

SECOND TERM SCHEME OF LEARNING- KG ONE

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
1	Values And Beliefs	Our Family Values	K1.3.1.1	K1.3.1.1.1-7	Poster/ cut out picture depicting peoples from different parts of Ghana. Ghana map, Cut out shapes, big books, counters, crayons
2	Values And Beliefs	Our Family Values	K1.3.1.1	K1.3.1.1.1-7	
3	Values And Beliefs	Our Cultural Value	K1.3.2.1	K1.3.2.1.1-5	
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
11	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-

12	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

<p>DATE:</p> <p>DAY: Monday</p> <p>CLASS: KG1</p>	<p>STRAND: VALUES AND BELIEFS</p> <p>SUB STRAND: OUR FAMILY VALUES</p>	
<p>CONTENT STANDARD: KI.3.1.1 Demonstrate understanding of the good manners that our families value and why they value them.</p>	<p>INDICATORS: KI.3.1.1.1 KI.3.1.1.3</p> <p>PERFORMANCE INDICATOR:</p> <ul style="list-style-type: none"> • Learners can identify the good manners our families value and how it can change our personal likes and dislikes • Learners can listen to a story on importance of exhibiting good manners in our everyday life and role-play how to use simple daily greetings with different people in the society 	
<p>CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving</p>		
<p>KEY WORDS:</p>		
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
<p>PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)</p>	<p>Learners to sing songs and recite rhymes</p> <p><u>SOMETHING PASS</u> 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 lala la Lololo loo Response: Lolo loo lolo lolo lolo lo</p>	
<p>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</p>	<p>During the Community Circle time, let learners talk about what they like and dislike.</p> <p>Teacher scaffold them to share their reasons for their like and dislike.</p> <p>Write their likes and dislikes on the board or cut out manila cards using different color of markers (e.g. blue marker for likes and red marker for dislikes).</p> <p>Through scaffolding, have learners talk about what their parents and grandparents (family) value.</p> <p>Discuss why learners sometimes refuse to do what families value and why it would not be good for them to do that.</p> <p>Have learners sort the “likes” from the “dislikes” and count the number of cards they will get from each group.</p>	<p>Poster/ cut out picture depicting peoples from different parts of Ghana. Ghana map, Cut out shapes, big books, counters, crayons</p>

	<p>Guide them use comparative language to describe the groups. Extend this activity by using concrete objects e.g. counters, shapes, etc.</p> <p>Teach the learners a song that shows the reward of showing good manners e.g. Abofra yε somakɔ a Obiara pε n'asεm 3X Ntsi yε somako</p> <p>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.</p> <p>Tell them a nice Ananse story about the importance and benefit of greetings.</p> <p>Write the daily greetings on strips of manila cards.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; margin: 5px;">Good morning</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">Good afternoon</div> </div> <div style="border: 1px solid black; padding: 5px; margin: 5px; width: fit-content; margin-left: auto; margin-right: auto;">Good evening</div> <p>Show conversational poster and have learners identify the non-verbal behaviors that that learners show when greeting at school and elderly people.</p> <p>Have learners' role play the daily greetings, showing appropriate non-verbal behaviors when greeting different people in the community.</p> <p>Take Learners out of the class to the field for a stretch up.</p> <p>Engage Learners to use any of the play toys available.</p> <p>Make a choice to use any of the learning centers created</p> <p>Assessment: Using "Pick and act" have learners use the cut out manila strips to demonstrate the appropriate greeting they pick.</p>	
<p>PHASE 3: REFLECTION 10MINS (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

DATE:	STRAND: VALUES AND BELIEFS
DAY: Tuesday	SUB STRAND: OUR FAMILY VALUES
CLASS: KGI	INDICATORS: KI.3.1.1.2 KI.3.1.1.4
CONTENT STANDARD: KI.3.1.1 Demonstrate understanding of the good manners that our families values and why they value them.	PERFORMANCE INDICATOR: <ul style="list-style-type: none"> • 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
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 1: STARTER 10 MINS (Preparing the Brain for Learning)	Learners sing songs and recite some familiar rhymes. "If wishes were horses" Lyrics If wishes were horses Beggars would ride: If turnips were watches Would wear one by my side. And if if's and and's were pots and pans, The tinker would never work!	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Using the Big book, model to learners by pointing to each word you read with a pointer. Highlight the awareness that spoken words can be written. 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. 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.	Poster/ cut out picture depicting peoples from different parts of Ghana. Ghana map, Cut out shapes, big books, counters, crayons

	<p>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.</p> <p>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.</p> <p>Have learners 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.</p> <p>Repeat these activities with different objects.</p> <p>Take Learners out of the class to the field for a stretch up.</p> <p>Engage Learners to use any of the play toys available.</p> <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> <p>Assessment:: put learners into groups. Give each group a story book. learners are to count the number of words in a given passage.</p>	
<p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it.</p>	

DATE:		STRAND: VALUES AND BELIEFS
DAY: Wednesday		SUB STRAND: OUR FAMILY VALUES
CLASS: KGI		
CONTENT STANDARD: K1.3.1.1 Demonstrate understanding of the good manners that our families values and why they value them.		INDICATORS: K1.3.1.1.5
		PERFORMANCE INDICATOR: Learners can recognize details in shapes and height of the letter for the week and write it legibly and correctly
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 1: STARTER 10 MINS (Preparing the Brain for Learning)	<p>Play the “Counting the words in a sentence” game.</p> <p>Give the learners a sentence orally. They must tell you 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.</p> <p>You can help the children to check the answer by writing the sentence on the board.</p>	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	<p>Learners watch teacher model the pre-writing exercise, learners emulate what the teacher does in turns.</p> <p>Have learners write the letter in the air and on their tables.</p> <p>Talk about the height and shape of the letter.</p> <p>Using dots or tracing, have learners practice writing new letter on slates and in their exercise book.</p> <p>Have learners give examples of words that the letter for the week can begin.</p> <p>Have learners use shapes e.g. circle, triangles, rectangles to create simple patterns with 2, 3, 2, 2,2,3,2, etc.</p> <p>Have learners clap and stamp their feet with the patterns</p> <p>Teach, sing songs and recite rhymes in relation to the lesson.</p> <p>Learners to sing the songs, recite rhymes and dance with actions.</p>	<p>Poster/ cut out picture depicting peoples from different parts of Ghana. Ghana map, Cut out shapes, big books, counters, crayons</p>

