are while singing an warm-up the be maximal perfor	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries		s perform physics to identify unsity exercises as socking, hurdle sith internet to seal ones before teal	safe joint quatting, ting, etc. rch for	What have we learnt today? Use answers to summarise the lesson.	

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	•	LESSON PLAI

SUBJECT: OUR WORLD OUR PEOPLE CLASS: THREE

Week Ending:			Class size:			
Day:				Date :		
Period :				Les	son:	
Strand : MY	GLOBAL COM	IMUNITY	Sub-strand: Our Neighbouring Countries			
Indicator (co	ode)	B3.5.1.1. 1.				
Content star	ndard (code)	B3.5.1.1.				
Performance	e Indicator	Learners can describe the location of Ghana and her neighbouring countries				
-		tivity and Innovationg and Problem Solv		nica	tion and Collaboration Pe	ersonal Development and
Keywords				1		
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	map or the globe. Learners describe Togo stretches fro eastern part, La Co	Ghana's nomente d'Ivoir de western dhana earners de	neigh rth to e str n par	etches from the North t, Burkina Faso joins the be the location of	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs	Learners describe Togo stretches fro	Ghana's n	eigh rth t	bouring countries e.g.	What have we learnt today?

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	and recite	to the South on the western part, Burkina Faso joins the	Ask learners to
	familiar	northern part of Ghana.	summarize the main
	rhymes		points in the lesson
		Note:	
		Ghana shares boundaries with the three countries.	
		In the south is the Atlantic Ocean.	
		Assessment: Let learners describe the location of	

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Ghana and her neighbouring countries

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	 LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: THREE

Week Ending	g:			Class size:	
Day:			D	ate:	
Period :			L	esson :	
Strand : Rea	ding	!	Sub-strand	: Fluency	
Indicator (co	ode)	B3.2.7.1.2 B3.2	2.8.1.1		
Content star	ndard (code)	B3.2.7.1. B3.2	2.8.1.		
			should rea	d short passages/text. d short passages of about s	ix to ten sentences aloud
=		tivity and Innovatior ng and Problem Solv		cation and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Manila cards, mark	ers, record	ed audios visual	
Ref:	Ghanaian La	inguage curriculum	1		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inclu	uding assess	sment)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	 Let learners say to and then individua Write a short pass Show the card to Read aloud the learners 	lly. ssage on a collearners.		What have we learnt today? Review the lesson with learners

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		 Let learners read the short passage as a group and the individually. Ask learners questions based on the short passage read for them to answer Assessment: let learners read short passages/text.	
	Engage leaners to sing songs and recite familiar rhymes	 Let learners say the letters of the alphabet as a group and then individually. Write a short passage of about six to ten sentences. Read aloud the short passage of about six to ten sentences using correct tone for learners to listen. Lead learners to read the passage. Let learners read aloud the passage as a group and then individually. Ask questions based on the passage read for learners to answer Assessment: let learners read short passages of about six to ten sentences aloud using correct tone	What have we learnt today? Review the lesson with learners
	Engage leaners to sing songs and recite familiar rhymes	 Let learners say the letters of the alphabet as a group and then individually. Write a short passage of about six to ten sentences. Read aloud the short passage of about six to ten sentences using correct tone for learners to listen. Lead learners to read the passage. Let learners read aloud the passage as a group and then individually. Ask questions based on the passage read for learners to answer Assessment: let learners read short passages of about six to ten sentences aloud using correct tone	What have we learnt today? Review the lesson with learners

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TERM THREE BASIC THREE WEEK 7

NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: THREE

Week Ending:			Class size:		
Day: Period:			Date :		
				2,	
Strand :		Sub-stran			
A. Oral Language		A. Asl	king and Answering	Questions	
B. Reading		B. Co	Comprehension		
C. Writing		C. Na	Jarrative Writing		
D. Using Writing Con	ventions	D. Us	ing Simple and Com	pound Sentence:	S
E. Extensive Reading			ilding the Love and	Culture of Readir	ng
Indicator (code)	B3.1.8.1.2	B3.2.7.2.4	B3.4.10.1.2	B3.5.9.1.1.	B3.6.1.1.1
Content standard (code)	B3.1.8.1.	B3.2.7.2.	B3.4.10.1.	B3.5.9.1.	B3.6.1.1.
Core Competencies: Crea Leadership Critical Thinkin	answering B. Learners of C. Learners of introducin D. Learners of or contrast E. Learners summaris tivity and Innovation	g the inversion read leverage an arrative can identify sting ideas in can read e them	and use coordinating and use coordinating and a sentences are a variety of age	es independently ader by establishing conjunctions to and level-approp	ing a context and o join similar ideas oriate books and
Keywords					

T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class						
		library.						
Ref:	English Lan	Language curriculum Page						
DAY	Phase 1:	Phase 2: Main	Phase 3:					
	Starter	(new learning including assessment)	Plenary / Reflections					
	(preparing							
	the brain							
	for							
	learning)							
Monday	Engage	A. ORAL LANGAUGE	What have we learnt					
	learners to	• Let learners, in pairs, ask and answer questions on	today?					
	sing songs	given issues.						
	and recite	Revise inversion questions with learners.	Ask learners to					
	familiar	e. g. He is going.—Is he going?	summarize the main					
	rhymes	 Guide learners to use appropriate pronunciation and 	points in the lesson					
	illyllies	intonation in asking and answering the inversion type of	points in the lesson					
		questions.						
		Let learners write answers to inversion type of						
		questions on their own						
		Assessment: let learners write answers to inversion						
		type of questions on their own						
Tuesday	Engage	B. READING	What have we learnt					
	learners to	Provide learners with level-appropriate texts and	today?					
	sing songs	encourage them to read independently.	Ack learners to					
	and recite familiar	 Let learners may be provided with pre-reading questions to enable them focus. 	Ask learners to summarize the main					
	rhymes	questions to enable them rocus.	points in the lesson					
	,	Assessment: let learners read level-appropriate texts	Points in the 1633011					
		independently						
Wednesday	Engage	<u>C. WRITING</u>	What have we learnt					
	learners to	Narrate a story stressing the setting and the	today?					
	sing songs	characters for learners to listen.						
	and recite	Let learners re-tell the story. They may do so in a	Ask learners to					
	familiar	chain,	summarize the main					
	rhymes	Let learners create and write their own stories.	points in the lesson					
		Assessment: let learners create and write their own						
		stories						

Thursday	Engage	D <u>. WRITING</u>	CONVENTIC	What have we learnt					
	learners to sing songs and recite familiar rhymes	Demonstrate the structure of a compound sentence by joining simple sentences with and . e.g.				today? Ask learners to summarize the main			
	rnymes	simple sentences	Conjuncti	compound sentence		points in the lesson			
		The boy woke up. The boy prayed.	And	The boy woke up and prayed.					
		in the senter • Put learner • Have group and but.	nce. rs in groups to os join the sir	ne coordinating of the coo	ntences. vith and				
				trasting ideas in	•				
Friday	Engage		E. EXTENS	IVE READING		What have we learnt			
	learners to		tease or bool	k talk, introduce	the reading/	today?			
	sing songs	library time.							
	and recite			propriate books f	or learners	Ask learners to			
	familiar	to make a choice from.				summarize the main			
	rhymes	• Introduce pi		-up and flip-	points in the lesson				
		the-page text							
	NY	Encourage them to read individually and in pairs, and							
		provide suppo	ort and encou	ıragement.					
		Assessment: I	et learners re	ead a variety of a	ge and level-				
		appropriate b	ooks and sur	Assessment: let learners read a variety of age and level- appropriate books and summarise them					

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: MATHEMATICS CLASS: THREE

Week Ending	g:				Class size:	
Day: Period:			Less	e: son:		
Strand : Geo	metry and M	easurement	Sub-strar	nd : N	Neasurement – Length, N	Mass, Time
Indicator (co	ode)	B3.3.3.3.2				
Content star	ndard (code)	B3.3.3.3.		U		
Performance	e Indicator	Learners can rea	d dates or	n the	calendar, order dates o	of events and count days,
		weeks, months a	eeks, months and years taken by given events			
=		tivity and Innovations and Problem So		unicat	tion and Collaboration Pe	ersonal Development and
Keywords		<i>K</i>				
T. L .R. (s)		Counters				
Ref:	Mathematic	cs curriculum Pag	е			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inc	luding ass	sessm	ent)	Plenary / Reflections
	(preparing					
	the brain for					
	learning)					
Monday	Sing songs	. Ask learners to s	say the rhy	/me "	Thirty-days has	Review the lesson with
Wienady	like:	September"	ay the my	, , , , ,	Timey days has	Learners

NANA FIIFI ACC	ZUAH		
	I'm counting one, what is one	30 days has September, April, June, and November. All the rest have 31, Except for February alone, which has 28 days clear, and 29 in each leap year. Assessment: have learners to practice with more	
		examples	
Tuesday	Sing songs like: I'm counting one, what is one 1 - One is	Use the calendar to do the following: - Identify or read the day of the week and the month of the year for a given calendar date. - Identify the day (or month) that comes before or after a given day (or month) - Name, order and count the days in a week and the months in a year, - Identify certain events and when they occur within the year (Christmas, Easter, local festivals, leap years, FIFA world cup etc.)	Review the lesson with Learners
	one alone, alone it shall be	Assessment: have learners to practice with more examples	
Wednesda y Thursday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	Use the calendar to do the following: - Identify or read the day of the week and the month of the year for a given calendar date. - Identify the day (or month) that comes before or after a given day (or month) - Name, order and count the days in a week and the months in a year, - Identify certain events and when they occur within the year (Christmas, Easter, local festivals, leap years, FIFA world cup etc.) Assessment: have learners to practice with more examples Use the calendar to do the following:	Review the lesson with Learners Review the lesson with
inursday	I'm counting one, what is one	 Use the calendar to do the following: Identify or read the day of the week and the month of the year for a given calendar date. Identify the day (or month) that comes before or after a given day (or month) Name, order and count the days in a week and the months in a year, Identify certain events and when they occur within the year (Christmas, Easter, local festivals, leap years, FIFA world cup etc.) 	Learners

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		Assessment: have learners to practice with more examples	
Friday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	Use the calendar to do the following: - Identify or read the day of the week and the month of the year for a given calendar date. - Identify the day (or month) that comes before or after a given day (or month) - Name, order and count the days in a week and the months in a year, - Identify certain events and when they occur within the year (Christmas, Easter, local festivals, leap years, FIFA world cup etc.) Assessment: have learners to practice with more	Review the lesson with Learners
		examples	

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NANA FIIFI ACQUAH		
	·	LESSON PLAN

SUBJECT: SCIENCE CLASS: THREE

Week Ending:				Class size:		
Day :			Da	Date:		
Period :			Les	son :		
Strand: HUI	MANS AND TH	IE Sub-s	trand :	DISEASES		
ENVIRONME	ENT					
Indicator (co	ode)	B3.5.2.1.2				
Content star	ndard (code)	B3.5.2.1.				
Performance	e Indicator	Learners can explain the	term a	r-borne diseases and give	e examples	
=		tivity and Innovation Comng and Problem Solving.	nmunica	tion and Collaboration Pe	ersonal Development and	
Keywords						
T. L .R. (s)		Pictures				
Ref:	Science curi	riculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter (preparing	(new learning including	assessn	nent)	Plenary / Reflections	
	the brain					
	for					
	learning)					
Monday	Engage	Begin the lesson with a	_		What have we learnt	
	learners to	borne diseases, e.g. I ha	ve a littl	e cough Sir.	today?	
	sing songs	• Learners in groups nar				
	and recite	air-borne diseases. e.g. (cold, co	ugh, measles, chicken	Ask learners to	
	familiar	pox and rashes.			summarize the	
	rhymes	Brainstorm with learner		ing out the meaning of	important points of the	
		the term 'air-borne dise	ase′		lesson	

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		Summarise learners' ideas and reinforce the concept	
		of air-borne diseases	
		Assessment: let learners explain the term air-borne	
		diseases and give examples	
Thursday	Engage	Learners in a class discussion, find out the effect of	What have we learnt
	learners to	unclean/contaminated air.	today?
	sing songs	Learners investigate the effects of smoking cigarette	Ask learners to
	and recite	on the health of a person and communicate their	summarize the
	familiar	findings.	important points of the
	rhymes		lesson
		()	
		Assessment: let learners mention the effect of	
		unclean/contaminated air.	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: HISTORY CLASS: THREE

Week Ending	g:				Class size:	
Day:				Dat	e :	
Period:				Les	son :	
Strand : Euro	peans in Gha	ana .	Sub-stran	id : A	Arrival of Europeans	
Indicator (co	de)	B3.3.1.1.1				
Content star	ndard (code)	B3.3.1.1.				
Performance	Indicator	Learners can desc	ribe how	the	Europeans settled on t	he Gold Coast, including
		forming alliances w	vith the lo	ocal	chiefs	
		tivity and Innovation ng and Problem Solv		nica	tion and Collaboration Pe	ersonal Development and
Keywords						
T. L .R. (s)		Pictures				
Ref:	History curr	iculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inclu	iding ass	essn	ient)	Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)					
Tuesday	Engage	Investigate how the	-			What have we learnt
	learners to	Coast including forming alli			s with the local chiefs	today?
	sing songs	and marrying the lo				
	and recite			escr	be how the Europeans	Ask learners to
	familiar	settled on the Gold	i Coast,			summarize the main
	rhymes					points in the lesson

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	Where did		
	they first		
	settled?		
Thursday	Engage	Investigate how the Europeans settled on the Gold	What have we learnt
	learners to	Coast including forming alliances with the local chiefs	today?
	sing songs	and marrying the local people	
	and recite		Ask learners to
	familiar		summarize the main
	rhymes	Assessment: : Let learners describe how the Europeans	points in the lesson
		settled on the Gold Coast,	
	Where did		
	they first	X	
	settled?		

