SECOND TERM SCHEME OF LEARNING- KG ONE

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES	
I	Values And Beliefs	Our Family Values	K1.3.1.1	K1.3.1.1.1-7	Poster/ cut out picture depicting peoples from	
2	Values And Beliefs	Our Family Values	K1.3.1.1	K1.3.1.1.1-7	different parts of Ghana. Ghana map, Cut out shapes, big books, counters, crayons	
3	Values And Beliefs	Our Cultural Value	K1.3.2.1	K1.3.2.1.15		
4	Values And Beliefs	Our Religious Values	K1.3.3.1	K1.3.3.1.1-6	Pictures of three main worships in Ghana, Big book	
5	Values And Beliefs	Our Beliefs	K1.3.4.1	K1.3.4.1.1-5	Pictures depicting people from different part of Ghana, Big book	
6	Values And Beliefs	Our Beliefs	K1.3.4.1	K1.3.4.1.1-5		
7	My Local Community	Knowing The Special Places In Our Local Community	K1.4.1.1	K1.4.1.1.1-6	Pictures and videos depicting special places in the community	
8	My Local Community	Knowing Who The Important People/ Occupation In The Community	K1.4.2.1	K1.4.2.1.1-7	Poster/ cut out, picture of important individuals in the community. Ghana map, Cut out shapes, big books, counters, crayons	
9	My Local Community	Knowing Who The Important People/ Occupation In The Community	K1.4.2.1	K1.4.2.1.1-7		
10	My Local Community	Knowing The Special Leaders In Our Community And Country	K1.4.3.1	K1.4.3.1.1-6	Pictures and videos of past and present leaders in the community, Big book	
H	My Nation Ghana	History And Celebration Of Ghana's Independence	K1.5.1.1	K1.5.1.1.1-4	Pictures and videos of pre and post-	

	My Nation Ghana	History And Celebration Of Ghana's Independence	K1.5.1.1	K1.5.1.1.5-8	independence of Ghana, big book
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WEEKLY LESSON PLAN FOR KG I- WEEK ONE

DATE:		STRAND: VALUES AND BELIEFS	
DAY: Monday			
DAT. Horiday		SUB STRAND: OUR FAMILY VALUES	
CLASS: KGI			
CONTENT STANDARI	D:	INDICATORS: K1.3.1.1.1 K1.3.1.1.3	
K1.3.1.1 Demonstrate unde			
of the good manners that o		PERFORMANCE INDICATOR:	
values and why they value t	hem.	Learners can identify the good manners of	
		it can change our personal likes and dislil	
		Learners can listen to a story on importa	
		manners in our everyday life and role-pla	
CODE COMPETENCE		greetings with different people in the soc	
		ation and collaboration (CC) Personal Develop	oment and Leadership (PL)
KEY WORDS:	(Li) Critical	Thinking and Problem Solving	
KET WORDS:			
PHASE/DURATION	IFARNE	RS ACTIVITIES	RESOURCES
I HASE/BORATION	LLAMIL	NO ACTIVITIES	RESOURCES
PHASE I:	Learners to	o sing songs and recite rhymes	
STARTER 10 MINS		,	
(Preparing the Brain	SOMETHI	NG PASS	
for Learning)	Something		
		e: something pass through my body to my	
	heart.		
	Something		
	stomach.	e: something pass through my mouth to my	
	Lalala laaa		
	Response: Lala laa lala lala la		
	Lololo loo		
		: Lolo loo lolo lolo lo	
PHASE 2: MAIN		e Community Circle time, let learners talk	Poster/ cut out picture
40MINS	about wha	t they like and dislike.	depicting peoples from
(New Learning			different parts of Ghana.
Including		caffold them to share their reasons for their	Ghana map, Cut out
Assessment)	like and dis	slike.	shapes, big books,
•	\ \ \\.'\. \\	a Planta di Pallanta di Ababatan di Atan	counters, crayons
		r likes and dislikes on the board or cut out ds using different color of makers (e.g. blue	
		r likes and red marker for dislikes).	
	Illai Kei 101	ines and red marker for distines).	
	Through so	caffolding, have learners talk about what	
	_	nts and grandparents (family) value.	
	'		
	Discuss wh	ny learners sometimes refuse to do what	
		ue and why it would not be good for them	
	to do that.		
	I lave J		
		ners sort the "likes" from the "dislikes" and number of cards they will get from each	
		number of cards they will get it offi each	
	group.		

Guide them use comparative language to describe the groups. Extend this activity by using concrete objects e.g. counters, shapes, etc.

Teach the learners a song that shows the reward of showing good manners

e.g. Abofra y ϵ somako a Obiara p ϵ n'as ϵ m 3X Ntsi y ϵ somako

Introduce the theme for the week and invite learners to share some of the good manners that their parents insist on at home,

e.g. when they are eating, when they wake up from bed, when they receive visitors, when they are in public etc.

Tell them a nice Ananse story about the importance and benefit of greetings.

Write the daily greetings on strips of manila cards.

Good morning

Good afternoon

Good evening

Show conversational poster and have learners identify the non-verbal behaviors that that learners show when greeting at school and elderly people.

Have learners' role play the daily greetings, showing appropriate non-verbal behaviors when greeting different people in the community.

Take Learners out of the class to the field for a stretch up.

Engage Learners to use any of the play toys available.

Make a choice to use any of the learning centers created

Assessment: Using "Pick and act" have learners use the cut out manila strips to demonstrate the appropriate greeting they pick.

PHASE 3: REFLECTION IOMINS

(Learner and Teacher)

Review lesson with Learners by singing songs in relation to it

DATE:	STRAND: VALUES AND BELIEFS
DAY: Tuesday	
	SUB STRAND: OUR FAMILY VALUES
CLASS: KGI	
CONTENT STANDARD:	INDICATORS: K1.3.1.1.2 K1.3.1.1.4
K1.3.1.1 Demonstrate understanding	PERFORMANCE INDICATOR:
of the good manners that our families values and why they value them.	Learners can demonstrate that spoken words are represented in written words/print
- ,	Learners can recognize that spoken words are made up of individual
	speech sounds and letters that can be written down

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE/DUKATION	LEARNERS ACTIVITIES	RESOURCES
DUACE	The state of the s	
PHASE I:	Learners sing songs and recite some familiar rhymes.	
STARTER 10 MINS	"If wishes were boress" I wise	
(Preparing the Brain	"If wishes were horses" Lyrics	
for Learning)	If wishes were horses	
	Beggars would ride:	
	If turnips were watches	
	Would wear one by my side.	
	And if it's and and's were pots and pans,	
PHASE 2: MAIN	The tinker would never work!	Poston/ sut out =:sture
= :	Using the Big book, model to learners by pointing to	Poster/ cut out picture
40MINS	each word you read with a pointer.	depicting peoples from different parts of Ghana.
(New Learning	Highlight the awareness that spoken words can be	Ghana map, Cut out
Including	written.	shapes, big books,
Assessment)	WITCLEII.	counters, crayons
	Discuss the meaning of the keywords in the text while	counters, erayons
	you read and assist learners give examples of	
	synonyms of some selected keywords.	
	, ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	
	Write the examples learners give on the board to	
	illustrate the concept.	
	Assist the class to create their version of the story	
	read to them using some of the keywords learnt and	
	write it on a manila card for them.	
	Guide learners to illustrate their story	
	Guide learners to mustiface their story	
	Have learners sing Alphabet song and point to the	
	letters in the classroom. E.g. ABCD -F-G	
	Write some words on the board or manila cards,	
	assist learners say the words slowly stretching them	
	using a rubber band and have learners count the	
	sounds they hear in the word.	

	Repeat the activity with the names of some objects in the classroom and have learners say each of the words slowly, stretching them to hear the individual sounds, and count them.	
	Using phonics game, assist learners to replace different sound/letter at the beginning of some selected words to create new words e.g. /pin/ /sin/, /tin/, /bin/, /fin/etc. /tan/, /man/, /pan/, /fan/, etc.	
	Have leaners count the number of words they can create and represent their answer visually arranging bottle tops, empty cans, cut out shapes, etc. or board illustrations with different colors of chalk or markers.	
	Repeat these activities with different objects.	
	Take Learners out of the class to the field for a stretch up.	
	Engage Learners to use any of the play toys available.	
	Make a choice to use any of the learning centers created	
	Listen to a story	
	Assessment :: put learners into groups. Give each group a story book. learners are to count the number of words in a given passage.	
PHASE 3:	Review lesson with Learners by singing songs in	
REFLECTION	relation to it.	
IOMINS		
(Learner and		
Teacher)		

DATE:	STRAND: VALUES AND BELIEFS
DAY: Wednesday	
	SUB STRAND: OUR FAMILY VALUES
CLASS: KGI	
CONTENT STANDARD:	INDICATORS: K1.3.1.1.5
K1.3.1.1 Demonstrate	
understanding of the good	PERFORMANCE INDICATOR:
manners that our families values	Learners can recognize details in shapes and height of the letter for the
and why they value them.	week and write it legibly and correctly

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE I:	Play the "Counting the words in a sentence" game.	
STARTER 10 MINS	C'artha la constant and the Thomas Arthau	
(Preparing the Brain	Give the learners a sentence orally. They must tell you the number of words in the sentence.	
for Learning)	e.g. the snake is in the grass.	
	Make it harder by using words with more than one	
	syllable e.g. the teacher rides her bicycle.	
	symbole eig. the teacher mass her breyere.	
	You can help the children to check the answer by	
	writing the sentence on the board.	
PHASE 2: MAIN	Learners watch teacher model the pre-writing	Poster/ cut out picture
40MINS	exercise, learners emulate what the teacher does in	depicting peoples from
(New Learning	turns.	different parts of Ghana.
Including		Ghana map, Cut out
Assessment)	Have learners write the letter in the air and on their	shapes, big books,
,	tables.	counters, crayons
	Talk about the height and shape of the letter.	
	Using dots or tracing, have learners practice writing new letter on slates and in their exercise book.	
	Have learners give examples of words that the letter for the week can begin.	
	Have learners use shapes e.g. circle, triangles, rectangles to create simple patterns with 2, 3, 2, 2,2,3,2, etc.	
	Have learners clap and stamp their feet with the patterns	
	Teach, sing songs and recite rhymes in relation to the lesson.	
	Learners to sing the songs, recite rhymes and dance with actions.	

	Make a choice to use any of the learning centers created	
	Listen to a story	
	Assessment: call learners in turns to write letters in the sand tray	
PHASE 3:	Review lesson with Learners by singing songs in	
REFLECTION	relation to it	
IOMINS		
(Learner and		
Teacher)		

DATE:	STRAND: VALUES AND BELIEFS
DAY: Thursday	
,	SUB STRAND: OUR FAMILY VALUES

CLASS: KGI **CONTENT STANDARD:** INDICATORS: K1.3.1.1.6 K1.3.1.1 Demonstrate understanding of the good manners that our families PERFORMANCE INDICATOR: values and why they value them. Learners can show the time of the day using clock faces. CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving **KEY WORDS**: PHASE/DURATION **LEARNERS ACTIVITIES RESOURCES** Engage learners to play "Sound hunters" game PHASE I: **STARTER** 10 MINS Children are split into teams. One from each team is (Preparing the Brain chosen with a toy gun. for Learning) Teacher calls out a sound, a player must shoot their opponent by saying a word that begins with that sound. The person who shoots first wins and stays on. The loser sits down and another person from that team comes up. Whichever team has its player standing at the end wins PHASE 2: MAIN Using a wooden or plastic clock, tell a short story Poster/ cut out picture about time. depicting peoples from 40MINS different parts of Ghana. (New Learning Talk about the times we greet in the morning and Ghana map, Cut out Including show it shows on the clock face. shapes, big books, Assessment) counters, crayons Have the keywords on cut out papers and use them to explain how we describe time of the day using the long arm and the short arm on the clock face. Have learners practice manipulating clock faces



showing different time.

6 O'clock

Have learners create their own clock face using arts materials like play dough, clay, manila cards, etc.

Assist learners to locate the a given time on the clock

Learners sing rhymes and dance with actions

	Take leaners out of the class to the field for a stretch up.
	Engage leaners to use any of the play toys available.
	Make a choice to use any of the learning centers created
	Listen to a story
	Assessment: manipulate the hands of the clock for learners to tell the time
PHASE 3: REFLECTION IOMINS (Learner and	Review lesson with Learners by singing songs in relation to it
Teacher)	

DATE:	STRAND: VALUES AND BELIEFS
DAY: Friday	
,	SUB STRAND: OUR FAMILY VALUES
CLASS: KGI	
CONTENT STANDARD:	INDICATORS: K1.3.1.1.7
K1.3.1.1 Demonstrate	
understanding of the good manners that our families values	PERFORMANCE INDICATOR:
and why they value them.	Learners can draw clock faces and write down the given time under it
CODE COMPETENCE, Communication	wisetian and callebration (CC) Demand Development and Londonskin (DL)

PHASE I: STARTER IOMINS (Preparing the Brain for Learning) The teacher thinks of a name of a child in the class e.g. princess. They then give clues to help the learners work out whose name it is. At the beginning all the children stand up but they must sit down if the clue does not apply to them. For example Clue 1- teacher claps the number of syllables in the name (2 for princess) Clue 2- the name has an I/I sound in it Clue 3- the name starts with I/p/ Clue 4- this is a girl's name Clue 5- the second sound is Ir/I By this stage there should only princess left and the children will have guessed that it is her name the teacher is describing. PHASE 2: MAIN 40MINS (New Learning Including Assessment) Talk about times we greet in the morning and show it on the clock face explaining how we describe time of the day using the long arm and the short arm. With different times written on cut out papers, have learners in pairs draw clock faces showing different times and write the times underneath e.g. 6, 7, 2, etc. E.g. 2 O'clock Make a choice to use any of the learning centers created			
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(New Learning Including Assessment) Talk about times we greet in the morning and show it on the clock face explaining how we describe time of the day using the long arm and the short arm. With different times written on cut out papers, have learners in pairs draw clock faces showing different times and write the times underneath e.g. 6, 7, 2, etc. E.g. 2 O'clock Make a choice to use any of the learning centers			
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Assessment) on the clock face explaining how we describe time of the day using the long arm and the short arm. With different times written on cut out papers, have learners in pairs draw clock faces showing different times and write the times underneath e.g. 6, 7, 2, etc. E.g. 2 O'clock Make a choice to use any of the learning centers		Talk about times we greet in the morning and show it	
With different times written on cut out papers, have learners in pairs draw clock faces showing different times and write the times underneath e.g. 6, 7, 2, etc. E.g. 2 O'clock Make a choice to use any of the learning centers			shapes, big books,
learners in pairs draw clock faces showing different times and write the times underneath e.g. 6, 7, 2, etc. E.g. 2 O'clock Make a choice to use any of the learning centers	Assessmency	the day using the long arm and the short arm.	counters, crayons
Assessment: manipulate the hands of the clock for learners to draw the face of the clocks and tell the		With different times written on cut out papers, have learners in pairs draw clock faces showing different times and write the times underneath e.g. 6, 7, 2, etc. E.g. 2 O'clock Make a choice to use any of the learning centers created Listen to a story Assessment: manipulate the hands of the clock for	
time PHASE 3: Teacher sings songs and recite rhymes in relation to Sea saw, mary go round,	PHASE 3:	9	Sea saw, mary go round.
REFLECTION the lesson with learners and other play toys	REFLECTION	,	
Take learners out to the field.	7 077111 10	Take learners out to the field.	

(Learner and Teacher)	Guide them to swing the sea-saw, sit on the mary-goround etc.	
	Sing rhymes and songs with learners as they play	

WEEKLY LESSON PLAN FOR KG I- WEEK TWO

DATE: DAY: Monday	STRAND: VALUES AND BELIEFS	
CLASS: KGI	SUB STRAND: OUR FAMILY VALUES	
CONTENT STANDARD: K1.3.1.1 Demonstrate	INDICATORS: K1.3.1.1.1 K1.3.1.1.3	
understanding of the good PERFORMANCE INDICATOR:		
manners that our families values and why they value them.	Learners can identify the good manner can change our personal likes and dislil	
	Learners can listen to a story on import in our everyday life and role-play how different people in the society	
CORE COMPETENCE: Com	nunication and collaboration (CC) Personal D	Development and Leadership (PL)
Creativity and Innovation (CI) Cr	itical Thinking and Problem Solving	. ,
KEY WORDS:		
PHASE/DURATION LEA	RNERS ACTIVITIES	RESOURCES

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
FHASE/DORATION	LEARNERS ACTIVITIES	RESOURCES
PHASE I:	Learners to sing songs and recite rhymes	
STARTER 10 MINS	,	
(Preparing the Brain	SOMETHING PASS	
for Learning)	Something pass	
,	Response: something pass through my body to my	
	heart.	
	Something pass	
	Response: something pass through my mouth to my	
	stomach. Lalala laaa	
	Response: Lala laa lala lala la	
	Lololo loo	
	Response: Lolo loo lolo lolo lolo lo	
PHASE 2: MAIN	During the Community Circle time, let learners talk	Poster/ cut out picture
40MINS	about what they like and dislike.	depicting peoples from
(New Learning	,	different parts of Ghana.
Including	Teacher scaffold them to share their reasons for their	Ghana map, Cut out
Assessment)	like and dislike.	shapes, big books,
1.000001110110,		counters, crayons
	Write their likes and dislikes on the board or cut out	
	manila cards using different color of makers (e.g. blue	
	marker for likes and red marker for dislikes).	
	Through scaffolding, have learners talk about what	
	their parents and grandparents (family) value.	
	then parents and grandparents (taring) value.	
	Discuss why learners sometimes refuse to do what	
	families value and why it would not be good for them	
	to do that.	
	Have learners sort the "likes" from the "dislikes" and	
	count the number of cards they will get from each	
	group.	

Guide them use comparative language to describe the groups. Extend this activity by using concrete objects e.g. counters, shapes, etc.

Teach the learners a song that shows the reward of showing good manners

e.g. Abofra y ϵ somako a Obiara p ϵ n'as ϵ m 3X Ntsi y ϵ somako

Introduce the theme for the week and invite learners to share some of the good manners that their parents insist on at home,

e.g. when they are eating, when they wake up from bed, when they receive visitors, when they are in public etc.

Tell them a nice Ananse story about the importance and benefit of greetings.

Write the daily greetings on strips of manila cards.

Good morning

Good afternoon

Good evening

Show conversational poster and have learners identify the non-verbal behaviors that that learners show when greeting at school and elderly people.

Have learners' role play the daily greetings, showing appropriate non-verbal behaviors when greeting different people in the community.

Take Learners out of the class to the field for a stretch up.

Engage Learners to use any of the play toys available.

Make a choice to use any of the learning centers created

Assessment: Using "Pick and act" have learners use the cut out manila strips to demonstrate the appropriate greeting they pick.