	<p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> <p>Assessment: call learners in turns to write letters in the sand tray</p>	
<p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

<p>DATE:</p> <p>DAY: Thursday</p>	<p>STRAND: VALUES AND BELIEFS</p> <p>SUB STRAND: OUR FAMILY VALUES</p>
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CLASS: KGI		
CONTENT STANDARD: KI.3.1.1 Demonstrate understanding of the good manners that our families values and why they value them.	INDICATORS: KI.3.1.1.6	
	PERFORMANCE INDICATOR: 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
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	Engage learners to play “Sound hunters” game Children are split into teams. One from each team is chosen with a toy gun. 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 40MINS (New Learning Including Assessment)	Using a wooden or plastic clock, tell a short story about time. Talk about the times we greet in the morning and show it shows on the clock face. 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. Assist learners to locate the a given time on the clock face (e.g. 6, 9)  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	Poster/ cut out picture depicting peoples from different parts of Ghana. Ghana map, Cut out shapes, big books, counters, crayons

	<p>Take learners out of the class to the field for a stretch up.</p> <p>Engage learners to use any of the play toys available.</p> <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> <p>Assessment: manipulate the hands of the clock for learners to tell the time</p>	
<p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

<p>DATE:</p> <p>DAY: Friday</p> <p>CLASS: KGI</p>	<p>STRAND: VALUES AND BELIEFS</p> <p>SUB STRAND: OUR FAMILY VALUES</p>
<p>CONTENT STANDARD: KI.3.1.1 Demonstrate understanding of the good manners that our families values and why they value them.</p>	<p>INDICATORS: KI.3.1.1.7</p> <p>PERFORMANCE INDICATOR: Learners can draw clock faces and write down the given time under it</p>
<p>CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving</p>	
<p>KEY WORDS:</p>	

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
<p>PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)</p>	<p>Play “the I am thinking of a name” game.</p> <p>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/ sound in it Clue 3- the name starts with /p/ Clue 4- this is a girl’s name Clue 5- the second sound is /r/</p> <p>By this stage there should only princess left and the children will have guessed that it is her name the teacher is describing.</p>	
<p>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</p>	<p>Discuss the importance of time and why learners need to obey the times for school and classroom activities.</p> <p>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.</p> <p>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.</p> <div data-bbox="516 1142 824 1423" data-label="Image"> </div> <p>2 O'clock</p> <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> <p>Assessment: manipulate the hands of the clock for learners to draw the face of the clocks and tell the time</p>	<p>Poster/ cut out picture depicting peoples from different parts of Ghana. Ghana map, Cut out shapes, big books, counters, crayons</p>
<p>PHASE 3: REFLECTION 10MINS</p>	<p>Teacher sings songs and recite rhymes in relation to the lesson with learners</p> <p>Take learners out to the field.</p>	<p>Sea saw, mary go round, and other play toys</p>

(Learner and Teacher)	Guide them to swing the sea-saw, sit on the mary-go-round etc. Sing rhymes and songs with learners as they play	
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WEEKLY LESSON PLAN FOR KG I- WEEK TWO

DATE: DAY: Monday CLASS: KGI	STRAND: VALUES AND BELIEFS SUB STRAND: OUR FAMILY VALUES	
CONTENT STANDARD: KI.3.1.1 Demonstrate understanding of the good manners that our families values and why they value them.	INDICATORS: KI.3.1.1.1 KI.3.1.1.3	
	PERFORMANCE INDICATOR: <ul style="list-style-type: none"> Learners can identify the good manners our families value and how it can change our personal likes and dislikes Learners can listen to a story on importance of exhibiting good manners in our everyday life and role-play how to use simple daily greetings with different people in the society 	
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 1: STARTER 10 MINS (Preparing the Brain for Learning)	Learners to sing songs and recite rhymes <u>SOMETHING PASS</u> 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 lala la Lololo loo Response: Lolo loo lolo lolo lolo lo	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	During the Community Circle time, let learners talk about what they like and dislike. Teacher scaffold them to share their reasons for their like and dislike. 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. 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.	Poster/ cut out picture depicting peoples from different parts of Ghana. Ghana map, Cut out shapes, big books, counters, crayons


	<p>Guide them use comparative language to describe the groups. Extend this activity by using concrete objects e.g. counters, shapes, etc.</p> <p>Teach the learners a song that shows the reward of showing good manners e.g. Abofra yε somakɔ a Obiara pε n'asεm 3X Ntsi yε somako</p> <p>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.</p> <p>Tell them a nice Ananse story about the importance and benefit of greetings.</p> <p>Write the daily greetings on strips of manila cards.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; margin: 5px;">Good morning</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">Good afternoon</div> </div> <div style="border: 1px solid black; padding: 5px; margin: 5px; width: fit-content; margin-left: auto; margin-right: auto;">Good evening</div> <p>Show conversational poster and have learners identify the non-verbal behaviors that that learners show when greeting at school and elderly people.</p> <p>Have learners' role play the daily greetings, showing appropriate non-verbal behaviors when greeting different people in the community.</p> <p>Take Learners out of the class to the field for a stretch up.</p> <p>Engage Learners to use any of the play toys available.</p> <p>Make a choice to use any of the learning centers created</p> <p>Assessment: Using "Pick and act" have learners use the cut out manila strips to demonstrate the appropriate greeting they pick.</p>	
<p>PHASE 3: REFLECTION 10MINS (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