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NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION	CLASS: THREE
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Week Ending:				Class size:		
Day:			Date:			
Period :			Les	son:		
Strand : The	Family and th	ne Community Sub-stran	d : F	Roles and Relationships		
Indicator (co	ode)	B3. 4.1.1.3:				
Content star	ndard (code)	B3. 4.1.1.				
Performance	e Indicator	Learners can identify mora	l les	sons learnt from respond	ling to God's call	
=		tivity and Innovation Community and Problem Solving.	nica	tion and Collaboration Pe	ersonal Development and	
Keywords						
T. L .R. (s)		Pictures				
Ref:	RME curricu	ulum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including asse	essm	ient)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
	learning)					
Friday	Engage	Let learners discuss moral le	ssor	is derived from	What have we learnt	
	learners to	responding to God's call.			today?	
	sing songs	• Lead learners to mention t		•		
	and recite		learnt from responding to God's call: obedience,		Ask learners to	
	familiar	respect, sacrifice, commitme	ent,	reverence for God,	summarize the main	
	rhymes	humility, etc.			points in the lesson	
		Assessment: let learners ide	•	moral lessons learnt		
		from responding to God's ca	II			

NANA FIIFI ACQUAH		
	•	LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: THREE

Week Endin	g:			Class size:		
Day:				Date :		
Period :				Lesson :		
Strand: VISUAL ARTS			Sub-strand	d: Displaying and Sharing		
Indicator (co	ode)	B3 1.3.4.3				
Content star	ndard (code)	B3 1.3.4.				
Performance	e Indicator	Learners can plan	for a displa	y of own artworks to share o	creative experiences based	
		on ideas that refle	ct topical i	ssues in other African comn	nunities	
Core Compe	tencies: Crea	tivity and Innovatio	n Commur	nication and Collaboration P	ersonal Development and	
Leadership (Critical Thinkin	ng and Problem Solv	ving.	<i>(O '</i>		
Keywords						
T. L .R. (s)	T-	Pictures				
Ref:	Creative Art	ts curriculum				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning incl	uding asse	ssment)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
	learning))				
Monday	Engage			rtworks e.g. mounting,	What have we learnt	
	learners to	hanging and sprea	iding to ref	lect other African	today?	
	sing songs	communities;				
	and recite			wn artworks to share,	Ask learners to	
	familiar		-	ic on the topical issues of	summarize the main	
	rhymes	other parts of Afri	ca.		points in the lesson	
		Assessment: let le own artworks	arners writ	e a plan for a display of		

Wednesda	Engage	Learners are to:	What have we learnt
У	learners to	plan the arrangement of own artworks to share,	today?
	sing songs	educate and inform the public on the topical issues of	
	and recite	other parts of Africa	Ask learners to
	familiar		summarize the main
	rhymes	Assessment: let learners	points in the lesson
		write a plan for a display of own artworks	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: THREE

Week Ending:			Class size:				
Day:				Date :			
Period :				Les	son:		
Strand: PHY	SICAL FITNES	S CONCEPTS,	Sub-stran	d : S	AFETY AND INJURIES		
PRINCIPLES A	AND STRATEG	GIES					
Indicator (co	ode)	B3.4.3.4.2	B3.4.3.4.2				
Content star	ndard (code)	B3.4.3.4.	B3.4.3.4.				
Performance	e Indicator	Learners can Classi	ify PE equ	ipme	ent into safe and unsafe.		
				nica	tion and Collaboration Pe	ersonal Development and	
-	Critical Thinkir	ng and Problem Solv	ring.				
Keywords					1))		
T. L .R. (s)		cones					
Ref:	PE curriculu	m Page					
DAY	Phase 1:	Phase 2: Main		Phase 3:			
	Starter	(new learning including assessment)				Plenary / Reflections	
	(preparing the brain						
	for						
	learning)						
Friday	Learners	Put PE equipment	like discus	s, jav	elin, etc. on a table.	What have we learnt	
	jog round a	Learners sort them	n into safe	and	unsafe by their	today?	
	demarcate	appearance, Safe: ı	not dama	ged,	not rusted, not broken,		
	d area in	not harmful to the	user, etc.	Uns	afe: Damaged, broken,	Use answers to	
	files while	rusted, harmful to	the user,			summarise the lesson.	
	singing and						
	clapping to						
warm-up							
	the body						
for							
	maximal						
	performan						
	ce and to						
	prevent						
	injuries						

NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: THREE

Week Endin	g:			Class size:	
Day:				Date :	
Period :				Lesson :	
Strand : MY	GLOBAL COM	IMUNITY	Sub-strand	d: Introduction to Computin	g
Indicator (co	ode)	B3.5.2.1.1			
Content sta	ndard (code)	B3.5.2.1.			
Performanc	e Indicator	Learners can ider	ntify the pa	rts of the computer and how	they work
-		tivity and Innovationg and Problem Sol		nication and Collaboration Pe	ersonal Development and
T. L .R. (s)		Pictures			
Ref:	Our World	Our People curricu	ılum Page		
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning incl	uding asse	ssment)	Plenary / Reflections
	(preparing the brain				
	for learning)	KIII			
Tuesday	Engage	Learner identify n	arts of the	computer and how they	What have we learnt
rucsuay	learners to	7 .		upply) or pictures of the	today?
	sing songs	·	•	learners to pick one item in	today:
	and recite	turns and differen		·	Ask learners to
	familiar	tarris and ameren	itiate seree	ica italiis.	summarize the main
	rhymes	Learners identify t	the bottom	row, Caps Lock and Tab	points in the lesson
	,,es	<u> </u>		by the use of pictures.	points in the lesson
		Learners practise	typing e.g.	four-letter words and	
		simple sentences	on the key	pad with proper	
		positioning of fing	ers on the	keyboard.	

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		Assessment: Let learners identify the parts of the computer	
Thursday	Engage	Learners explore the insertion and ejection of DVD/CD-	What have we learnt
	learners to	ROM as well as connecting of a pen drive.	today?
	sing songs		
	and recite	Through demonstration guide leaners to play computer	Ask learners to
	familiar	games to re-enforce keyboard and mouse skills.	summarize the main
	rhymes		points in the lesson
		Assessment: Let learners identify the parts of the	
		computer and how they work	

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NANA FIIFI ACQUAH		
	•	LESSON PLA

SUBJECT: GHANAIAN LANGUAGE CLASS: THREE

Week Endin	g:			Class size:		
Day :				Date :		
Period :				Lesson:		
Strand : Wri	ting		Sub-strand Spacing	d : Copying / Writing Simple	Sentences with Correct	
Indicator (co	ode)	B3.3.4.1.1	_	/////		
Content star	ndard (code)	B3.3.4.1.				
Performance	e Indicator	The learner should write correct sentences with correct spacing from substitution				
		table				
		tivity and Innovationg and Problem Sol		nication and Collaboration P	ersonal Development and	
Keywords						
T. L .R. (s)		Manila cards, mai	rkers, recor	ded audios visual		
Ref:	Ghanaian La	anguage curriculu	m			
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter (preparing the brain for learning)	(new learning incl	luding asse	essment)	Plenary / Reflections	
	Engage leaners to sing songs and recite familiar rhymes	 Let learners exp Make a substitu Lead learners to substitution table Let learners say table individually. 	ition table on say aloud e. y aloud the	on the board.	What have we learnt today? Review the lesson with learners	

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		Demonstrate how sentences are formed from a substitution table.	
		Help learners to write correct sentences with correct	
		spacing from the substitution table	
		Assessment: let learners write correct sentences with	
		correct spacing from substitution table	
	Engage	 Let learners explore a rhyme they know. 	What have we learnt
	leaners to	Make a substitution table on the board.	today?
	sing songs	Lead learners to say aloud the words in the	
	and recite	substitution table.	
	familiar rhymes	Let learners say aloud the words in the substitution	Review the lesson with
	illyllies	table individually.	learners
		Demonstrate how sentences are formed from a	
		substitution table.	
		Help learners to write correct sentences with correct	
		spacing from the substitution table	
		Assessment: let learners write correct sentences with	
		correct spacing from substitution table	
	Engage	Let learners explore a rhyme they know.	What have we learnt
	leaners to	Make a substitution table on the board.	today?
	sing songs	Lead learners to say aloud the words in the	
	and recite	substitution table.	
	familiar	• Let learners say aloud the words in the substitution	Review the lesson with
	rhymes	table individually.	learners
		Demonstrate how sentences are formed from a	
•	$\wedge \wedge \vee$	substitution table.	
		Help learners to write correct sentences with correct	
		spacing from the substitution table	
		Assessment: let learners write correct sentences with	
		correct spacing from substitution table	
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SUBJECT: ENGLISH LANGUAGE

Week Ending:			Class size:		
Day:			Date :		
Periou .			Lesson.		
Strand :		Sub-strai	nd :		
A. Oral Language		A. A	sking and Answe	ring Questions	
B. Reading		B. C	omprehension		
C. Writing		C. N	arrative Writing		
D. Using Writing Con	ventions	D. U	sing Simple and (Compound Sente	nces
E. Extensive Reading		E. B	uilding the Love a	and Culture of Re	ading
Indicator (code)	B3.1.8.1.2. B3	.2.7.2.4	B3.4.10.1.2	B3.5.9.1.1.	B3.6.1.1.1
Content standard (code)	B3.1.8.1. B3	.2.7.2.	B3.4.10.1.	B3.5.9.1.	B3.6.1.1.
Core Competencies: Crea Leadership Critical Thinkin	answering B. Learners of C. Learners of introducin D. Learners of or contras E. Learners of summarise tivity and Innovation	the inversan read lecan engang a narrate an identificating ideas can reade them	evel-appropriate to ge and orient the cive. y and use coording in sentences. d a variety of a	texts independen e reader by estab nating conjunction ge and level-ap	olishing a context and ns to join similar ideas propriate books and
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	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections				
	(preparing the brain for						
	learning)						
Monday	Engage	A. ORAL LANGAUGE	What have we learnt				
	learners to	Let learners, in pairs, ask and answer questions on	today?				
	sing songs	given issues.					
	and recite	Revise inversion questions with learners.	Ask learners to				
	familiar	e. g. He is going.—Is he going?	summarize the main				
	rhymes	Guide learners to use appropriate pronunciation and intension in asking and answering the inversion type of	points in the lesson				
		intonation in asking and answering the inversion type of questions.					
		Let learners write answers to inversion type of					
		questions on their own					
		Assessment: let learners write answers to inversion					
		type of questions on their own					
Tuesday	Engage	<u>B. READING</u>	What have we learnt				
	learners to	Provide learners with level-appropriate texts and	today?				
	sing songs and recite	encourage them to read independently.Let learners may be provided with pre-reading	Ask learners to				
	familiar	questions to enable them focus.	summarize the main				
	rhymes		points in the lesson				
	1/1/1/	Assessment: let learners read level-appropriate texts independently.					
Wednesday	Engage	C. WRITING	What have we learnt				
	learners to	Narrate a story stressing the setting and the	today?				
	sing songs	characters for learners to listen.					
	and recite	Let learners re-tell the story. They may do so in a	Ask learners to				
	familiar rhymes	chain, Let learners create and write their own stories.	summarize the main points in the lesson				
	,	201.03. Held State and Witte their Own Stories.	F 5				

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Thursday	Engage learners to sing songs and recite familiar	D. WRITING Demonstrate joining simple e.g.	What have we learnt today? Ask learners to summarize the main			
	rhymes	simple sentences The boy	Conjuncti	compound sentence The boy		points in the lesson
		woke up. The boy prayed.	And	woke up and prayed.	3	
		Have learne in the senter • Put learner • Have group and but.				
				se coordinating of trasting of the straggler in the stranggler in the strang		
Friday	Engage learners to sing songs	E. EXTENSIVE READING			What have we learnt today?	
	and recite familiar rhymes	 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. 				Ask learners to summarize the main points in the lesson
		• Encourage t provide suppo		individually and uragement.	in pairs, and	
		Assessment: I appropriate b		ead a variety of a	age and level-	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: MATHEMATICS CLASS: THREE

Week Endin	g:			Class size:	
Day : Period :				Date :	
Strand : Geo	metry and M	easurement	Sub-stranc	d: Measurement – Length,	Mass, Time
Indicator (co	ode)	B3.3.3.3.3			
Content standard (code) B3.3.3.3.					
Performance Indicator Learners can relate the nur		ite the num	ber of seconds to a minut	e, minutes to an hour and	
		days to a month i	n a problem	n-solving context	
		tivity and Innovations and Problem So		nication and Collaboration	Personal Development and
Keywords		<i>K</i> ///,			
T. L .R. (s)		Counters			
Ref:	Mathematic	cs curriculum Pag	е		
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inc	luding asse	ssment)	Plenary / Reflections
	(preparing				
	the brain				
	for learning)				
Monday	Sing songs	Develop understa	anding of the	e relationship between	Review the lesson with
ivioliday	like:	·	_	rs and months. Ask learners	
	anc.	to say the rhyme			200111013

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	l'm	60 seconds one minute;	
	counting	60 minutes one hour;	
	one, what	24 hours one day;	
	is one	7 days one week	
	1 - One is	52 weeks one year;	
	one alone,	12 months one year	
	alone it		
	shall be.		
	Silali bc.	Assessment: have learners to practice with more	
		examples	
Tuesday	Sing songs	Develop understanding of the relationship between	Review the lesson with
	like:	seconds, minutes, hours, days and months. Ask learners	Learners
		to say the rhyme on units of time (in the box)	
	l'm	CO accorde one minutes	
	counting	60 seconds one minute;	
	one, what	60 minutes one hour; 24 hours one day;	
	_	7 days one week	
	is	52 weeks one year;	
		12 months one year	
		12 months one year	
		Assessment: have learners to practice with more	
201		examples	.
Wednesda	Sing songs	Solving problems requiring an understanding of number	
У	like:	of seconds in a minute, the number of minutes in an	Learners
		hour and the number of days in a mont	
	ľm		
	counting	Assessment: have learners to practice with more	
	one, what	examples	
	is one		
Thursday	Sing songs	Solving problems requiring an understanding of number	Review the lesson with
	like:	of seconds in a minute, the number of minutes in an	Learners
		hour and the number of days in a mont	
	l'm		
	l'm	Assessment: have learners to practice with more	
	counting	examples	
	one, what	·	
	is one		
Friday	Sing songs	Solving problems requiring an understanding of number	Review the lesson with
	like:	of seconds in a minute, the number of minutes in an	Learners
		hour and the number of days in a mont	
	Í.		

l'm counting Assessment: have learners to practice with more examples	NANA FIIFI ACQUAH		
is one	l'm counting one, what	Assessment: have learners to practice with more examples	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: SCIENCE CLASS: THREE