PHASE 3: REFLECTION IOMINS

(Learner and Teacher)

Review lesson with Learners by singing songs in relation to it

DATE:	STRAND: VALUES AND BELIEFS
DAY: Tuesday	
,	SUB STRAND: OUR FAMILY VALUES
CLASS: KGI	
CONTENT STANDARD:	INDICATORS: K1.3.1.1.2 K1.3.1.1.4
K1.3.1.1 Demonstrate understanding	PERFORMANCE INDICATOR:
of the good manners that our families values and why they value them.	Learners can demonstrate that spoken words are represented in written words/print
, ,	Learners can recognize that spoken words are made up of individual
	speech sounds and letters that can be written down

PHASE/DURATION	LEARNERS ACTIVITIES RESOURCE				
PHASE I:	Learners sing songs and recite some familiar rhymes.				
STARTER 10 MINS					
(Preparing the Brain	"If wishes were horses" Lyrics				
for Learning)	If wishes were horses				
,	Beggars would ride:				
	If turnips were watches				
	Would wear one by my side.				
	And if it's and and's were pots and pans,				
	The tinker would never work!				
PHASE 2: MAIN	Using the Big book, model to learners by pointing to	Poster/ cut out picture			
40MINS	each word you read with a pointer.	depicting peoples from			
(New Learning		different parts of Ghana.			
Including	Highlight the awareness that spoken words can be	Ghana map, Cut out			
Assessment)	written.	shapes, big books,			
_		counters, crayons			
	Discuss the meaning of the keywords in the text while				
	you read and assist learners give examples of				
	synonyms of some selected keywords.				
	Write the examples learners give on the board to				
	illustrate the concept.				
	mustrate the concept.				
	Assist the class to create their version of the story				
	read to them using some of the keywords learnt and				
	write it on a manila card for them.				
	Guide learners to illustrate their story				
	Have learners sing Alphabet song and point to the				
	letters in the classroom. E.g. ABCD -F-G				
	Write some words on the board or manila cards,				
	assist learners say the words slowly stretching them				
	using a rubber band and have learners count the				
	sounds they hear in the word.				

	Repeat the activity with the names of some objects in	
	the classroom and have learners say each of the words	
	slowly, stretching them to hear the individual sounds,	
	and count them.	
	Using phonics game, assist learners to replace different	
	sound/letter at the beginning of some selected words	
	to create new words e.g. /pin/ /sin/, /tin/, /bin/, /fin/etc.	
	/tan/, /man/, /pan/, /fan/, etc.	
	really, maily, really, ecc.	
1	Have leaners count the number of words they can	
	create and represent their answer visually arranging	
	bottle tops, empty cans, cut out shapes, etc. or board	
	illustrations with different colors of chalk or markers.	
	Repeat these activities with different objects.	
	Take Learners out of the class to the field for a	
	stretch up.	
	·	
	Engage Learners to use any of the play toys available.	
	, , , ,	
	Make a choice to use any of the learning centers	
	created	
	Listen to a story	
	,	
	Assessment:: put learners into groups. Give each	
	group a story book. learners are to count the number	
	of words in a given passage.	
PHASE 3:	Review lesson with Learners by singing songs in	
REFLECTION	relation to it.	
IOMINS		
(Learner and		
•		
Teacher)		

DATE:	STRAND: VALUES AND BELIEFS
DAY: Wednesday	
	SUB STRAND: OUR FAMILY VALUES
CLASS: KGI	
CONTENT STANDARD:	INDICATORS: K1.3.1.1.5
K1.3.1.1 Demonstrate	
understanding of the good	PERFORMANCE INDICATOR:
manners that our families values	Learners can recognize details in shapes and height of the letter for the
and why they value them.	week and write it legibly and correctly

		T
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE I:	Play the "Counting the words in a sentence" game.	
STARTER 10 MINS		
(Preparing the Brain	Give the learners a sentence orally. They must tell you	
for Learning)	the number of words in the sentence. e.g. the snake is in the grass.	
	Make it harder by using words with more than one	
	syllable e.g. the teacher rides her bicycle.	
	,g	
	You can help the children to check the answer by	
	writing the sentence on the board.	
PHASE 2: MAIN	Learners watch teacher model the pre-writing	Poster/ cut out picture
40MINS	exercise, learners emulate what the teacher does in	depicting peoples from
(New Learning	turns.	different parts of Ghana. Ghana map, Cut out
Including	Have learners write the letter in the air and on their	shapes, big books,
Assessment)	tables.	counters, crayons
		.,, .
	Talk about the height and shape of the letter.	
	Using dots or tracing, have learners practice writing new letter on slates and in their exercise book.	
	new letter on states and in their exercise book.	
	Have learners give examples of words that the letter for the week can begin.	
	Have learners use shapes e.g. circle, triangles,	
	rectangles to create simple patterns with 2, 3, 2, 2,2,3,2, etc.	
	Have learners clap and stamp their feet with the patterns	
	Teach, sing songs and recite rhymes in relation to the lesson.	
	Learners to sing the songs, recite rhymes and dance with actions.	

	Make a choice to use any of the learning centers created Listen to a story Assessment: call learners in turns to write letters in the sand tray	
PHASE 3: REFLECTION IOMINS (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it	

DATE: 16 th January 2020	STRAND: VALUES AND BELIEFS
DAY: Thursday	
DAT: Hidisday	SUB STRAND: OUR FAMILY VALUES
CLASS: KGI	
CONTENT STANDARD:	INDICATORS: K1.3.1.1.6
K1.3.1.1 Demonstrate understanding	
of the good manners that our families	PERFORMANCE INDICATOR:
values and why they value them.	Learners can show the time of the day using clock faces.

DUACE/DUDATION	LEADNEDC ACTIVITIES	DECOUDEE
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
DUACE		
PHASE I:	Engage learners to play "Sound hunters" game	
STARTER 10 MINS	Children are split into teams. One from each team is	
(Preparing the Brain	chosen with a toy gun.	
for Learning)	Teacher calls out a sound, a player must shoot their	
	opponent by saying a word that begins with that	
	sound.	
	The	
	The person who shoots first wins and stays on. The loser sits down and another person from that team	
	comes up. Whichever team has its player standing at	
	the end wins	
PHASE 2: MAIN	Using a wooden or plastic clock, tell a short story	Poster/ cut out picture
40MINS	about time.	depicting peoples from
(New Learning		different parts of Ghana.
Including	Talk about the times we greet in the morning and	Ghana map, Cut out
Assessment)	show it shows on the clock face.	shapes, big books,
,	Howards I consider a surface of consideration	counters, crayons
	Have the keywords on cut out papers and use them	
	to explain how we describe time of the day using the long arm and the short arm on the clock face.	
	long arm and the short arm on the clock face.	
	Have learners practice manipulating clock faces	
	showing different time.	
	Assist learners to locate the a given time on the clock	
	face (e.g. 6, 9)	
	II IP	
	1011 7 13	
	2	
	9 3	
	8 4	
	7 6 5	
	6 O'clock	

	Have learners create their own clock face using arts materials like play dough, clay, manila cards, etc.
	Learners sing rhymes and dance with actions
	Take leaners out of the class to the field for a stretch up.
	Engage leaners to use any of the play toys available.
	Make a choice to use any of the learning centers created
	Listen to a story
	Assessment: manipulate the hands of the clock for learners to tell the time
PHASE 3:	Review lesson with Learners by singing songs in
REFLECTION	relation to it
IOMINS	
(Learner and	
Teacher)	

DATE:	STRAND: VALUES AND BELIEFS			
DAY: Friday				
· · · · - · · /		SUB STRAND: OUR FAMILY VALUES		
CLASS: KGI				
CONTENT STANDAR	D:	INDICATORS: K1.3.1.1.7		
K1.3.1.1 Demonstrate				
understanding of the good		PERFORMANCE INDICATOR:		
manners that our families v	alues	Learners can draw clock faces and write down	the given time under it	
and why they value them.		Learners can draw clock faces and write down	the given time under it	
CORE COMPETENCE:	Commu	nication and collaboration (CC) Personal Develo	pment and Leadership (PL)	
	CI) Critic	al Thinking and Problem Solving		
KEY WORDS:				
PHASE/DURATION	LEARI	NERS ACTIVITIES	RESOURCES	
PHASE I:	Play "th	e I am thinking of a name" game.		
STARTER 10 MINS		g g		
(Preparing the Brain		cher thinks of a name of a child in the class e.g.		
for Learning)		s. They then give clues to help the learners		
		ut whose name it is. At the beginning all the		
	children stand up but they must sit down if the clue does not apply to them. For example			
		teacher claps the number of syllables in the		
		2 for princess)		
		the name has an /i/ sound in it		
		the name starts with /p/		
		this is a girl's name the second sound is /r/		
	Clue 5-	the second sound is ///		
	By this	stage there should only princess left and the		
		n will have guessed that it is her name the		
		is describing.		
PHASE 2: MAIN		the importance of time and why learners need	Poster/ cut out picture	
40MINS		the times for school and classroom activities.	depicting peoples from	
(New Learning	[different parts of Ghana	
Including	Talk about times we greet in the morning and show it		Ghana map, Cut out	
Assessment)	on the clock face explaining how we describe time of		shapes, big books,	
	the day	using the long arm and the short arm.	counters, crayons	
		fferent times written on cut out papers, have		
		s in pairs draw clock faces showing different		
		nd write the times underneath e.g. 6, 7, 2, etc.		
	E.g.			



	2 O'clock	
	Make a choice to use any of the learning centers created	
	Listen to a story	
	Assessment: manipulate the hands of the clock for learners to draw the face of the clocks and tell the	
	time	
PHASE 3:	Teacher sings songs and recite rhymes in relation to	Sea saw, mary go round,
REFLECTION IOMINS	the lesson with learners	and other play toys
(Learner and	Take learners out to the field.	
Teacher)	Guide them to swing the sea-saw, sit on the mary-goround etc.	
	Sing rhymes and songs with learners as they play	

WEEKLY LESSON PLAN FOR KG I- WEEK THREE

DATE:		STRAND: VALUES AND BELIEFS	
DAY: Monday			
•		SUB STRAND: OUR CULTURAL VALU	JE
CLASS: KGI	DD	INDICATORS ICLOSED	
CONTENT STANDA	KD:	INDICATORS: K1.3.2.1.1	
101.5.2.1		PERFORMANCE INDICATOR:	
		Learners can talk about some important cultural values and good manners that promote respect and politeness	
CORF COMPETENC	F: Commun	ication and collaboration (CC) Personal Deve	
(PL) Creativity and Innovati		ical Thinking and Problem Solving	nopment and Leader simp
KEY WORDS:			
PHASE/DURATION	LEADNI	ERS ACTIVITIES	DESCUIDES
PHASE/DUKATION	LEARING	ERS ACTIVITIES	RESOURCES
PHASE I:		alls out different actions for learners to	
STARTER 10 MINS		nt have to mimic the action	
(Preparing the	Continuot	ısly without breaking.	
Brain for Learning)	After a while teacher speeds up the tempo. For		
Learning)		jumping, stamping, crazy dance, hitting a	
PHASE 2: MAIN	nail etc.		
40MINS	In a Community Circle time have learners sit in a semi-circle. Learners in turns tell what they learnt		
(New Learning	in the previous lesson.		
Including	Alumin walaana and maat the learners before		
Assessment)	Always welcome and greet the learners before you introduce the theme for the week. Ensure		
	that all learners respond to the greetings.		
		,	
		t-out papers with the polite words and	
	learners.	cluding greetings and discuss them with	
		ners to demonstrate how to show	
		each other, to adults in our society, ather and then teachers.	
	mouner, i	atilet and their teachers.	
	Display a conversational poster and have learners		
	observe, think pair share and describe some		
		that depict respect and politeness at at school.	
	E.g. saying "please, and "thank you", asking		
	permission before		
	doing ever	ything, e.g. saying "may I go out" etc	
	I		l

	Create a scenario for learners to tell the appropriate polite words and phrases that they will use and why? Take Learners out of the class to the field for a stretch up. Engage Learners to use any of the play toys available. Make a choice to use any of the learning centers	
	Created Listen to a story Assessment: share roles and have learners role play some of the scenarios	
PHASE 3: REFLECTION IOMINS (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it	

DATE:	STRAND: VALUES AND BELIEFS	
DAY: Tuesday		
	SUB STRAND: OUR CULTURAL VALUE	
CLASS: KGI		
CONTENT STANDARD:	INDICATORS: K1.3.2.1.2	
K1. 3.2.1		
	PERFORMANCE INDICATOR:	
	Learners can recognize the basic components of a book using	
	the Big Book on showing respect.	
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership		
(PL) Creativity and Innovation (CI) Cri	tical Thinking and Problem Solving	
VEV MODDC		

KEY WORDS:

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE I:	Learners to sing songs and recite rhymes	
STARTER 10 MINS	ONICE I CALICLIT A FIGURALINE	
(Preparing the	ONCE I CAUGHT A FISH ALIVE One, two, three, four, five	
Brain for	Once I caught a fish alive	
Learning)	Six, seven, eight, nine, ten	
	Then I let it go again	
	Why did you let it go?	
	Because it bit my finger so	
	Which finger did it bite?	
	This little finger on my right	
PHASE 2: MAIN	Using a Big book on showing respect/politeness,	
40MINS	have learners talk about the front/cover page,	
(New Learning	the body , and end page of a book.	
Including		
Assessment)	With the use of picture walk from the cover page	
,	illustration and the body/content, have learners	
	predict the content of the text.	
	Write and discuss the meaning of the keywords	
	before reading the book.	
	Use interactive read aloud to assist learners to	
	make connections with why they need to show	
	respect to each other and their teachers.	
	Have learners use some of the keywords in	
	sentences that depicts showing respect.	
	Have learners to fill the missing letters in the	
	given polite words	
	e.g. m y = m <u>a</u> y	
	respct=resp e ct	

	ple se = ple <u>a</u> se th nk = th <u>a</u> nk	
	Have learners count the number of letters they used to fill in the spaces of the words and represent the number of the letters on a number line.	
	Take Learners out of the class to the field for a stretch up.	
	Engage Learners to use any of the play toys available.	
	Make a choice to use any of the learning centers created	
	Listen to a story	
	Assessment: call learners in turns to read the keywords on the board	
PHASE 3:	Review lesson with Learners by singing songs in	
REFLECTION	relation to it.	
IOMINS		
(Learner and		
Teacher)		

DATE:	STRAND: VALUES AND BELIEFS	
DAY: Wednesday		
	SUB STRAND: OUR CULTURAL VALUE	
CLASS: KGI		
CONTENT STANDARD:	INDICATORS: K1.3.2.1.3	
K1. 3.2.1		
	PERFORMANCE INDICATOR:	
	Learners can use positive words learnt from the teacher-read-aloud	
	of the Big Book to talk about how to show respect to teachers and	
	peers at school.	
CORE COMPETENCE: Comr	munication and collaboration (CC) Personal Development and Leadership	
(PL) Creativity and Innovation (CI)	Critical Thinking and Problem Solving	
KEY WORDS:		

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE I: STARTER 10 MINS (Preparing the Brain for Learning) PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Learners to sing songs and recite rhymes Humpty Dumpty Humpty Dumpty sat on the wall, Humpty Dumpty had a great fall, All the kings horses and all the kings men, Couldn't put dumpty together again. Do a picture walk through the text and let the learners predict what the story will be about looking at the pictures. Learners listen to the Teacher read-aloud the Big Book on a Girl who refused to listen to his parents and retell the story. Learners share what they learn from the story relating it to how good it is for a child to adopt their cultural values. Learners dramatize different ways to show respect to teachers and their peers at school and in the house. E.g. saying sorry, thank you, etc. Use vocabulary acquired from the text to create meaningful simple sentences. Read sentences aloud as learners read after you.	Poster/ cut out picture depicting peoples from different parts of Ghana., Cut out shapes, big books, counters, crayons
	Have each learner count the number of words in their sentence and represent the number of words with a model number	

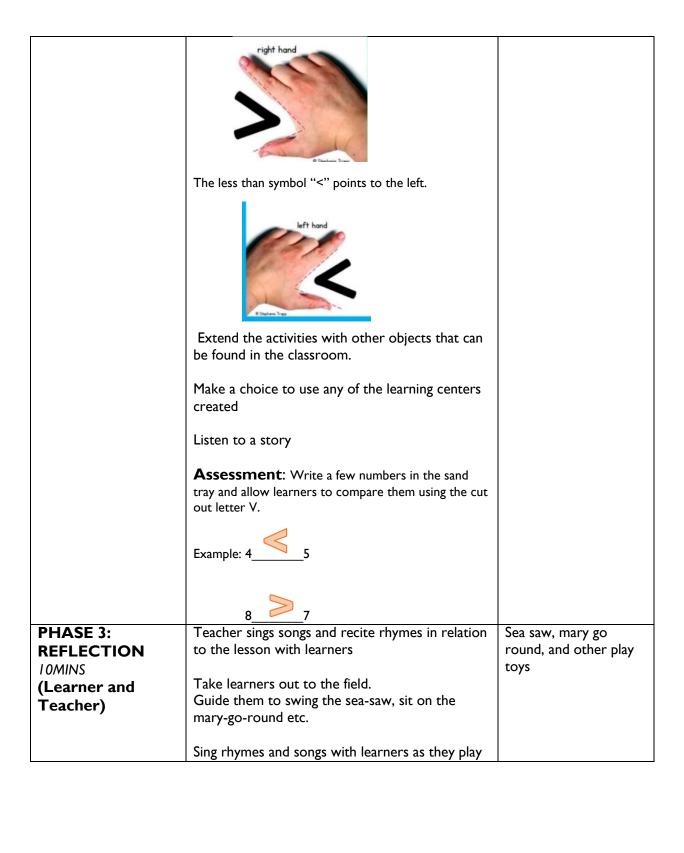
	Group learners with same number of words and let each group represent their numbers with counters. Teach, sing songs and recite rhymes in relation to	
	the lesson. Learners to sing the songs, recite rhymes and dance with actions.	
	Make a choice to use any of the learning centers created	
	Assessment: call learners in turns to read the	
PHASE 3: REFLECTION	keywords on the board. Review lesson with Learners by singing songs in relation to it	
(Learner and Teacher)		

DATE:		STRAND: VALUES AND BELIEFS	
DAY: Thursday CLASS: KGI		SUB STRAND: OUR CULTURAL VALUE	
CONTENT STANDARD: K1. 3.2.1		INDICATORS: K1.3.2.1.4	
		PERFORMANCE INDICATOR: Learners can Identify the location of individual sounds in a given word (beginning or end of a word)	
		nication and collaboration (CC) Personal Deve cical Thinking and Problem Solving	elopment and Leadership
PHASE/DURATION	LEARNI	ERS ACTIVITIES	RESOURCES
PHASE I: STARTER 10 MINS (Preparing the Brain for Learning)	from each Give each one with t and the ot They shou Ask them As they wa letter out When pup on the wo form a wo	a letter card that makes up a word. Ask the he first letter to go to your right hand side her to your left hand side. Id be as far away from each other. to start walking slowly towards each other. alk, each should be saying the sound of his loud. Example aaaaaa Ssssss iils meet, ask them to sound out the letters rd cards one after the other in order to rd.	Postor/ sut out picture
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	learners. Have lear letter-sou Learners at differer ending so /d/ and /v Learners air, on ot	ners identify words beginning with the and for the week search for words with the letter sound not position beginning, middle and the und. E.g. dada — the beginning sound is wind/ the sound is at the end. practice the writing of the letter in the her flat surfaces and write it boldly in ing/exercise books.	Poster/ cut out picture depicting peoples from different parts of Ghana., Cut out shapes, big books, counters, crayons

	Read sentence strips to learners and have them identify words that begins with the letter-sound of under study. Have learners design the given letter using pebbles, shells, etc. and talk about their designs Learners sing rhymes and dance with actions	
	Take leaners out of the class to the field for a stretch up.	
	Engage leaners to use any of the play toys available.	
	Make a choice to use any of the learning centers created	
	Listen to a story	
	Assessment: Learners stand at the start line. Teacher calls out 'if you have a /t/ in your name step forward' or 'if your name begins with /f/ step forward'. The person to get to the finish line wins	
PHASE 3: REFLECTION IOMINS	Review lesson with Learners by singing songs in relation to it	
(Learner and Teacher)		

DATE: 24 th January 2020	STRAND: VALUES AND BELIEFS
DAY: Friday	
	SUB STRAND: OUR CULTURAL VALUE
CLASS: KGI	
CONTENT STANDARD:	INDICATORS: K1.3.2.1.5
K1. 3.2.1	
	PERFORMANCE INDICATOR:
	Learners can practice using the more than and less than concept
	and their signs to compare different items that learners like and
	don't like.
CORE COMPETENCE : Com	munication and collaboration (CC) Personal Development and Leadership
(PL) Creativity and Innovation (CI)	Critical Thinking and Problem Solving
KEY WORDS:	

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE I: STARTER 10 MINS	Engage learners to play the "I haveWho has" game.	
(Preparing the Brain for Learning)	Give out number cards (from I-10) to learners at random.	
Learning)	The first child shouts and mention the number on his card and ask for another number. Example, I have 5Who has 9?	
PHASE 2: MAIN	Have learners talk about their likes and dislike.	Poster/ cut out picture
40MINS (New Learning Including Assessment)	Using "Think-Pair share", have learners enumerate behaviors they like and those that they dislike using shells, pebbles, sticks, etc. Have learners share their findings using	depicting peoples from different parts of Ghana., Cut out shapes, big books, counters, crayons
	comparative language "more than" and "less than". Introduce learners to using the mathematical signs for the "more than" [<] and "less than" [>]	
	to solve problems. Let learners practice how to write the > and < symbols.	
	The greater than symbol ">" points to the right.	