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 of the good manners that our families value and why they value them.		PERFORMANCE INDICATOR:	
		<ul style="list-style-type: none"> • 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 	
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 1: STARTER 10 MINS (Preparing the Brain for Learning)	Learners sing songs and recite some familiar rhymes. "If wishes were horses" Lyrics 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 40MINS (New Learning Including Assessment)	Using the Big book, model to learners by pointing to each word you read with a pointer. Highlight the awareness that spoken words can be written. 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. 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.	Poster/ cut out picture depicting peoples from different parts of Ghana. Ghana map, Cut out shapes, big books, counters, crayons	


	<p>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.</p> <p>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.</p> <p>Have learners 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.</p> <p>Repeat these activities with different objects.</p> <p>Take Learners out of the class to the field for a stretch up.</p> <p>Engage Learners to use any of the play toys available.</p> <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> <p>Assessment:: put learners into groups. Give each group a story book. learners are to count the number of words in a given passage.</p>	
<p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it.</p>	

DATE:		STRAND: VALUES AND BELIEFS
DAY: Wednesday		SUB STRAND: OUR FAMILY VALUES
CLASS: KGI		
CONTENT STANDARD: K1.3.1.1 Demonstrate understanding of the good manners that our families values and why they value them.		INDICATORS: K1.3.1.1.5
		PERFORMANCE INDICATOR: Learners can recognize details in shapes and height of the letter for the week and write it legibly and correctly
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 1: STARTER 10 MINS (Preparing the Brain for Learning)	<p>Play the “Counting the words in a sentence” game.</p> <p>Give the learners a sentence orally. They must tell you 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.</p> <p>You can help the children to check the answer by writing the sentence on the board.</p>	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	<p>Learners watch teacher model the pre-writing exercise, learners emulate what the teacher does in turns.</p> <p>Have learners write the letter in the air and on their tables.</p> <p>Talk about the height and shape of the letter.</p> <p>Using dots or tracing, have learners practice writing new letter on slates and in their exercise book.</p> <p>Have learners give examples of words that the letter for the week can begin.</p> <p>Have learners use shapes e.g. circle, triangles, rectangles to create simple patterns with 2, 3, 2, 2,2,3,2, etc.</p> <p>Have learners clap and stamp their feet with the patterns</p> <p>Teach, sing songs and recite rhymes in relation to the lesson.</p> <p>Learners to sing the songs, recite rhymes and dance with actions.</p>	<p>Poster/ cut out picture depicting peoples from different parts of Ghana. Ghana map, Cut out shapes, big books, counters, crayons</p>

	<p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> <p>Assessment: call learners in turns to write letters in the sand tray</p>	
<p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

DATE: 16 th January 2020		STRAND: VALUES AND BELIEFS
DAY: Thursday		SUB STRAND: OUR FAMILY VALUES
CLASS: KGI		INDICATORS: KI.3.1.1.6
CONTENT STANDARD: KI.3.1.1 Demonstrate understanding of the good manners that our families value and why they value them.		PERFORMANCE INDICATOR: 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
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	Engage learners to play “Sound hunters” game Children are split into teams. One from each team is chosen with a toy gun. 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 40MINS (New Learning Including Assessment)	Using a wooden or plastic clock, tell a short story about time. Talk about the times we greet in the morning and show it shows on the clock face. 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. Assist learners to locate the a given time on the clock face (e.g. 6, 9)	Poster/ cut out picture depicting peoples from different parts of Ghana. Ghana map, Cut out shapes, big books, counters, crayons
	 <p>6 O'clock</p>	

	<p>Have learners create their own clock face using arts materials like play dough, clay, manila cards, etc.</p> <p>Learners sing rhymes and dance with actions</p> <p>Take learners out of the class to the field for a stretch up.</p> <p>Engage learners to use any of the play toys available.</p> <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> <p>Assessment: manipulate the hands of the clock for learners to tell the time</p>	
<p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

DATE:	STRAND: VALUES AND BELIEFS	
DAY: Friday	SUB STRAND: OUR FAMILY VALUES	
CLASS: KGI	INDICATORS: K1.3.1.1.7	
CONTENT STANDARD: K1.3.1.1 Demonstrate understanding of the good manners that our families values and why they value them.	PERFORMANCE INDICATOR: Learners can draw clock faces and write down the given time under it	
	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 1: STARTER 10 MINS (Preparing the Brain for Learning)	<p>Play “the I am thinking of a name” game.</p> <p>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/ sound in it Clue 3- the name starts with /p/ Clue 4- this is a girl’s name Clue 5- the second sound is /r/</p> <p>By this stage there should only princess left and the children will have guessed that it is her name the teacher is describing.</p>	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	<p>Discuss the importance of time and why learners need to obey the times for school and classroom activities.</p> <p>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.</p> <p>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.</p>	<p>Poster/ cut out picture depicting peoples from different parts of Ghana. Ghana map, Cut out shapes, big books, counters, crayons</p>
		

	<p style="text-align: center;">2 O'clock</p> <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> <p>Assessment: manipulate the hands of the clock for learners to draw the face of the clocks and tell the time</p>	
<p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p>	<p>Teacher sings songs and recite rhymes in relation to the lesson with learners</p> <p>Take learners out to the field. Guide them to swing the sea-saw, sit on the mary-go-round etc.</p> <p>Sing rhymes and songs with learners as they play</p>	<p>Sea saw, mary go round, and other play toys</p>

WEEKLY LESSON PLAN FOR KG I- WEEK THREE

DATE:	STRAND: VALUES AND BELIEFS	
DAY: Monday	SUB STRAND: OUR CULTURAL VALUE	
CLASS: KG I	INDICATORS: KI.3.2.1.1	
CONTENT STANDARD: KI.3.2.1	PERFORMANCE INDICATOR: Learners can talk about some important cultural values and good manners that promote respect and politeness	
	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 1: STARTER 10 MINS (Preparing the Brain for Learning)	<p>Teacher calls out different actions for learners to act. Student have to mimic the action continuously without breaking.</p> <p>After a while teacher speeds up the tempo. For example: jumping, stamping, crazy dance, hitting a nail etc.</p>	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	<p>In a Community Circle time have learners sit in a semi-circle. Learners in turns tell what they learnt in the previous lesson.</p> <p>Always welcome and greet the learners before you introduce the theme for the week. Ensure that all learners respond to the greetings.</p> <p>Have a cut-out papers with the polite words and phrases including greetings and discuss them with learners.</p> <p>Invite learners to demonstrate how to show respect to each other, to adults in our society, mother, father and then teachers.</p> <p>Display a conversational poster and have learners observe, think pair share and describe some behaviors that depict respect and politeness at home and at school. <i>E.g. saying “please, and “thank you”, asking permission before doing everything, e.g. saying “may I go out” etc..</i></p>	