Week Endin	g:			Class size:		
Day:			Da	te:		
Period :			Les	sson :		
Strand : HUMANS AND THE Sub-strait			-strand :	SCIENCE AND INDUSTRY		
Indicator (co	ode)	B3.5.3.2.1				
Content star	ndard (code)	B3.5.3.2.				
Performance	e Indicator	Learners can describe	the ways	foods get spoiled		
	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 curi	riculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter (preparing the brain for learning)	(new learning including	g assessr	nent)	Plenary / Reflections	
Monday	Engage	• Learners watch pictu	ires and v	ideos on ways by which	What have we learnt	
	learners to	food get spoilt.			today?	
	sing songs	• Demonstrate an acti	vity to sh	ow how food gets spoilt.		
	and recite	E.g. bread, kenkey fish	etc.		Ask learners to	
	familiar	• Learners in groups to	o discuss	ways by which food gets	summarize the	
	rhymes	spoilt.			important points of the	
		• Engage learners to p whole class.	resent th	eir ideas in groups to the	lesson	

	,	Tabulate group responses and reshape learners'	
		ideas.	
		NB: This indicator should not cover micro-organisms	
		Assessment: let learners describe the ways foods get	
		spoiled	
Thursday	Engage	Ask learners to brainstorm on what will happen if they	What have we learnt
	learners to	eat spoilt food.	today?
	sing songs	Learners dramatise or tell a story about a child who	Ask learners to
	and recite	ate spoilt food.	summarize the
	familiar		important points of the
	rhymes		lesson
		Assessment: let learners describe what will happen if	
		they eat spoilt food	

NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: HISTORY CLASS: THREE

Week Ending	g:			Class size:	
Day:			Da	te :	
Period :			Les	sson :	
Strand : Euro	opeans in Gha	ana Sub-	Sub-strand : Arrival of Europeans		
Indicator (co	ode)	B3.3.1.1.1			
Content star	ndard (code)	B3.3.1.1.			
Performance	e Indicator	Learners can describe	how the	e Europeans settled on t	he Gold Coast, including
		forming alliances with	the local	chiefs	
Core Compe	tencies: Crea	tivity and Innovation Co	ommunica	ation and Collaboration Pe	ersonal Development and
Leadership C	Critical Thinkir	ng and Problem Solving.		<i>O</i> ,	
Keywords					
T. L .R. (s)		Pictures			
Ref:	History curr	iculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including	g assessr	nent)	Plenary / Reflections
	(preparing the brain				
	for				
	learning)				
Tuesday	Engage	Investigate how the Eu	ıropeans	settled on the Gold	What have we learnt
	learners to	Coast including formin	g alliance	s with the local chiefs	today?
	sing songs	and marrying the local	l people		
	and recite				Ask learners to
	familiar	Assessment: : Let learr	ners desc	ribe how the Europeans	summarize the main
	rhymes	settled on the Gold Co	ast,		points in the lesson

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	Where did		
	they first		
	settled?		
Thursday	Engage	Investigate how the Europeans settled on the Gold	What have we learnt
	learners to	Coast including forming alliances with the local chiefs	today?
	sing songs	and marrying the local people	
	and recite		Ask learners to
	familiar		summarize the main
	rhymes	Assessment: : Let learners describe how the Europeans	points in the lesson
		settled on the Gold Coast,	
	Where did		
	they first	X	
	settled?		

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NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: THREE

Marala Faralia					Class siess	
Week Endin	g:				Class size:	
Day:				Dat	e:	
Period :				Les	son:	
Strand : The	Family and th	ne Community	Sub-stran	i d : R	oles and Relationships	
Indicator (co	ode)	B3. 4.1.1.3:	B3. 4.1.1.3:			
Content star	ndard (code)	B3. 4.1.1.	B3. 4.1.1.			
Performance	e Indicator	Learners can iden	ntify mora	l less	ons learnt from respond	ling to God's call
Core Compe	tencies: Crea	tivity and Innovatio	n Commu	nica	ion and Collaboration Pe	ersonal Development and
Leadership (Critical Thinkir	ng and Problem Solv	ring.			
Keywords						
T. L .R. (s)						
Ref:	RME curricu	ılum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inclu	uding asso	essm	ent)	Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)					
Friday	Engage	Using the sacred so	criptures,	let le	earners dramatise	What have we learnt
	learners to	moral activities suc	ch as hum	ility,	obedience, reverence,	today?
	sing songs	commitment, resp	ect, hono	urin	g promises, etc.	
	and recite					Ask learners to
	familiar					summarize the main
	rhymes	Assessment: let lea	arners ide	ntify	moral lessons learnt	points in the lesson
		from responding to		•		
		· · ·				<u> </u>

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: THREE

Week Endin	g:			Class size:	
Day :			Da	te :	
Period :			Les	son :	
Strand : Perf	forming arts	Sub-stra	nd :	Displaying and Sharing	
Indicator (co	ode)	B3 2.3.4.3			
Content star	ndard (code)	B3 2.3.4.		. \ \ \	
Performance	e Indicator	Learners can Plan a displa experiences based on idea communities			
		tivity and Innovation Comm ng and Problem Solving.	unica	tion and Collaboration Po	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	Creative Art	s curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including as	sessr	nent)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	watch a short video that re the local community Assessment: let learners w music, dance and drama		·	What have we learnt today? Ask learners to summarize the main points in the lesson

Wednesda	Engage	Learners are to:	What have we learnt
У	learners to	plan a display of own music, dance and drama to	today?
	sing songs	educate and inform the public on the topical	
	and recite	issues in other parts of Africa.	Ask learners to
	familiar		summarize the main
	rhymes	Assessment: let learners write a plan a display of own	points in the lesson
		music, dance and drama	

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vetted by	Signature	Date

NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: THREE

Week Endin	g:			Class size:	
Day:				Date :	
Period :				Lesson:	
	SICAL FITNES AND STRATEG	, and the second	Sub-stran	d : SUBSTANCES/DRUGS	
Indicator (code) B3.4.4.4 1:					
Content star	t standard (code) B3.4.4.4				
Performance	e Indicator	Learners can recall why adolescents use drugs for physical activities.			al activities.
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development an Leadership Critical Thinking and Problem Solving.				ersonal Development and	
Keywords					
T. L .R. (s)		cones			
Ref:	PE curriculu	m Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing the brain for learning)	(new learning inclu	uding asso	essment)	Plenary / Reflections
Friday	Learners	Brainstorm with le	arners tha	at adolescents use drugs to	What have we learnt
	jog round a	reduce pain, to cur	re disease	s, to gain confidence,	today?
	demarcate	imitate others, etc	:		
	d area in				Use answers to
	files while				summarise the lesson.
	singing and				
	clapping to				
	warm-up				

ce and to prevent		
injuries		

NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: THREE

Week Endin	g:			Class size:	
Day:				Date :	
Period :				Lesson :	
Strand : MY	GLOBAL COM	1MUNITY	Sub-stran	d : Sources of Information	
Indicator (co	ode)	B3.5.3.1.1.			
Content standard (code) B3.5.3.1.					
Performance Indicator Learners can demonstrate			monstrate s	ending and sharing inform	ation
Core Compe	tencies: Crea	tivity and Innovati	on Commu	nication and Collaboration	Personal Development and
Leadership (Critical Thinkin	ng and Problem So	lving.		
Keywords)-	
T. L .R. (s) Pictures					
Ref:	Our World	Our People curriculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inc	luding asse	essment)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)				
Tuesday	Engage	Learners talk abo	ut where o	ne can receive or send	What have we learnt
	learners to	information, e.g.	letter writi	ng or text messaging,	today?
	sing songs	posters, newspap	ers, teleph	ones calls, SMS etc. Ask	
	and recite	·		none conversation.	Ask learners to
	familiar	NB: Recall conter	nt in B2 and	add to it.	summarize the main
	rhymes				points in the lesson
				ention where one can	
		receive or send ir	nformation,		

Thursday	Engage	Learners talk about where one can receive or send	What have we learnt
	learners to	information, e.g. letter writing or text messaging,	today?
	sing songs	posters, newspapers, telephones calls, SMS etc.	
	and recite	Ask learners to role-play a telephone conversation.	Ask learners to
	familiar	NB: Recall content in B2 and add to it.	summarize the main
	rhymes		points in the lesson
		Assessment: Let learners where one can receive or	
		send information,	

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NANA FIIFI ACQUAH		
	·	LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: THREE

Week Ending	g:			Class size:	
Day:				Date :	
Period :				Lesson:	
Strand : Writ	ting		Sub-strar Spacing	nd : Copying / Writing Simple	Sentences with Correct
Indicator (co	ode)	B3.3.4.1.2		. // //	
Content star	ndard (code)) B3.3.4.1.			
Performance	• The learner should use upper case or lower-case letters correctly in sentences with correct spacing			letters correctly in	
=		tivity and Innovations and Problem So		inication and Collaboration P	ersonal Development and
Keywords					
T. L .R. (s)		Manila cards, ma	rkers, reco	rded audios visual	
Ref:	Ghanaian La	anguage curriculu	m		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding ass	essment)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	letters of the alphCreate upper arPlay the game v	nabet as a good and lower-constitution in the constitution in the	ase letters game. ers. other learners to play the	What have we learnt today? Review the lesson with learners

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		 Write sentences on the board using upper and lower-case letters. Help learners to use upper case or lower-case letters correctly in writing sentences with correct spacing. 	
		Assessment: let learners use upper case or lower-case letters correctly in sentences with correct spacing	
sing and fam	gage ners to g songs I recite niliar mes	 Let learners explore a rhyme they know or say the letters of the alphabet as a group. Create upper and lower-case letters game. Play the game with learners. Let one learner lead the other learners to play the game (supervision is necessary). Write sentences on the board using upper and lower-case letters. Help learners to use upper case or lower-case letters correctly in writing sentences with correct spacing. Assessment: let learners use upper case or lower-case letters correctly in sentences with correct spacing 	What have we learnt today? Review the lesson with learners
sing and fam	gage ners to g songs I recite niliar mes	 Let learners explore a rhyme they know or say the letters of the alphabet as a group. Create upper and lower-case letters game. Play the game with learners. Let one learner lead the other learners to play the game (supervision is necessary). Write sentences on the board using upper and lower-case letters. Help learners to use upper case or lower-case letters correctly in writing sentences with correct spacing. Assessment: let learners use upper case or lower-case	What have we learnt today? Review the lesson with learners
		latters correctly in contances with correct spacing	

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TERM THREE BASIC THREE WEEK 9

NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: THREE

Week Ending:			Class size:		
Day:		Dat	te:		
Period :			son :		
Strand:	Sub-stra	nd :			
A. Oral Language		_	and Responding to	Commands	
B. Reading	B. F		,		
C. Writing			native/ Academic Wi	_	
D. Using Writing Con		_	Simple and Compou		
E. Extensive Reading	E. B	uildii	ng the Love and Cult	ure of Reading	
Indicator (code)	B3.1.9.1.2. B3.2.9.1.2	2	B3.4.14.1.1.	B3.5.9.1.1.	B3.6.1.1.1
Content standard (code)	B3.1.9.1. B3.2.9.1.		B3.4.14.1.	B3.5.9.1.	B3.6.1.1.
Performance Indicator	A. Learners can make B. Learners can recogr automaticity. C. Learners can write	nise n	nore than two hund ure events using sim	red high frequen	
	D. Learners can identif or contrasting ideas	-	_	njunctions to joi	n similar ideas
	E. Learners can read summarise them	d a v	variety of age and	level-appropriat	te books and
Core Competencies: Crea Leadership Critical Thinkin	tivity and Innovation Comming and Problem Solving.	unica	tion and Collaborati	on Personal Deve	elopment and
Keywords					

T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class					
		library.					
Ref:	English Lang	guage curriculum Page					
DAY	Phase 1:	Phase 2: Main	Phase 3:				
	Starter	(new learning including assessment)	Plenary / Reflections				
	(preparing the brain						
	for						
	learning)						
Monday	Engage	A. ORAL LANGAUGE	What have we learnt				
	learners to	• Show pictures of requests to learners and ask them to	today?				
	sing songs	guess the requests from pictures:					
	and recite	e.g. a picture of a closed door, a picture of an open	Ask learners to				
	familiar	door, a picture of someone carrying books etc. (Can you	summarize the main				
	rhymes	help me carry the books? Please, close/open the door.)	points in the lesson				
		Invite pairs of learners to the front of the class to					
		make and respond to polite requests. Let learner A pick					
		a picture and Learner B make the request. Then,					
		Learner A responds to the request made.					
		Have learners draw pictures of requests for their					
		partners to guess the requests					
		Let learners practise making and accepting or					
		declining requests using expressions such as "Yes, Of					
		course, No problem, I'm sorry, I can't," etc.					
		Course, No problem, Till sorry, I can t, Etc.					
		Assessment: let learners make and respond to polite					
		requests					
Tuesday	Engage	B. READING	What have we learnt				
ruesuay	learners to	Revise the knowledge of sight words through games.	today?				
	sing songs	Have learners identify sight words in texts using					
	and recite	games such as Fishing and Lucky Dip.	Ask learners to				
	familiar	Let learners use the sight words to construct	summarize the main				
	rhymes	meaningful sentences	points in the lesson				
		Assessment: let learners use the sight words to					
		construct meaningful sentences					

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Wednesday	Engage		C. WRITING		What have we learnt
	learners to	_		ng, guide learners to	today?
	sing songs and recite	class /groups/pa		e day to their partners,	Ack learners to
	familiar			the form of a nicture	Ask learners to summarize the main
			•	the form of a picture.	
	rhymes	the pictures.	write simple sem	tences to accompany	points in the lesson
		•	share their work	with the class	
			n for positive app		
		Note. (Give 1001)	ii ioi positive app	neciation).	
		Assessment let	learners write ni	cture events using	
		simple sentence	•	cture events using	
Thursday	Engage	·		ID GRAMMAR USAGE	What have we learnt
illuisuay	learners to	D. WINITING CO	SIVERTIONS AN	ID GITAIVIIVIAIT OSAGE	today?
	sing songs	Demonstrate the	e structure of a	compound sentence by	today:
	and recite		ntences with an		Ask learners to
	familiar	e.g.			summarize the main
	rhymes				points in the lesson
	,	simple	Conjunction	compound	P • · · · · · · · · · · · · · · · · · ·
		sentences	,	sentence	
		The boy		The boy woke up	
		woke up.	And	and prayed.	
		The boy			
		prayed.			
			identify the coor	dinating conjunction in	
		the sentence.			
			• .	simple sentences.	
			oin the simple se	entences with and and	
9		but.			
		Accessment: let	learners use coo	rdinating conjunctions	
		Assessment: let learners use coordinating conjunctions to join similar ideas or contrasting ideas in sentences			
Friday	Engage		E. EXTENSIVE RE	_	What have we learnt
Tilday	learners to			introduce the reading/	today?
		_	ise of book talk,	microduce the reading/	today:
	sing songs	library time.			
	and recite	_		ate books for learners	Ask learners to
	familiar	to make a choice	e from.		summarize the main
	rhymes	• Introduce nicti	uro or wordloss h	ooks, pop-up and flip-	points in the lesson
	,	minodace piece	are or wordless t	Jooks, pop-up and mp-	points in the lesson