WEEKLY LESSON PLAN FOR KG I- WEEK FOUR

DATE:	STRAND: VALUES AND BELIEFS			
				
DAY: Monday	SUB STRAND: OUR RELIGIOUS VALUES			
CLASS: KGI	SOB STRAINS. SON NEEDIS WALDES	SOB STRAIND. OUR RELIGIOUS VALUES		
CONTENT STANDAR	D: INDICATORS : K1.3.3.1.1 K1.3.3.1.3	INDICATORS: K1.3.3.1.1 K1.3.3.1.3		
K1.3.3.1 Demonstrate	PERFORMANCE INDICATOR:	DEDECORMANCE INDICATOR:		
understanding of the religio	us Landa de la l	Learners can recite rhymes and talk about religious values and how		
and moral values and virtue we need to exhibit as good	to show it			
Christians and Muslims	Learners can interact actively with peers during	Learners can interact actively with peers during a teacher-read aloud		
		session about religious and moral values, use visual information to		
	understand the unfamiliar words when reading	and use new vocabulary		
CODE COMPETENCE	acquired to create short sentences. Communication and collaboration (CC) Personal Develop	amont and Loadorship (DL)		
	Communication and Conaboration (CC) Personal Develop	oment and Leadership (FL)		
KEY WORDS:	,			
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES		
PHASE I:	Have learners to sing familiar songs and recite rhymes			
STARTER 10 MINS	they know.			
(Preparing the Brain	,			
for Learning)	THE WHEELS ON THE BUS			
	The wheels on the bus goes round and round			
	Round and round; round and round			
	The wheels on the bus goes round and round All through the town.			
	7 th directorn.			
	The dog on the bus goes woof, woof			
	woof, woof, woof, woof			
	The dog on the bus goes woof, woof, woof			
	All day long.			
	(Continue with sounds made by familiar animals)			
PHASE 2: MAIN	Using poster and/or pictures, introduce the theme and	Poster/ cut out pictures,		
40MINS	let learners recite common rhymes and sing song that	Cut out shapes, big		
(New Learning	depict religious values.	books, counters, crayons, word cards and number		
Including	As whole class discuss the common moral values and	cards		
Assessment)	virtues that the three major religious groups preach.			
	E.g. love, forgiveness, living at peace with people,			
	behave appropriately towards other people.			
	Have cut out pictures of some of the values with their			
	labels written under them "pick and act" activity.			
	In small groups, have each group pick one of the cut-			
	out pictures and dramatize the religious and/or moral values they picked.			
	values utey picked.			
	Using a Big book, have interactive read aloud with			
	learners and assist them identify and tell the religious			
	and moral values in the text.			

Use visual information to assist the explanation of the keywords before the interactive reading is done. Have learners use some of the unfamiliar words learnt to make simple sentences. After the reading, have learners relate the content of the book with their experiences. Encourages learners to share some of the experiences. Have learners identify the 2/3 D objects in the illustrations and have them group them into the two categories (2D and3D). Use the comparative signs "more than" [<] and "less than" [>] to describe the data collected. Have learners draw their favorite 2D or 3D object. Take Learners out of the class to the field for a stretch up. Engage Learners to use any of the play toys available. Make a choice to use any of the learning centers created Listen to a story **Assessment**: Let learners recite rhymes and talk about religious values and how to show it PHASE 3: Review lesson with Learners by singing songs in **REFLECTION** relation to it **IOMINS** (Learner and Teacher)

DATE:	STRAND: VALUES AND BELIEFS
DAY: Tuesday	SUB STRAND: OUR RELIGIOUS VALUES
CLASS: KGI	OD OTHER WILLIAM ON WELLOW ON WEST
CONTENT STANDARD:	INDICATORS: K1.3.3.1.2.
K1.3.3.1 Demonstrate understanding	
of the religious and moral values and	PERFORMANCE INDICATOR:
virtues we need to exhibit as good	Learners can handle books correctly and with care.
Christians and Muslims	Learners can name books correctly and with care.

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE I:	Have learners to sing familiar songs and recite rhymes	
STARTER 10 MINS	they know.	
(Preparing the Brain	ONE LITTLE FINISED	
for Learning)	ONE LITTLE FINGER	
	One little finger, One little finger Two little fingers, tap, tap!	
	Point to the ceiling, point to the floor,	
	Put them on your head, HEAD!	
	The them on your nead, The to.	
	(continue by pointing to other parts of the body)	
PHASE 2: MAIN	Using a Big book and other books, have learners	Poster/ cut out pictures,
40MINS	demonstrate the appropriate way of handling books,	Cut out shapes, big
(New Learning	holding books upright when reading, not bending the	books, counters, crayons,
Including	spine, opening the pages carefully in order not to tear the pages, etc.	word cards and number cards
Assessment)	the pages, etc.	cards
	Have learners take turns to do "Pretend reading"	
	using the appropriate book handling skills.	
	Guide learners discuss the effects of mishandling books e.g. the spine/backbone of the will break, the sheets of the book will get torn, we will find it difficult to get books, etc.	
	Schedule a book mending day with the learners to assist them to mend the class torn books.	
	Using a book, explain 2/3 dimensional (2/3 D) shapes.	
	With more activities and examples, assist learners identify and describe 2/3 D shapes.	
	Take Learners out of the class to the field for a stretch up.	
	Engage Learners to use any of the play toys available.	
	Make a choice to use any of the learning centers created	

	Listen to a story	
	Assessment: call learners to demonstrate how to handle books correctly and with care	
PHASE 3: REFLECTION IOMINS	Review lesson with Learners by singing songs in relation to it.	
(Learner and Teacher)		

DATE:	STRAND: VALUES AND BELIEFS
DAY: Wednesday	
	SUB STRAND: OUR RELIGIOUS VALUES
CLASS: KGI	
CONTENT STANDARD:	INDICATORS: K1.3.3.1.4
K1.3.3.1 Demonstrate	
understanding of the religious and	PERFORMANCE INDICATOR:
moral values and virtues we need	Learners can stretch and count the number of sounds in a word and blend
to exhibit as good Christians and	
Muslims	them together.

DUIAGE/DUIDA TIGO:	LEADNEDO ACTIVITICO	DECOLUDATE
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE I:	Have learners to sing familiar songs and recite rhymes	
STARTER 10 MINS	they know.	
(Preparing the Brain		
for Learning)	FIVE LITTLE DUCKS	
3,	Five little ducks went out one day	
	Over the hills and far away	
	Mother duck said "quack, quack, quack"	
	And only four little ducks came back.	
	Four little ducks went out one day	
	Over the hills and far away	
	Mother duck said "quack, quack, quack"	
	And only three little ducks came back.	
	(continue until all the little ducks are exhausted)	
PHASE 2: MAIN	Teacher holds a rubber band and model how to	Poster/ cut out pictures,
40MINS	stretch examples of moral words while pronunciation	Cut out shapes, big
(New Learning	so as to identify all the sound.	books, counters, crayons,
Including		word cards and number
Assessment)	List the words on the board or on cut out papers. As	cards
	learners practice the select words, write the sounds	
	identified on the board.	
	Have learners in pairs play sound blending games	
	where one stretches out the sounding of a word for	
	the other to blend the sound to make out the word.	
	Have learners repeat the activity with different words	
	and introduce the concept of silent letters to learners	
	e.g. love, time, make, etc.	
	Teach, sing songs and recite rhymes in relation to the	
	lesson.	
	Learners to sing the songs, recite rhymes and dance	
	with actions.	

	Make a choice to use any of the learning centers created
	Listen to a story
	Assessment: Let learners count the number of sounds in a word and blend them together.
PHASE 3: REFLECTION IOMINS	Review lesson with Learners by singing songs in relation to it
(Learner and Teacher)	

DATE:	STRAND: VALUES AND BELIEFS
DAY: Thursday	SUB STRAND: OUR RELIGIOUS VALUES
CLASS: KGI	
CONTENT STANDARD:	INDICATORS: K1.3.3.1.5:
K1.3.3.1 Demonstrate understanding	
of the religious and moral values and	PERFORMANCE INDICATOR:
virtues we need to exhibit as good	Learners can write letters legibly and boldly
Christians and Muslims	Learners can write receis region, and boldly

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE I:	Have learners to sing familiar songs and recite rhymes	
STARTER 10 MINS	they know.	
(Preparing the Brain		
for Learning)	STAND UP FOR POSITION	
3,	Stand up for posi, posi, position	
	To your right posi, posi, position	
	To your left posi, posi, posi, position	
	To your back posi, posi, posi, position To your front posi, posi, position	
	To your all posi, posi, posi, position	
PHASE 2: MAIN	Go through prewriting exercise as in the previous	Poster/ cut out pictures,
40MINS	writing exemplars.	Cut out shapes, big
(New Learning	The state of the s	books, counters, crayons,
Including	Write two words depicting moral values on the board.	word cards and number
Assessment)		cards
Assessment	Have learners tell situations/occasion when the values	
	are used.	
	Help learners use the words to make simple sentences. Have learners spell the words and then write them into their books. After, have learners count the letters that make up each word and use objects such pebbles, straws, counters, etc. to represent the letters. Have learners sum up the number of letters in the two words. Extend the activity by using different words or objects.	
	Learners can also create patterns with the numbers of letters in each word Learners sing rhymes and dance with actions Take leaners out of the class to the field for a stretch	
	up.	

	Engage leaners to use any of the play toys available. Make a choice to use any of the learning centers created Listen to a story Assessment: Give individual task to write letters	
PHASE 3: REFLECTION IOMINS (Learner and Teacher)	legibly and boldly in their workbooks Review lesson with Learners by singing songs in relation to it	

DATE:	STRAND: VALUES AND BELIEFS
DAY: Friday	
,	SUB STRAND: OUR RELIGIOUS VALUES
CLASS: KGI	
CONTENT STANDARD:	INDICATORS: K1.3.3.1.6
K1.3.3.1 Demonstrate	
understanding of the religious and	
understanding of the religious and	PERFORMANCE INDICATOR:
moral values and virtues we need	Learners can write numeral I to 5 and represent them with
to exhibit as good Christians and	different objects in the church, number of letters in a word etc.
Muslims	different objects in the charch, number of letters in a word etc.

PHASE/DURATION	LEARNERS ACTIVITIES RESOURCES	
PHASE I: STARTER 10 MINS	Engage learners in the I spy game	
(Preparing the Brain for Learning)	Ask children to choose any 4 letters and write them in their books/on the floor. The teacher says a simple word and if children have the sound at the beginning of that word they cross it out. The first child to cross out all 4 of their letters shouts BINGO!! and is the winner. This can also be played with high frequency words that the children know.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Write selected words on the board. Have learners count number of letters in words. Have learners make simple sentences with the words in sentences. Using number cards, have learners identify words that have the same letters as the number card shown. Repeat the activity and then have match the words with the appropriate number. Have individual learner identify the numbers on cards and match it with correct numerals on another card. Have learners form patterns with the shapes representing the letters in words. Make a choice to use any of the learning centers created	Poster/ cut out pictures, Cut out shapes, big books, counters, crayons, word cards and number cards
	Assessment: Learners to write numerals from 1 to 5 in their workbooks	

PHASE 3:	Teacher sings songs and recite rhymes in relation to	Sea saw, mary go round,
REFLECTION	the lesson with learners	and other play toys
IOMINS (Learner and Teacher)	Take learners out to the field. Guide them to swing the sea-saw, sit on the mary-go-round etc.	
	Sing rhymes and songs with learners as they play	

WEEKLY LESSON PLAN FOR KG I- WEEK FIVE

DATE		CTRAND VALUES AND DELIEFS	
DATE:		STRAND: VALUES AND BELIEFS	
DAY: Monday			
DAT. I loliday		SUB STRAND: OUR BELIEFS	
CLASS: KGI		SOB STRAID. OOK BELLETS	
CONTENT STANDARD:		INDICATORS: K1.3.4.1.1	
K1.3.4.1 Demonstrate unde		INDICATIONS. KILS. I.I.I.	
of and relating well with pe		PERFORMANCE INDICATOR:	
different beliefs		Learners can talk about God as the Creator	of all things and discuss
		different ways that people worship him.	or an enings and disease
CODE COMPETENCE		, , , ,	
		tion and collaboration (CC) Personal Develop	oment and Leadership (PL)
KEY WORDS:	CI) Critical I	hinking and Problem Solving	
RET WORDS.			
PHASE/DURATION	LFΔRNF	RS ACTIVITIES	RESOURCES
. TIAGE, DOTALION			
PHASE I:	Engage lea	rners to sing songs and recite a few rhymes	
STARTER 10 MINS	they are fa		
(Preparing the Brain			
for Learning)		VERY BIG GOD	
8 ,		ry big God oo,	
		ys by my side.	
	A very Go		
PHASE 2: MAIN	By my side, by my side		
40MINS	Using the KWL strategy, introduce the theme for the week and assist learners to learn more about different sentence card pictures and		
(New Learning			sentence card, pictures and
Including	beliefs system of their friends. videos		
Assessment)	K- Call on the learners to share what they know		
Assessment	about God and what religious group they belong to.		
	Learners should also mention the different		
	ways they refer to God in their religious groups.		
	M/ Allow	learners to calcarrestion about what they	
		learners to ask question about what they ow from their friends about how they	
	want to kin	ow it off their friends about now they	
	Learners to	alk about and dramatize how they worship,	
	pray and th	ne songs they sing.	
	L- Encourage learners to appreciate each other and		
	then share what they have learned (L) from their		
	friends.		
	Decorate the classroom with conversational posters of different religious groups and have learners use them as		
	resource to talk about their beliefs.		
	. coource to	can about their beliefs.	
	Take Learners out of the class to the field for a		
	stretch up.		
	Engage Learners to use any of the play toys available.		

	Make a choice to use any of the learning centers created
	Listen to a story
	Assessment: Call learners in turns to demonstrate some modes of worship they know (dancing, drumming, singing, praying, kneeling etc.)
PHASE 3:	Review lesson with Learners by singing songs in
REFLECTION	relation to it
IOMINS	
(Learner and	
Teacher)	

DATE:	STRAND: VALUES AND BELIEFS
DAY: Tuesday	
CLASS: KGI	SUB STRAND: OUR BELIEFS
CONTENT STANDARD:	INDICATORS: K1.3.4.1.2
K1.3.4.1 Demonstrate understanding	
of and relating well with people with	PERFORMANCE INDICATOR:
different beliefs	
	Learners can handle their religious scriptures (book) appropriately.

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE I:	Engage learners to sing songs and recite a few rhymes	
STARTER 10 MINS	they are familiar with	
	City are tarrinar with	
(Preparing the Brain	MINGLE MINGLE	
for Learning)	•Mingle, mingle – mingle 2x	
	Two mingle (2 come together)	
	•Mingle, mingle – mingle 2x	
	Three mingle (3 come together)	
	•Mingle, mingle – mingle 2x	
	four mingle (4 come together)	
PHASE 2: MAIN	Display different scriptures, the Bible, Learners Bible	the Bible, Learners Bible
40MINS	stories, the Quran and any others that the learners	stories, the Quran
(New Learning	could bring.	Scorres, and Quran
Including	··· o ·	
	Using the learners' book as the model, scaffold	Big book, word card
Assessment)	learners to identify how to open the books paying	and sentence card,
	attention to the page numbers in the books.	pictures and videos
	Use a short story to assist learners appreciate and respect other religious books.	
	Have learners either sing or draw one object each that identify the three main religions in Ghana and talk	
	about it.	
	Let learners represent the number of the main religions with model numbers	
	Group learners according to the religion they belong to.	
	Write a short but simple bible quotes for learners to memorize. Example: John 10:30 "I and my father are one" John 11:35 "And Jesus wept" Genesis 1:1 "In the beginning God created the Heavens and the Earth"	

	Teach learners new action songs and let them sing and	
	dance as well.	
	dance as well.	
	I AM A CHRISTIAN I am a C I am a CH I am a CHRISTIAN And I am CHRISTIAN in my heart. And I will LIVE forever	
	Take Learners out of the class to the field for a stretch up.	
	Engage Learners to use any of the play toys available.	
	Make a choice to use any of the learning centers created	
	Listen to a story	
	Assessment: Learners in turns and in groups sing and recite simple Bible quotations learnt.	
PHASE 3:	Review lesson with Learners by singing songs in	
REFLECTION	relation to it.	
IOMINS		
(Learner and		
•		
Teacher)		

DATE:	STRAND: VALUES AND BELIEFS
DAY: Wednesday	
ŕ	SUB STRAND: OUR BELIEFS
CLASS: KGI	
CONTENT STANDARD:	INDICATORS: K1.3.4.1.3
K1.3.4.1 Demonstrate	
understanding of and relating well	PERFORMANCE INDICATOR:
with people with different beliefs	Learners can interact actively with peers during a teacher-read aloud
	session about religious beliefs, use visual information to
	understand the unfamiliar words when reading and use new
	vocabulary acquired to talk about their beliefs
CORE COMPETENCE: Commu	nication and collaboration (CC) Personal Development and Leadership (PL)

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES	
DI IACE I			
PHASE I: STARTER 10 MINS	Engage learners to sing songs and recite a few rhymes they are familiar with		
(Preparing the Brain	are farmar with		
for Learning)	I AM A CHRISTIAN		
	I am a C		
	I am a CH		
	I am a CHRISTIAN And I am CHRISTIAN in my heart.		
	And I will LIVE forever		
PHASE 2: MAIN	Follow the "before reading, during reading and after	Big book, word card	
40MINS	reading" strategies as you read an informational text	and sentence card,	
(New Learning	on different religious groups in Ghana and how they	pictures and videos	
Including	worship.	'	
Assessment)	Davis often and have the learners reasond to the tout		
	Pause often and have the learners respond to the text by relating the information to their lives.		
	by relating the information to their lives.		
	Use visual information such as pictures to explain		
	unfamiliar words such as mosque, chapel, and shrine		
	Learners identify and share what they have learnt		
	about the things that we all do in common and things		
	that are different about the three religious		
	groups.		
	Allow learners to talk a lot using the new vocabulary		
	that they have heard from the book.		
	and any have heard if one die book.		
	Learners role play what their religious leaders do		
	when leading worship.		
	Have learners talk about and demonstrate how they		
	will relate with their classmates and other learners in		
	harmony although they belong to different religious		
	groups.		