	<p>Create a scenario for learners to tell the appropriate polite words and phrases that they will use and why?</p> <p>Take Learners out of the class to the field for a stretch up.</p> <p>Engage Learners to use any of the play toys available.</p> <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> <p>Assessment: share roles and have learners role play some of the scenarios</p>	
<p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

DATE:		STRAND: VALUES AND BELIEFS
DAY: Tuesday		SUB STRAND: OUR CULTURAL VALUE
CLASS: KGI		
CONTENT STANDARD: KI. 3.2.1		INDICATORS: KI.3.2.1.2
		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) Critical Thinking and Problem Solving		
KEY WORDS:		
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	Learners to sing songs and recite rhymes <u>ONCE I CAUGHT A FISH ALIVE</u> One, two, three, four, five Once I caught a fish alive 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 40MINS (New Learning Including Assessment)	Using a Big book on showing respect/politeness, have learners talk about the front/cover page, the body , and end page of a book. 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 r e s p _ _ c t = r e s p <u>e</u> c t	

	<p>pl e __ s e = pl e <u>a</u> s e t h __ n k = t h <u>a</u> n k</p> <p>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.</p> <p>Take Learners out of the class to the field for a stretch up.</p> <p>Engage Learners to use any of the play toys available.</p> <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> <p>Assessment: call learners in turns to read the keywords on the board</p>	
<p>PHASE 3: REFLECTION 10MINS (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it.</p>	

DATE:		STRAND: VALUES AND BELIEFS
DAY: Wednesday		SUB STRAND: OUR CULTURAL VALUE
CLASS: KGI		
CONTENT STANDARD: KI. 3.2.1		INDICATORS: KI.3.2.1.3
		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: 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 1: STARTER 10 MINS (Preparing the Brain for Learning)	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.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	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. Have each learner count the number of words in their sentence and represent the number of words with a model number	Poster/ cut out picture depicting peoples from different parts of Ghana., Cut out shapes, big books, counters, crayons

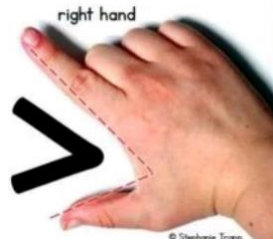
	<p>Group learners with same number of words and let each group represent their numbers with counters.</p> <p>Teach, sing songs and recite rhymes in relation to the lesson.</p> <p>Learners to sing the songs, recite rhymes and dance with actions.</p> <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> <p>Assessment: call learners in turns to read the keywords on the board.</p>	
<p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

DATE:	STRAND: VALUES AND BELIEFS
DAY: Thursday	SUB STRAND: OUR CULTURAL VALUE
CLASS: KGI	INDICATORS: KI.3.2.1.4
CONTENT STANDARD: KI. 3.2.1	PERFORMANCE INDICATOR: Learners can Identify the location of individual sounds in a given word (beginning or end of a word)
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving	
KEY WORDS:	

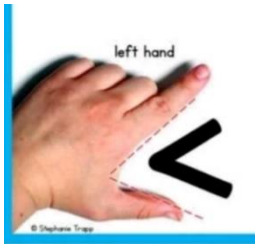
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	<p>Group students into two. Choose two more pupils from each group. Give each a letter card that makes up a word. Ask the one with the first letter to go to your right hand side and the other to your left hand side.</p> <p>They should be as far away from each other. Ask them to start walking slowly towards each other. As they walk, each should be saying the sound of his letter out loud. Example</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 2px solid black; padding: 5px; text-align: center;">A</div> aaaaaa <div style="border: 2px solid black; padding: 5px; text-align: center;">S</div> ssssss </div> <p>When pupils meet, ask them to sound out the letters on the word cards one after the other in order to form a word.</p>	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	<p>Introduce target letter-sound for the week to learners.</p> <p>Have learners identify words beginning with the letter-sound for the week</p> <p>Learners search for words with the letter sound at different position beginning, middle and the ending sound. E.g. dada – the beginning sound is /d/ and /wind/ the sound is at the end.</p> <p>Learners practice the writing of the letter in the air, on other flat surfaces and write it boldly in their writing/exercise books.</p>	Poster/ cut out picture depicting peoples from different parts of Ghana., Cut out shapes, big books, counters, crayons

	<p>Read sentence strips to learners and have them identify words that begins with the letter-sound of under study.</p> <p>Have learners design the given letter using pebbles, shells, etc. and talk about their designs</p> <p>Learners sing rhymes and dance with actions</p> <p>Take leaners out of the class to the field for a stretch up.</p> <p>Engage leaners to use any of the play toys available.</p> <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> <p>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</p>	
<p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

DATE: 24 th January 2020	STRAND: VALUES AND BELIEFS	
DAY: Friday	SUB STRAND: OUR CULTURAL VALUE	
CLASS: KGI	INDICATORS: KI.3.2.1.5	
CONTENT STANDARD: KI. 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: 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 1: STARTER 10 MINS (Preparing the Brain for Learning)	Engage learners to play the "I have.....Who has" game. Give out number cards (from 1-10) to learners at random. The first child shouts and mention the number on his card and ask for another number. Example, I have 5...Who has 9?	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Have learners talk about their likes and dislike. 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 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.	Poster/ cut out picture depicting peoples from different parts of Ghana., Cut out shapes, big books, counters, crayons



The less than symbol "<" points to the left.



Extend the activities with other objects that can be found in the classroom.

Make a choice to use any of the learning centers created

Listen to a story

Assessment: Write a few numbers in the sand tray and allow learners to compare them using the cut out letter V.