	Encourage them to read individually and in pairs, and
	provide support and encouragement.
	Assessment: let learners read a variety of age and level-
	appropriate books and summarise them
Vetted by :	Signature:

NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: MATHEMATICS CLASS: THREE

Week Ending	g:			Class size:	
Day :				Date :	
Period :				Lesson:	
Strand : Data	a			Id: Data Collection, Organisa ation and Analysis	tion, Presentation,
Indicator (code) B3.4.1.1.1					
Content standard (code) B3.4.1.1.					
Performance Indicator Learners can gather and record Data					
_		tivity and Innovations and Problem So		nication and Collaboration Po	ersonal Development and
Keywords		<i>K</i> ////			
T. L .R. (s)		Counters			
Ref:	Mathematic	cs curriculum Pago	e		
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing the brain for learning)	(new learning inc	luding asso	essment)	Plenary / Reflections
Monday	Sing songs like:	Use tallies, check and organize data		rts, lists or tables to collect r a question	Review the lesson with Learners

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	I'm counting one, what is one	Assessment: have learners to practice with more examples	
Tuesday	Sing songs like:	Use tallies, checkmarks, charts, lists or tables to collect and organize data to answer a question	Review the lesson with Learners
	I'm counting one, what is one	Assessment: have learners to practice with more examples	
Wednesda y	Sing songs like:	Use tallies, checkmarks, charts, lists or tables to answer questions, and justify the answers, based on the organised data	Review the lesson with Learners
	I'm counting one, what is one	Assessment: have learners to practice with more examples	
Thursday	Sing songs like:	Use tallies, checkmarks, charts, lists or tables to answer questions, and justify the answers, based on the organised data	Review the lesson with Learners
	I'm counting one, what is one	Assessment: have learners to practice with more examples	
Friday	Sing songs like: I'm	Use tallies, checkmarks, charts, lists or tables to answer questions, and justify the answers, based on the organised data	Review the lesson with Learners
	counting one, what is one	Assessment: have learners to practice with more examples	

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NANA FIIFI ACQUAH		
	·	LESSON PLAN

SUBJECT: SCIENCE CLASS: THREE

Week Endin	g:			Class size:	
Day :			Dat	te :	
Period :			Les	son :	
Strand: HUN	MANS AND TH	HE Sul	b-strand:	Climate Change	
ENVIRONME	ENT				
Indicator (co	ode)	B3.5.4.1.1			
Content star	ndard (code)	B3.5.4.1.1			
Performance	e Indicator	Learners can identify	human act	ivities that pollute the at	mosphere
		tivity and Innovation C ng and Problem Solving		tion and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	Science curi	riculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including	ng assessn	nent)	Plenary / Reflections
	(preparing				
	the brain				
	for				
Monday	learning)	Learners watch pict	tures and v	idoos on human	What have we learnt
ivioliuay	Engage learners to	activities that pollute			today?
	sing songs	·-		nat "atmosphere" refers	today:
	and recite	to the air around us.	, icarriers ti	iat atmosphere refers	Ask learners to
	familiar	• Tell stories or talk a	about scena	arios that pollute the	summarize the
	rhymes	atmosphere i.e. burn		•	important points of the
	•	fumes from moving c	_	•	lesson

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		NB: Teacher should not discuss things about climate	
		doom that will scare the learners	
		Assessment: let learners identify human activities that	
		pollute the atmosphere	
Thursday	Engage	Introduce a simple game or activity to help learners	What have we learnt
	learners to	understand how the atmosphere gets polluted., e.g.	today?
	sing songs	smoke from mosquito coils, burning of pieces of paper	Ask learners to
	and recite	(Note: this activity must be done outside the classroom)	summarize the
	familiar	and ask learners to tell where the smoke goes.	important points of the
	rhymes	Evaluate learners by asking them to talk about other	lesson
		activities that pollute the atmosphere.	
		Assessment: let learners identify human activities that	
		pollute the atmosphere	

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	 LESSON PLAN

SUBJECT: HISTORY CLASS: THREE

Week Ending:						Class siz	e:
Day:					Date :		
Period :					Lesson :		
Strand : Europea	ns in Ghana	3		Sub-stra	ı nd : Arriv	al of Eur	opeans
Indicator (code)			B3.3.1.1	.1			
Content standard	d (code)		B3.3.1.1	•			
							ppeans settled on the Gold Coast, local chiefs
Core Competenc Leadership Critica		•			cation an	d Collabo	ration Personal Development and
Keywords							
T. L .R. (s)			Pictures				
Ref:		History cu	urriculum	Page			
DAY	Phase 1:		Phase 2:	Main			Phase 3:
	Starter		(new lea	rning incl	uding		Plenary / Reflections
	(preparing	g the	assessment)				
	brain						
	for learnin						
Tuesday	Engage le		_	ate how t	•		What have we learnt today?
sing songs and		settled on the Gold Coast including					
recite familiar rhymes		forming alliances with the local			Ask learners to summarize the		
		chiefs ar	nd marryii	ng the loc	al	main points in the lesson	
			people				
	Where did	-					
	first settle	ed?	Assessm	ent: : Let	learners	describe	
			how the	Europear	ns settled	on the	
			Gold Coa	ast,			

Thursday	Engage learners to	Investigate how the Europeans	What have we learnt today?
	sing songs and	settled on the Gold Coast including	
	recite familiar	forming alliances with the local	Ask learners to summarize the
	rhymes	chiefs and marrying the local	main points in the lesson
		people	
	Where did they		
	first settled?	Assessment: : Let learners describe	
		how the Europeans settled on the	
		Gold Coast,	

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	LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION	CLASS: THREE
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Week Endin	g:		Т	Class size:		
Day:			Date :			
Period :				Lesson:		
Strand : The	Family and th	ne Community	Sub-stran	nd: Personal Safety in the Co	mmunity	
Indicator (co	ode)	B3.4.2.1.1				
Content star	ndard (code)	B3.4.2.1.				
Performance	e Indicator	Learners can exp	lain the ne	eed to live in harmony with o	ne another.	
		tivity and Innovationg and Problem Solv		nication and Collaboration Po	ersonal Development and	
Keywords						
T. L .R. (s)		Pictures				
Ref:	RME curricu	ılum Page	um Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning inclu	uding ass	essment)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
	learning)					
Friday	Engage	Have learners mer	Have learners mention ways of living in harmony with			
	learners to	one another.	today?			
	sing songs	 Discuss the need 				
	and recite	to promote peace	Ask learners to			
	familiar	development, etc.	summarize the main			
	rhymes				points in the lesson	
		Assessment: let le	arners exp	plain the need to live in		
		harmony with one	another.			

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SUBJECT: CREATIVE ARTS CLASS: THREE

Week Ending	g:				Class size:	
Day:				Dat	e:	
Period :				Les	son :	
Strand:			Sub-stran	nd :		
Visual Arts			Thinking a	and	Exploring Ideas	
Performing A	Arts				1/2	
Indicator (co	ode)	B3 1.1.1.4	B3 2.1.	1.4		
Content star	ndard (code)	B3 1.1.1.	B3 2.1.	1.		
Learners can Study and talk about visual artworks produced of other African communities that reflect topical issues in those are Learners can Study and talk about performing artworks properformed in other African communities that reflect topical issues areas of Africa			ies in those areas in Africa g artworks produced or			
-		tivity and Innovations and Problem Sol		inica	tion and Collaboration Po	ersonal Development and
Reywords						
T. L .R. (s)		Pictures				
Ref:	Creative Art	s curriculum				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter (preparing the brain for learning)	(new learning inc	luding ass	essn	nent)	Plenary / Reflections
Monday	Engage learners to sing songs and recite	Learners to 2 obs (e.g. news on con diseases, floods, e	flicts, road	l cras		What have we learnt today?

		<u></u>	
	familiar	I identify how to protect the environment (e.g. by safe	Ask learners to
	rhymes	use of the roads by pedestrians, motor bike riders,	summarize the main
		drivers and passengers; prevention of communicable	points in the lesson
		diseases and using energy efficiency gadgets);	
		If ind ways to manage energy resources at home, in	
		school and in the community;	
		discuss topical issues of involving plastic waste,	
		conflict, illegal migration, human trafficking, diseases,	
		rising temperatures, drowning, road safety, etc. in other	
		African countries and the rest of the world.	
		Assessment: let learners describe visual artworks	
		produced or found in other African communities	
Wednesda	Engage	Learners are to:	What have we learnt
у	learners to	talk about topical issues that affect sustainable	today?
	sing songs	production of music, dance and drama; 2 identify and	
	and recite	learn about resources for making instruments for	Ask learners to
	familiar	performances e.g. wood for carving drums and the	summarize the main
	rhymes	issue of deforestation;	points in the lesson
		HIV/AIDS), conflicts and road accidents on composers,	
		performers, compositions and performances of the	
		arts: music, dance and drama	
		Assessment: let learners describe performing artworks	
		produced or performed in other African communities	
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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: THREE

Week Endin	g:				Class size:	
Day:				Dat	e:	
Period :				Les	son:	
Strand : Valu	ues and Psych	no-social	Sub-strar	nd : S	Self-Responsibility	
Concepts, Principles and Strategies						
Indicator (co	ode)	B3.5.1.5.1:				
Content star	ndard (code)	B3.5.1.5.				
Performance	e Indicator	Learners canSet a	personal g	goal	to improve a motor skill a	and work toward that goal
		in non-school tim	e			
Core Compe	tencies: Crea	tivity and Innovation	on Commu	nica	tion and Collaboration P	ersonal Development and
Leadership (Critical Thinkin	ng and Problem Sol	lving.			
1/		<u> </u>				
Keywords						
T D (-)						
T. L .R. (s)	DE	cones				
Ref:	PE curriculu	ım Page				
DAY	Disease 4	Disease 20 Marie				DI 2
DAY	Phase 1:	Phase 2: Main			1)	Phase 3:
	Starter	(new learning incl	luding ass	essn	ient)	Plenary / Reflections
	(preparing the brain					
	for					
	learning)					
Friday	Learners	Guide learners du	ıring nhysi	cal a	ctivities to set personal	What have we learnt
Tilday	jog round a	goals such as part	-		•	today?
	demarcate		•		eek, improve upon the	today.
	d area in	number of push u	ıps (from 4	-5 ir	4 weeks)	Use answers to
	files while					summarise the lesson.
	singing and					
	clapping to					
	warm-up					
	the body					
	for					
	maximal					
	performan					

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		injuries			
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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: THREE

Week Endin	g:			Class size:	
Day :			Da	te:	
Period :		Les	son :		
Strand : MY	GLOBAL COM	IMUNITY Sub-str	and:	Technology in Communic	ation
Indicator (co	ode)	B3.5.4.1.1.			
Content star	ndard (code)	B3.5.4.1.			
Performance	e Indicator	Learners can identify the	impor	tance of technology in co	ommunication
_		tivity and Innovation Comr	nunica	tion and Collaboration Pe	ersonal Development and
Leadership (Critical Thinkir	ng and Problem Solving.		<i>\(\)</i>	
Keywords					
T. L .R. (s)	T	Pictures			
Ref:	Our World (Our People curriculum Pa	ige		
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including a	ssessn	nent)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)				
Tuesday	Engage	Learners talk about ways	of con	municating with others	What have we learnt
	learners to	e.g.			today?
	sing songs	Story telling, conversation	ıs, ges	turing etc.	
	and recite				Ask learners to
	familiar	Learners talk about the in	porta	nce of technology in	summarize the main
	rhymes	communication, e.g. it is f		it is saves money, it	points in the lesson
		makes us contact people	easily.		

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		Assessment: Let learners identify the importance of	
		technology in communication	
Thursday	Engage	Learners talk about how to protect technology tools in	What have we learnt
	learners to	communication, e.g. handling with care, not leaving	today?
	sing songs	them in the Sun, cleaning them regularly.	
	and recite		Ask learners to
	familiar	Learners practise how to use mobile phone to	summarize the main
	rhymes	communicate politely e.g. how to make a call and how	points in the lesson
		to receive a call.	
		Learners talk about how to speak on phone politely.	
		Assessment: Let learners describe how to protect	
		technology tools in communication	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: THREE

Week Endin	g:			Class size:	
Day :			D	Date :	
Period :			L	esson :	
Strand : Wri	ting Conventi			: Integrating Grammar in W Compound Sentences)	Vritten Language (Use of
Indicator (co	ode)	B3.5.6.1.1			
Content star	ndard (code)	B3.5.6.1.			
			r should use	cognise conjunctions in come e conjunctions to form com	•
_		tivity and Innovationg and Problem Sol		cation and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Manila cards, mar	kers, record	ed audios visual	
Ref:	Ghanaian La	anguage curriculur	n		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning incl	uding asses	sment)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	 Let learners mer classroom and the Use conjunction board. Call learners to remark 	e environme s to form sir	nt. mple sentences on the	What have we learnt today? Review the lesson with learners

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	Lead learners to discuss and recognise conjunctions	
	in the sentences.	
	Let learners form their own sentences using a chosen	
	conjunction.	
	Assessment: let learners identify conjunctions in compound sentences	
Engage leaners to sing songs and recite familiar rhymes	learners to read the sentences. • Lead learners to underline the conjunctions in the sentences. • Help learners to use conjunctions to form compound sentences from simple sentences.	What have we learnt today? Review the lesson with learners
Engage leaners to sing songs and recite familiar rhymes	 Put learners into groups and let them form a given number of sentences using conjunctions. Let learners read aloud their sentences to the class and discuss the sentences with learners Assessment: let learners use conjunctions to form compound sentences from simple sentences 	What have we learnt today? Review the lesson with learners
	Engage leaners to sing songs and recite familiar rhymes Engage leaners to sing songs and recite familiar	Lead learners to discuss and recognise conjunctions in the sentences. Let learners form their own sentences using a chosen conjunction. Assessment: let learners identify conjunctions in compound sentences Engage leaners to sing songs and recite familiar rhymes New idea compound sentences on the board and lead learners to read the sentences. Lead learners to underline the conjunctions in the sentences. Lead learners to underline the conjunctions in the sentences. Help learners to use conjunctions to form compound sentences from simple sentences. Assessment: let learners use conjunctions to form compound sentences using conjunctions. Let learners read aloud their sentences to the class and discuss the sentences with learners Assessment: let learners use conjunctions to form