	Count the letters in at least two religious books and/or name of worship place and use comparative language ("more than", "less than", "same as") and signs ([<], [>], [=]) to describe the letters in the spelling of the religious books	
	e.g. Bible has 5 letters and chapel has 6. The number of letters in chapel is more the letters in Bible. Bible < Chapel	
	Quran has 5 letters and Mosque has 6. The number of letters in Mosque is more the letters in Quran. Quran < Mosque	
	Mosque has 6 letters and Shrine has 6. The number of letters in Mosque is the same as the letters in Shrine. Mosque = Shrine	
	You can extend this activity using different objects.	
	Teach, sing songs and recite rhymes in relation to the lesson.	
	Learners to sing the songs, recite rhymes and dance with actions.	
	Make a choice to use any of the learning centers created	
	Listen to a story	
	Assessment: Learners role play what their religious leaders do when leading worship.	
PHASE 3:	Review lesson with Learners by singing songs in relation to it	
REFLECTION IOMINS	relation to it	
(Learner and		
Teacher)		

DATE:	STRAND: VALUES AND BELIEFS
DAY: Thursday	SUB STRAND: OUR BELIEFS
CLASS: KGI	
CONTENT STANDARD:	INDICATORS: K1.3.4.1.4
K1.3.4.1 Demonstrate understanding	
of and relating well with people with	PERFORMANCE INDICATOR:
different beliefs	Learners can draw one activity that we do when worshipping God and
	label it with one or two words

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE I: STARTER 10 MINS (Preparing the Brain	Have learners to sing songs and recite familiar rhymes. ROUND AND ROUND THE GARDEN	
for Learning)	Round and round the garden Like a teddy bear, One step, two step, Tickle you under there	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Using poster and picture depicting the three main religion at worship, discuss the three main with the learners. Providing learners with sheet of paper or exercise	Big book, word card and sentence card, pictures and videos
	books, have learners draw, paint and label one way to worship God and label it. Teacher provides different vocabulary on the whiteboard as a resource.	
	Learners decorate the classroom with their pictures. Have learners sort the drawings according to the given criterion (e.g. religion, colors, size) and match the groups with number cards.	
	You can have learners replicate the matching activity into their exercise books Learners sing rhymes and dance with actions	
	Take leaners out of the class to the field for a stretch up.	
	Engage leaners to use any of the play toys available.	

	Make a choice to use any of the learning centers created
	Listen to a story
	Assessment: Learners to draw one activity that we do when worshipping God and label it with one or two words.
PHASE 3: REFLECTION IOMINS (Learner and	Review lesson with Learners by singing songs in relation to it
Teacher)	

DATE:		STRAND: VALUES AND BELIEFS				
27112.						
DAY: Friday						
CLASS: KGI		SUB STRAND: OUR BELIEFS				
CONTENT STANDAR	D·	INDICATORS: K1.3.4.1.5				
K1.3.4.1 Demonstrate	- .	INDICATORS. NI.S.4.1.5				
understanding of and relati	ng well	PERFORMANCE INDICATOR:				
with people with different		Learners can play different musical instrument, sing religious songs				
		and dance on the music.				
		ication and collaboration (CC) Personal Development	and Leadership (PL) Creativity			
and Innovation (CI) Critical TI KEY WORDS :	ninking and	d Problem Solving				
RET WORDS.						
PHASE/DURATION	LEAR	NERS ACTIVITIES	RESOURCES			
PHASE I:	Engage	learners to sing songs and recite a few rhymes				
STARTER 10 MINS	they ar	e familiar with				
(Preparing the Brain		F A VERY RIC COR				
for Learning)		E A VERY BIG GOD very big God oo,				
		ways by my side.				
		God oo,				
		side, by my side				
PHASE 2: MAIN		lifferent religious songs and musical	Music box, phones			
40MINS		nents, have learners be in groups and perform				
(New Learning	and dar	nce to the music of the three different religions				
Including	III Gilai	ia.				
Assessment)		age learners to sing and dance together as a a appreciating each other.				
	way or	appreciating each other.				
	Have le	earners discuss their performances.				
	Create	different everyday situations and scaffold	Model numbers, counters			
		s to add numbers.	and bundle of sticks			
	_	mbine amount of money collected at church etc. Extend this activity with other objects.				
		evel-appropriate sight words, display sight on cards and guide learners to read.				
		the words and guide learners to use the words a short and simple sentences.				
	Сору у	vords in the exercise book.				
	Make a created	choice to use any of the learning centers				
	Listen t	to a story				
		sment: Have learners to read the sight words chart in turns.				

	big into	into here big	my little	like	all into	look like	
	at	all	look	here	little	at	
	into	my	like	she	big	here	
	look	here	little	into	all	like	
PHASE 3: REFLECTION IOMINS (Learner and Teacher)	Teacher s the lesso Take lear Guide the round et	n with learners out	arners to the fi	eld.		e mary-go-	Sea saw, mary go round, and other play toys
	Sing rhyn		ongs wit	h learner	rs as they	, play	

WEEKLY LESSON PLAN FOR KG I- WEEK SIX

	CAL			
CLASS: KGI CONTENT STANDARD: K1.4.1.1 Demonstrateunderstanding of the special places in our local communities PERFORMANCE INDICATOR: • Learners can talk about some special places in our communit. • Learners can demonstrate their understanding of the concept addition by combining people and objects and finding how ma altogether. CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leaderst Creativity and Innovation (CI) Critical Thinking and Problem Solving KEY WORDS: PHASE/DURATION LEARNERS ACTIVITIES RESOURCES	CAL			
CONTENT STANDARD: K1.4.1.1 Demonstrateunderstanding of the special places in our local communities PERFORMANCE INDICATOR: • Learners can talk about some special places in our communit • Learners can demonstrate their understanding of the concept addition by combining people and objects and finding how manaltogether. CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leaders' Creativity and Innovation (CI) Critical Thinking and Problem Solving KEY WORDS: PHASE/DURATION LEARNERS ACTIVITIES RESOURCES				
K1.4.1.I Demonstrateunderstanding of the special places in our local communities PERFORMANCE INDICATOR: • Learners can talk about some special places in our communit enderstanding of the concept addition by combining people and objects and finding how manaltogether. CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadersh Creativity and Innovation (CI) Critical Thinking and Problem Solving KEY WORDS: PHASE/DURATION LEARNERS ACTIVITIES RESOURCES				
the special places in our local communities • Learners can talk about some special places in our communit. • Learners can demonstrate their understanding of the concept addition by combining people and objects and finding how maltogether. CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadersh Creativity and Innovation (CI) Critical Thinking and Problem Solving KEY WORDS: PHASE/DURATION LEARNERS ACTIVITIES RESOURCES				
Learners can talk about some special places in our communit Learners can demonstrate their understanding of the concept addition by combining people and objects and finding how man altogether. CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadersh Creativity and Innovation (CI) Critical Thinking and Problem Solving KEY WORDS: PHASE/DURATION LEARNERS ACTIVITIES RESOURCES	PERFORMANCE INDICATOR:			
addition by combining people and objects and finding how manual altogether. CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadersh Creativity and Innovation (CI) Critical Thinking and Problem Solving KEY WORDS: PHASE/DURATION LEARNERS ACTIVITIES RESOURCES	Learners can talk about some special places in our community			
altogether. CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadersh Creativity and Innovation (CI) Critical Thinking and Problem Solving KEY WORDS: PHASE/DURATION LEARNERS ACTIVITIES RESOURCES	Learners can demonstrate their understanding of the concept of			
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadersh Creativity and Innovation (CI) Critical Thinking and Problem Solving KEY WORDS: PHASE/DURATION LEARNERS ACTIVITIES RESOURCES	, , , , ,			
Creativity and Innovation (CI) Critical Thinking and Problem Solving KEY WORDS: PHASE/DURATION LEARNERS ACTIVITIES RESOURCES	•			
REY WORDS: PHASE/DURATION LEARNERS ACTIVITIES RESOURCES	P (. -)			
PHASE I: Engage learners to sing songs and recite a few rhymes	ļ			
STARTER 10 MINS they are familiar with				
(Preparing the Brain				
for Learning) MINGLE MINGLE				
•Mingle, mingle – mingle 2x				
Two mingle (2 come together) •Mingle, mingle – mingle 2x				
Three mingle (3 come together)				
•Mingle, mingle – mingle 2x				
four mingle (4 come together)				
PHASE 2: MAIN Using a poster or pictures depicting special places in Posters and picture depicting special places in Posters and pictures depicting special places in Posters and	·es			
40MINS the community, have learners identify and name places in the community they have been to.				
(New Learning in the community they have been to. e.g. market, lorry station, chiefs palace, clinic, police				
Assessment) station, shopping mall etc.				
Plan and take learners out to a field trip to special places like the police station, the chief's house, etc.				
places like the police station, the chief's house, etc.				
Have learners talk about why these special places are				
important in the community.				
e.g. we buy our food stuffs at the market etc.				
Have learners draw one of the special places Pencils, crayons e	tc			
(discussed on the poster) they like best and tell the				
reason behind their drawing.				
Llava lagra and analysis discussion and the state of the				
Have learners group their drawing according to the drawn places and write number under each group.				
aram places and mile number under each group.				
Use the numbers to take learners through addition Number cards, co				
and subtraction activities. model numbers e	īC.			
You can also let learners use shapes to form patterns				

	Learners continue to use the concept of addition and subtraction this week	Number cards, counters, model numbers etc.
	Create a market scene where learners buy and sell different items in the community and use their understanding of the addition concept to combine money or number of items and find out how many altogether/how many are left?	Shopping corner
	Create different everyday situations and scaffold learners to add numbers.	Number cards, counters, model numbers etc.
	Let learners work in pairs and individually to solve problems in their exercise books.	
	Take Learners out of the class to the field for a stretch up.	
	Engage Learners to use any of the play toys available.	Play toys, skipping rope, tyres etc.
	Make a choice to use any of the learning centers created	tyres etc.
	Listen to a story	
	Assessment: The teacher starts by saying 'My mother went to the market and she bought' Complete the sentence with an item, for example, tomatoes. A leaner continues by repeating your sentence and adding an item of their own E.g. 'My mother went to the market and bought tomatoes and eggs'. The words don't have to actually be something they can get in the market, as long as it is an item. The game continues to the next leaner who must remember all the items and add their own.	
PHASE 3: REFLECTION IOMINS	Review lesson with Learners by singing songs in relation to it	
(Learner and Teacher)		

DATE:	STRAND: MY LOCAL COMMUNITY
DAY: Tuesday	
CLASS: KGI	SUB STRAND : KNOWING THE SPECIAL PLACES IN OUR LOCAL COMMUNITY
CONTENT STANDARD:	INDICATORS: K1.4.1.1.2
K1.4.1.1 Demonstrateunderstanding of the special places in our local communities	PERFORMANCE INDICATOR: Learners can use visual information (illustrations) when reading.

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE I:	Have learners to sing songs and recite familiar rhymes.	
STARTER 10 MINS		
(Preparing the	ROUND AND ROUND THE GARDEN	
Brain for Learning)	Round and round the garden	
<u> </u>	Like a teddy bear,	
	One step, two step,	
PHASE 2: MAIN	Tickle you under there Using picture walk, allow learners to go through the	Posters and pictures
40MINS	pictures from cover to cover as you flip the pages and let	rosters and pictures
(New Learning	them talk extensively on what they see in the pictures.	
Including	and the pictures.	
Assessment)	Follow the 'before reading', 'during reading' and 'after reading' strategies as you read a big book on special places in the community.	Big book
	Pause often and have the learners respond to the text by relating the information to their lives.	
	Use visual information such as pictures to explain unfamiliar words.	Posters and pictures
	Have learners play a game of "Pick and Act" or "It takes the two" learners show by action what the meaning of the vocabulary in pairs:	
	One person picks the card, support the friend to show through gestures what place the gesture depict.	
	Take Learners out of the class to the field for a stretch up.	
	Engage Learners to use any of the play toys available.	Play toys, skipping rope, tyres etc
	Make a choice to use any of the learning centers created	- r - / - /
	Listen to a story	
	Assessment: Write down a couple of words on cards. Make sure learners are familiar with the words.	

	Divide the class in to groups. One person from each group comes up in front to pick and act the word. The group to get the highest score wins!	
PHASE 3: REFLECTION IOMINS (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it.	

DATE:	STRAND: MY LOCAL COMMUNITY
DAY: Wednesday	
	SUB STRAND: KNOWING THE SPECIAL PLACES IN OUR LOCAL
CLASS: KGI	COMMUNITY
CONTENT STANDARD:	INDICATORS: K1.4.1.1.3
K1.4.1.1Demonstrate understanding	DEDECORMANICE INIDICATOR
of the special places in our local	PERFORMANCE INDICATOR:
· · · · · · · · · · · · · · · · · · ·	Learners can listen attentively and interact with peers during a
communities	teacher-read-aloud session about special places in our community.

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
FHASE/DUKATION	LLANIAERS ACTIVITIES	RESOURCES
PHASE I:	Engage Learners to sing and recite familiar	
STARTER 10 MINS	rhymes.	
(Preparing the Brain		
for Learning)	I AM COUNTING ONE	
	I'm counting one, what is one	
	• I - One is one alone, alone it shall be.	
	• 2 - Two pair, two pair come pair let us pair	
	• 3 - Turn around	
	• 4 - Follow me	
	• 5 - Fire	
	• 6 - Sister	
	• 7 - Savior	
	• 8 - Eat more fruits	
	• 9 - Nana Yaw	
	• 10 - Thank your God.	
PHASE 2: MAIN	Follow the 'before reading', 'during reading' and 'after	Posters and pictures
40MINS	reading' strategies as you read a big book on special	
(New Learning	places in the community.	Pencils, crayons etc.
Including		
Assessment)	Encourage the learners to Interact actively with peers	Number cards, counters,
,	during the teacher read aloud session on the theme.	model numbers etc.
	Ask leading questions and have learners answer to	Cut-out shapes
	bring out the main points in the text.	Dless to see alsies in a see a
	Assist Issumans to use illustrations and sistums to	Play toys, skipping rope,
	Assist learners to use illustrations and picture to enable them to understand unfamiliar words.	tyres etc
	enable them to understand unianimal words.	
	Have learners retell the story in their own words. You	
	can let learners tell their version of the story read.	
	can lee learners ten dien version of the story read.	
	Have the learners group the special places they go	
	often and where they rarely go.	
	Have learners represent the number of the places	
	with pebbles, cut out shapes, shells, counters, model	
	numbers etc.	
		I.

	Have learners arrange them vertically on their tables to have a visual representation and place their respective number card under them.	
	Assist the learner to replicate their findings on the board before they write it into their exercise books.	
	Teach, sing songs and recite rhymes in relation to the lesson.	
	Learners to sing the songs, recite rhymes and dance with actions.	
	Make a choice to use any of the learning centers created	
	Listen to a story	
	Assessment: Let Learners copy and complete the number patterns	
	1 2 3 4	
PHASE 3: REFLECTION IOMINS (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it	

DATE:	STRAND: MY LOCAL COMMUNITY
DAY: Thursday	SUB STRAND: KNOWING THE SPECIAL PLACES IN OUR LOCAL
CLASS: KGI	COMMUNITY
CONTENT STANDARD:	INDICATORS: K1.4.1.1.4
K1.4.1.1 Demonstrateunderstanding of	PERFORMANCE INDICATOR:
the special places in our local communities	Learners can find as many words in the community in which we can find the new letter-sound for the week.

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE I:	Engage Learners to sing and recite familiar	
STARTER 10 MINS	rhymes	
(Preparing the Brain		
for Learning)	WE CAN COUNT	
	We KI	
	We can count We count 1,2,3,4,5	
	We count 6,7,8,9,10	
	We KI can count very well	
PHASE 2: MAIN	Introduce the letter by teaching a tongue twister in	Posters and pictures
40MINS	which the sound is.	1 Oscers and pictures
(New Learning	(for example, /Kk/) Kororoko ko nu kakaka be koklo	Pencils, crayons etc.
Including	kuku ko yeadu. (Ewe)	, , ,
Assessment)	Kakaw na kaw na ayamukaw (Mfantse)	Number cards, counters,
A33033IIICIIC)		model numbers etc.
	Ask learners the sound they hear most.	
	T 1.11	Cut-out shapes
	Teach the pronunciation of the letter-sound.	Dlay taya akii
	Show learners how to write the letter, first, legibly and boldly on the chalkboard/whiteboard and provide a keyword.	Play toys, skipping rope, tyres etc
	Demonstrate how to write the letter in the air, on the back of learners and on a flash card.	
	Learners take turns with you to practice as a whole class, in small groups, in pairs and individually.	
	Scaffold learners to search for words in the community in which we can find the target letter sound e.g. bakery, lake, kite, etc.	
	Make a word wall (a chart on the wall) where you keep track of all the words found (a list of k words).	
	Write and count words with the letter ${f k}$ in their exercise book	

	Learners sing rhymes and dance with actions Take leaners out of the class to the field for a stretch
	Engage leaners to use any of the play toys available.
	Make a choice to use any of the learning centers created Listen to a story
	Assessment: Paste a sight words chart with the target sound (k) on board. Call learners to read out the words with actions.
PHASE 3: REFLECTION IOMINS (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it

DATE:		STRAND: MY LOCAL COMMUNITY			
DAY: Eriday					
DAY: Friday		SUB STRAND: KNOWING THE SPECIAL PL	ACES IN OUR LOCAL		
CLASS: KGI		COMMUNITY	ACLS IIV OOK LOCAL		
CONTENT STANDARI	D·	INDICATORS: K1.4.1.1.5 K1.4.1.1.6			
K1.4.1.1Demonstrate	J .	INDICATORS. KI.T.1.1.5 KI.T.1.1.0			
understanding of the		PERFORMANCE INDICATOR:	PERFORMANCE INDICATOR:		
special places in our		Learners can color nicely a scene from the community and label it.			
local communities		• Learners can demonstrate their understand	ng of the concept of		
		addition by combining people and objects ar	d finding how		
		many altogether.			
		nication and collaboration (CC) Personal Develo	opment and Leadership (PL		
	CI) Critic	al Thinking and Problem Solving			
KEY WORDS:					
PHASE/DURATION	LEADI	NERS ACTIVITIES	RESOURCES		
PHASE/DUKATION	LEAKI	NERS ACTIVITIES	RESOURCES		
PHASE I:		Learners to sing and recite familiar			
STARTER 10 MINS	rhyme	S.			
(Preparing the Brain					
for Learning)	I AM COUNTING ONE • I'm counting one, what is one				
		ne is one alone, alone it shall be.			
		vo pair, two pair come pair let us pair ırn around			
		llow me			
	• 5 - Fir				
	• 6 - Sis	-			
	• 7 - Sa				
		t more fruits			
	• 9 - Na	ana Yaw			
		hank your God.			
PHASE 2: MAIN	Provide	an outline or allow the learners to draw a	Posters and pictures		
40MINS		rom the special places visited, color it nicely,			
(New Learning		aption or label on it using their own invented	Pencils, crayons etc.		
Including	spelling	and paste it in the classroom.			
Assessment)			Number cards, counter		
·		rs continue to use the concept of addition and tion this week.	model numbers etc.		
	subtrac	uon uns week.	Cut-out shapes		
	Creato	real life situations to teach the concept of	Cut-out snapes		
		n and subtraction	Play toys skinning rone		
		n and subtraction.	Play toys, skipping rope,		
	addition	n and subtraction. learners to create sets of objects for addition	Play toys, skipping rope, tyres etc		

