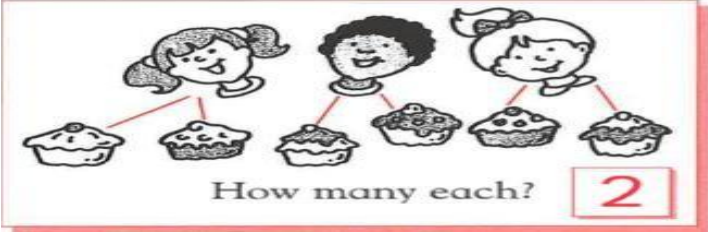


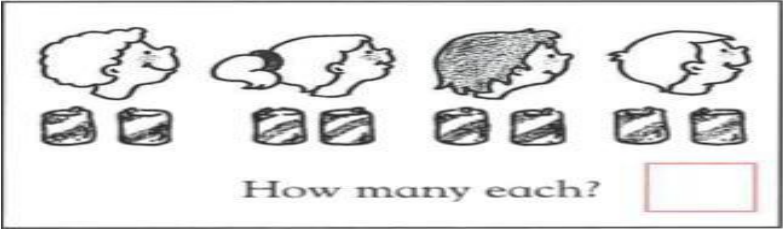
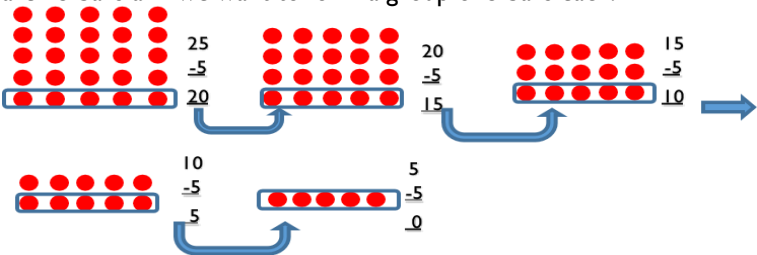
# ESSIAM TI AHMADIYYA BASIC SCHOOL-BASIC 3-WEEK 5<sup>TERM3</sup>

Week Ending		06-06-2025	
Class		Three	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B3.1.8.1.1. B3.2.7.2.2 B3.5.9.1.1.	
Performance Indicator		A. Learners can ask and answer questions for clarifications about given topics B. Learners can describe places in a coherent paragraph C. Learners can identify and use coordinating conjunctions to join similar ideas or contrasting ideas in sentences	
Teaching/ Learning Resources		Word cards, sentence cards, letter cards and a class library	
Core Competencies: Reading and Writing Skills Personal Development and Leadership and Collaboration			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	<p>Ask learners to draw a conversation strip with your friend featuring yourself as the main character.</p> <p>Include speech bubbles and/or captions. The conversation should center on what you did after school.</p>	<p><b>A. ORAL LANGUAGE</b> (Asking and Answering Questions)</p> <p>Let learners select topics of interest for discussion.</p> <p>Put learners in groups and have them ballot for topics.</p> <p>Let members of each group discuss topics respecting rules of conversation.</p> <p>Encourage learners to ask and answer questions for clarifications on issues raised in their discussion</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Wednesday	<p>Have learners to write a list of 10 things they would buy if they won a million cedis.</p> <p>Let learners present their list to the whole class for discussion.</p>	<p><b>C. WRITING</b> (Descriptive Writing)</p> <p>Have learners recall periods, times or moments that they had been happy or sad. Discuss personal experiences with learners. Guide them to state categorically some personal experiences they have encountered in their lives.</p> <p>Have learners share their experiences using simple descriptive words. Discuss lessons learnt from the experiences shared.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>

Thursday	Ask learners to write a list of 10 things they would do if they could fly.	<b><u>D.WRITING CONVENTIONS &amp; GRAMMAR USAGE</u></b> (Using Simple and Compound Sentences)		Give learners task to complete while you go round the class to support those who might need extra help.  Have learners to read and spell some of the keywords in the lesson				
	Let learners present their list to the whole class for discussion.	Demonstrate the structure of a compound sentence by joining simple sentences with <b>and</b> . <table><tr><td>Simple Sentence</td><td>Conjunction</td><td>Compound Sentence</td></tr><tr><td>The boy woke up The boy prayed</td><td>and</td><td>The boy woke up and prayed</td></tr></table> Have learners identify the coordinating conjunction in the sentence.  Put learners in groups to form simple sentences.  Have groups join the simple sentences with <b>and</b> and <b>but</b> .			Simple Sentence	Conjunction	Compound Sentence	The boy woke up The boy prayed
Simple Sentence	Conjunction	Compound Sentence						
The boy woke up The boy prayed	and	The boy woke up and prayed						