Example: 4  5

8  7

**PHASE 3:
REFLECTION**
10MINS
**(Learner and
Teacher)**

Teacher sings songs and recite rhymes in relation to the lesson with learners


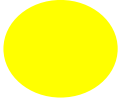

Take learners out to the field.
Guide them to swing the sea-saw, sit on the mary-go-round etc.

Sing rhymes and songs with learners as they play

Sea saw, mary go round, and other play toys

WEEKLY LESSON PLAN FOR KG I- WEEK FOUR

DATE:	STRAND: VALUES AND BELIEFS	
DAY: Monday	SUB STRAND: OUR RELIGIOUS VALUES	
CLASS: KG I	INDICATORS: KI.3.3.1.1 KI.3.3.1.3	
CONTENT STANDARD: KI.3.3.1 Demonstrate understanding of the religious and moral values and virtues we need to exhibit as good Christians and Muslims	PERFORMANCE INDICATOR:	
	<ul style="list-style-type: none"> • Learners can recite rhymes and talk about religious values and how to show it • 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 acquired to create short sentences. 	
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 1: STARTER 10 MINS (Preparing the Brain for Learning)	<p>Have learners to sing familiar songs and recite rhymes they know.</p> <p><u>THE WHEELS ON THE BUS</u> 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.</p> <p>The dog on the bus goes woof, woof, woof woof, woof, woof; woof, woof, woof The dog on the bus goes woof, woof, woof All day long.</p> <p><i>(Continue with sounds made by familiar animals)</i></p>	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	<p>Using poster and/or pictures, introduce the theme and let learners recite common rhymes and sing song that depict religious values.</p> <p>As whole class discuss the common moral values and virtues that the three major religious groups preach. E.g. love, forgiveness, living at peace with people, behave appropriately towards other people.</p> <p>Have cut out pictures of some of the values with their labels written under them “pick and act” activity.</p> <p>In small groups, have each group pick one of the cut-out pictures and dramatize the religious and/or moral values they picked.</p> <p>Using a Big book, have interactive read aloud with learners and assist them identify and tell the religious and moral values in the text.</p>	Poster/ cut out pictures, Cut out shapes, big books, counters, crayons, word cards and number cards

	<p>Use visual information to assist the explanation of the keywords before the interactive reading is done.</p> <p>Have learners use some of the unfamiliar words learnt to make simple sentences.</p> <p>After the reading, have learners relate the content of the book with their experiences.</p> <p>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 and 3D).</p> <p>Use the comparative signs “more than” [$<$] and “less than” [$>$] to describe the data collected.</p> <p>Have learners draw their favorite 2D or 3D object.</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div> <p>Take Learners out of the class to the field for a stretch up.</p> <p>Engage Learners to use any of the play toys available.</p> <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> <p>Assessment: Let learners recite rhymes and talk about religious values and how to show it</p>	
<p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

DATE: DAY: Tuesday CLASS: KGI	STRAND: VALUES AND BELIEFS SUB STRAND: OUR RELIGIOUS VALUES
CONTENT STANDARD: KI.3.3.1 Demonstrate understanding of the religious and moral values and virtues we need to exhibit as good Christians and Muslims	INDICATORS: KI.3.3.1.2. PERFORMANCE INDICATOR: Learners can handle books correctly and with care.
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 1: STARTER 10 MINS (Preparing the Brain for Learning)	Have learners to sing familiar songs and recite rhymes they know. <u>ONE LITTLE FINGER</u> One little finger, One little finger Two little fingers, tap, tap, tap! Point to the ceiling, point to the floor, Put them on your head, HEAD! <i>(continue by pointing to other parts of the body)</i>	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Using a Big book and other books, have learners demonstrate the appropriate way of handling books, holding books upright when reading, not bending the spine, opening the pages carefully in order not to tear the pages, etc. 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	Poster/ cut out pictures, Cut out shapes, big books, counters, crayons, word cards and number cards

	<p>Listen to a story</p> <p>Assessment: call learners to demonstrate how to handle books correctly and with care</p>	
<p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it.</p>	

DATE:		STRAND: VALUES AND BELIEFS	
DAY: Wednesday		SUB STRAND: OUR RELIGIOUS VALUES	
CLASS: KGI		INDICATORS: K1.3.3.1.4	
CONTENT STANDARD: K1.3.3.1 Demonstrate understanding of the religious and moral values and virtues we need to exhibit as good Christians and Muslims		PERFORMANCE INDICATOR: Learners can stretch and count the number of sounds in a word and blend them together.	
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving			
KEY WORDS:			
<hr/>			
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES	
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	<p>Have learners to sing familiar songs and recite rhymes they know.</p> <p><u>FIVE LITTLE DUCKS</u> 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.</p> <p>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.</p> <p><i>(continue until all the little ducks are exhausted)</i></p>		
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	<p>Teacher holds a rubber band and model how to stretch examples of moral words while pronunciation so as to identify all the sound.</p> <p>List the words on the board or on cut out papers. As learners practice the select words, write the sounds identified on the board.</p> <p>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.</p> <p>Have learners repeat the activity with different words and introduce the concept of silent letters to learners e.g. <i>love</i>, <i>time</i>, <i>make</i>, etc.</p> <p>Teach, sing songs and recite rhymes in relation to the lesson.</p> <p>Learners to sing the songs, recite rhymes and dance with actions.</p>	<p>Poster/ cut out pictures, Cut out shapes, big books, counters, crayons, word cards and number cards</p>	

	<p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> <p>Assessment: Let learners count the number of sounds in a word and blend them together.</p>	
<p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