Create a market scene where learners buy and sell different items in the community and use their understanding of the addition concept to combine

Make a choice to use any of the learning centers

created

		1
	Listen to a story	
	Assessment: How many are there in all? Color them in	
	<u> </u>	
	00+0=0000	
	+=	
PHASE 3:	Teacher sings songs and recite rhymes in relation to	Sea saw, mary- go- round,
REFLECTION IOMINS	the lesson with learners	and other play toys
(Learner and	Take learners out to the field.	
Teacher)	Guide them to swing the sea-saw, sit on the mary-goround etc.	
	Sing rhymes and songs with learners as they play	

WEEKLY LESSON PLAN FOR KG I- WEEK SEVEN

DATE:		STRAND: MY LOCAL COMMUNITY	
DAY: Monday			
DAT: Monday		SUB STRAND: KNOWING THE SPECIAL F	PLACES IN OUR LOCAL
CLASS: KGI		COMMUNITY	
CONTENT STANDARD:		INDICATORS: K1.4.1.1.1 K1.4.1.1.6	
KI.4.I.I Demonstrateunder		PERFORMANCE INDICATOR:	
the special places in our loc communities	aı	Learners can talk about some special place	es in our community
Communices		Learners can demonstrate their understar	
		addition by combining people and objects	and finding how many
CODE COMPETENCE:	Communica	altogether. tion and collaboration (CC) Personal Develor	amont and Loadorship (DL)
		Thinking and Problem Solving	pment and Leadership (FL)
KEY WORDS:	or, or relear i	Timinang and 11001cm 0011mg	
PHASE/DURATION	LEARNE	RS ACTIVITIES	RESOURCES
PHASE I:	Engage lear	mers to sing songs and recite a few rhymes	
STARTER 10 MINS	they are fa		
(Preparing the Brain	,		
for Learning)	MINGLE		
		ingle – mingle 2x	
		e (2 come together) ingle – mingle 2x	
		gle (3 come together)	
	•Mingle, m	ingle – mingle 2x	
		e (4 come together)	
PHASE 2: MAIN 40MINS		ster or pictures depicting special places in unity, have learners identify and name places	Posters and pictures
(New Learning		munity they have been to.	
Including		, lorry station, chiefs palace, clinic, police	
Assessment)	station, sho	pping mall etc.	
,	Plan and to	ke learners out to a field trip to special	
		the police station, the chief's house, etc.	
		ers talk about why these special places are	
		in the community. our food stuffs at the market etc.	
	e.g. we buy	our food staffs at the market etc.	
	Have learn	ers draw one of the special places	Pencils, crayons etc.
	`	on the poster) they like best and tell the	
	reason beh	ind their drawing.	
	Have learn	ers group their drawing according to the	
		es and write number under each group.	
	l loo ah o aas	mbara ta taka laarnara theassah addisi	Number cords source:
		mbers to take learners through addition ction activities.	Number cards, counters, model numbers etc.
	32 30001 0		
	You can als	so let learners use shapes to form patterns	Cut-out shapes

	Learners continue to use the concept of addition and subtraction this week	Number cards, counters, model numbers etc.
	Create a market scene where learners buy and sell different items in the community and use their understanding of the addition concept to combine money or number of items and find out how many altogether/how many are left?	Shopping corner
	Create different everyday situations and scaffold learners to add numbers.	Number cards, counters, model numbers etc.
	Let learners work in pairs and individually to solve problems in their exercise books.	
	Take Learners out of the class to the field for a stretch up.	
	Engage Learners to use any of the play toys available.	Play toys, skipping rope, tyres etc.
	Make a choice to use any of the learning centers created	7, 55 558
	Listen to a story	
	Assessment: The teacher starts by saying 'My mother went to the market and she bought' Complete the sentence with an item, for example, tomatoes. A leaner continues by repeating your sentence and adding an item of their own E.g. 'My mother went to the market and bought tomatoes and eggs'. The words don't have to actually be something they can get in the market, as long as it is an item. The game continues to the next leaner who must remember all the items and add their own.	
PHASE 3: REFLECTION	Review lesson with Learners by singing songs in relation to it	
IOMINS		
(Learner and Teacher)		

DATE:	STRAND: MY LOCAL COMMUNITY
DAY: Tuesday	
CLASS: KGI	SUB STRAND : KNOWING THE SPECIAL PLACES IN OUR LOCAL COMMUNITY
CONTENT STANDARD:	INDICATORS: K1.4.1.1.2
K1.4.1.1 Demonstrateunderstanding of the special places in our local communities	PERFORMANCE INDICATOR: Learners can use visual information (illustrations) when reading.

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE I:	Have learners to sing songs and recite familiar rhymes.	
STARTER 10 MINS		
(Preparing the	ROUND AND ROUND THE GARDEN	
Brain for Learning)	Round and round the garden	
<u> </u>	Like a teddy bear,	
	One step, two step,	
PHASE 2: MAIN	Tickle you under there Using picture walk, allow learners to go through the	Posters and pictures
40MINS	pictures from cover to cover as you flip the pages and let	rosters and pictures
(New Learning	them talk extensively on what they see in the pictures.	
Including	and the pictures.	
Assessment)	Follow the 'before reading', 'during reading' and 'after reading' strategies as you read a big book on special places in the community.	Big book
	Pause often and have the learners respond to the text by relating the information to their lives.	
	Use visual information such as pictures to explain unfamiliar words.	Posters and pictures
	Have learners play a game of "Pick and Act" or "It takes the two" learners show by action what the meaning of the vocabulary in pairs:	
	One person picks the card, support the friend to show through gestures what place the gesture depict.	
	Take Learners out of the class to the field for a stretch up.	
	Engage Learners to use any of the play toys available.	Play toys, skipping rope, tyres etc
	Make a choice to use any of the learning centers created	
	Listen to a story	
	Assessment: Write down a couple of words on cards. Make sure learners are familiar with the words.	

	Divide the class in to groups. One person from each group comes up in front to pick and act the word. The group to get the highest score wins!	
PHASE 3: REFLECTION IOMINS (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it.	

DATE:	STRAND: MY LOCAL COMMUNITY
DAY: Wednesday	
,	SUB STRAND: KNOWING THE SPECIAL PLACES IN OUR LOCAL
CLASS: KGI	COMMUNITY
CONTENT STANDARD:	INDICATORS: K1.4.1.1.3
K1.4.1.1 Demonstrate understanding	PERFORMANCE INDICATOR:
of the special places in our local	Learners can listen attentively and interact with peers during a
communities	teacher-read-aloud session about special places in our community.
CODE COMPETENCE, Communication	estion and collaboration (CC) Personal Devalor mant and Leadership (DL)

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE I: STARTER 10 MINS (Preparing the Brain for Learning)	Engage Learners to sing and recite familiar rhymes. LAM COUNTING ONE I'm counting one, what is one I - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair 3 - Turn around 4 - Follow me 5 - Fire 6 - Sister 7 - Savior 8 - Eat more fruits 9 - Nana Yaw 10 - Thank your God.	

PHASE 2: MAIN 40MINS (New Learning	Follow the 'before reading', 'during reading' and 'after reading' strategies as you read a big book on special places in the community.	Posters and pictures Pencils, crayons etc.
Including Assessment)	Encourage the learners to Interact actively with peers during the teacher read aloud session on the theme.	Number cards, counters, model numbers etc.
	Ask leading questions and have learners answer to bring out the main points in the text.	Cut-out shapes
	Assist learners to use illustrations and picture to enable them to understand unfamiliar words.	Play toys, skipping rope, tyres etc
	Have learners retell the story in their own words. You can let learners tell their version of the story read.	
	Have the learners group the special places they go often and where they rarely go.	
	Have learners represent the number of the places with pebbles, cut out shapes, shells, counters, model numbers etc.	
	Have learners arrange them vertically on their tables to have a visual representation and place their respective number card under them.	
	Assist the learner to replicate their findings on the board before they write it into their exercise books.	
	Teach, sing songs and recite rhymes in relation to the lesson.	
	Learners to sing the songs, recite rhymes and dance with actions.	
	Make a choice to use any of the learning centers created	
	Listen to a story	
	Assessment: Let Learners copy and complete the number patterns	
	1 2 3 4	
PHASE 3: REFLECTION IOMINS (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it	

DATE:	STRAND: MY LOCAL COMMUNITY
DAY: Thursday	
,	SUB STRAND: KNOWING THE SPECIAL PLACES IN OUR LOCAL
CLASS: KGI	COMMUNITY
CONTENT STANDARD:	INDICATORS: K1.4.1.1.4
K1.4.1.1 Demonstrateunderstanding of	PERFORMANCE INDICATOR:
the special places in our local	Learners can find as many words in the community in which we
communities	can find the new letter-sound for the week.
CODE COMPETENCE C	

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE I: STARTER 10 MINS	Engage Learners to sing and recite familiar	
(Preparing the Brain	rhymes	
for Learning)	WE CAN COUNT We KI	
	We can count We count 1,2,3,4,5	
	We count 6,7,8,9,10 We KI can count very well	
PHASE 2: MAIN 40MINS	Introduce the letter by teaching a tongue twister in which the sound is.	Posters and pictures

(New Learning Including	(for example, /Kk/) K ororo k o k o nu k akaka be k o k lo k u k u ko yeadu. (Ewe)	Pencils, crayons etc.
Assessment)	Kakaw na kaw na ayamukaw (Mfantse)	Number cards, counters, model numbers etc.
	Ask learners the sound they hear most.	
	Teach the pronunciation of the letter-sound.	Cut-out shapes
	Show learners how to write the letter, first, legibly and boldly on the chalkboard/whiteboard and provide a keyword.	Play toys, skipping rope, tyres etc
	Demonstrate how to write the letter in the air, on the back of learners and on a flash card.	
	Learners take turns with you to practice as a whole class, in small groups, in pairs and individually.	
	Scaffold learners to search for words in the community in which we can find the target letter sound e.g. bakery, lake, kite, etc.	
	Make a word wall (a chart on the wall) where you keep track of all the words found (a list of k words).	
	Write and count words with the letter k in their exercise book	
	Learners sing rhymes and dance with actions	
	Take leaners out of the class to the field for a stretch up.	
	Engage leaners to use any of the play toys available.	
	Make a choice to use any of the learning centers created	
	Listen to a story	
	Assessment: Paste a sight words chart with the	
	target sound (k) on board. Call learners to read out the words with actions.	
PHASE 3:	Review lesson with Learners by singing songs in	
REFLECTION	relation to it	
IOMINS		
(Learner and		
Teacher)		

DATE: 21st February 2020	STRAND: MY LOCAL COMMUNITY	
DAY: Friday		
CLASS: KGI	SUB STRAND: KNOWING THE SPECIAL I	PLACES IN OUR LOCAL
CONTENT STANDAR	D: INDICATORS : K1.4.1.1.5 K1.4.1.1.6	
K1.4.1.1Demonstrate	PERFORMANCE INDICATOR:	
understanding of the		ied lab al ie
special places in our	Learners can color nicely a scene from the color of	
local communities	 Learners can demonstrate their understar addition by combining people and objects 	
	many altogether.	and initialing now
CORE COMPETENCE:	Communication and collaboration (CC) Personal Dev	elopment and Leadership (PL
	CI) Critical Thinking and Problem Solving	
KEY WORDS:	,	
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE I:	Engage Learners to sing and recite familiar	
STARTER 10 MINS	rhymes.	
(Preparing the Brain	,	
for Learning)	I AM COUNTING ONE	
3,	I'm counting one, what is one	
	• I - One is one alone, alone it shall be.	
	• 2 - Two pair, two pair come pair let us pair	
	• 3 - Turn around	
	• 4 - Follow me	
	• 5 - Fire	
	• 6 - Sister	
	• 7 - Savior	
	• 8 - Eat more fruits	
	• 9 - Nana Yaw	
PHASE 2: MAIN	10 - Thank your God. Provide an outline or allow the learners to draw a	Posters and pictures
PHASE Z: MAIN	I FLOVIDE ALL OUTINE OF ALLOW THE LEAFHER'S TO DEAW A	rosters and pictures
		'
40MINS (New Learning	scene from the special places visited, color it nicely, put a caption or label on it using their own invented	Pencils, crayons etc.

(New Learning Including Assessment)

spelling and paste it in the classroom.

Learners continue to use the concept of addition and subtraction this week.

Create real life situations to teach the concept of addition and subtraction.

Engage learners to create sets of objects for addition and subtraction

Create a market scene where learners buy and sell different items in the community and use their understanding of the addition concept to combine Make a choice to use any of the learning centers

created

Number cards, counters, model numbers etc.

Cut-out shapes

Play toys, skipping rope, tyres etc

		1
	Listen to a story	
	Assessment: How many are there in all? Color them in	
	<u> </u>	
	00+0=0000	
	+=	
PHASE 3:	Teacher sings songs and recite rhymes in relation to	Sea saw, mary- go- round,
REFLECTION IOMINS	the lesson with learners	and other play toys
(Learner and	Take learners out to the field.	
Teacher)	Guide them to swing the sea-saw, sit on the mary-goround etc.	
	Sing rhymes and songs with learners as they play	

WEEKLY LESSON PLAN FOR KG I- WEEK 8

DATE:	STRAND: MY LOCAL COMMUNITY			
DAY M				
DAY: Monday	SUB STRAND: KNOWING THE SPECIAL PLA	SUB STRAND: KNOWING THE SPECIAL PLACES IN OUR LOCAL		
CLASS: KGI	COMMUNITY	KOLO II V OOK LOCKL		
CONTENT STANDAR	D: INDICATORS : K1.4.2.1.1 K1.4.1.1.7			
K1.4.2.1 Demonstrate	PERFORMANCE INDICATOR:			
knowledge of the people	in learners to talk about who the neighbors are	the work they do and how		
the community and their	important their profession are in the communi			
occupation.	Learners can demonstrate their understanding			
		subtraction as separating and finding out how many is left.		
	Communication and collaboration (CC) Personal Develop	oment and Leadership (PL)		
KEY WORDS:	CI) Critical Thinking and Problem Solving			
RET WORDS.				
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES		
PHASE I:	Have learners recite familiar rhymes.			
STARTER 10 MINS	I LOVE LITTLE PUSSY			
(Preparing the Brain for Learning)	I love little pussy,			
ior Learning)	Her coat is so warm,			
	And if I don't hurt her,			
	She'll do me no harm,			
	So I'll not pull her tail, Nor drive her away,			
	But pussy and I,			
	Very gently will play.			
PHASE 2: MAIN	Use the Community Circle time strategy for the	Pictures and videos		
40MINS	theme introduction.	depicting special places in		
(New Learning		the community		
Including	Give learners the opportunity to talk freely with the teacher and their peers about the people in their			
Assessment)	neighborhood and the work they do.			
	Learners should first talk about the occupation of their			
	parents. e.g. My parents are both farmers.			
	Ask leading questions and job terminologies to guide			
	the discussion on the theme (teacher, nurse, doctor,			
	police officer, trader, fisherman, fishmonger, etc.).			
	Play some songs and let learners sing it along with the tape.			
	Talk about each profession and how important they are to the community.			
	Learners select the work they want to do when they grow up and draw themselves their uniform. Sort the occupations into sets of formal and informal. Match the sets with their correct number.			

Г	Learner water, the consect of addition and	
	Learners review the concept of addition and	
	concentrate on Subtraction this week.	
	Create a market scene where learners buy and sell	
	different items in the community and use their	
	understanding of the subtraction concept to buy with	
	money and ask for a change.	
	The buyer asks the seller a question "how much is	
	left".	
	Create different everyday situations and scaffold	
	learners to subtract numbers.	
	Last become and the estimated to the Heat and the	
	Let learners work in pairs and individually to solve	
	problems in their exercise books.	
	Take Learners out of the class to the field for a	
	stretch up.	
	Engage Learners to use any of the play toys available.	
	Lingage Learners to use any or the play toys available.	
	Make a choice to use any of the learning centers	
	created	
	Created	
	Listen to a story	
	Assessment: Let learners role-play the profession	
	they will take up in future.	
PHASE 3:	Review lesson with Learners by singing songs in	
REFLECTION	relation to it	
IOMINS		
(Learner and		
Teacher)		
· cacher		

DATE:	STRAND: MY LOCAL COMMUNITY	
DAY: Tuesday	SUB STRAND: KNOWING THE SPECIAL PLACES IN OUR	
CLASS: KGI	LOCAL COMMUNITY	
CONTENT STANDARD:	INDICATORS: K1.4.2.1.2 K1.4.2.1.4	
K1.4.2.1 Demonstrate knowledge of the people in the community and their occupation.	 PERFORMANCE INDICATOR: Learners can demonstrate that sentences are made of words and that words are separated in print. Learners can recognize the letter-sound learnt in the previous week in words 	

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE I:	Have learners recite familiar rhymes.	
STARTER 10 MINS	,	
(Preparing the Brain	HEY DIDDLE DIDDLE	
for Learning)	Hey diddle, diddle	
101	The cat and the fiddle,	
	The cow jumped over the moon,	
	The little dog laughed to see such sport,	
	And the dish ran away with the spoon	
PHASE 2: MAIN	Use the "Be the word" game to demonstrate the	Pictures and videos
40MINS	concept.	depicting special places in
(New Learning		the community
Including	Cut up a sentence into individual words.	
Assessment)		
,	Call a group of learners to rearrange the words to	
	form the sentence.	
	Each child picks a word and be that word when the	
	sentence is being rebuild.	
	Call learners to rearrange the words to form the sentence.	
	Make sure learners leave a space in between them when rearranging the words to form the sentence.	
	Scaffold them to see how words are separated in print	
	Show word cards out to students, have learners identify the letter sound /K/ [k] in the list of words. [Kwasi (Yes) mama (no), Kofi] etc.	
	Learners put their hands on the head when there is the target letter-sound in the word, if not they put their hands down.	
	Copy selected words on the board for learners write into their exercise books	

	Take Learners out of the class to the field for a stretch up. Engage Learners to use any of the play toys available. Make a choice to use any of the learning centers created Listen to a story Assessment: In groups, engage learners to do a treasure hunt for words beginning with the target letter in the classroom.	
	The group that finds more words with the target letter wins the game.	
PHASE 3: REFLECTION IOMINS (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it.	

DATE: 26 th February 2020	STRAND: MY LOCAL COMMUNITY
DAY: Wednesday	SUB STRAND: KNOWING THE SPECIAL PLACES IN OUR LOCAL
CLASS: KGI	COMMUNITY
CONTENT STANDARD:	INDICATORS: K1.4.2.1.5 K1.4.1.1.7
K1.4.2.1 Demonstrate	
knowledge of the people in the	PERFORMANCE INDICATOR:
community and their	 Learners can write boldly and legibly the target letter for the week and add a name of a friend to it.
occupation.	Learners can demonstrate their understanding of the concept of
	subtraction as separating and finding out how many is left.

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE I:	Have learners recite familiar rhymes.	
STARTER 10 MINS		
(Preparing the Brain	ROW ROW ROW	
for Learning)	Row, row, your boat,	
	Gently down the stream,	
	Merrily, merrily, merrily	
BUILDER 2 MAIN	Life is but a dream.	Discours and ideas
PHASE 2: MAIN	Have learners practice exercising the fingers. Refer to	Pictures and videos
40MINS	the previous writing lesson, and have learners practice in the air, on the other surfaces and on paper.	depicting special places in
(New Learning	in the air, on the other surfaces and on paper.	the community
Including	Have learners give examples of words that contain the	
Assessment)	letter of the week.	
	Have learners form sentences with the selected words	
	and count the words in their sentences.	
	Learners in pairs sum up the number of words in their	
	sentences.	
	Current different accompless six set and an effect of	
	Create different everyday situations and scaffold learners to subtract numbers by crossing out.	
	, ,	
	Cross out the correct number of animals, and fill in the answers.	
	131 (131 A 131)	
	4-1 = 3	
	KAD KAD KAD KAD KAD	
	CH Y CH Y CH Y CH Y	
	KAD KAD KAD KAD	
	8-5 = NN 10-6 =	
	Let learners work in pairs and individually to solve	
	problems in their exercise books.	