<b>Week Ending</b>	06-06-2025
<b>Class</b>	Three
<b>Subject</b>	<b>MATHEMATICS</b>
<b>Reference</b>	Mathematics curriculum Page 55
<b>Learning Indicator(s)</b>	B3.1.2.6.1
<b>Performance Indicator</b>	Learners can use concrete and pictorial representations to explain division as equal sharing or repeated subtraction.
<b>Strand</b>	Number
<b>Sub strand</b>	Number Operations
<b>Teaching/ Learning Resources</b>	Counters, bundle and loose straws base ten cut square, Bundle of sticks
<b>Core Competencies:</b> Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision	

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)		PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Monday	Engage learners to sing songs and recite some familiar rhymes they know  <b>Early to Bed</b> Early to bed and early to rise Makes a man, healthy, wealthy and wise.	Guide learners to explain division as equal sharing. e.g. provide 6 ice creams and invite three pupils to share them.  After sharing, each child gets two of the ice cream. Mathematically we can say that $6 \div 3 = 2$ Assessment: Have learners practice with more examples	Give learners task to complete while you go round to guide those who don't understand.  Give remedial learning to those who special help.

Tuesday	<p>Play games and sing some action songs to begin the class</p>	<p>Guide learners to explain division as equal sharing. e.g. Give a quantity of straws. For instance 12, and invite 4 learners to share equally among themselves by picking one at a time in turns until all straws are finished and then asking each learner to count and tell the number of straws they received.</p> <p><math>12 \div 4 = 3</math> e.g. display 8 can drinks and invite four pupils to share them</p>  <p>Assessment: Have learners practice with more examples</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
Thursday	<p>Have learners to sing songs and recite familiar rhymes</p> <p><b>LITTLE FINGER</b> Little finger, little finger where are you, Here am I, here am I, how do you do</p>	<p>Guide learners to explain division as repeated subtraction.</p> <p>Repeated subtraction is a method of subtracting the equal number of items from a larger group until the remainder is zero. e.g. if there are 25 balls and we want to form a group of 5 balls each.</p>  <p>Here the number 5 has repeatedly subtracted 5 times. We can say the number 5 has been subtracted 5 times from 25. So we can write this as</p> <p><math>25 \div 5 = 5</math></p> <p>Assessment: Have learners practice with more examples</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>

Week Ending		06-06-2025	
Class		Three	
Subject		SCIENCE	
Reference		Science curriculum Page	
Learning Indicator(s)		B3.5.1.1.1	
Performance Indicator		Learners can describe ways of keeping the environment clean	
Strand		Humans And The Environment	
Sub strand		Personal Hygiene And Sanitation	
Teaching/ Learning Resources		Brooms, mops, dusters and detergents	
Core Competencies: Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)		PHASE 2: MAIN 40MINS (New Learning Including Assessment)
	PHASE 3: REFLECTION 10MINS (Learner And Teacher)		
Monday	Engage learners to sing some action songs  <u>SHOW ME</u> Show me your head oo, This is my head oo. Show me your eyes oo, This is my eyes oo. Etc.	Brainstorm learners on the ways of keeping the environment clean.  Present learners’ ideas on the writing board and reshape learners’ ideas by providing more details on different ways of keeping the environment. E.g. sweeping, weeding, scrubbing, etc.  Learners draw pictures showing ways of keeping the environment clean.	Ask learners questions to review their understanding of the lesson.

Wednesday	Get a viral picture, a trending news on twitter, Facebook, YouTube and other social media handles.	Lead learners to discuss the importance of keeping the environment clean.	Ask learners to write or say 10 words to express their thoughts of the lesson.
	Discuss what is trending and invite learners to share their opinions on them	Let learners role play the importance of keeping the environment clean. Engage learners in an activity to clean selected parts of the school environment  Learners must use nose masks when sweeping or dusting	

