**WEEKLY SCHEME OF LEARNING**

**WEEK 1**

Name of School………………………………………………….……………………….…………………

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| **Week Ending:** | | | **DAY:** MONDAY | | **Subject:** English Language | | | |
| **Duration:** 60mins | | | | | **Strand:** Oral Language | | | |
| **Class:** B3 | | | **Class Size:** | | **Sub Strand:** Songs | | | |
| **Content Standard:**  B3.1.1.1: Demonstrate understanding of a variety of songs | | | | **Indicator:**  B3.1.1.1.1 talk about the benefits of songs | | | | **Lesson:**  1 of 1 |
| **Performance Indicator:**  Learners can talk about the benefits of songs | | | | | | **Core Competencies:**  Communication and Collaboration, Personal Development | | |
| **Key words** | Events, story, picture | | | | | | | |
| **References:** English Language Curriculum For Primary Schools Pg. 75 | | | | | | | | |
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| Phase/Duration | | Learners Activities | | | | | Resources | |
| PHASE 1: **STARTER** | | Select 10 words and write them two different times on word cards.  Place all the cards face down on the floor. Learners will then flip over two at a time and say each word, if the words match the learner gets to keep the cards.   * Did you enjoy the game? * What words did you hear in the game? * Make a list of ten words you heard.   Share performance indicators with learners and introduce the lesson. | | | | | Music box | |
| PHASE 2: **NEW LEARNING** | | Let learners identify some familiar songs e.g. patriotic songs such as ‘The National Anthem’.  Teach the songs identified, e. g. ‘The National Anthem’  Let learners sing rhythmically, using claps, gestures and dance where necessary | | | | | Word cards, sentence cards, letter cards, handwriting on a manila card | |
| PHASE 3: **REFLECTION** | | Ask learners to tell you what they have learnt and what they will like to learn in the next lesson  Take feedback from what have learnt and summarize the lesson.  Next lesson: compose short rhymes and tongue-twisters and recite them | | | | | In our next lesson, we shall create our own stories using pictures. | |

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| **Week Ending:** | | **DAY:** Tuesday | | **Subject:** English Language | | | |
| **Duration:** 60mins | | | | **Strand:** Reading | | | |
| **Class:** B3 | | **Class Size:** | | **Sub Strand:** Phonics | | | |
| **Content Standard:**  B3.2.2.1: Connect sounds to letters and blend letters/syllables in order to read and write | | | **Indicator:**  B3.2.2.1.1 Understand the relationship between spelling of words and sounds of speech | | | | **Lesson:**  1 of 1 |
| **Performance Indicator:**  Learners can understand the relationship between spelling of words and sounds of speech | | | | | **Core Competencies:**  Communication and Collaboration | | |
| **References:** English Language Curriculum For Primary Schools Pg. 81 | | | | | | | |
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| Phase/Duration | Learners Activities | | | | | Resources | |
| PHASE 1: **STARTER** | Engage learners to sing familiar rhymes.  Ask learners;   * Whether they enjoyed singing the songs? * What words did you hear in the songs? * Are these words food, animals, objects?   Share performance indicators with learners and introduce the lesson. | | | | | flashcards | |
| PHASE 2: **NEW LEARNING** | Have learners revise writing out some words as you pronounce them. (You can also make them read words on the board or word cards).  Provide activities for learners to use letter names and sounds to spell and sound out words | | | | | Word cards, sentence cards, letter cards, handwriting on a manila card | |
| PHASE 3: **REFLECTION** | Ask learners to tell you what they have learnt and what they will like to learn in the next lesson  Take feedback from what have learnt and summarize the lesson.  Next lesson: understand the relationship between spelling of words and sounds of speech | | | | |  | |