Teach, sing songs and recite rhymes in relation to the Learners to sing the songs, recite rhymes and dance with actions. Make a choice to use any of the learning centers created Listen to a story Assessment: Have learners solve the following in their workbooks. Cross out the correct number of fruits, and fill in the answers. PHASE 3: Review lesson with Learners by singing songs in relation to it **REFLECTION IOMINS** (Learner and Teacher)

SUB STRAND: KNOWING THE SPECIAL PLACES IN OUR		
LOCAL COMMUNITY		
INDICATORS: K1.4.2.1.1 K1. 4.2.1.6		
PERFORMANCE INDICATOR:		
• Learners can talk about who the neighbors are, the work they do and how important their profession are in the community.		
• Learners can draw themselves in the uniform of their aspired future job, color it nicely and write the name of the job underneath.		
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL)		

Creativity and Innovation (CI) Critical Thinking and Problem Solving **KEY WORDS**:

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE I:	Have learners recite familiar rhymes.	
STARTER 10 MINS		
(Preparing the Brain	THE WHEELS ON THE BUS	
for Learning)	The wheels on the bus goes round and round	
	Round and round; round and round	
	The wheels on the bus goes round and round	
	All through the town.	
	The dog on the bus goes woof, woof, woof, woof,	
	woof, woof; woof, woof The dog on the bus goes woof, woof, woof	
	All day long.	
	(Continue with sounds made by familiar animals)	
PHASE 2: MAIN	Learners to talk freely about the other people in their	Pictures and videos
40MINS	neighborhood and the work they do.	depicting special places in
(New Learning	e.g. i. Mr. Obeng is Doctor, he works at the hospital.	the community
Including	ii. Mrs. Esther Antwi is a banker, she works at the Ghana	
Assessment)	Commercial Bank.	
Assessifienc)		
	Ask leading questions and job terminologies to guide	
	the discussion on the theme (teacher, nurse, doctor,	
	police officer, trader, fisherman, fishmonger, etc.).	
	Teach learners rhymes about work and let them sing	
	and dance with actions. E.g.	
	WORK AND PLAY	
	Work while you work ,	
	Play while you play,	
	That is the way,	
	To be happy and gay.	
	All that you do,	
	Do with all your might,	
	Things done by halves, Are never done right.	
	Are never done right.	
	Talk about each profession and how important they	
	are to the community.	

Learners select the work they want to do when they grow up and draw themselves their uniform.		
informs. Learners choose their future jobs and talk to each other about why they made that selection.		
Have learners be in groups according to their chosen profession and count the members in each group.		
Take leaners out of the class to the field for a stretch up.		
Engage leaners to use any of the play toys available.		
Make a choice to use any of the learning centers created		
Listen to a story		
Assessment: Have choose their future jobs, draw and color themselves and paste it all round the classroom		
Review lesson with Learners by singing songs in relation to it		
	grow up and draw themselves their uniform. Show poster and/or pictures depicting professionals in informs. Learners choose their future jobs and talk to each other about why they made that selection. Have learners be in groups according to their chosen profession and count the members in each group. Take leaners out of the class to the field for a stretch up. Engage leaners to use any of the play toys available. Make a choice to use any of the learning centers created Listen to a story Assessment: Have choose their future jobs, draw and color themselves and paste it all round the classroom Review lesson with Learners by singing songs in	grow up and draw themselves their uniform. Show poster and/or pictures depicting professionals in informs. Learners choose their future jobs and talk to each other about why they made that selection. Have learners be in groups according to their chosen profession and count the members in each group. Take leaners out of the class to the field for a stretch up. Engage leaners to use any of the play toys available. Make a choice to use any of the learning centers created Listen to a story Assessment: Have choose their future jobs, draw and color themselves and paste it all round the classroom Review lesson with Learners by singing songs in

DATE:	STRAND: MY LOCAL COMMUNITY	
DAY: Friday		
CLASS: KGI	SUB STRAND: KNOWING THE SPEC	CIAL PLACES IN OUR LOCAL
CONTENT STANDAR		
K1.4.2.1 Demonstrate		
knowledge of the people	n the PERFORMANCE INDICATOR:	- Asses Island Condition of
community and their	Learners can write boldly and legibly the add a name of a friend to it.	le target letter for the week and
occupation.	Learners to demonstrate their understa	anding of the concept of
	subtraction as separating and finding ou	it how many is left.
	Communication and collaboration (CC) Personal D	Pevelopment and Leadership (PL)
KEY WORDS:	l) Critical Thinking and Problem Solving	
RET WORDS.		
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE I:	Have learners recite familiar rhymes.	
STARTER 10 MINS (Preparing the Brain	FIVE LITTLE DUCKS	
for Learning)	Five little ducks went out one day,	
101	Over the hills and far away,	
	Mother duck said "Quack, quack, quack" But only 4 little ducks came back.	
PHASE 2: MAIN	Create different everyday situations and scaffold	Pictures and videos
40MINS	learners to subtract numbers by crossing out.	depicting special places in
(New Learning	Construction of the site and have	the community
Including	Cross out one type of shape in each box	
Assessment)		
	X	
	10 - = 16 - =	
	0000000	
	0000000 40400	
	10 - = 14 - =	
	Let learners work in pairs and individually to solve problems in their exercise books.	
	Take learners through the creeping activities for t to exercise their wrists	hem
	Learners to crawl under chairs, through a tunnel of the field	or on

	Lleve learners give avenueles of words that contain the			
	Have learners give examples of words that contain the letter of the week.			
	Have learners form sentences with the selected words and count the words in their sentences.			
	Learners in pairs sum up the number of words in their sentences.			
	Make a choice to use any of the learning centers created			
	Listen to a story			
	Assessment: Give the learners a sentence orally. They must tell you the number of words in the			
	sentence. Make it harder by using words with more			
	than one syllable e.g. The teacher rides her bicycle.			
	You can help the children to check the answer by			
	writing the sentence on the board.			
PHASE 3:	Teacher sings songs and recite rhymes in relation to	Sea saw, mary go round,		
REFLECTION 10MINS	the lesson with learners	and other play toys		
(Learner and	Take learners out to the field.			
Teacher)	Guide them to swing the sea-saw, sit on the mary-goround etc.			
	Sing rhymes and songs with learners as they play			

WEEKLY LESSON PLAN FOR KG I- WEEK 9

DATE:	STRAND: MY LOCAL COMMUNITY	STRAND: MY LOCAL COMMUNITY			
DAY: Monday		CEC IN CHIR LOCAL			
CLASS: KGI	SUB STRAND: KNOWING THE SPECIAL PLA	SUB STRAND: KNOWING THE SPECIAL PLACES IN OUR LOCAL			
CONTENT STANDARI					
K1.4.2.1 Demonstrate					
knowledge of the people	PERFORMANCE INDICATOR:				
the community and their	• Learners to talk about who the neighbors are,				
occupation.	important their profession are in the communi				
occupation.	Learners can demonstrate their understanding				
CODE COMPETENCE.	subtraction as separating and finding out how r				
	Communication and collaboration (CC) Personal Develor CI) Critical Thinking and Problem Solving	oment and Leadership (PL)			
KEY WORDS:	Ci) Crucai Thiriking and Froblem Solving				
RET WORDS.					
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES			
PHASE I:	Have learners recite familiar rhymes.				
STARTER 10 MINS					
(Preparing the Brain	I LOVE LITTLE PUSSY				
for Learning)	I love little pussy,				
.	Her coat is so warm,				
	And if I don't hurt her, She'll do me no harm,				
	So I'll not pull her tail,				
	Nor drive her away,				
	But pussy and I,				
	Very gently will play.				
PHASE 2: MAIN	Use the Community Circle time strategy for the Pictures and videos				
40MINS	theme introduction. depicting special places in				
(New Learning	the community				
Including	Give learners the opportunity to talk freely with the				
Assessment)	acher and their peers about the people in their eighborhood and the work they do.				
	Learners should first talk about the occupation of their parents. e.g. My parents are both farmers.				
	Ask leading questions and job terminologies to guide the discussion on the theme (teacher, nurse, doctor, police officer, trader, fisherman, fishmonger, etc.).				
	Play some songs and let learners sing it along with the tape.				
	Talk about each profession and how important they are to the community.				
	Learners select the work they want to do when they grow up and draw themselves their uniform. Sort the occupations into sets of formal and informal. Match the sets with their correct number.				

	Learners review the concept of addition and concentrate on Subtraction this week.	
	concentrate on Subtraction this week.	
	Create a market scene where learners buy and sell	
	different items in the community and use their	
	understanding of the subtraction concept to buy with money and ask for a change.	
	The buyer asks the seller a question "how much is left".	
	Create different everyday situations and scaffold learners to subtract numbers.	
	Let learners work in pairs and individually to solve problems in their exercise books.	
	Take Learners out of the class to the field for a stretch up.	
	Engage Learners to use any of the play toys available.	
	Make a choice to use any of the learning centers created	
	Listen to a story	
	Assessment: Let learners role-play the profession they will take up in future.	
PHASE 3:	Review lesson with Learners by singing songs in	
REFLECTION	relation to it	
IOMINS		
(Learner and		
Teacher)		

DATE:	STRAND: MY LOCAL COMMUNITY
DAY: Tuesday	SUB STRAND: KNOWING THE SPECIAL PLACES IN OUR
CLASS: KGI	LOCAL COMMUNITY
CONTENT STANDARD:	INDICATORS: K1.4.2.1.2 K1.4.2.1.4
K1.4.2.1 Demonstrate knowledge	PERFORMANCE INDICATOR:
of the people in the community and their occupation.	Learners can demonstrate that sentences are made of words and that words are separated in print.
	• Learners can recognize the letter-sound learnt in the previous week in words

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE I:	Have learners recite familiar rhymes.	
STARTER 10 MINS	·	
(Preparing the Brain	HEY DIDDLE DIDDLE	
for Learning)	Hey diddle, diddle	
	The cat and the fiddle,	
	The cow jumped over the moon,	
	The little dog laughed to see such sport,	
	And the dish ran away with the spoon	
PHASE 2: MAIN	Use the "Be the word" game to demonstrate the	Pictures and videos
40MINS	concept.	depicting special places in
(New Learning		the community
Including	Cut up a sentence into individual words.	
Assessment)		
Í	Call a group of learners to rearrange the words to	
	form the sentence.	
	Factor shill distance would and be sheet would when the	
	Each child picks a word and be that word when the sentence is being rebuild.	
	sentence is being rebuild.	
	Call learners to rearrange the words to form the sentence.	
	Make sure learners leave a space in between them when rearranging the words to form the sentence.	
	Scaffold them to see how words are separated in print	
	Show word cards out to students, have learners identify the letter sound /K/ [k] in the list of words. [Kwasi (Yes) mama (no), Kofi] etc.	
	Learners put their hands on the head when there is the target letter-sound in the word, if not they put their hands down.	
	Copy selected words on the board for learners write into their exercise books	

	Take Learners out of the class to the field for a stretch up. Engage Learners to use any of the play toys available. Make a choice to use any of the learning centers created Listen to a story Assessment: In groups, engage learners to do a treasure hunt for words beginning with the target letter in the classroom.	
	The group that finds more words with the target letter wins the game.	
PHASE 3: REFLECTION IOMINS (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it.	

DATE:	STRAND: MY LOCAL COMMUNITY	
DAY: Wednesday		
, , ,	SUB STRAND: KNOWING THE SPECIAL PLACES IN OUR LOCAL	
CLASS: KGI	COMMUNITY	
CONTENT STANDARD:	INDICATORS: K1.4.2.1.5 K1.4.1.1.7	
K1.4.2.1 Demonstrate		
knowledge of the people in the	PERFORMANCE INDICATOR:	
community and their	Learners can write boldly and legibly the target letter for the week and	
,	add a name of a friend to it.	
occupation.	Learners can demonstrate their understanding of the concept of	
	subtraction as separating and finding out how many is left.	
CORE COMPETENCE: Communication and callaboration (CC) Demand Develor mant and Londonskin (DL)		

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE I:	Have learners recite familiar rhymes.	
STARTER 10 MINS	POVA/ POVA/ POVA/	
(Preparing the Brain	ROW ROW ROW Row, row, your boat,	
for Learning)	Gently down the stream,	
	Merrily, merrily, merrily	
	Life is but a dream.	
PHASE 2: MAIN	Have learners practice exercising the fingers. Refer to	Pictures and videos
40MINS	the previous writing lesson, and have learners practice	depicting special places in
(New Learning	in the air, on the other surfaces and on paper.	the community
Including	The state of the s	
Assessment)	Have learners give examples of words that contain the letter of the week.	
	Have learners form sentences with the selected words and count the words in their sentences.	
	Learners in pairs sum up the number of words in their sentences.	
	Create different everyday situations and scaffold learners to subtract numbers by crossing out.	
	Cross out the correct number of animals, and fill in the answers.	
	4-1 = 3	
	○ H	
	Let learners work in pairs and individually to solve problems in their exercise books.	

Teach, sing songs and recite rhymes in relation to the Learners to sing the songs, recite rhymes and dance with actions. Make a choice to use any of the learning centers created Listen to a story Assessment: Have learners solve the following in their workbooks. Cross out the correct number of fruits, and fill in the answers. PHASE 3: Review lesson with Learners by singing songs in **REFLECTION** relation to it **IOMINS** (Learner and Teacher)

DATE:	STRAND: MY LOCAL COMMUNITY	
DAY: Thursday		
	SUB STRAND: KNOWING THE SPECIAL PLACES IN OUR	
CLASS: KGI	LOCAL COMMUNITY	
CONTENT STANDARD:	INDICATORS: K1.4.2.1.1 K1. 4.2.1.6	
K1.4.2.1 Demonstrate knowledge	PERFORMANCE INDICATOR:	
of the people in the community		
and their occupation.	Learners can talk about who the neighbors are, the work they do	
and their occupation.	and how important their profession are in the community.	
	Learners can draw themselves in the uniform of their aspired future	
	job, color it nicely and write the name of the job underneath.	
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL)		
Creativity and Innovation (CI) Critical Thinking and Problem Solving		
VEV WORDS		

KEY WORDS:

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE I:	Have learners recite familiar rhymes.	
STARTER 10 MINS		
(Preparing the Brain	THE WHEELS ON THE BUS	
for Learning)	The wheels on the bus goes round and round	
	Round and round; round and round	
	The wheels on the bus goes round and round	
	All through the town.	
	The dog on the bus goes woof, woof, woof,	
	woof, woof, woof	
	The dog on the bus goes woof, woof, woof	
	All day long.	
DUACE 2. MAIN	(Continue with sounds made by familiar animals)	Pictures and videos
PHASE 2: MAIN	Learners to talk freely about the other people in their neighborhood and the work they do.	
40MINS	e.g. i. Mr. Obeng is Doctor, he works at the hospital.	depicting special places in the community
(New Learning	ii. Mrs. Esther Antwi is a banker, she works at the Ghana	the community
Including	Commercial Bank.	
Assessment)	Commercial Bank.	
	Ask leading questions and job terminologies to guide	
	the discussion on the theme (teacher, nurse, doctor,	
	police officer, trader, fisherman, fishmonger, etc.).	
	Teach learners rhymes about work and let them sing	
	and dance with actions. E.g.	
	WORK AND PLAY	
	Work while you work ,	
	Play while you play,	
	That is the way,	
	To be happy and gay.	
	All that you do,	
	Do with all your might,	
	Things done by halves,	
	Are never done right.	
	Talk about each profession and how important they	
	are to the community.	

Learners select the work they want to do when they grow up and draw themselves their uniform.		
informs. Learners choose their future jobs and talk to each other about why they made that selection.		
Have learners be in groups according to their chosen profession and count the members in each group.		
Take leaners out of the class to the field for a stretch up.		
Engage leaners to use any of the play toys available.		
Make a choice to use any of the learning centers created		
Listen to a story		
Assessment: Have choose their future jobs, draw and color themselves and paste it all round the classroom		
Review lesson with Learners by singing songs in relation to it		
	grow up and draw themselves their uniform. Show poster and/or pictures depicting professionals in informs. Learners choose their future jobs and talk to each other about why they made that selection. Have learners be in groups according to their chosen profession and count the members in each group. Take leaners out of the class to the field for a stretch up. Engage leaners to use any of the play toys available. Make a choice to use any of the learning centers created Listen to a story Assessment: Have choose their future jobs, draw and color themselves and paste it all round the classroom Review lesson with Learners by singing songs in	grow up and draw themselves their uniform. Show poster and/or pictures depicting professionals in informs. Learners choose their future jobs and talk to each other about why they made that selection. Have learners be in groups according to their chosen profession and count the members in each group. Take leaners out of the class to the field for a stretch up. Engage leaners to use any of the play toys available. Make a choice to use any of the learning centers created Listen to a story Assessment: Have choose their future jobs, draw and color themselves and paste it all round the classroom Review lesson with Learners by singing songs in

DATE:		STRAND: MY LOCAL COMMUNITY				
DAY: Friday						
DAT. Hiday		SUB STRAN	D: KNOWING THE SPECIAL P	LACES IN OUR LOCAL		
CLASS: KGI		COMMUNITY				
CONTENT STANDARI	D:	INDICATOR	RS : K1.4.2.1.5 K1.4.1.1.7			
K1.4.2.1 Demonstrate knowledge of the people	in the	PERFORM <i>A</i>	ANCE INDICATOR:			
community and their	iii uie		write boldly and legibly the targ	et letter for the week and		
occupation.			of a friend to it. demonstrate their understanding	of the concept of		
			is separating and finding out how			
		nication and colla	aboration (CC) Personal Develop			
Creativity and Innovation (C	CI) Critic	al Thinking and I	Problem Solving			
RET WORDS:						
PHASE/DURATION	LEAR	NERS ACTIVI	TIES	RESOURCES		
PHASE I:	Have le	arners recite fan	niliar rhymes.			
STARTER 10 MINS (Preparing the Brain	FIVE LI	TTLE DUCKS				
for Learning)		le ducks went o	ut one day,			
ioi Ecarining)		ne hills and far av				
		duck said "Qua y 4 little ducks c	ck, quack, quack"			
PHASE 2: MAIN			ay situations and scaffold	Pictures and videos		
40MINS			mbers by crossing out.	depicting special places in		
(New Learning	Cross	the community Cross out one type of shape in each box				
Including						
Assessment)		$A \square A \square$				
	X		0000000			
	A					
	10	=	16 - =			
	0	4 O 4 C	0000000			
		404	000000			
	10	_ =	14			
	10		14 - =			
	D	000				
	0		04040			
			_ =			
		ners work in pa ns in their exerc	irs and individually to solve ise books.			
		arners through t cise their wrists	the creeping activities for them			
	Learner the field	earners to crawl under chairs, through a tunnel or on he field				