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TERM THREE BASIC THREE WEEK 10

NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: THREE

Week Ending:		Class size:
Day : Period :		Date: Lesson:
Strand :	Sub-stran	
A. Oral Language		ving and Responding to Commands
B. Reading	B. Flu	·
C. Writing		formative/ Academic Writing
D. Using Writing Con		, -
E. Extensive Reading	E. Bu	ilding the Love and Culture of Reading
Indicator (code)	B3.1.9.1.2. B3.2.9.1.2	B3.4.14.1.1 B3.5.10.1.1 B3.6.1.1.1
Content standard (code)	B3.1.9.1 . B3.2.9.1.	B3.4.14.1. B3.5.10.1. B3.6.1.1.
Performance Indicator	B. Learners can recognis automaticity. C. Learners can write p D. Learners can spell ph	nd respond to polite requests. se more than two hundred high frequency words with picture events using simple sentences. conically irregular words correctly. a variety of age and level-appropriate books and
	· · · · · · · ·	nication and Collaboration Personal Development and
Leadership Critical Thinkir	ng 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 Lang	guage 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	 A. ORAL LANGAUGE Show pictures of requests to learners and ask them to guess the requests from pictures: e.g. a picture of a closed door, a picture of an open door, a picture of someone carrying books etc. (Can you help me carry the books? Please, close/open the door.) Invite pairs of learners to the front of the class to make and respond to polite requests. Let learner A pick a picture and Learner B make the request. Then, Learner A responds to the request made. Have learners draw pictures of requests for their partners to guess the requests Let learners practise making and accepting or declining requests using expressions such as "Yes, Of course, No problem, I'm sorry, I can't," etc. Assessment: let learners respond to polite requests 	What have we learnt today? Ask learners to summarize the main points in the lesson
Tuesday	Engage learners to sing songs and recite familiar rhymes	B. READING Revise the knowledge of sight words through games. Have learners identify sight words in texts using games such as Fishing and Lucky Dip. Let learners use the sight words to construct meaningful sentences Assessment: let learners use the sight words to construct meaningful sentences	What have we learnt today? Ask learners to summarize the main points in the lesson
Wednesday	Engage learners to sing songs and recite familiar rhymes	C. WRITING Using dictionaries and modelling, guide learners to give information on events of the day to their partners, class /groups/partners. • Have learners represent this in the form of a picture. • Have learners write simple sentences to accompany the pictures.	What have we learnt today? Ask learners to summarize the main points in the lesson

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		Have learners share their work with the class.	
		Note: (Give room for positive appreciation).	
		Assessment: let learners write picture events using simple sentences	
Thursday	Engage learners to sing songs and recite familiar rhymes	 D. WRITING CONVENTIONS AND GRAMMAR USAGE Have learners play the Pick and Spell game to spell phonically irregular words. e. g. enough, answer, because, bought. Dictate the words for learners to spell. Have learners use these words in oral and written sentences. Provide sentences with blank spaces for learners to fill in the blanks using the words they have learnt to spell. e.g. bought, answer, because, enough etc. ii. I drink	What have we learnt today? Ask learners to summarize the main points in the lesson
		Assessment: let learners spell phonically irregular words correctly.	
Friday	Engage	E. EXTENSIVE READING	What have we learnt
	learners to	Using book tease or book talk, introduce the reading/	today?
	sing songs	library time.	
	and recite	Have a variety of age appropriate books for learners	Ask learners to
	familiar	to make a choice from.	summarize the main
	rhymes	Introduce picture or wordless books, pop-up and flip-	points in the lesson
		the-page texts to learners.	
		Encourage them to read individually and in pairs, and	
		provide support and encouragement.	
		Assessment: let learners read a variety of age and level-	
		appropriate books and summarise them	

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	 LESSON PLAN

SUBJECT: MATHEMATICS CLASS: THREE

Week Endin	g:			C	Class size:	
Day:				Date		
Period :				Lesso	in:	
Strand : Data	a				ta Collection, Organisa and Analysis	tion, Presentation,
Indicator (co	ode)	B3.4.1.2.1)	
	ndard (code)					
Performance	e Indicator	Learners can dr	aw and in	nterpre	et concrete graphs a	nd pictographs to solve
		problems				
_		tivity and Innovations and Problem So		ınicatio	on and Collaboration Pe	ersonal Development and
Keywords		<i>K</i> / / / / .				
T. L .R. (s) Counters						
Ref:	Mathematic	cs curriculum Pago	e			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning including assessm			nt)	Plenary / Reflections
	(preparing					
	the brain for					
	learning)					
Monday	Sing songs	Identify commo	n faatures	of har	graphs that use one-	Review the lesson with
ivioriday	like:	-			that understanding to	Learners
		_			phs, complete with	

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	counting	collected (up to 3 categories of data)	
		concered (up to 3 caregories of data)	
	one, what is one	Assessment: have learners to practice with more examples	
Tuesday	Sing songs like: I'm counting one, what is one	. 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) Assessment: have learners to practice with more examples	Review the lesson with Learners
Wednesda y	Sing songs like:	Using a one-to-many correspondence solve simple problems (how many altogether, comparing, or take apart problems) requiring interpretation of one-tomany bar graphs (up to 3 categories of data) Assessment: have learners to practice with more examples	Review the lesson with Learners
Thursday	Sing songs like: I'm counting one, what is one	Using a one-to-many correspondence solve simple problems (how many altogether, comparing, or take apart problems) requiring interpretation of one-tomany bar graphs (up to 3 categories of data) Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like: I'm counting one, what is one	Using a one-to-many correspondence solve simple problems (how many altogether, comparing, or take apart problems) requiring interpretation of one-tomany bar graphs (up to 3 categories of data Assessment: have learners to practice with more examples	Review the lesson with Learners

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	 LESSON PLAN

SUBJECT: SCIENCE CLASS: THREE

Week Endin	g:			Class size:	
Day :			Da	te :	
Period :			Les	son :	
Strand: HUN ENVIRONME	MANS AND TH	HE Sub-s	strand :	Climate Change	
Indicator (co	ode)	B3.5.4.1.1			
Content star	ndard (code)	B3.5.4.1.			
Performance	e Indicator	Learners can identify hu	ıman ac	ivities that pollute the at	mosphere
=		tivity and Innovation Corng and Problem Solving.	nmunica	tion and Collaboration Pe	ersonal Development and
Keywords					
T. L.R. (s) Pictures					
Ref:	Science curi	iculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing the brain for learning)	(new learning including assessment)			Plenary / Reflections
Monday	Engage	• Learners watch pictures and videos on human			What have we learnt
	learners to	activities that pollute the atmosphere.			today?
	sing songs	Teacher explains to learners that "atmosphere" refers			
	and recite	to the air around us.			Ask learners to
	familiar	 Tell stories or talk about 		•	summarize the
	rhymes	atmosphere i.e. burning	g of wast	e and bush, exhaust	important points of the
		fumes from moving cars	s, etc.		lesson

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		NB: Teacher should not discuss things about climate	
		doom that will scare the learners	
		Assessment: let learners identify human activities that	
		pollute the atmosphere	
Thursday	Engage	Introduce a simple game or activity to help learners	What have we learnt
	learners to	understand how the atmosphere gets polluted., e.g.	today?
	sing songs	smoke from mosquito coils, burning of pieces of paper	Ask learners to
	and recite	(Note: this activity must be done outside the classroom)	summarize the
	familiar	and ask learners to tell where the smoke goes.	important points of the
	rhymes	Evaluate learners by asking them to talk about other	lesson
		activities that pollute the atmosphere.	
		Assessment: let learners identify human activities that	
		pollute the atmosphere	

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	 LESSON PLAN

SUBJECT: HISTORY CLASS: THREE

Week Ending: Class size:			
Day: Date:			
Period: Lesson:			
Strand: Europeans in Ghana Sub-strand: Arrival of Europeans			
Indicator (code) B3.3.1.1.1	B3.3.1.1.1		
Content standard (code) B3.3.1.1.	B3.3.1.1.		
Performance Indicator Learners can describe how the Europeans settled on the Gold Coast,	Learners can describe how the Europeans settled on the Gold Coast, including		
forming alliances with the local chiefs			
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development	ment and		
Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L.R. (s) Pictures	Pictures		
Ref: History curriculum Page			
DAY Phase 1: Phase 2: Main Phase 3:			
Starter (new learning including assessment) Plenary / Reflection	ctions		
(preparing the brain			
for			
learning)			
Tuesday Engage Investigate how the Europeans settled on the Gold What have we	learnt		
learners to Coast including forming alliances with the local chiefs today?			
sing songs and marrying the local people			
and recite Ask learners to			
familiar Assessment: : Let learners describe how the Europeans summarize the	main		
rhymes formed alliances with the local chiefs points in the le	ccon		

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	Where did		
	they first		
	settled?		
Thursday	Engage	Investigate how the Europeans settled on the Gold	What have we learnt
	learners to	Coast including forming alliances with the local chiefs	today?
	sing songs	and marrying the local people	
	and recite		Ask learners to
	familiar		summarize the main
	rhymes	Assessment: : Let learners describe how the Europeans	points in the lesson
		formed alliances with the local chiefs	
	Where did		
	they first		
	settled?	()	

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	 LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: THREE

Week Ending:				Class size:	
Day:			Dat	e :	
Period :			Les	son :	
Strand : The	Family and th	ne Community Sub-stra	nd : F	Personal Safety in the Cor	mmunity
Indicator (co	ode)	B3.4.2.1.1			
Content star	ndard (code)	B3.4.2.1.			
Performance	e Indicator	Learners can explain the n	eed t	o live in harmony with o	ne another.
-		tivity and Innovation Comming and Problem Solving.	unica	tion and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	RME curricu	ılum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including ass	essn	nent)	Plenary / Reflections
	(preparing				
	the brain				
	for				
F : 1	learning)	, Ti. I D : Cl			NA . I
Friday	Engage	In a Think-Pair-Share sessio			What have we learnt
	learners to	attitudes and behaviours th	-		today?
	sing songs	living at home, school, com	mun	ty, etc.	A ala la a un a un ta
	and recite	Accordent lat lagrage as	م:ماء	the mond to live in	Ask learners to
	familiar	Assessment: let learners ex	•	the need to live in	summarize the main
	rhymes	harmony with one another			points in the lesson

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SUBJECT: CREATIVE ARTS CLASS: THREE

Week Endin	g:			Class size:	
Day:				Date :	
Period :				Lesson:	
Strand:			Sub-stra	nd:	
Visual Arts			Displayin	g and Sharing	
Performing A	Arts				
Indicator (co	ode)	B3 1.3.5.3 B3	3 2.3.5.3		
Content star	ndard (code)	B3 1.3.5. B3	2.3.5.		
Learners can display own visual artworks to share creative ex based on ideas that reflect topical issues in other African communities Learners can perform own music, dance and drama to share experiences based on ideas that reflect topical issues in other communities.			African communities drama to share creative		
•		tivity and Innovations and Problem So		unication and Collaboration Pe	ersonal Development and
T. L .R. (s)		Pictures			
Ref:	Creative Art	rictures s curriculum			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing the brain for learning)	(new learning inc	luding ass	essment)	Plenary / Reflections
Monday	Engage	Learners are to:			What have we learnt
	learners to	🛚 display portfoli	o of own v	visual artworks to educate	today?
	sing songs	and inform the pu	ublic on vis	sual artworks that reflect the	
	and recite	topical issues in t	he local co	mmunity.	

	familiar	Assessment: let learners display portfolio of own visual	Ask learners to
	rhymes	artworks to document, educate and inform the public.	summarize the main
			points in the lesson
Wednesda	Engage	Learners are to:	What have we learnt
У	learners to	2 role-play performances in music, dance and drama to	today?
	sing songs	inform and educate.	
	and recite		Ask learners to
	familiar	Perform own music, dance and drama	summarize the main
	rhymes	compositions to share ideas, educate	points in the lesson
		and inform the audience on topical	
		issues of the people in other African	
		communities.	
		Assessment: let learners display/perform own music,	
		dance and drama to educate inform and entertain the	
		public	

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	 LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: THREE

Week Endin	g:			Class size:		
Day:				Date :		
Period :				Lesson:		
Strand : Valu	ues and Psych	io-social	Sub-stran	d: Social Interaction		
Concepts, Pr	rinciples and S	Strategies				
Indicator (co	ode)	B3.5.2.5.1:				
Content star	ndard (code)	B3.5.2.5.				
Performance	e Indicator	Learners can Us	se approp	riate cues for movement	and positive words of	
		encouragement v	vhile coach	ning others in physical activition	es	
=				nication and Collaboration Pe	ersonal Development and	
Leadership (Critical Thinkin	ng and Problem So	lving.			
Keywords						
Reywords						
T. L .R. (s)		cones				
Ref: PE curriculu		im Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning inc	luding asso	essment)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
	learning)					
Friday	Learners	_		ove upon their performance	What have we learnt	
	jog round a	activities.	encourage	ment during physical	today?	
	demarcate	delivities.				
	d area in				Use answers to	
	files while				summarise the lesson.	
	singing and					
	clapping to					
	warm-up					
	the body					
	for					

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SUBJECT: OUR WORLD OUR PEOPLE CLASS: THREE

Week Endin	g:			Class size:	
Day:				Date :	
Period :				Lesson:	
Strand : MY GLOBAL COMMUNITY Sub-stran			Sub-stran	d: Technology in Communication	ation
Indicator (co	ode)	B3.5.4.1.1.			
Content star	ndard (code)	B3.5.4.1.			
Performance	e Indicator	Learners can ide	ntify the in	nportance of technology in co	mmunication
Core Compe	tencies: Crea	tivity and Innovati	on Commu	nication and Collaboration Pe	ersonal Development and
Leadership (Critical Thinkin	ng and Problem So	lving.		
Keywords		-		<u> </u>	
T. L .R. (s)		Pictures			
Ref:	Our World Our People curriculum Page			9	
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inc	luding ass	essment)	Plenary / Reflections
	(preparing				
	the brain				
	for				
- 1	learning)				
Tuesday	Engage		ut ways of	communicating with others	
	learners to	e.g.			today?
	sing songs	Story telling, con	versations,	gesturing etc.	A ala la a un a un ta
	and recite	Lagrage tall, abo		autonoo of toologo logo in	Ask learners to
	familiar		•	ortance of technology in	summarize the main
	rhymes		_	ter, it is saves money, it	points in the lesson
		makes us contact	. peopie ea	Sily.	
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		Assessment: Let learners identify the importance of	
		technology in communication	
Thursday	Engage	Learners talk about how to protect technology tools in	What have we learnt
	learners to	communication, e.g. handling with care, not leaving	today?
	sing songs	them in the Sun, cleaning them regularly.	
	and recite		Ask learners to
	familiar	Learners practise how to use mobile phone to	summarize the main
	rhymes	communicate politely e.g. how to make a call and how	points in the lesson
		to receive a call.	
		Learners talk about how to speak on phone politely.	
		Assessment: Let learners describe how to protect	
		technology tools in communication	