DATE:	STRAND: VALUES AND BELIEFS	
DAY: Thursday	SUB STRAND: OUR RELIGIOUS VALUES	
CLASS: KGI	INDICATORS: KI.3.3.1.5:	
CONTENT STANDARD: KI.3.3.1 Demonstrate understanding of the religious and moral values and virtues we need to exhibit as good Christians and Muslims	PERFORMANCE INDICATOR: Learners can write letters legibly and boldly	
	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 1: STARTER 10 MINS (Preparing the Brain for Learning)	<p>Have learners to sing familiar songs and recite rhymes they know.</p> <p><u>STAND UP FOR POSITION</u> Stand up for posi, posi, posi, position To your right posi, posi, posi, position To your left posi, posi, posi, position To your back posi, posi, posi, position To your front posi, posi, posi, position To your all posi, posi, posi, posi, position</p>	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	<p>Go through prewriting exercise as in the previous writing exemplars.</p> <p>Write two words depicting moral values on the board.</p> <p>Have learners tell situations/occasion when the values are used.</p> <p>Help learners use the words to make simple sentences. Have learners spell the words and then write them into their books.</p> <p>After, have learners count the letters that make up each word and use objects such pebbles, straws, counters, etc. to represent the letters.</p> <p>Have learners sum up the number of letters in the two words.</p> <p>Extend the activity by using different words or objects.</p> <p>Learners can also create patterns with the numbers of letters in each word</p> <p>Learners sing rhymes and dance with actions</p> <p>Take learners out of the class to the field for a stretch up.</p>	<p>Poster/ cut out pictures, Cut out shapes, big books, counters, crayons, word cards and number cards</p>

	<p>Engage learners to use any of the play toys available.</p> <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> <p>Assessment: Give individual task to write letters legibly and boldly in their workbooks</p>	
<p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

DATE:	STRAND: VALUES AND BELIEFS	
DAY: Friday	SUB STRAND: OUR RELIGIOUS VALUES	
CLASS: KGI	INDICATORS: K1.3.3.1.6	
CONTENT STANDARD: K1.3.3.1 Demonstrate understanding of the religious and moral values and virtues we need to exhibit as good Christians and Muslims	PERFORMANCE INDICATOR: Learners can write numeral 1 to 5 and represent them with different objects in the church, number of letters in a word etc.	
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 1: STARTER 10 MINS (Preparing the Brain for Learning)	Engage learners in the I spy game 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 Listen to a story Assessment: Learners to write numerals from 1 to 5 in their workbooks	Poster/ cut out pictures, Cut out shapes, big books, counters, crayons, word cards and number cards

<p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p>	<p>Teacher sings songs and recite rhymes in relation to the lesson with learners</p> <p>Take learners out to the field. Guide them to swing the sea-saw, sit on the mary-go-round etc.</p> <p>Sing rhymes and songs with learners as they play</p>	<p>Sea saw, mary go round, and other play toys</p>
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WEEKLY LESSON PLAN FOR KG I - WEEK FIVE

DATE:	STRAND: VALUES AND BELIEFS	
DAY: Monday	SUB STRAND: OUR BELIEFS	
CLASS: KG I	INDICATORS: KI.3.4.1.1	
CONTENT STANDARD: KI.3.4.1 Demonstrate understanding of and relating well with people with different beliefs	PERFORMANCE INDICATOR: Learners can talk about God as the Creator of all things and discuss different ways that people worship him.	
	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 1: STARTER 10 MINS (Preparing the Brain for Learning)	Engage learners to sing songs and recite a few rhymes they are familiar with <u>I HAVE A VERY BIG GOD</u> I have a very big God oo, He is always by my side. A very God oo, By my side, by my side	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Using the KWL strategy, introduce the theme for the week and assist learners to learn more about different beliefs system of their friends. K- Call on the learners to share what they know about God and what religious group they belong to. Learners should also mention the different ways they refer to God in their religious groups. W- Allow learners to ask question about what they want to know from their friends about how they worship. Learners talk about and dramatize how they worship, pray and the songs they sing. L- Encourage learners to appreciate each other and then share what they have learned (L) from their friends. <i>Decorate the classroom with conversational posters of different religious groups and have learners use them as resource to talk about their beliefs.</i> Take Learners out of the class to the field for a stretch up. Engage Learners to use any of the play toys available.	Big book, word card and sentence card, pictures and videos

	<p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> <p>Assessment: Call learners in turns to demonstrate some modes of worship they know (dancing, drumming, singing, praying, kneeling etc.)</p>	
<p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

DATE: DAY: Tuesday CLASS: KG1	STRAND: VALUES AND BELIEFS SUB STRAND: OUR BELIEFS	
CONTENT STANDARD: KI.3.4.1 Demonstrate understanding of and relating well with people with different beliefs	INDICATORS: KI.3.4.1.2	
	PERFORMANCE INDICATOR: Learners can handle their religious scriptures (book) appropriately.	
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 1: STARTER 10 MINS (Preparing the Brain for Learning)	Engage learners to sing songs and recite a few rhymes they are familiar with 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 40MINS (New Learning Including Assessment)	Display different scriptures, the Bible, Learners Bible stories, the Quran and any others that the learners could bring. Using the learners' book as the model, scaffold learners to identify how to open the books paying attention to the page numbers in the books. 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: <i>John 10:30 "I and my father are one"</i> <i>John 11:35 "And Jesus wept"</i> <i>Genesis 1:1 "In the beginning God created the Heavens and the Earth"</i>	the Bible, Learners Bible stories, the Quran Big book, word card and sentence card, pictures and videos

	<p>Teach learners new action songs and let them sing and dance as well.</p> <p><u>I AM A CHRISTIAN</u> I am a C I am a CH I am a CHRISTIAN And I am CHRISTIAN in my heart. And I will LIVE forever</p> <p>Take Learners out of the class to the field for a stretch up.</p> <p>Engage Learners to use any of the play toys available.</p> <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> <p>Assessment: Learners in turns and in groups sing and recite simple Bible quotations learnt.</p>	
<p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it.</p>	

DATE:		STRAND: VALUES AND BELIEFS
DAY: Wednesday		SUB STRAND: OUR BELIEFS
CLASS: KGI		
CONTENT STANDARD: K1.3.4.1 Demonstrate understanding of and relating well with people with different beliefs		INDICATORS: K1.3.4.1.3
		PERFORMANCE INDICATOR: 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: 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 1: STARTER 10 MINS (Preparing the Brain for Learning)	Engage learners to sing songs and recite a few rhymes they are familiar with <u>I AM A CHRISTIAN</u> 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 40MINS (New Learning Including Assessment)	Follow the “before reading, during reading and after reading” strategies as you read an informational text on different religious groups in Ghana and how they worship. 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 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. 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.	Big book, word card and sentence card, pictures and videos