	Have learners give examples of words that contain the letter of the week.	
	Have learners form sentences with the selected words and count the words in their sentences.	
	Learners in pairs sum up the number of words in their sentences.	
	Make a choice to use any of the learning centers created	
	Listen to a story	
	Assessment : Give the learners a sentence orally.	
	They must tell you the number of words in the	
	sentence. Make it harder by using words with more	
	than one syllable e.g. The teacher rides her bicycle.	
	You can help the children to check the answer by	
	writing the sentence on the board.	
PHASE 3:	Teacher sings songs and recite rhymes in relation to	Sea saw, mary go round,
REFLECTION 10MINS	the lesson with learners	and other play toys
(Learner and	Take learners out to the field.	
Teacher)	Guide them to swing the sea-saw, sit on the mary-go-round etc.	
	Sing rhymes and songs with learners as they play	

WEEKLY LESSON PLAN FOR KG I- WEEK 10

DATE:	STRAND: My Local Community	
DAY: Monday		
2711. Honday	SUB STRAND: Knowing The Special Leaders In Our Community	
CLASS: KGI	And Country	
CONTENT STANDARD:	INDICATORS: K1.4.3.1.1 K1.4.3.1.5.	
K1.4.3.1 Demonstrate		
understanding and knowledge of	PERFORMANCE INDICATOR:	
the special leaders and their roles in our communities.	Learners can talk about and describe the religious leaders in our community.	
	Learners can role play the various leaders and what they do in the community.	
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL)		

Creativity and Innovation (CI) Critical Thinking and Problem Solving **KEY WORDS**:

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
I HASE/DURATION	LLAMITLIS ACTIVITIES	RESOURCES
PHASE I:	Engage learners to sing songs and recite familiar	
STARTER 10 MINS	rhymes	
(Preparing the Brain		
for Learning)	SIX LITTLE MICE	
8,	Six little mice sat down to spin,	
	Pussy cat passed and she peeped in.	
	What are you doing, my little men?	
	Weaving coats for gentlemen.	
	Shall I come in and cut off your threads?	
	No, no, pussy cat, you'd bite off our heads!	
	Oh, no, I'll not, I'll help you spin.	
	That may be so, but you don't come in.	<u> </u>
PHASE 2: MAIN	Using poster and/or pictures depicting special leaders	Pictures and videos of
40MINS	in the community.	past and present leaders
(New Learning		in the community, Big
Including	Have learners talk about the religious leaders in their	book
Assessment)	various religious groups.	
	E.g. Muslins – Imam, Christian churches-Pastors) and their roles.	
	their roles.	
	Learners' role play some activities of the Pastor and	
	Imam and show how these roles support the	
	community.	
	Community.	
	You can use a Big book and have learners role play	
	turning of the pages of a story book to look at	
	pictures on the left pages first then on the right and	
	from top to bottom.	
	Have learners count the community leaders identified	
	during the picture walk.	
	Learners play the roles of e.g. the Pastor and the Imam	
	and other community stakeholders at a meeting to	
	improve on the conditions of the community.	
	r//	

	The class teacher should create more innovative ideas for this role play. (Dress students in Full regalia. Take Learners out of the class to the field for a stretch up.	
	Engage Learners to use any of the play toys available.	
	Make a choice to use any of the learning centers created	
	Listen to a story	
	Assessment: call learners in turns to talk about and describe the religious leaders in our community	
PHASE 3: REFLECTION IOMINS (Learner and	Review lesson with Learners by singing songs in relation to it	
Teacher)		

DATE:	STRAND: My Local Community	
DAY: Tuesday		
·	SUB STRAND: Knowing The Special Leaders In Our Community	
CLASS: KGI	And Country	
CONTENT STANDARD:	INDICATORS:	
K1.4.3.1 Demonstrate		
understanding and knowledge of	PERFORMANCE INDICATOR:	
the special leaders and their roles	Learners can listen attentively to an informational read aloud text	
in our communities.	on who our special leaders are and respond by sharing what they	
	have learnt about the different ways they support the community.	
	Learners can demonstrate their understanding of the concept of subtraction as separating and finding out how many is left.	

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE I:	Engage learners to sing songs and recite familiar	
STARTER 10 MINS	rhymes	
(Preparing the Brain	LITTLE TOMMY TITTLEMOUSE	
for Learning)	Little tommy tittle mouse	
	Lived in a little house,	
	He caught fishes	
	In other men's ditches.	
PHASE 2: MAIN	Use the KWL strategy and involve learners in the	Pictures and videos of
40MINS	reading as much as possible.	past and present leaders
(New Learning	K I assume the little of the second s	in the community, Big
Including	K-Learners talk about the leaders they know and what they do to support the community.	DOOK
Assessment)	aney do to support the community.	
	W-Learners ask more question about the other	
	leaders in the community and what they do?	
	Teacher reads the text aloud, pausing as often as	
	possible to give opportunity to the learners to interact with peers and the teacher.	
	L-Learners share what they have learnt with whole class.	
	Learners review the concept of subtraction.	
	Create different scenarios and story problems to help learners practice subtraction in a real-life situation.	
	The chief came to the schools with 7 boxes of books and donate 5 boxes to our school. How many more are left?	

(Learner and Teacher)	
REFLECTION LOMINS	relation to it.
PHASE 3:	Review lesson with Learners by singing songs in
	are left? Mom had 16 cups, but she broke 9 of them. How many cups does she have left? Etc.
	E.g. > There were 12 biscuits, James ate 3. How many
	Assessment: Engage learners to work out some subtraction facts and write them in their workbooks.
	Listen to a story
	Make a choice to use any of the learning centers created
	Engage Learners to use any of the play toys available.
	Take Learners out of the class to the field for a stretch up.
	Repeat this with sharing of school materials, market scene where learners buy and sell different items in the community, etc.

DATE:	STRAND: My Local Community
DAY: Wednesday	
,	SUB STRAND: Knowing The Special Leaders In Our Community And
CLASS: KGI	Country
CONTENT STANDARD:	INDICATORS:
K1.4.3.1 Demonstrate	
understanding and knowledge	PERFORMANCE INDICATOR:
of the special leaders and their	Learners can sing traditional songs, play rattle and shakers, clap and
roles in our communities.	dance on the correct rhythm.
	Learners can demonstrate their understanding of the concept of
	subtraction as separating and finding out how many is left.

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE I:	Engage learners to sing songs and recite familiar	
STARTER 10 MINS	rhymes	
(Preparing the Brain	MICO DOLLY LIAD A DOLLY	
for Learning)	MISS POLLY HAD A DOLLY	
	Miss Polly had a dolly who is sick, sick	
	So she phoned for the doctor to come quick, quick, quick.	
	The doctor came with his bag and his hat,	
	And knocked at the door with a rat-a-tat-tat.	
	He looked at the dolly and shook his head.	
	And said "Miss Polly put her straight to bed"	
	He wrote a paper for a pill, pill, pill.	
	I'll be back in the morning with the bill, bill, bill.	
PHASE 2: MAIN	In a whole class, teacher leads in singing familiar	Pictures and videos of
40MINS	traditional songs, let half the class clap and other play	past and present leaders
(New Learning	the shaker, while others dance.	in the community, Big
Including	I same and take to make and about a boundaries also in a lating and	book
Assessment)	Learners take turns and change hands in playing and clapping so that everyone can practice the shakers on	
	the correct rhythm.	
	the correct rhythin.	
	Have them talk about their experience in performing	
	this activity	
	·	
	Learners review the concept of subtraction.	
	Create different scenarios and story problems to help	
	learners practice subtraction in a real-life situation.	
	I have a total of 10 pencils in my bag, I gave out 3	
	pencils out to Henry, Chantal and Esther. How many	
	pencils are left in the bag	

	Repeat this with sharing of school materials, market scene where learners buy and sell different items in the community, etc.	
	Teach, sing songs and recite rhymes in relation to the lesson.	
	Learners to sing the songs, recite rhymes and dance with actions.	
	Make a choice to use any of the learning centers created	
	Listen to a story	
	Assessment: Put learners into groups and let them sing traditional songs, play rattle and shakers, clap and dance on the correct rhythm	
PHASE 3:	Review lesson with Learners by singing songs in	
REFLECTION	relation to it	
IOMINS		
(Learner and		
Teacher)		

DATE:	STRAND: My Local Community
DAY: Thursday	
,	SUB STRAND: Knowing The Special Leaders In Our Community
CLASS: KGI	And Country
CONTENT STANDARD:	INDICATORS:
K1.4.3.1 Demonstrate	
understanding and knowledge of	PERFORMANCE INDICATOR:
the special leaders and their roles	Learners can recognize and identify target letter name and the
in our communities.	sound in items and names of words in the home
	Learners can role play the various leaders and what they do in the community.

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE I:	Engage learners to sing songs and recite familiar	
STARTER 10 MINS	rhymes	
(Preparing the Brain	CORRIED CORRIED MENTS MAY CLICE	
for Learning)	COBBLER, COBBLER, MEND MY SHOE	
	Cobbler, cobbler, mend my shoe, Get it done by half past two.	
	Half past two is much too late.	
	Get it down by half past eight.	
	Stitch it up and stitch it down.	
	And I'll give you half a crown.	
PHASE 2: MAIN	Teach the new letter sound for the week. Start with a	Pictures and videos of
40MINS	tongue twister, introduce the letter-sound (a vowel).	past and present leaders
(New Learning		in the community, Big
Including	Write on the chalkboard and have learners pronounce	book
Assessment)	the words after you.	
1 1350351110110,		
	Have them write in the air and on other surfaces	
	before they write into their exercise book.	
	Show different word cards and have learners identify	
	the letter sound in the words.	
	Revise with learners some of the special leaders in our community and country	
	Learners play the roles of e.g. the traditional chief, the queen mother, the assemblyman and the PTA chairman at a meeting to improve on the conditions of the school.	
	The class teacher should create more innovative ideas for this role play. (Dress students in Full regalia.	

	Create different Adinkra symbols e.g. Gye Nyame,	
	Sankofa, etc. for the chief's umbrella	
	Learners sing rhymes and dance with actions	
	Take leaners out of the class to the field for a stretch up.	
	Engage leaners to use any of the play toys available.	
	Make a choice to use any of the learning centers created	
	Listen to a story	
	Assessment: Teacher begins by saying "I spy with my little eye something beginning with(target letter)". The item has to be something that learners are familiar with. Other learners guess until someone guesses correctly.	
PHASE 3:	Review lesson with Learners by singing songs in	
REFLECTION 10MINS	relation to it	
(Learner and		
Teacher)		

DATE:	STRAND: My Local Community
DAY, Esider	
DAY: Friday	
	SUB STRAND: Knowing The Special Leaders In Our Community And
CLASS: KGI	Country
CONTENT STANDARD:	INDICATORS:
K1.4.3.1 Demonstrate	
understanding and knowledge	DEDECORMANICE INDICATOR.
	PERFORMANCE INDICATOR:
of the special leaders and their	Learners can talk about and describe the traditional and religious
roles in our communities.	leaders in our community.
	Learners can recognize and identify target letter name and the sound in
	items and names of words in the home

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE I:	Engage learners to sing songs and recite familiar	
STARTER 10 MINS	rhymes	
(Preparing the Brain	LLIEAD THUNDED	
for Learning)	LHEAR THUNDER Lhear thunder!	
	Thear thunder!	
	Hark don't you,	
	Hark don't you?	
	Pitter, patter raindrops,	
	Pitter, patter raindrops,	
	I'm wet through	
	And so are you!	
PHASE 2: MAIN	Using poster and/or pictures depicting special leaders	Pictures and videos of
40MINS	in the community.	past and present leaders
(New Learning		in the community, Big
Including	Talk about the traditional leaders and the role they	book
Assessment)	play to support the community. e.g. chiefs	
,		
	Learners' role play some activities of what these	
	leaders do to support the community.	
	You can use a Big book and have learners role play	
	turning of the pages of a story book to look at	
	pictures on the left pages first then on the right and	
	from top to bottom.	
	Have learners count the community leaders identified	
	during the picture walk.	
	Revise the new letter sound for the week through	
	songs and rhymes.	

,	round etc.	
Teacher)	Guide them to swing the sea-saw, sit on the mary-go-	
(Learner and	Take learners out to the field.	
REFLECTION IOMINS	the lesson with leaf fiels	and other play toys
PHASE 3:	Teacher sings songs and recite rhymes in relation to the lesson with learners	Sea saw, mary go round,
D114653	sentence.	
	contain the target letter and use the words in a simple	
	Assessment: Have learners mention words that	
	Listen to a story	
	created	
	Make a choice to use any of the learning centers	
	Show different word cards and have learners identify the letter sound in the words.	
	Have them write in the sand tray and on other surfaces before they write into their exercise book.	
	you.	
	Write few key words on the board with the target letter and have learners pronounce the words after	

WEEKLY LESSON PLAN FOR KG I- WEEK II

DATE:		STRAND: My Nation Ghana	
DAYM			
DAY: Monday		SUB STRAND: History And Celebration	Of Ghana's Independence
CLASS: KGI		SOB STRAND. History And Celebration	Of Ghana's independence
CONTENT STANDARD:		INDICATORS: K2.5.1.1.1 K2.5.1.1.6.	
K2.5.1.1 Demonstrate			
understanding of history and		PERFORMANCE INDICATOR:	an during Cab Mariah
celebrations of Ghana		Learners talk about activities that are do Celebration and listen to historical storie	
		Independence.	es about Ghana's
		macpendence.	
		Learners can prepare an artwork related	to the Independence Day
		and use it for the Kiddies Independence	Day celebration.
		tion and collaboration (CC) Personal Develop	oment and Leadership (PL)
	CI) Critical T	Thinking and Problem Solving	
KEY WORDS:			
PHASE/DURATION	LEADNE	RS ACTIVITIES	RESOURCES
PHASE/DUKATION	LEARNE	KS ACTIVITIES	RESOURCES
PHASE I:	Engage lear	rners to sing songs and recite familiar	
STARTER 10 MINS	rhymes		
(Preparing the Brain	,		
for Learning)	SIX LITTLE	<u>E MICE</u>	
101 2001111119)		ice sat down to spin,	
		passed and she peeped in.	
		you doing, my little men?	
		oats for gentlemen.	
	Shall I come in and cut off your threads?		
	No, no, pussy cat, you'd bite off our heads! Oh, no, I'll not, I'll help you spin.		
	That may be so, but you don't come in.		
PHASE 2: MAIN		WL strategy, during the community circle	Pictures and videos of pre
40MINS	time to discuss the theme.		and post-independence of
(New Learning		Ghana, big book, of	
Including		ds for what the pupils know about Ghana's	flag
Assessment)	Independe	nce Day.	
,	\ \ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\	Language and a second and the second and the second	
	•	k question about what they want to learn.	
		er or the resource person shares ideas or ok to pupils on the theme.	
	reads a box	ok to pupils on the theme.	
	Pupils then	share what they have learned (L). Learners	
		ncouraged and given the opportunity to ask	
	questions freely when the resource person is talking		
	about the 1	theme and the roles of the leaders.	
	End by sing	ging the National Anthem and pay attention	
	to the wor		
	Provide learners with different writing tools and		
	colors and	white paper.	

Show them the Ghana flag and have them prepare their own individual flag with a black star.	
their own individual hag with a black star.	
With a glue, attach sticks to the card. During the Kiddie march-past each child should have a flag of his own to wave.	
Take Learners out of the class to the field for a stretch up. Engage Learners to use any of the play toys available.	
Make a choice to use any of the learning centers created	
Listen to a story	
Assessment: Let learners create other artwork	
related to the Independence Day and use it for the	
Kiddies Independence Day celebration	
PHASE 3: Review lesson with Learners by singing songs in	
REFLECTION 10MINS relation to it	
(Learner and	
Teacher)	

DATE:	STRAND: My Nation Ghana
DAY: Tuesday CLASS: KGI	SUB STRAND: History And Celebration Of Ghana's Independence
CONTENT STANDARD:	INDICATORS: K2.5.1.1.2 K2.5.1.1.3
K2.5.1.1 Demonstrate understanding of history and celebrations of Ghana	PERFORMANCE INDICATOR: ❖ Learners can interact actively with teacher during the Shared reading of the text on celebration of Independence Day and other national celebrations of the country.
CORE COMPETENCE C	Learners can use the new vocabulary learnt about the Independence Day celebration to construct simple sentences and copy them correctly into their journal or self-dictionary of pictures and words.

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE I:	Engage learners to sing songs and recite familiar	
STARTER 10 MINS	rhymes	
(Preparing the Brain		
for Learning)	LITTLE TOMMY TITTLEMOUSE	
l G,	Little tommy tittle mouse	
	Lived in a little house,	
	He caught fishes	
DUACE 2. MAIN	In other men's ditches. Teacher follows the read aloud procedure of KWL to	Distance and videos of and
PHASE 2: MAIN	·	Pictures and videos of pre
40MINS	involve the learners actively in the shared reading	and post-independence of Ghana, big book,
(New Learning	K Ask learners what they know about 6th March	Gilalia, Dig DOOK,
Including	celebration	
Assessment)	Celebration	
	W: learners should share what they want to know.	
	Read the book pausing often to allow learners to find	
	answers to their questions under (L)	
	Use the new sight and content vocabulary learnt about	
	the Independence Day celebration to construct simple	
	sentences orally in-home languages and English.	
	E.g. Our independence is celebrated on the 6th of March.	
	Pracci.	
	Dramatize some of the activities that happen on	
	Independence Day.	
	For instance, have Kiddies March past with one of the	
	learners playing the role of the President and others	
	will play different roles.	
	Have learners recite the national anthem and make	
	meaning of it.	

	The Ghana National Anthem God bless our homeland Ghana, And make our nation great and strong, Bold to defend forever The cause of freedom and of Right. Fill our hearts with true humility, Make us cherish fearless honesty, And help us to resist oppressors' rule With all our will and might evermore. Take Learners out of the class to the field for a stretch up. Engage Learners to use any of the play toys available. Make a choice to use any of the learning centers created Listen to a story Assessment: Have learners read and spell some new	
	Assessment : Have learners read and spell some new words learnt, and write them in their workbook.	
PHASE 3: REFLECTION IOMINS (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it.	

DATE:	STRAND: My Nation Ghana
DAY: Wednesday CLASS: KGI	SUB STRAND: History And Celebration Of Ghana's Independence
CONTENT STANDARD:	INDICATORS : K2.5.1.1.4 K2.5.1.1.5
K2.5.1.1 Demonstrate understanding of history and celebrations of Ghana	PERFORMANCE INDICATOR: ❖ Learners can identify the beginning and ending rhyming sounds in words, delete and replace the rhyming sounds to get another rhyming pair.
	Learners can connect letters to spoken words and identify letters in print

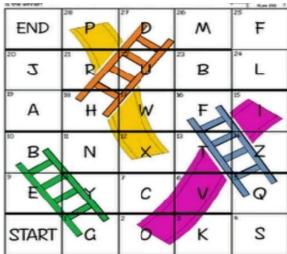
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
DI IACE I		
PHASE I:	Engage learners to sing songs and recite familiar	
STARTER 10 MINS	rhymes	
(Preparing the Brain	MISS POLLY HAD A DOLLY	
for Learning)	Miss Polly had a dolly who is sick, sick, sick	
	So she phoned for the doctor to come quick, quick,	
	quick.	
	The doctor came with his bag and his hat,	
	And knocked at the door with a rat-a-tat-tat.	
	He looked at the dolly and shook his head.	
	And said "Miss Polly put her straight to bed"	
	He wrote a paper for a pill, pill, pill.	
	I'll be back in the morning with the bill, bill, bill.	
PHASE 2: MAIN	Give an example of two syllables that rhyme.	Pictures and videos of pre
40MINS	e.g [to, mo.]	and post-independence of
(New Learning		Ghana, big book,
Including	Say the sound and have learners repeat the two words	_
Assessment)	that have same rhyming ending.	
	Repeat the two words slowly again, and have learners	
	repeat after you.	
	Ask them what they notice about the two words.	
	Delete the ending vowel and replace with a new vowel	
	sound to make a new syllable with a different rhyming pair.	
	Replace the o with [a] and we get {ta and ma} Do this for the beginning sound too. First delete the /s/ in [Sabala] and you get [abala], Replace /S/ with /t/ and you get [tabala}. Have learners manipulate the sound in a playful way.	