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	•	LESSON PLAN

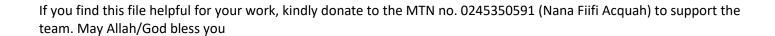
SUBJECT: GHANAIAN LANGUAGE CLASS: THREE

Week Endin	g:			Class size:		
Day :				Date :		
Period :			1	Lesson:		
Strand : Wri	ting Conventi	ons / Usage	Sub-strand (Spelling)	l: Integrating Grammar in V	Vritten Language	
Indicator (co	ode)	B3.5.6.1.3	B3.5.7.1.1			
Content star	ndard (code)	B3.5.6.1.	B3.5.7.1.			
Performance Indicator		 The learner should use conjunctions such as but and because in forming compound sentences The learner should write four and five letter words correctly 				
=		tivity and Innovationg and Problem Solv		ication and Collaboration Pe	ersonal Development and	
Keywords						
T. L .R. (s)		Manila cards, markers, recorded audios visual				
Ref:	Ghanaian La	anguage curriculun	n			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inclu	uding asses	ssment)	Phase 3: Plenary / Reflections	
	Engage leaners to sing songs and recite familiar rhymes	learners to read th	e environme d sentence ne sentence use conjun	ent. s on the board and lead es. ctions such as, "but" and	What have we learnt today? Review the lesson with learners	

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	 Put learners into groups and let them form a given number of sentences using conjunctions "but" and "because." Let learners read aloud their sentences to the class and discuss the sentences with learners. Assessment: let learners use conjunctions such as but	
Engage leaners to sing songs and recite	White roal and the letter words on hasheards.	What have we learnt today?
familiar	 the words. Use the flashcards to encourage learners to write four and five letter words correctly in their books Assessment: let learners write four and five letter words correctly 	Review the lesson with learners
Engage leaners to sing songs and recite	 Let learners say the letters of the alphabet. Write four and five letter words on flashcards. Show the cards to learners and lead them to mention 	What have we learnt today?
familiar	 Use the flashcards to encourage learners to write four and five letter words correctly in their books Assessment: let learners write four and five letter words correctly 	Review the lesson with learners

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	LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: THREE

Week Ending:			Class size:		
Day:		Dat	re :		
Period :			son :		
Strand :	Sub-strar				
A. Oral Language			ntation		
B. Reading	B. Fl				
C. Writing			native/ Academic	Writing	
D. Using Writing Con			_		
E. Extensive Reading	E. Bu	uildir	ng the Love and C	ulture of Reading	
Indicator (code)	B3.1.10.1.2 B3.2.9.1.3		B3.4.14.1.2	B3.5.10.1.1.	B3.6.1.1.1
Content standard (code)	B3.1.10.1. B3.2.9.1.		B3.4.14.1.	B3.5.10.1.	B3.6.1.1.
Leadership Critical Thinkin	A. Learners can use a meaning while speal B. Learners can use s (repeated). C. Learners can make D. Learners can spell ple. Learners can read summarise them tivity and Innovation Communing and Problem Solving.	king, elf-c a rac honic	e.g. smiling, using orrection strateged io/TV presentation cally irregular work ariety of age and an end of the control of the	g gestures, etc. y to make mear ons/performance ds correctly. nd level-appropri	ning from texts s. tate books and
Keywords					

T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.				
Ref:	English Lang	nguage curriculum Page				
DAY	Phase 1: Starter	Phase 2: Main	Phase 3:			
	(preparing the brain for learning)	(new learning including assessment)	Plenary / Reflections			
Monday	Engage learners to sing songs and recite familiar rhymes	 A. ORAL LANGAUGE Demonstrate use of appropriate posture, verbal and non-verbal cues to communicate meaning, e.g. nodding, smiling, etc. to show approval. Discuss the various non-verbal cues (e.g. facial expression, eye contact, crossed arms, etc.) you used and their meanings with learners. Let the groups plan their presentations on an appropriate topic. Give each group time to present and have the class talk about the appropriate verbal and non-verbal cues used. Assessment: let learners use appropriate verbal and non-verbal cues to convey meaning while speaking, e.g. smiling, using gestures, etc 	What have we learnt today? Ask learners to summarize the main points in the lesson			
Гuesday	Engage learners to sing songs and recite familiar rhymes	B. READING • Have learners use self-correction strategy as they pronounce words in a read aloud lesson. • Check for intonation and pace as they read to make meaning.	What have we learnt today? Ask learners to summarize the main points in the lesson			
		Assessment: let learners use self-correction strategy to make meaning from texts (repeated).				
Wednesday	Engage learners to sing songs and recite	 <u>C. WRITING</u> Let Learners rehearse presenting information on radio or TV. Have learners generate ideas, plan and present them in groups as done on radio. 	What have we learnt today?			

	familiar rhymes	 Assign groups to present their ideas to the whole class. Plan for a live presentation/performance. 	Ask learners to summarize the main points in the lesson
		Assessment: let learners make a radio/TV presentations/performances	
Thursday	Engage learners to sing songs and recite familiar rhymes	 D. WRITING CONVENTIONS AND GRAMMAR USAGE Have learners play the Pick and Spell game to spell phonically irregular words. e. g. enough, answer, because, bought. Dictate the words for learners to spell. Have learners use these words in oral and written sentences. Provide sentences with blank spaces for learners to fill in the blanks using the words they have learnt to spell. e.g. bought, answer, because, enough etc. ii. I drink	What have we learnt today? Ask learners to summarize the main points in the lesson
Friday	Engage	E. EXTENSIVE READING	What have we learnt
,	learners to sing songs	Using book tease or book talk, introduce the reading/ library time.	today?
	and recite	Have a variety of age appropriate books for learners	Ask learners to

		ii. I drink water. iii. Your is wrong. iv. I miss the class I was late. v. My father chocolate.	
		Assessment: let learners spell phonically irregular words correctly	
Friday	Engage	E. EXTENSIVE READING	What have we learnt
	learners to	Using book tease or book talk, introduce the reading/	today?
	sing songs	library time.	
	and recite	Have a variety of age appropriate books for learners	Ask learners to
	familiar	to make a choice from.	summarize the main
	rhymes	• Introduce picture or wordless books, pop-up and flip- the-page texts to learners.	points in the lesson
		Encourage them to read individually and in pairs, and	
		provide support and encouragement.	
		Assessment: let learners read a variety of age and level-	
		appropriate books and summarise them	
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	 LESSON PLAN

SUBJECT: MATHEMATICS CLASS: THREE

Week Endin	g:			Class size:	
Day:				Date:	
Period :				Lesson:	
				d: Data Collection, Organisa ation and Analysis	tion, Presentation,
Indicator (code) B3.4.1.2.1					
Content star	ndard (code)	B3.4.1.2.			
Performance	e Indicator	Learners can dr	aw and in	nterpret concrete graphs a	nd pictographs to solve
		problems			
		tivity and Innovations and Problem So		nication and Collaboration Pe	ersonal Development and
Keywords		<i>K</i> / / / / .			
T. L .R. (s)		Counters			
Ref:	Mathematic	cs curriculum Pago	e		
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inc	luding asse	essment)	Plenary / Reflections
	(preparing				
	the brain				
	for				
NA	learning)	Ideatif		af han anamha dhada a a	Davidavi klasilara a 191
Monday	Sing songs	•		of bar graphs that use one-	Review the lesson with
	like:	1		d use that understanding to ctographs, complete with	Learners
		Lieate concrete g	siapiis vi pi	ctographs, complete with	

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	l'm	title, labeled axes, key or legend, to represent data	
	counting	collected (up to 3 categories of data)	
	one, what		
	is one	Assessment: have learners to practice with more examples	
Tuesday	Sing songs like:	. 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)	Review the lesson with Learners
	counting one, what is one	Assessment: have learners to practice with more examples	
Wednesda	Sing songs	Using a one-to-many correspondence solve simple	Review the lesson with
У	like:	problems (how many altogether, comparing, or take apart problems) requiring interpretation of one-tomany bar graphs (up to 3 categories of data)	Learners
		Assessment: have learners to practice with more examples	
Thursday	Sing songs like:	Using a one-to-many correspondence solve simple problems (how many altogether, comparing, or take apart problems) requiring interpretation of one-tomany	Review the lesson with Learners
	l'm	bar graphs (up to 3 categories of data)	
	counting one, what	Assessment: have learners to practice with more examples	
	is		
Friday		Using a one-to-many correspondence solve simple	Review the lesson with
	like:	problems (how many altogether, comparing, or take	Learners
		apart problems) requiring interpretation of one-tomany	
	l'm	bar graphs (up to 3 categories of data	
	counting		
	one, what		
	is one	Assessment: have learners to practice with more	
	1 - One is	examples	
	one		
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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: SCIENCE CLASS: THREE

Week Endin	g:			Class size:	
Day :			Da	te :	
Period :			Les	son :	
Strand : HUMANS AND THE Sub-strant ENVIRONMENT			strand :	Climate Change	
Indicator (co	ode)	B3.5.4.1.1			
Content star	ndard (code)	B3.5.4.1.			
Performance	e Indicator	Learners can identify hu	uman ac	ivities that pollute the at	mosphere
=	Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development at Leadership Critical Thinking and Problem Solving.				ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	Science curi	riculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing the brain for learning)	(new learning including assessment) Plenary / Reflect			
Monday	Engage	• Learners watch pictur	es and v	ideos on human	What have we learnt
	learners to	activities that pollute th	ne atmos	phere.	today?
	sing songs	 Teacher explains to le 	arners t	nat "atmosphere" refers	
	and recite	to the air around us.	to the air around us. Ask learners to		
	familiar	• Tell stories or talk abo	out scena	rios that pollute the	summarize the
	rhymes	atmosphere i.e. burning	g of wast	e and bush, exhaust	important points of the
		fumes from moving car	s, etc.		lesson

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	-,		
		NB: Teacher should not discuss things about climate	
		doom that will scare the learners	
		Assessment: let learners identify human activities that	
		pollute the atmosphere	
Thursday	Engage	Introduce a simple game or activity to help learners	What have we learnt
	learners to	understand how the atmosphere gets polluted., e.g.	today?
	sing songs	smoke from mosquito coils, burning of pieces of paper	Ask learners to
	and recite	(Note: this activity must be done outside the classroom)	summarize the
	familiar	and ask learners to tell where the smoke goes.	important points of the
	rhymes	Evaluate learners by asking them to talk about other	lesson
		activities that pollute the atmosphere.	
		Assessment: let learners identify human activities that	
		pollute the atmosphere	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: HISTORY CLASS: THREE

Date : Period : Lesson : Strand : Europeans in Ghard : Europeans in Ghard : Europeans in Ghard : Arrival of Europeans Indicator (code) B3.3.1.1.1 Content standard (code) B3.3.1.1. Performance Indicator Learners can describe how the Europeans settled on the Gold Coast, including forming alliances with the local chiefs 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) Investigate how the Europeans settled on the Gold (preparing the brain for learning) Investigate how the Europeans settled on the Gold What have we learnt today? and marrying the local people and recite familiar rhymes Assessment: Let learners describe how the Europeans sufficient with the local chiefs	Week Endin	g:			Class size:		
Strand : Europeans in Ghana Sub-strand : Arrival of Europeans Indicator (code) B3.3.1.1.1 Content standard (code) B3.3.1.1.2 Performance Indicator Learners can describe how the Europeans settled on the Gold Coast, including forming alliances with the local chiefs 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) Tuesday Engage Investigate how the Europeans settled on the Gold (Coast including forming alliances with the local chiefs and marrying the local people and marrying the local people and marrying the local people summarize the main summarize the main	Day:			Da	Date :		
Indicator (code) B3.3.1.1.1 Content standard (code) Performance Indicator 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) Tuesday Engage learners to sing songs and recite familiar Assessment: Let learners describe how the Europeans settled on the Gold what have we learnt today? Ask learners to summarize the main	Period:			Les	sson :		
Content standard (code) B3.3.1.1. Performance Indicator Learners can describe how the Europeans settled on the Gold Coast, including forming alliances with the local chiefs 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) Tuesday Engage learners to sing songs and marrying the local people and marrying the local people and marrying the local people and recite familiar Assessment: : Let learners describe how the Europeans summarize the main summarize the main	Strand : Euro	opeans in Gha	ana Sub-s	trand : .	Arrival of Europeans		
Performance Indicator Learners can describe how the Europeans settled on the Gold Coast, including forming alliances with the local chiefs 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) Tuesday Engage learners to sing songs and marrying the local people and recite familiar Assessment:: Let learners describe how the Europeans summarize the main	Indicator (co	ode)	B3.3.1.1.1				
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) Tuesday Engage Investigate how the Europeans settled on the Gold learners to sing songs and marrying the local people and recite familiar Assessment:: Let learners describe how the Europeans summarize the main	Content star	ndard (code)	B3.3.1.1.				
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) Tuesday Engage Investigate how the Europeans settled on the Gold (Coast including forming alliances with the local chiefs sing songs and recite familiar Assessment:: Let learners describe how the Europeans summarize the main	Performance	e Indicator	Learners can describe I	now the	Europeans settled on t	he Gold Coast, including	
Coast including forming alliances with the local chiefs and marrying the brain familiar Assessment: Let learners describe how the Europeans summarize the main su			forming alliances with the	ne local	chiefs		
Keywords T. L.R. (s) Pictures Ref: History curriculum Page DAY Phase 1: Starter (preparing the brain for learning) Tuesday Engage learners to sing songs and recite familiar Assessment:: Let learners describe how the Europeans summarize the main	Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development				ersonal Development and		
T. L.R. (s) Ref: History curriculum Page DAY Phase 1: Starter (preparing the brain for learning) Tuesday Engage learners to sing songs and recite familiar Assessment: Let learners describe how the Europeans summarize the main	Leadership (Critical Thinkir	ng and Problem Solving.		<i>O</i> ,		
Ref: History curriculum Page DAY Phase 1: Phase 2: Main (new learning including assessment) Phase 3: Plenary / Reflections (preparing the brain for learning) Tuesday Engage Investigate how the Europeans settled on the Gold learners to sing songs and marrying the local people and recite familiar Assessment: : Let learners describe how the Europeans summarize the main	Keywords						
DAY Phase 1: Starter (new learning including assessment) Phase 3: Plenary / Reflections Plenary / Reflections Tuesday Engage learners to coast including forming alliances with the local chiefs and recite familiar Assessment:: Let learners describe how the Europeans summarize the main	T. L .R. (s)		Pictures				
Starter (preparing the brain for learning) Tuesday Engage learners to sing songs and recite familiar Assessment: : Let learners describe how the Europeans (new learning including assessment) Plenary / Reflections What have we learnt today? Ask learners to summarize the main	Ref:	History curr	iculum Page				
Starter (preparing the brain for learning) Tuesday Engage learners to sing songs and recite familiar Assessment: : Let learners describe how the Europeans (new learning including assessment) Plenary / Reflections What have we learnt today? Ask learners to summarize the main							
(preparing the brain for learning) Tuesday Engage Investigate how the Europeans settled on the Gold learners to Sing songs and marrying the local people and recite familiar Assessment: : Let learners describe how the Europeans summarize the main	DAY	Phase 1:	Phase 2: Main			Phase 3:	
the brain for learning) Tuesday Engage Investigate how the Europeans settled on the Gold learners to Coast including forming alliances with the local chiefs sing songs and marrying the local people and recite familiar Assessment: : Let learners describe how the Europeans summarize the main		Starter	(new learning including	assessr	nent)	Plenary / Reflections	
Tuesday Engage Investigate how the Europeans settled on the Gold learners to sing songs and marrying the local people and recite familiar Assessment: : Let learners describe how the Europeans settled on the Gold What have we learnt today? What have we learnt today? Ask learners to summarize the main							
Tuesday Engage Investigate how the Europeans settled on the Gold learners to coast including forming alliances with the local chiefs and marrying the local people and recite familiar Assessment: : Let learners describe how the Europeans summarize the main		for					
learners to sing songs and marrying the local people and recite familiar Assessment: : Let learners describe how the Europeans today? Ask learners to summarize the main		learning)					
sing songs and marrying the local people and recite familiar Assessment: : Let learners describe how the Europeans summarize the main	Tuesday	Engage	Investigate how the Eur	opeans	settled on the Gold	What have we learnt	
and recite familiar Assessment: Let learners describe how the Europeans Ask learners to summarize the main		learners to	Coast including forming	alliance	s with the local chiefs	today?	
familiar Assessment: : Let learners describe how the Europeans summarize the main		sing songs	and marrying the local people				
·		and recite				Ask learners to	
rhymes formed alliances with the local chiefs points in the lesson	· ·	familiar	Assessment: : Let learne	rs desci	ribe how the Europeans	summarize the main	
		rhymes	formed alliances with th	e local	chiefs	points in the lesson	