	<p>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</p> <p>e.g. <i>Bible has 5 letters and chapel has 6.</i> <i>The number of letters in chapel is more the letters in Bible.</i> <i>Bible < Chapel</i></p> <p><i>Quran has 5 letters and Mosque has 6.</i> <i>The number of letters in Mosque is more the letters in Quran.</i> <i>Quran < Mosque</i></p> <p><i>Mosque has 6 letters and Shrine has 6.</i> <i>The number of letters in Mosque is the same as the letters in Shrine.</i> <i>Mosque = Shrine</i></p> <p>You can extend this activity using different objects.</p> <p>Teach, sing songs and recite rhymes in relation to the lesson.</p> <p>Learners to sing the songs, recite rhymes and dance with actions.</p> <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> <p>Assessment: Learners role play what their religious leaders do when leading worship.</p>	
<p>PHASE 3: REFLECTION 10MINS (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

DATE:		STRAND: VALUES AND BELIEFS	
DAY: Thursday		SUB STRAND: OUR BELIEFS	
CLASS: KGI		INDICATORS: KI.3.4.1.4	
CONTENT STANDARD: KI.3.4.1 Demonstrate understanding of and relating well with people with different beliefs		PERFORMANCE INDICATOR: Learners can draw one activity that we do when worshipping God and label it with one or two words	
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 1: STARTER 10 MINS (Preparing the Brain for Learning)	Have learners to sing songs and recite familiar rhymes. <u>ROUND AND ROUND THE GARDEN</u> 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 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 learners out of the class to the field for a stretch up. Engage learners to use any of the play toys available.	Big book, word card and sentence card, pictures and videos	

	<p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> <p>Assessment: Learners to draw one activity that we do when worshipping God and label it with one or two words.</p>	
<p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

DATE:		STRAND: VALUES AND BELIEFS
DAY: Friday		
CLASS: KGI		
CONTENT STANDARD: K1.3.4.1 Demonstrate understanding of and relating well with people with different beliefs		INDICATORS: K1.3.4.1.5
		PERFORMANCE INDICATOR: Learners can play different musical instrument, sing religious songs and dance on the music.
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 1: STARTER 10 MINS (Preparing the Brain for Learning)	Engage learners to sing songs and recite a few rhymes they are familiar with <u>I HAVE A VERY BIG GOD</u> I have a very big God oo, He is always by my side. A very God oo, By my side, by my side	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Using different religious songs and musical instruments, have learners be in groups and perform and dance to the music of the three different religions in Ghana. Encourage learners to sing and dance together as a way of appreciating each other. Have learners discuss their performances. Create different everyday situations and scaffold learners to add numbers. E.g. Combine amount of money collected at church service, etc. Extend this activity with other objects. Using level-appropriate sight words, display sight words on cards and guide learners to read. Explain the words and guide learners to use the words to form short and simple sentences. Copy words in the exercise book. Make a choice to use any of the learning centers created Listen to a story Assessment: Have learners to read the sight words on the chart in turns.	Music box, phones Model numbers, counters and bundle of sticks

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PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)	<p>Teacher sings songs and recite rhymes in relation to the lesson with learners</p> <p>Take learners out to the field. Guide them to swing the sea-saw, sit on the mary-go-round etc.</p> <p>Sing rhymes and songs with learners as they play</p>	<p>Sea saw, mary go round, and other play toys</p>																																				

WEEKLY LESSON PLAN FOR KG I- WEEK SIX

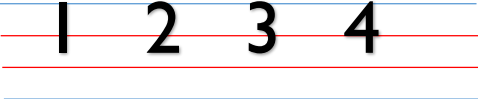
<p>DATE:</p> <p>DAY: Monday</p> <p>CLASS: KGI</p>	<p>STRAND: MY LOCAL COMMUNITY</p> <p>SUB STRAND: KNOWING THE SPECIAL PLACES IN OUR LOCAL COMMUNITY</p>	
<p>CONTENT STANDARD: KI.4.1.1 Demonstrate understanding of the special places in our local communities</p>	<p>INDICATORS: KI.4.1.1.1 KI.4.1.1.6</p> <p>PERFORMANCE INDICATOR:</p> <ul style="list-style-type: none"> • Learners can talk about some special places in our community • Learners can demonstrate their understanding of the concept of addition by combining people and objects and finding how many altogether. 	
<p>CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving</p>		
<p>KEY WORDS:</p>		
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
<p>PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)</p>	<p>Engage learners to sing songs and recite a few rhymes they are familiar with</p> <p>MINGLE MINGLE</p> <ul style="list-style-type: none"> •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) 	
<p>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</p>	<p>Using a poster or pictures depicting special places in the community, have learners identify and name places in the community they have been to. <i>e.g. market, lorry station, chiefs palace, clinic, police station, shopping mall etc.</i></p> <p>Plan and take learners out to a field trip to special places like <i>the police station, the chief's house, etc.</i></p> <p>Have learners talk about why these special places are important in the community. <i>e.g. we buy our food stuffs at the market etc.</i></p> <p>Have learners draw one of the special places (discussed on the poster) they like best and tell the reason behind their drawing.</p> <p>Have learners group their drawing according to the drawn places and write number under each group.</p> <p>Use the numbers to take learners through addition and subtraction activities.</p> <p>You can also let learners use shapes to form patterns</p>	<p>Posters and pictures</p> <p>Pencils, crayons etc.</p> <p>Number cards, counters, model numbers etc.</p> <p>Cut-out shapes</p>