<b>Week Ending</b>			06-06-2025
<b>Class</b>			Three
<b>Subject</b>			<b>OUR WORLD OUR PEOPLE</b>
<b>Reference</b>			OWOP curriculum Page 55
<b>Learning Indicator(s)</b>			B3.5.1.1. 1.
<b>Performance Indicator</b>			Learners can describe the location of Ghana and her neighboring countries
<b>Strand</b>			My Global Community
<b>Sub strand</b>			Our Neighboring Countries
<b>Teaching/ Learning Resources</b>			Pictures, Charts, Video Clips
<b>Core Competencies:</b> Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity and Global Citizenship			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing The Brain For Learning)</b>		<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>
	<b>PHASE 3: REFLECTION</b> <b>10MINS (Learner And Teacher)</b>		
Tuesdays	Ask pupils to spell and write the words in the books	Learners locate Ghana’s neighbors on a map of West Africa using the idea of the cardinal points	Ask learners to tell the class what they have learnt.
		Learners compose a song/rhyme on Ghana and her neighbors	Call learners in turns summarize the lesson
Wednesday	Get a viral picture, a trending news on twitter, Facebook, YouTube and other social media handles.	Have learners watch Ghana’s neighboring countries on a map or the globe.	Ask learners questions to review their understanding of the lesson.
	Discuss what is trending and invite learners to share their opinions on them	Learners describe Ghana’s neighboring countries e.g. Togo stretches from the North to the South on the eastern part, La Cote d’Ivoire stretches from the North to the South on the western part, Burkina Faso joins the northern part of Ghana.  Note: Ghana shares boundaries with the three countries. In the south is the Atlantic Ocean	Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.

Week Ending	06-06-2025
Class	Three
Subject	RELIGIOUS & MORAL EDUCATION
Reference	RME curriculum Page 22
Learning Indicator(s)	B3.4.1.1.3
Performance Indicator	Learners can identify moral lessons learnt from responding to God’s call.
Strand	The Family and the Community
Sub strand	Roles And Relationships
Teaching/ Learning Resources	Wall charts, wall words, posters, video clip, etc.
Core Competencies: Cultural Identity, Sharing Reconciliation, Togetherness, Unity Communication and Collaboration, Critical Thinking Creativity and Innovation Digital Literacy	

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION</b> <b>10MINS</b> <b>(Learner And Teacher)</b>
Friday	Share stories about god with learners.  Let learners tell you parts of the story that interest them most.	Let learners discuss moral lessons derived from responding to God's call.  Lead learners to mention the moral lessons they learnt from responding to God's call: obedience, respect, sacrifice, commitment, reverence for God, humility, etc.  Using the sacred scriptures, let learners dramatize moral activities such as humility, obedience, reverence, commitment, respect, honoring promises, etc.	Ask learners questions to review their understanding of the lesson.  Have learners write 3 facts of the lesson on a sheet of paper and put it in their pockets and learn it on their way home.

<b>Week Ending</b>	06-06-2025
<b>Class</b>	Three
<b>Subject</b>	<b>HISTORY</b>
<b>Reference</b>	History curriculum Page 19
<b>Learning Indicator(s)</b>	B3.3.1.1.1
<b>Performance Indicator</b>	Learners can describe how the Europeans settled on the Gold Coast, including forming alliances with the local chiefs
<b>Strand</b>	Europeans in Ghana
<b>Sub strand</b>	Arrival of Europeans
<b>Teaching/ Learning Resources</b>	Wall charts, word cards, posters, video clip, etc.

**Core Competencies:** The use of evidence to appreciate the significance of historical locations help learners to become critical thinkers and digital literates