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| **Week Ending:** | | | **DAY:** WEDNESDAY | | **Subject:** English Language | | | |
| **Duration:** 60mins | | | | | **Strand:** Writing | | | |
| **Class:** B3 | | **Class Size:** | | | **Sub Strand:** Penmanship | | | |
| **Content Standard:**  B3.4.2.1: Use general skills, strategies and knowledge of letter sounds to write legibly and boldly | | | | **Indicator:**  B3.4.2.1.1 copy short paragraph clearly | | | | **Lesson:**  2 of 2 |
| **Performance Indicator:**  Learners can copy short paragraph clearly. | | | | | | **Core Competencies:**  Communication and Collaboration, Personal Development | | |
| **References:** English Language Curriculum Pg. 89 | | | | | | | | |
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| Phase/Duration | Learners Activities | | | | | | Resources | |
| PHASE 1: **STARTER** | Engage learners to sing familiar songs. E.g. Five little ducks  Ask learners;   * Whether they enjoyed singing the song? * What words did you hear in the song? * Are these words food, animals, objects?   Share performance indicators with learners and introduce the lesson. | | | | | |  | |
| PHASE 2: **NEW LEARNING** | Model copying a short paragraph on the board drawing attention to features such as clarity, spacing and alignment of letters.  Let learners practice copying a short paragraph legibly and correctly on the board. | | | | | | Word cards, paper, letter cards, | |
| PHASE 3: **REFLECTION** | Summarize the important points in the lesson with learners.  Next lesson: use letter-sound relationships to represent most letters in words correctly | | | | | |  | |

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| **Week Ending:** | | | **DAY:** THURSDAY | | **Subject:** English Language | | | |
| **Duration:** 60mins | | | | | **Strand:** Grammar Usage | | | |
| **Class:** B3 | | **Class Size:** | | | **Sub Strand:** Using Capitalization | | | |
| **Content Standard:**  B3.5.1.1: Apply knowledge of capitalization in writing | | | | **Indicator:**  B3.5.1.1.1 use capital letters to write initials and abbreviations | | | | **Lesson:**  1 of 1 |
| **Performance Indicator:**  Learners can use capital letters to write initials and abbreviations | | | | | | **Core Competencies:**  Communication and Collaboration, Personal Development | | |
| **References:** English Language Curriculum Pg. 97 | | | | | | | | |
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| Phase/Duration | Learners Activities | | | | | | Resources | |
| PHASE 1: **STARTER** | Review some adjectives with learners.  Do an action for slow.  Ask: What word is this? Pupils guess: slow.  Do an action for loud.  Ask: What word is this? Pupils guess: loud.  Do an action for happy.  Ask: What word is this? Pupils guess: happy  Share performance indicators and introduce the lesson. | | | | | |  | |
| PHASE 2: **NEW LEARNING** | Introduce initials and abbreviations in context.  Provide learners with sentences or texts containing initials and abbreviations for them to identify.  e. g. WHO – World Health Organization;  K. S. Manu – Kofi Sakyi Manu  Give texts having full names of people and organizations.  Ask learners to rewrite the text and replace the full names of people and organizations with initials and abbreviations | | | | | | Word cards, sentence cards, letter cards, handwriting on a manila card | |
| PHASE 3: **REFLECTION** | Give learners a text with names of particular places and days of the week, beginning with small letters.  Next lesson: demonstrate the ability to capitalize titles of texts. | | | | | |  | |

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| **Week Ending:** | | **DAY:** Friday | | **Subject:** English Language | | | |
| **Duration:** 60mins | | | | **Strand:** Extensive Reading | | | |
| **Class:** B3 | | **Class Size:** | | **Sub Strand:** Reading | | | |
| **Content Standard:**  B3.6.1.1: Read widely for pleasure and demonstrate independent reading and learning in the literary area | | | **Indicator:**  B3.6.1.1.1. read a variety of age and level-appropriate books and summarize them | | | | **Lesson:**  1 of 1 |
| **Performance Indicator:**  Learners can read a variety of age and level-appropriate books and summarize them | | | | | **Core Competencies:**  Communication and Collaboration, Personal Development | | |
| **References:** English Language Curriculum For Primary Schools Pg. 112 | | | | | | | |
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| Phase/Duration | Learners Activities | | | | | Resources | |
| PHASE 1: **STARTER** | Engage learners to sing familiar songs. E.g. Five little ducks  Ask learners;   * Whether they enjoyed singing the song? * What words did you hear in the song? * Are these words food, animals, objects?   Share performance indicators with learners and introduce the lesson. | | | | |  | |
| PHASE 2: **NEW LEARNING** | 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  Using think-pair-share, learners retell their story books to their partners.  Have learners draw parts of the story they read. Let learners summarize the books they read to the whole class | | | | | Word cards, sentence cards, letter cards. | |
| PHASE 3: **REFLECTION** | Use peer discussion and effective questioning to find out from learners what they have learnt during the lesson.  Take feedback from learners and summarize the lesson. | | | | |  | |