Teach, sing songs and recite rhymes in relation to the lesson.

Learners to sing the songs, recite rhymes and dance with actions.

Play Practice ladder game of letters

Draw a grid and write letters the learners have studied so far in it on the floor



Divide the class into 2, 3, or 4 groups, (the number depends on the number of learners in the class). The rule for the game is that When you call out a word, a volunteer (a child) runs and hops onto the space where the beginning letter of the word is placed on the grid. If the child is correct, the group gets a point.

Keep on calling out words and the groups send volunteers to hop on the letter in the box on the floor.

If the child is incorrect, the group loses the chance and does not get a point.

If nobody knows it, you need to demonstrate and hop on the grid and no one gets a point Those who got it wrong will be given the word and the letter to take home and relearn. Select a group to start with.

Make a choice to use any of the learning centers created

Listen to a story

Assessment: Have learners read and spell some new words learnt, and write them in their workbook.

PHASE 3: REFLECTION IOMINS (Learner and Teacher)

DATE:	STRAND: My Nation Ghana
DAY: Thursday	
CLASS: KGI	SUB STRAND: History And Celebration Of Ghana's Independence
CONTENT STANDARD: K2.5.1.1 Demonstrate	INDICATORS: K2.5.1.1.5 K2.5.1.1.7
understanding of history and	PERFORMANCE INDICATOR:
celebrations of Ghana	Learners can connect letters to spoken words and identify letters in print
	Learners can identify Ghanaian coins and money by name and use it to buy and sell in the classroom store.

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE I:	Engage learners to sing songs and recite familiar	
STARTER 10 MINS	rhymes	
(Preparing the Brain		
for Learning)	<u>I HEAR THUNDER</u>	
101 <u></u>	I hear thunder!	
	I hear thunder!	
	Hark don't you,	
	Hark don't you?	
	Pitter, patter raindrops,	
	Pitter, patter raindrops,	
	I'm wet through	
	And so are you!	
PHASE 2: MAIN	Play Practice ladder game of letters	Pictures and videos of pre
40MINS		and post-independence of
(New Learning	Draw a grid and write letters the learners have	Ghana, big book,
Including	studied so far in it on the floor.	currency coins
Assessment)	28 27 26 25	
	END P M F	
	20 21 23 24	
	2 B F	
	D 10 10 15	
	A H W F	
	10 11 12 13	
	B N X	
	, ,	
	E C V VQ	
	2 3 0	
	START G O K S	
	Divide the class into 2, 3, or 4 groups, (the number	
	depends on the number of learners in the class).	
	The rule for the game is that When you call out a	
	word, a volunteer (a child) runs and hops onto the	
	space where the beginning letter of the word is placed	

on the grid. If the child is correct, the group gets a point.

Keep on calling out words and the groups send volunteers to hop on the letter in the box on the floor.

If the child is incorrect, the group loses the chance and does not get a point. If nobody knows it, you need to demonstrate and hop on the grid and no one gets a point Those who got it wrong will be given the word and the letter to take home and relearn. Select a group to start with.

Display the various coins currently being used for transaction in Ghana.



Have learners touch, feel and say the features of each coin.

Play games with the learners asking them to identify the coins and buying things with them in the classroom store.

Learners sing rhymes and dance with actions

Take leaners out of the class to the field for a stretch up.

Engage leaners to use any of the play toys available.

Make a choice to use any of the learning centers created

Listen to a story

Assessment: Engage learners to use the coins to sell and buy things with them in the classroom store

PHASE 3: REFLECTION 10MINS (Learner and Teacher)

DATE:	STRAND: My Nation Ghana		
DAY: Friday CLASS: KGI	SUB STRAND: History And Celebration Of Ghana's Independence		
CONTENT STANDARD:	INDICATORS: K2.5.1.1.1 K2.5.1.1.7		
K2.5.1.1 Demonstrate understanding of history and celebrations of Ghana	PERFORMANCE INDICATOR: ❖ Learners talk about activities that are done during 6th March Celebration and listen to historical stories about Ghana's Independence.		
	Learners to identify Ghanaian coins and money by name and use it to buy and sell in the classroom store.		

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE I:	Engage learners to sing songs and recite familiar	
STARTER 10 MINS	rhymes	
(Preparing the Brain		
for Learning)	HEAD SHOULDERS KNEES AND TOES	
101 _0	Head shoulders knees and toes,	
	Knees and toes	
	Head shoulders knees and toes	
	Knees and toes	
	And eyes and ears and mouth and nose.	
	Head shoulders knees and toes,	
	Knees and toes.	
PHASE 2: MAIN	Put learners in a circle form.	Pictures and videos of pre
40MINS	Invite learners to talk about Ghana's Independence	and post-independence of
(New Learning	Day. Ask questions to guide them as they talk.	Ghana, big book,
Including		currency notes
Assessment)	Other learners must be encouraged and given the	
,	opportunity to ask questions freely when their friends	
	are talking about the theme and the roles of the	
	leaders.	
	End by singing the National Anthem and pay attention	
	to the words.	
	The Ghana National Anthem	
	God bless our homeland Ghana,	
	And make our nation great and strong,	
	Bold to defend forever	
	The cause of freedom and of Right.	
	Fill our hearts with true humility,	
	Make us cherish fearless honesty,	
	And help us to resist oppressors' rule	
	With all our will and might evermore.	
	•	
		<u> </u>

	Display the various currency notes currently being used for transaction in Ghana.	
	GHANA O MINISTREES Two Cedis	
	GHANA GHANA GHANA GHANA FIVE CECIIS TEN CECIIS	
	Have learners touch, feel and say the features of each note.	
	Play games with the learners asking them to identify the notes and buying things with them in the classroom store.	
	Make a choice to use any of the learning centers created	
	Listen to a story	
	Assessment: Engage learners to use the currency notes to sell and buy things with them in the classroom store.	
PHASE 3: REFLECTION	Teacher sings songs and recite rhymes in relation to the lesson with learners	Sea saw, Mary-Go-Round, and other play toys
(Learner and Teacher)	Take learners out to the field. Guide them to swing the sea-saw, sit on the Mary-Go-Round etc.	
	Sing rhymes and songs with learners as they play	

WEEKLY LESSON PLAN FOR KG I- WEEK 12

DATE:		STRAND: My Nation Ghana	
DAY M			
DAY: Monday		SUB STRAND: History And Celebration	Of Ghana's Indopondence
CLASS: KGI		SOB STRAIND. History And Celebration	Of Ghana's independence
CONTENT STANDARD:		INDICATORS: K2.5.1.1.1 K2.5.1.1.6.	
K2.5.1.1 Demonstrate			
understanding of history	and	PERFORMANCE INDICATOR:	an during Cab Mariah
celebrations of Ghana		Learners talk about activities that are do	
		Celebration and listen to historical stories about Ghana's Independence.	
		macpendence.	
		Learners can prepare an artwork related	to the Independence Day
		and use it for the Kiddies Independence	
		tion and collaboration (CC) Personal Develop	oment and Leadership (PL)
	CI) Critical T	hinking and Problem Solving	
KEY WORDS:			
PHASE/DURATION	IEADNE	RS ACTIVITIES	RESOURCES
FHASE/DORATION	LLANIAL	RS ACTIVITIES	RESOURCES
PHASE I:	Engage lear	rners to sing songs and recite familiar	
STARTER 10 MINS	rhymes	-	
(Preparing the Brain			
for Learning)	SIX LITTLE		
O ,		ice sat down to spin,	
		assed and she peeped in. you doing, my little men?	
	Weaving coats for gentlemen. Shall I come in and cut off your threads?		
	No, no, pussy cat, you'd bite off our heads!		
	Oh, no, I'll not, I'll help you spin.		
	That may be so, but you don't come in.		
PHASE 2: MAIN			Pictures and videos of pre
40MINS	time to dis	cuss the theme.	and post-independence of Ghana, big book, Ghana
(New Learning	The K stands for what the pupils know about Ghana's		flag
Including	Independer		III III III III III III III III III II
Assessment)		.,,	
	W-they asl	k question about what they want to learn.	
		er or the resource person shares ideas or	
	reads a bo	ok to pupils on the theme.	
	Dunile then	share what they have learned (I) I corners	
		share what they have learned (L). Learners acouraged and given the opportunity to ask	
		reely when the resource person is talking	
	about the theme and the roles of the leaders.		
	End by singing the National Anthem and pay attention to the words.		
	to the wor	us.	
	Provide lea	rners with different writing tools and	
	colors and white paper.		

	Show them the Ghana flag and have them prepare		
	their own individual flag with a black star.		
	With a glue, attach sticks to the card. During the Kiddie march-past each child should have a flag of his own to wave.		
	Take Learners out of the class to the field for a stretch up. Engage Learners to use any of the play toys available.		
	Make a choice to use any of the learning centers created		
	Listen to a story		
	Assessment: Let learners create other artwork related to the Independence Day and use it for the Kiddies Independence Day celebration		
PHASE 3:	Review lesson with Learners by singing songs in		
REFLECTION IOMINS	relation to it		
(Learner and			
Teacher)			

DATE:	STRAND: My Nation Ghana	
DAY: Tuesday CLASS: KGI	SUB STRAND: History And Celebration Of Ghana's Independence	
CONTENT STANDARD:	INDICATORS: K2.5.1.1.2 K2.5.1.1.3	
K2.5.1.1 Demonstrate understanding of history and celebrations of Ghana	PERFORMANCE INDICATOR: ❖ Learners can interact actively with teacher during the Shared reading of the text on celebration of Independence Day and other national celebrations of the country.	
	❖ Learners can use the new vocabulary learnt about the Independence Day celebration to construct simple sentences and copy them correctly into their journal or self-dictionary of pictures and words.	

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE I:	Engage learners to sing songs and recite familiar	
STARTER 10 MINS	rhymes	
(Preparing the Brain		
for Learning)	LITTLE TOMMY TITTLEMOUSE	
	Little tommy tittle mouse	
	Lived in a little house, He caught fishes	
	In other men's ditches.	
PHASE 2: MAIN	Teacher follows the read aloud procedure of KWL to	Pictures and videos of pre
40MINS	involve the learners actively in the shared reading.	and post-independence of
(New Learning	involve the learners actively in the shared reading.	Ghana, big book,
Including	K Ask learners what they know about 6th March	Chana, 5.8 55513,
_	celebration	
Assessment)		
	W: learners should share what they want to know.	
	Read the book pausing often to allow learners to find	
	answers to their questions under (L)	
	Use the new sight and content vocabulary learnt about	
	the Independence Day celebration to construct simple	
	sentences orally in-home languages and English.	
	E.g. Our independence is celebrated on the 6th of	
	March.	
	Dramatize some of the activities that happen on	
	Independence Day.	
	For instance, have Kiddies March past with one of the	
	learners playing the role of the President and others	
	will play different roles.	
	Have learners recite the national anthem and make	
	meaning of it.	

	The Chang Niceianal Anthony
	The Ghana National Anthem God bless our homeland Ghana,
	And make our nation great and strong,
	Bold to defend forever
	The cause of freedom and of Right.
	Fill our hearts with true humility,
	Make us cherish fearless honesty,
	And help us to resist oppressors' rule
	With all our will and might evermore.
	Take Learners out of the class to the field for a
	stretch up.
	Engage Learners to use any of the play toys available.
	Make a choice to use any of the learning centers created
	Listen to a story
	Assessment: Have learners read and spell some new
	words learnt, and write them in their workbook.
PHASE 3:	Review lesson with Learners by singing songs in
REFLECTION IOMINS	relation to it.
(Learner and	
Teacher)	

DATE:	STRAND: My Nation Ghana	
DAY: Wednesday CLASS: KGI	SUB STRAND: History And Celebration Of Ghana's Independence	
CONTENT STANDARD:	INDICATORS: K2.5.1.1.4 K2.5.1.1.5	
K2.5.1.1 Demonstrate understanding of history and celebrations of Ghana	PERFORMANCE INDICATOR: ❖ Learners can identify the beginning and ending rhyming sounds in words, delete and replace the rhyming sounds to get another rhyming pair.	
	Learners can connect letters to spoken words and identify letters in print	

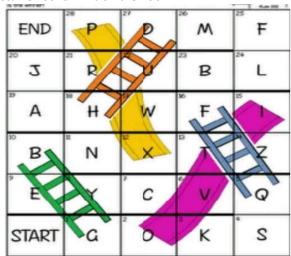
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE I:	Engage learners to sing songs and recite familiar	
STARTER 10 MINS	rhymes	
(Preparing the Brain	MISS BOLLY HAD A DOLLY	
for Learning)	MISS POLLY HAD A DOLLY	
	Miss Polly had a dolly who is sick, sick, sick So she phoned for the doctor to come quick, quick,	
	quick.	
	The doctor came with his bag and his hat,	
	And knocked at the door with a rat-a-tat-tat.	
	He looked at the dolly and shook his head.	
	And said "Miss Polly put her straight to bed"	
	He wrote a paper for a pill, pill, pill.	
	I'll be back in the morning with the bill, bill, bill.	
PHASE 2: MAIN	Give an example of two syllables that rhyme.	Pictures and videos of pre
40MINS	e.g [to, mo.]	and post-independence of
(New Learning	Say the sound and have learners repeat the two words	Ghana, big book,
Including	that have same rhyming ending.	
Assessment)	that have same mynning ending.	
	Repeat the two words slowly again, and have learners	
	repeat after you.	
	Ask them what they notice about the two words.	
	Delete the ending vowel and replace with a new vowel	
	sound to make a new syllable with a different rhyming pair.	
	pan.	
	Replace the o with [a] and we get {ta and ma} Do this	
	for the beginning sound too. First delete the /s/ in	
	[Sabala] and you get [abala], Replace /S/ with /t/ and	
	you get [tabala]. Have learners manipulate the sound	
	in a playful way.	

Teach, sing songs and recite rhymes in relation to the lesson.

Learners to sing the songs, recite rhymes and dance with actions.

Play Practice ladder game of letters

Draw a grid and write letters the learners have studied so far in it on the floor



Divide the class into 2, 3, or 4 groups, (the number depends on the number of learners in the class). The rule for the game is that When you call out a word, a volunteer (a child) runs and hops onto the space where the beginning letter of the word is placed on the grid. If the child is correct, the group gets a point.

Keep on calling out words and the groups send volunteers to hop on the letter in the box on the floor.

If the child is incorrect, the group loses the chance and does not get a point.

If nobody knows it, you need to demonstrate and hop on the grid and no one gets a point Those who got it wrong will be given the word and the letter to take home and relearn. Select a group to start with.

Make a choice to use any of the learning centers created

Listen to a story

Assessment: Have learners read and spell some new words learnt, and write them in their workbook.

PHASE 3: REFLECTION IOMINS (Learner and Teacher)

DATE:	STRAND: My Nation Ghana	
DAY: Thursday		
	SUB STRAND: History And Celebration Of Ghana's Independence	
CLASS: KGI		
CONTENT STANDARD:	INDICATORS : K2.5.1.1.5 K2.5.1.1.7	
K2.5.1.1 Demonstrate		
understanding of history and	PERFORMANCE INDICATOR:	
celebrations of Ghana	Learners can connect letters to spoken words and identify letters in print	
	Learners can identify Ghanaian coins and money by name and use it	
	to buy and sell in the classroom store.	

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES			
PHASE I:	Engage learners to sing songs and recite familiar				
STARTER 10 MINS	rhymes				
(Preparing the Brain					
for Learning)	I HEAR THUNDER				
	I hear thunder!				
	I hear thunder!				
	Hark don't you,				
	Hark don't you?				
	Pitter, patter raindrops, Pitter, patter raindrops,				
	l'm wet through				
	And so are you!				
PHASE 2: MAIN	Play Practice ladder game of letters	Pictures and videos of pre			
40MINS	Thay Tractice hadder game of fectors	and post-independence of			
(New Learning	Draw a grid and write letters the learners have	Ghana, big book,			
Including	studied so far in it on the floor.	currency coins			
Assessment)	28 27 26 25	•			
Assessment	END P D M F				
	20 23 24				
	2 B F				
	29 38 96 15				
	A H W F				
	B N X				
	BIN				
	7 7				
	E C V Q				
	START G O K S				
	SIAKI W S				
	Divide the class into 2, 3, or 4 groups, (the number				
	depends on the number of learners in the class).				

The rule for the game is that When you call out a word, a volunteer (a child) runs and hops onto the space where the beginning letter of the word is placed on the grid. If the child is correct, the group gets a point.

Keep on calling out words and the groups send volunteers to hop on the letter in the box on the floor.

If the child is incorrect, the group loses the chance and does not get a point. If nobody knows it, you need to demonstrate and hop on the grid and no one gets a point Those who got it wrong will be given the word and the letter to take home and relearn. Select a group to start with.

Display the various coins currently being used for transaction in Ghana.



Have learners touch, feel and say the features of each coin.

Play games with the learners asking them to identify the coins and buying things with them in the classroom store.

Learners sing rhymes and dance with actions

Take leaners out of the class to the field for a stretch up.

Engage leaners to use any of the play toys available.

Make a choice to use any of the learning centers created

Listen to a story

Assessment: Engage learners to use the coins to sell and buy things with them in the classroom store

PHASE 3:
REFLECTION IOMINS
(Learner and
Teacher)

DATE:	STRAND: My Nation Ghana		
DAY: Friday CLASS: KGI	SUB STRAND: History And Celebration Of Ghana's Independence		
CONTENT STANDARD:	INDICATORS: K2.5.1.1.1 K2.5.1.1.7		
K2.5.1.1 Demonstrate understanding of history and celebrations of Ghana	PERFORMANCE INDICATOR: ❖ Learners talk about activities that are done during 6th March Celebration and listen to historical stories about Ghana`s Independence.		
	Learners to identify Ghanaian coins and money by name and use it to buy and sell in the classroom store.		

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE I:	Engage learners to sing songs and recite familiar	
STARTER 10 MINS	rhymes	
(Preparing the Brain	LIEAD CLIOLII DEDC KNIEEC AND TOEC	
for Learning)	HEAD SHOULDERS KNEES AND TOES Head shoulders knees and toes,	
	Knees and toes	
	Head shoulders knees and toes	
	Knees and toes	
	And eyes and ears and mouth and nose.	
	Head shoulders knees and toes,	
	Knees and toes.	
PHASE 2: MAIN	Put learners in a circle form.	Pictures and videos of pre
40MINS	Invite learners to talk about Ghana's Independence	and post-independence of
(New Learning	Day. Ask questions to guide them as they talk.	Ghana, big book,
Including	Other land of the control of the con	currency notes
Assessment)	Other learners must be encouraged and given the opportunity to ask questions freely when their friends	
	are talking about the theme and the roles of the	
	leaders.	
	End by singing the National Anthem and pay attention	
	to the words.	
	The Ghana National Anthem	
	God bless our homeland Ghana,	
	And make our nation great and strong,	
	Bold to defend forever The cause of freedom and of Right.	
	Fill our hearts with true humility,	
	Make us cherish fearless honesty,	
	And help us to resist oppressors' rule	
	With all our will and might evermore.	
	Display the various currency notes currently being	
	used for transaction in Ghana.	