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	Where did		
	they first		
	settled?		
Thursday	Engage	Investigate how the Europeans settled on the Gold	What have we learnt
	learners to	Coast including forming alliances with the local chiefs	today?
	sing songs	and marrying the local people	
	and recite		Ask learners to
	familiar		summarize the main
	rhymes	Assessment: : Let learners describe how the Europeans	points in the lesson
		formed alliances with the local chiefs	
	Where did		
	they first		
	settled?		

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: THREE

Week Ending:				Class size:		
Day:			Dat	e :		
Period :			Les	son :		
Strand : The	Family and th	ne Community Sub-stra	nd : F	Personal Safety in the Cor	mmunity	
Indicator (co	ode)	B3.4.2.1.1				
Content star	ndard (code)	B3.4.2.1.				
Performance	e Indicator	Learners can explain the n	eed t	to live in harmony with o	ne another.	
-		tivity and Innovation Comming and Problem Solving.	ınica	tion and Collaboration Pe	ersonal Development and	
Keywords						
T. L .R. (s)		Pictures				
Ref:	RME curricu	ılum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including ass	essn	nent)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
F : 1	learning)	, Ti. I D : Cl			Nad . I	
Friday	Engage	In a Think-Pair-Share sessio			What have we learnt	
	learners to	attitudes and behaviours th	-		today?	
	sing songs	living at home, school, com	mun	ity, etc.	A ala la a un a un dia	
	and recite	A	!	Alexandra Busta	Ask learners to	
	familiar	Assessment: let learners ex	•	the need to live in	summarize the main	
	rhymes	harmony with one another			points in the lesson	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: THREE

Week Endin	g:			Class size:		
Day :				Date :		
Period :				Lesson :		
Strand : Visu	ıal Arts Perf	orming Arts	Sub-strand	l: Displaying and Sharing		
Indicator (co	ode)	B3 1.3.5.3 B3	2.3.5.3			
Content star	ndard (code)	B3 1.3.5. B3	2.3.5.	. \ \ \		
Performance	e Indicator	• Learners of	can display o	own visual artworks to share	creative experiences	
		based on	ideas that re	eflect topical issues in other	African communities	
		Learners	can perforn	n own music, dance and	drama to share creative	
		experienc	es based o	n ideas that reflect topica	l issues in other African	
		communities				
-		tivity and Innovations and Problem So		ication and Collaboration Po	ersonal Development and	
Keywords						
T. L .R. (s)		Pictures				
Ref:	Creative Art	s curriculum				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter (preparing the brain for learning)	(new learning inc	luding asses	ssment)	Plenary / Reflections	
Monday	Engage	Learners are to: 2	display por	tfolio of own visual	What have we learnt	
	learners to	artworks to educ	ate and info	rm the public on visual	today?	
	sing songs	artworks that ref	lect the topi	cal issues in the local		
	and recite	community.			Ask learners to	
	familiar				summarize the main	
	rhymes				points in the lesson	

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		Assessment: let learners display portfolio of own visual artworks to document, educate and inform the public.	
Wednesda y	Engage learners to	Learners are to: ? role-play performances in music, dance and drama to	What have we learnt today?
,	sing songs and recite familiar rhymes	inform and educate. Perform own music, dance and drama compositions to share ideas, educate and inform the audience on topical	Ask learners to summarize the main points in the lesson
		issues of the people in other African communities. Assessment: let learners display/perform own music,	
		dance and drama to educate inform and entertain the public	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: THREE

Week Ending:				Class size:		
Day:				Date :		
Period :	Period:			Lesson:		
Strand : Valu	ies and Psych	o-social	Sub-stran	d: Group Dynamics		
Concepts, Pr	inciples and S	Strategies				
Indicator (co	ndo)	B3.5.3.5.1				
	ndard (code)				ta incurre una stica	
Performance	eindicator	Learners can use	verbai and	nonverbal communication	to improve practice.	
Core Compe	tencies: Crea	tivity and Innovation	on Commu	nication and Collaboration	Personal Development and	
-		ng and Problem Sol			·	
Keywords						
Reywords						
T. L .R. (s)		PE curriculum Page				
Ref:	PE curriculu	m Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning inc	luding ass	essment)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
	learning)					
Friday	Learners	Learners improve	on their p	ractice as they receive	What have we learnt	
	jog round a	positive verbal an	nd non-verl	oal feedback from their	today?	
	demarcate	peers, teacher, et	C.			
	d area in				Use answers to	
	files while				summarise the lesson.	
	singing and					
	clapping to					
	warm-up					
	the body					
	for					

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	maximal					
	performan ce and to					
	prevent					
	injuries					
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	 LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: THREE

Week Ending	g:			Class size:		
Day:				Date :		
Period :				Lesson:		
Strand : MY	GLOBAL COM	IMUNITY	Sub-strar	nd : Technology in Communic	ation	
Indicator (co	ode)	B3.5.4.1.1.				
Content star	ndard (code)	B3.5.4.1.1.				
Performance	e Indicator	Learners can ider	ntify the in	nportance of technology in co	mmunication	
Core Compe	tencies: Crea	tivity and Innovation	on Commu	inication and Collaboration Pe	ersonal Development and	
Leadership C	Critical Thinkir	ng and Problem Sol	ving.	10,		
Keywords						
T. L .R. (s)		Pictures				
Ref:	Our World (Our People curricu	ulum Page	9		
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning incl	luding ass	essment)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
Turaday	learning)				What have we leavet	
Tuesday	Engage		ut ways or	communicating with others	What have we learnt	
	learners to	e.g.	orcations	gosturing etc	today?	
	sing songs and recite	Story telling, conv	rersations,	gesturing etc.	Ask learners to	
	familiar	Learners talk ahoi	ut the imn	ortance of technology in	summarize the main	
	rhymes		•	ster, it is saves money, it	points in the lesson	
	Tilyines	makes us contact	_	·	points in the lesson	
		makes as contact	people ca	Jii ji		

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		Assessment: Let learners identify the importance of	
		technology in communication	
Thursday	Engage	Learners talk about how to protect technology tools in	What have we learnt
	learners to	communication, e.g. handling with care, not leaving	today?
	sing songs	them in the Sun, cleaning them regularly.	
	and recite		Ask learners to
	familiar	Learners practise how to use mobile phone to	summarize the main
	rhymes	communicate politely e.g. how to make a call and how	points in the lesson
		to receive a call.	
		Learners talk about how to speak on phone politely.	
		Assessment: Let learners describe how to protect	
		technology tools in communication	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: THREE

Week Ending:				Class size:		
Day:				Date:		
Period :				Lesson:		
Strand : Wri	ting Conventi	ons / Usage	Sub-stran (Spelling)	nd : Integrating Grammar in V)	Vritten Language	
Indicator (co	ode)	B3.5.7.1.2 B3	3.5.7.1.3			
Content star	ndard (code)	B3.5.7.1. B3	3.5.7.1.			
Performance		The learner	er should write five and six letter words correctly er should write more than five and six letter words correctly			
		ng and Problem So		inication and Collaboration Pe	ersonal Development and	
Keywords						
T. L .R. (s)		Manila cards, ma	rkers, reco	rded audios visual		
Ref:	Ghanaian La	anguage curriculu	m			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding ass	essment)	Phase 3: Plenary / Reflections	
	Engage leaners to sing songs and recite familiar rhymes	 Write five and s Show the cards mention the word 	six letter w to the lear ds. rds to enco	s of the alphabet. yords on flashcards. rners and lead them to ourage learners to write five ly in their books.	What have we learnt today? Review the lesson with learners	

	Assessment: let learners write five and six letter words	
	correctly	
Engage	Let learners say the letters of the alphabet.	What have we learnt
leaners to	Write five and six letter words on flashcards.	today?
sing songs	Show the cards to learners and lead them to mention	
and recite	the words.	
familiar rhymes	Encourage learners write more five and six-letter	Review the lesson with
Triyiries	words correctly in their books.	learners
	Let learners say the words to the class.	
	Assessment: let learners write more than five and six	
	letter words correctly	
Engage	Let learners say the letters of the alphabet.	What have we learnt
leaners to	Write five and six letter words on flashcards.	today?
sing songs	Show the cards to learners and lead them to mention	
and recite	the words.	
familiar rhymes	Encourage learners write more five and six-letter	Review the lesson with
Tilyllies	words correctly in their books.	learners
	• Let learners say the words to the class.	
	Assessment: let learners write more than five and six	
	letter words correctly	

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TERM THREE BASIC THREE WEEK 12

NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: THREE

Week Ending:			Class size:		
Day:		Dat	te:		
Period :			son :		
Strand :	Sub-strar				
A. Oral Language			ntation		
B. Reading		Fluency			
C. Writing			native/ Academic	Writing	
D. Using Writing Con			_		
E. Extensive Reading	E. Bu	uildir	ng the Love and C	ulture of Readin	g
Indicator (code)	B3.1.10.1.2 B3.2.9.1.3	3.	B3.4.14.1.2.	B3.5.10.1.1.	B3.6.1.1.1
Content standard (code)	B3.1.10.1. B3.2.9.1.		B3.4.14.1.	B3.5.10.1.	B3.6.1.1.
Leadership Critical Thinkin	A. Learners can use a meaning while speal B. Learners can use s (repeated) C. Learners can make D. Learners can spell ple. Learners can read summarise them tivity and Innovation Communing and Problem Solving.	king, elf-c a rac honic	e.g. smiling, usin orrection strateg dio/TV presentati cally irregular wor variety of age a	g gestures, etc. y to make mean ons/performance rds correctly. nd level-approp	es. riate books and
Keywords					
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T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class						
	T	library.						
Ref:	English Language curriculum Page							
DAY	Phase 1: Starter (preparing the brain	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections					
	for learning)							
Monday	Engage learners to sing songs and recite familiar rhymes	 A. ORAL LANGAUGE Demonstrate use of appropriate posture, verbal and non-verbal cues to communicate meaning, e.g. nodding, smiling, etc. to show approval. Discuss the various non-verbal cues (e.g. facial expression, eye contact, crossed arms, etc.) you used and their meanings with learners. Let the groups plan their presentations on an appropriate topic. Give each group time to present and have the class talk about the appropriate verbal and non-verbal cues used. Assessment: let learners use appropriate verbal and non-verbal cues to convey meaning while speaking 	What have we learnt today? Ask learners to summarize the main points in the lesson					
Tuesday	Engage learners to sing songs and recite familiar rhymes	B. READING • Have learners use self-correction strategy as they pronounce words in a read aloud lesson. • Check for intonation and pace as they read to make meaning. Assessment: let learners use self-correction strategy to make meaning from texts	What have we learnt today? Ask learners to summarize the main points in the lesson					
Wednesday	Engage learners to sing songs and recite familiar rhymes	C. WRITING • Let Learners rehearse presenting information on radio or TV. • Have learners generate ideas, plan and present them in groups as done on radio. • Assign groups to present their ideas to the whole class.	What have we learnt today? Ask learners to summarize the main points in the lesson					

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		Plan for a live presentation/performance.	
		Assessment: let learners make a radio/TV presentations/performances	
Thursday	Engage learners to sing songs and recite familiar rhymes	 D. WRITING CONVENTIONS AND GRAMMAR USAGE Have learners play the Pick and Spell game to spell phonically irregular words. e. g. enough, answer, because, bought. Dictate the words for learners to spell. Have learners use these words in oral and written sentences. Provide sentences with blank spaces for learners to fill in the blanks using the words they have learnt to spell. e.g. bought, answer, because, enough etc. ii. I drink	What have we learnt today? Ask learners to summarize the main points in the lesson
Friday	Engage learners to	E. EXTENSIVE READING • Using book tease or book talk, introduce the reading/	What have we learnt today?
	sing songs and recite familiar rhymes	 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. 	Ask learners to summarize the main points in the lesson
		Assessment: let learners read a variety of age and level- appropriate books and summarise them	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: MATHEMATICS CLASS: THREE