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)																					
Monday	<p>Engage learners to sing some patriot songs they are familiar with. Example: Arise Ghana Youth.</p> <p>Ask learners questions about what they know about Ghana. Example: Who is the president of Ghana?</p> <p>When did Ghana gained her independence?</p>	<p>Through documentary slides, guide learners to identify which of the Europeans came to the country.</p> <p><u>NETHERLAND</u> By 1598, the Dutch also arrived in the gold coast to trade. They built forts along the coastal areas, notable among them being the Dutch fort at Komenda. In 1637 they captured the Elmina castle from the Portuguese and in 1642 captured fort St. Anthony in Axim.</p> <p><u>DENMARK</u> The people of Denmark also came into the country to trade. The Danes arrived in the year 1642. The Danes built the Christiansburg castle now known as the Osu castle.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Give learners individual or home task</p>																					
Wednesday	<p>Review the previous lesson with learners through questions and answers.</p> <p>Let learners sing songs and recite rhymes. Ensure that all learners take part in it.</p>	<p>Let learners arrange the Europeans which they came to Ghana in the order which they came (starting with those who came first)</p> <table><tr><th>Country</th><th>People</th><th>Year</th></tr><tr><td>Portugal</td><td>Portuguese</td><td>1471</td></tr><tr><td>Britain</td><td>British</td><td>1553</td></tr><tr><td>Holland</td><td>Dutch</td><td>1595</td></tr><tr><td>Denmark</td><td>Danes</td><td>1642</td></tr><tr><td>Sweden</td><td>Swedes</td><td>1647</td></tr><tr><td>Germany</td><td>Germans</td><td>1682</td></tr></table>	Country	People	Year	Portugal	Portuguese	1471	Britain	British	1553	Holland	Dutch	1595	Denmark	Danes	1642	Sweden	Swedes	1647	Germany	Germans	1682	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Give learners individual or home task</p>
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<b>Week Ending</b>	06-06-2025
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<b>Class</b>		Three	
<b>Subject</b>		<b>CREATIVE ARTS</b>	
<b>Reference</b>		Creative Arts curriculum Page	
<b>Learning Indicator(s)</b>		B3 I.3.4.3 B3 I.3.5.3	
<b>Performance Indicator</b>		Learners can display own visual artworks to share creative experiences based on ideas that reflect topical issues in other African communities	
<b>Strand</b>		Visual Arts	
<b>Sub strand</b>		Displaying and Sharing	
<b>Teaching/ Learning Resources</b>		Photos, videos, art paper, colors and traditional art tools, other materials available in the community	
<b>Core Competencies:</b> Decision Making Creativity, Innovation Communication Collaboration Digital Literacy			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Learners are to watch a short video or pictures on an exhibition or visit an exhibition Centre, preferably during the circuit, district or regional cultural festival.  Ask learners to talk about parts of the video or pictures that interest them.	Art exhibition may present or showcase paintings, drawings, drama, music, dance performance by individuals artists, groups of artists.  Guide learners to plan for the exhibition by: - <i>fixing a date</i> - <i>selecting a venue</i> - <i>inviting an audience</i>  Brainstorm to agree on a theme for the exhibition (e.g. Healthy living);  Select works for the exhibition by considering factors such as creativity and originality, finishing and decoration, relevance of the works to the theme, social and cultural importance	Ask learners to tell the whole class what they have learnt.  Learners tell what they will like to learn
Wednesday	Ask learners questions to review learners understanding in the previous lesson.	Decide on mode of display, e.g. hanging, draping, spreading;  Plan the layout of the exhibition hall, prepare labels for the works (e.g. title, name of artist, date);  Clean and prepare the hall and its environment and make it ready for the exhibition;  Plan for post exhibition activities such as cleaning, appreciation, evaluation, reporting, etc.	Use series of questions and answers to review learners understanding of the lesson.  Call learners in turns to summarize the lesson

Week Ending	06-06-2025
Class	Three
Subject	GHANAIAI LANGUAGE
Reference	Ghanaian Language curriculum Page 102
Learning Indicator(s)	B3.2.7.1.1-2
Performance Indicator	Learners can read short and longer sentences and passages/text
Strand	Reading
Sub strand	Silent Reading
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card
Core Competencies: Creativity and innovation, Communication and collaboration, Critical thinking	

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION</b> <b>10MINS (Learner And Teacher)</b>
Tuesday	Flash letter cards to learners for them to make its sounds. Ask pupils to write some letters in the air as you mention them	<p>Let learners say the letters of the alphabet as a group and then individually.</p> <p>Write long sentences on a card.</p> <p>Show the card with the sentences to learners. Read aloud the long sentences.</p> <p>Let learners read longer sentences as a group and the individually</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>
Wednesday	<p>Have learners to write letter patterns in the air.</p> <p>Engage learners to sing songs and dance to it</p>	<p>Let learners say the letters of the alphabet as a group and then individually.</p> <p>Write a short passage on a card.</p> <p>Show the card to learners. Read aloud the long passage.</p> <p>Let learners read the short passage as a group and the individually.</p> <p>Ask learners questions based on the short passage read for them to answer</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>

<b>Week Ending</b>		06-06-2025	
<b>Class</b>		Three	
<b>Subject</b>		<b>PHYSICAL EDUCATION</b>	
<b>Reference</b>		PE curriculum Page 35	
<b>Learning Indicator(s)</b>		B3.1.12.1.16:	
<b>Performance Indicator</b>		Learners can demonstrate the difference between a jog and a run, a hop and a jump, and a gallop and a slide.	
<b>Strand</b>		Motor Skill And Movement Patterns	
<b>Sub strand</b>		Rhythmic Skills	
<b>Teaching/ Learning Resources</b>		Pictures and Videos	
<b>Core Competencies:</b> Learners will develop personal skills and core competencies such as agility, concentration, coordination strength and balance			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Let learners jog within a demarcated area to warm up their bodies	Learner demonstrate jogging and running and compare their similarities and differences.  Do same for other hop and jump as well as gallop and slide.  Demonstrate to confirm the similarities and differences.	Use questions to review their understanding of the lesson  Ask learners to summarize what they have learnt