Week Endin	g:			Class size:			
Day:				Date:			
Period :				Lesson:			
Strand : Data				Sub-strand : Data Collection, Organisation, Presentation, Interpretation and Analysis			
Indicator (code) B3.4.1.2.1							
Content standard (code) B3.4.1.2.							
, ,		aw and in	aw and interpret concrete graphs and pictographs to solve				
		problems	ems				
		tivity and Innovations and Problem So		nication and Collaboration Pe	ersonal Development and		
Keywords		<i>K</i> / / / / .					
T. L .R. (s)		Counters					
Ref:	Mathematic	cs curriculum Pago	e				
DAY	Phase 1:	Phase 2: Main			Phase 3:		
	Starter	(new learning inc	luding asse	essment)	Plenary / Reflections		
	(preparing						
	the brain						
	for						
NA	learning)	Ideatif		af han anamha dhada a a	Davidavi klasilara a 191		
Monday	Sing songs	•		of bar graphs that use one-	Review the lesson with		
	like:	1		d use that understanding to	Learners		
create concrete graphs or p				nctographs, complete with			

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	l'm	title, labeled axes, key or legend, to represent data	
	counting	collected (up to 3 categories of data)	
	one, what		
	is one	Assessment: have learners to practice with more	
		examples	
Tuesday	Sing songs	. Identify common features of bar graphs that use one-	Review the lesson with
	like:	to-many correspondence and use that understanding to	Learners
		create concrete graphs or pictographs, complete with	
	l'm	title, labeled axes, key or legend, to represent data	
	counting	collected (up to 3 categories of data)	
	one, what		
	is one	Assessment: have learners to practice with more	
		examples	
Wednesda	Sing songs	Using a one-to-many correspondence solve simple	Review the lesson with
у	like:	problems (how many altogether, comparing, or take	Learners
У	iike.	apart problems) requiring interpretation of one-tomany	Learners
		bar graphs (up to 3 categories of data)	
		and graphs (up to a categories or tally)	
		Assessment: have learners to practice with more	
		examples	
Thursday	Sing songs	Using a one-to-many correspondence solve simple	Review the lesson with
	like:	problems (how many altogether, comparing, or take	Learners
		apart problems) requiring interpretation of one-tomany	
	l'm	bar graphs (up to 3 categories of data)	
	counting		
	one, what	Assessment: have learners to practice with more	
	is	examples	
Friday	Sing songs	Using a one-to-many correspondence solve simple	Review the lesson with
Tilday			
	like:	problems (how many altogether, comparing, or take	Learners
		apart problems) requiring interpretation of one-tomany	
	l'm 	bar graphs (up to 3 categories of data	
	counting	A	
	one, what	Assessment: have learners to practice with more	
		avamenta a	
	is one	examples	
		examples	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: SCIENCE CLASS: THREE

Week Endin	g:			Class size:		
Day :	Day:			Date:		
Period :			Les	son :		
Strand : HUMANS AND THE Sub-strait ENVIRONMENT			strand :	Climate Change		
Indicator (co	ode)	B3.5.4.1.1				
Content star	ndard (code)	B3.5.4.1.				
Performance	e Indicator	Learners can identify hu	uman ac	ivities that pollute the at	mosphere	
=		tivity and Innovation Corng and Problem Solving.	nmunica	tion and Collaboration Pe	ersonal Development and	
Keywords						
T. L .R. (s)		Pictures				
Ref:	Science curi	riculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter (preparing the brain for learning)	(new learning including	(new learning including assessment)			
Monday	Engage	• Learners watch pictur	es and v	ideos on human	What have we learnt	
	learners to	activities that pollute th	ne atmos	phere.	today?	
	sing songs	 Teacher explains to le 	arners t	nat "atmosphere" refers		
	and recite	to the air around us.			Ask learners to	
	familiar	• Tell stories or talk abo	out scena	rios that pollute the	summarize the	
	rhymes	atmosphere i.e. burning	g of wast	e and bush, exhaust	important points of the	
		fumes from moving car	s, etc.		lesson	

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		NB: Teacher should not discuss things about climate	
		doom that will scare the learners	
		Assessment: let learners identify human activities that	
		pollute the atmosphere	
Thursday	Engage	Introduce a simple game or activity to help learners	What have we learnt
	learners to	understand how the atmosphere gets polluted., e.g.	today?
	sing songs	smoke from mosquito coils, burning of pieces of paper	Ask learners to
	and recite	(Note: this activity must be done outside the classroom)	summarize the
	familiar	and ask learners to tell where the smoke goes.	important points of the
	rhymes	Evaluate learners by asking them to talk about other	lesson
		activities that pollute the atmosphere.	
		Assessment: let learners identify human activities that	
		pollute the atmosphere	

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NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: HISTORY CLASS: THREE

Week Ending:				Class size:		
Day:			Da	Date:		
Period:				son :		
Strand : Euro	opeans in Gha	ana Sub-	-strand : /	Arrival of Europeans		
Indicator (co	ode)	B3.3.1.1.1				
Content star	ndard (code)	B3.3.1.1.				
Performance	e Indicator	Learners can describe	how the	Europeans settled on t	he Gold Coast, including	
		forming alliances with	the local	chiefs		
Core Compe	tencies: Crea	tivity and Innovation Co	mmunica	tion and Collaboration Pe	ersonal Development and	
Leadership (Critical Thinkir	ng and Problem Solving.		<i>O</i> ,		
Keywords						
T. L .R. (s)		Pictures				
Ref:	History curr	iculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including	g assessr	nent)	Plenary / Reflections	
	(preparing the brain					
	for					
	learning)					
Tuesday	Engage	Investigate how the Eu	iropeans	settled on the Gold	What have we learnt	
	learners to	Coast including forming	g alliance	s with the local chiefs	today?	
	sing songs	and marrying the local	people			
	and recite				Ask learners to	
· ·	familiar	Assessment: : Let learn	ners desci	ribe how the Europeans	summarize the main	
	rhymes	formed alliances with t	the local o	chiefs	points in the lesson	
					l	

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	Where did they first settled?		
Thursday	Engage	Investigate how the Europeans settled on the Gold	What have we learnt
-	learners to	Coast including forming alliances with the local chiefs	today?
	sing songs	and marrying the local people	
	and recite		Ask learners to
	familiar	Assessment: : Let learners describe how the Europeans	summarize the main
	rhymes	formed alliances with the local chiefs	points in the lesson
	Where did		
	they first	X	
	settled?	()	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: THREE

Week Ending	g:			С	lass size:		
Day:			[Date :			
Period :			L	Lesso	n :		
Strand : The	Family and th	ne Community Su	ıb-strand	d : Per	rsonal Safety ir	the Con	nmunity
Indicator (co	ode)	B3.4.2.1.1					
Content star	ndard (code)	B3.4.2.1.					
Performance	e Indicator	Learners can explain	n the nee	ed to	live in harmon	y with or	ne another.
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development Leadership Critical Thinking and Problem Solving.				ersonal Development and			
Keywords							
T. L .R. (s)		Pictures					
Ref:	RME curricu	ılum Page	lum Page				
DAY	Phase 1:	Phase 2: Main					Phase 3:
	Starter	(new learning includi	ing asses	ssmer	nt)		Plenary / Reflections
	(preparing the brain						
	for						
	learning)						
Friday	Engage	In a Think-Pair-Share session, let lea			earners talk abo	out	What have we learnt
	learners to	attitudes and behaviours that p			note harmonic	ous	today?
	sing songs	living at home, school, community, etc.					
	and recite						Ask learners to
	familiar	Assessment: let learr	ners expl	lain th	ne need to live	in	summarize the main
	rhymes	harmony with one ar	nother.				points in the lesson

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	·	LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: THREE

Week Ending:					Class size:	
Day:				Dat	e :	
Period :				Lesson:		
Strand:			Sub-strar	nd : [Displaying and Sharing	
Visual Arts						
Performing	Arts				172	
Indicator (co	ode)	B3 1.3.5.3 B3 2	2.3.5.3			
Content star	ndard (code)	B3 1.3.5. B3 2	2.3.5.			
Performance	e Indicator	 Learners can display own visual artworks to share creative experiences based on ideas that reflect topical issues in other African communities Learners can perform own music, dance and drama to share creative experiences based on ideas that reflect topical issues in other African communities 				
Leadership (tivity and Innovations and Problem Sol		inica	tion and Collaboration Pe	ersonal Development and
Keywords						
T. L .R. (s)		Pictures				
Ref:	Creative Art	s curriculum				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter (preparing the brain for learning)	(new learning inc	luding ass	essm	nent)	Plenary / Reflections
	Engage	Learners are to: 2	display po	ortfo	lio of own visual	What have we learnt
	learners to	artworks to educa	ate and inf	orm	the public on visual	today?
	sing songs and recite	artworks that refl community.	eflect the topical issues in the local			

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	familiar		Ask learners to
	rhymes	Assessment: let learners display portfolio of own visual	summarize the main
		artworks to document, educate and inform the public.	points in the lesson
		Creativity	
Wednesda	Engage	Learners are to:	What have we learnt
У	learners to	☑ role-play performances in music, dance and drama to	today?
	sing songs	inform and educate.	
	and recite		Ask learners to
	familiar	Perform own music, dance and drama	summarize the main
	rhymes	compositions to share ideas, educate and inform	points in the lesson
		the audience on topical issues of the people in	
		other African communities.	
		Assessment: let learners display/perform own music,	
		dance and drama to educate inform and entertain the	
		public	

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	 LESSON PLAN

SUBJECT: PHYSICAL EDUCATION	CLASS: THREE
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Week Ending:					Class size:	
Day:				Date :		
Period :				Less	son:	
Strand : Valu	ues and Psych	o-social S	Sub-stran	d : C	ritical Thinking	
Concepts, Pr	inciples and S	Strategies				
Indicator (co	ode)	B3.5.4.5.1				
Content star	ndard (code)	B3.5.4.5.				
Performance	e Indicator	Learners can: dem	onstrate	how	to solve a problem wit	h another person during
		physical activity				
Core Compe	tencies: Crea	tivity and Innovatior	n Commu	nicat	ion and Collaboration Pe	ersonal Development and
	Critical Thinkir	ng and Problem Solv	ing.			
Keywords						
T. L .R. (s)	T	cones				
Ref:	PE curriculu					
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inclu	iding asse	essm	ent)	Plenary / Reflections
	(preparing the brain					
	for					
	learning)					
Eriday	Learners	Learners embrace t	thoir poor	rc aft	er physical activities as	What have we learnt
Friday						
	jog round a demarcate	_	-	-	olems. Learners make it fter physical activity as	today?
	d area in	a means of solving	_		itter priysical activity as	Use answers to
	files while	a means of solving	problems	•		summarise the lesson.
	singing and					Summanse the lesson.
	clapping to					
	warm-up					
	the body					
	for					
	maximal					
	performan					
	ce and to					
	prevent					
	injuries					
	injunes					

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	 LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: THREE

Week Ending:				Class size:		
Day:				Date:		
Period :				Lesson :		
Strand : MY	GLOBAL COM	IMUNITY	Sub-stranc	: Technology in Communic	ation	
Indicator (co	ode)	B3.5.4.1.1.				
Content star	ndard (code)	B3.5.4.1.1.				
Performance	e Indicator	Learners can ider	ntify the imp	portance of technology in co	mmunication	
=		tivity and Innovationg and Problem Sol		ication and Collaboration Pe	ersonal Development and	
Keywords						
T. L .R. (s)		Pictures				
Ref:	Our World (Our People curricu	llum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning incl	uding asse	ssment)	Phase 3: Plenary / Reflections	
Tuesday	Engage learners to sing songs and recite familiar rhymes	e.g. Story telling, conv Learners talk abou	rersations, g ut the impo e.g. it is fast	rtance of technology in er, it is saves money, it	What have we learnt today? Ask learners to summarize the main points in the lesson	

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		Assessment: Let learners identify the importance of	
		technology in communication	
Thursday	Engage	Learners talk about how to protect technology tools in	What have we learnt
	learners to	communication, e.g. handling with care, not leaving	today?
	sing songs	them in the Sun, cleaning them regularly.	
	and recite		Ask learners to
	familiar	Learners practise how to use mobile phone to	summarize the main
	rhymes	communicate politely e.g. how to make a call and how	points in the lesson
		to receive a call.	
		Learners talk about how to speak on phone politely.	
		Assessment: Let learners describe how to protect	
		technology tools in communication	

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	·	LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: THREE

Week Ending	g:			Class size:		
Day:				Date :		
Period :				Lesson :		
Strand: Exte	ensive Readin	g/ Children	Sub-strand	d: Reading Short Texts/Poer	ns/Narratives/Short	
Library			Stories and	d Respond to Them		
Indicator (co	ode)	B3.6.3.1.3 B3	3.6.3.1.4			
Content star	ndard (code)	B3.6.3.1. B3	3.6.3.1.			
pictui		pictures ir • The learne	ner should discuss and explain the meaning of some words and in the passage ner should answer questions based on a passage read.			
=		tivity and Innovations and Problem So		nication and Collaboration Pe	ersonal Development and	
T. L .R. (s)		Manila cards, ma	rkers, recor	ded audios visual		
Ref:	1					
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including ass		essment)	Phase 3: Plenary / Reflections	
	Engage leaners to sing songs and recite familiar rhymes	Read a short stDiscuss the sho	ory aloud a	ular rhyme they know. nd correctly to learners. n learners. to read short stories aloud	What have we learnt today?	

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		Ask them questions based on the story read	Review the lesson with learners
		Assessment: let learners explain the meaning of some	
		words and pictures in the passage	
	Engage leaners to	Sing a popular song with learners.Read a short story aloud and correctly to learners.	What have we learnt today?
	sing songs and recite	Discuss the story with learners and read the story again.	
	familiar rhymes	• Call them out one by one to read short stories aloud correctly.	Review the lesson with learners
		Call learners to read a sentence each from the story	
		Assessment: let learners answer questions based on a passage read.	
	Engage leaners to sing songs and recite	 Sing a popular song with learners. Read a short story aloud and correctly to learners. Discuss the story with learners and read the story again. 	What have we learnt today?
	familiar rhymes	• Call them out one by one to read short stories aloud correctly.	Review the lesson with learners
		Call learners to read a sentence each from the story	
		Assessment: let learners answer questions based on a passage read.	

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