	<p>Learners continue to use the concept of addition and subtraction this week</p> <p>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?</p> <p>Create different everyday situations and scaffold learners to add numbers.</p> <p>Let learners work in pairs and individually to solve problems in their exercise books.</p> <p>Take Learners out of the class to the field for a stretch up.</p> <p>Engage Learners to use any of the play toys available.</p> <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> <p>Assessment: The teacher starts by saying '<i>My mother went to the market and she bought</i>' Complete the sentence with an item, <i>for example, tomatoes.</i> A learner continues by repeating your sentence and adding an item of their own E.g. '<i>My mother went to the market and bought tomatoes and eggs</i>'. 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 learner who must remember all the items and add their own.</p>	<p>Number cards, counters, model numbers etc.</p> <p>Shopping corner</p> <p>Number cards, counters, model numbers etc.</p> <p>Play toys, skipping rope, tyres etc.</p>
<p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

DATE:	STRAND: MY LOCAL COMMUNITY	
DAY: Tuesday	SUB STRAND: KNOWING THE SPECIAL PLACES IN OUR LOCAL COMMUNITY	
CLASS: KGI	INDICATORS: K1.4.1.1.2	
CONTENT STANDARD: K1.4.1.1 Demonstrate understanding of the special places in our local communities	PERFORMANCE INDICATOR: Learners can use visual information (illustrations) when reading.	
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 1: STARTER 10 MINS (Preparing the Brain for Learning)	Have learners to sing songs and recite familiar rhymes. <u>ROUND AND ROUND THE GARDEN</u> 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 picture walk, allow learners to go through the pictures from cover to cover as you flip the pages and let them talk extensively on what they see in the pictures. Follow the 'before reading', 'during reading' and 'after reading' strategies as you read a big book on special places in the community. 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. 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. 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.	Posters and pictures Big book Posters and pictures Play toys, skipping rope, tyres etc

	<p>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!</p>	
<p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it.</p>	


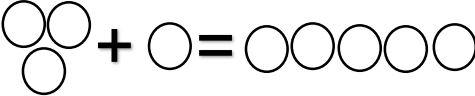
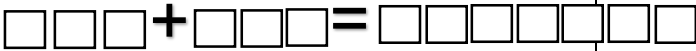
DATE:		STRAND: MY LOCAL COMMUNITY	
DAY: Wednesday		SUB STRAND: KNOWING THE SPECIAL PLACES IN OUR LOCAL COMMUNITY	
CLASS: KGI		INDICATORS: KI.4.1.1.3	
CONTENT STANDARD: KI.4.1.1 Demonstrate understanding of the special places in our local communities		PERFORMANCE INDICATOR: Learners can listen attentively and interact with peers during a teacher-read-aloud session about special places in our community.	
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving			
KEY WORDS:			
<hr/>			
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES	
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	Engage Learners to sing and recite familiar rhymes. <u>I AM COUNTING ONE</u> <ul style="list-style-type: none"> • I'm counting one, what is one • 1 - 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 Including Assessment)	Follow the 'before reading', 'during reading' and 'after reading' strategies as you read a big book on special places in the community. Encourage the learners to Interact actively with peers during the teacher read aloud session on the theme. Ask leading questions and have learners answer to bring out the main points in the text. Assist learners to use illustrations and picture to enable them to understand unfamiliar words. 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 <i>pebbles, cut out shapes, shells, counters, model numbers</i> etc.	Posters and pictures Pencils, crayons etc. Number cards, counters, model numbers etc. Cut-out shapes Play toys, skipping rope, tyres etc	

	<p>Have learners arrange them vertically on their tables to have a visual representation and place their respective number card under them.</p> <p>Assist the learner to replicate their findings on the board before they write it into their exercise books.</p> <p>Teach, sing songs and recite rhymes in relation to the lesson.</p> <p>Learners to sing the songs, recite rhymes and dance with actions.</p> <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> <p>Assessment: Let Learners copy and complete the number patterns</p> 	
<p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

DATE:	STRAND: MY LOCAL COMMUNITY	
DAY: Thursday	SUB STRAND: KNOWING THE SPECIAL PLACES IN OUR LOCAL COMMUNITY	
CLASS: KGI	INDICATORS: KI.4.1.1.4	
CONTENT STANDARD: KI.4.1.1 Demonstrate understanding of the special places in our local communities	PERFORMANCE INDICATOR: Learners can find as many words in the community in which we can find the new letter-sound for the week.	
	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 1: STARTER 10 MINS (Preparing the Brain for Learning)	Engage Learners to sing and recite familiar rhymes <u>WE CAN COUNT</u> 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 (New Learning Including Assessment)	Introduce the letter by teaching a tongue twister in which the sound is. (for example, /Kk/) <i>Kororoko ko nu kakaka be koklo kuku ko yeadu. (Ewe)</i> <i>Kakaw na kaw na ayamukaw (Mfantse)</i> Ask learners the sound they hear most. Teach the pronunciation of the letter-sound. Show learners how to write the letter, first, legibly and boldly on the chalkboard/whiteboard and provide a keyword. 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. <i>bakery, lake, kite</i> , 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	Posters and pictures Pencils, crayons etc. Number cards, counters, model numbers etc. Cut-out shapes Play toys, skipping rope, tyres etc

	<p>Learners sing rhymes and dance with actions</p> <p>Take learners out of the class to the field for a stretch up.</p> <p>Engage learners to use any of the play toys available.</p> <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> <p>Assessment: Paste a sight words chart with the target sound (k) on board. Call learners to read out the words with actions.</p>	
<p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

DATE:		STRAND: MY LOCAL COMMUNITY	
DAY: Friday		SUB STRAND: KNOWING THE SPECIAL PLACES IN OUR LOCAL COMMUNITY	
CLASS: KGI		INDICATORS: K1.4.1.1.5 K1.4.1.1.6	
CONTENT STANDARD: K1.4.1.1 Demonstrate understanding of the special places in our local communities		PERFORMANCE INDICATOR: <ul style="list-style-type: none"> • Learners can color nicely a scene from the community and label it. • Learners can demonstrate their understanding of the concept of addition by combining people and objects and finding how many altogether. 	
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 1: STARTER 10 MINS (Preparing the Brain for Learning)	Engage Learners to sing and recite familiar rhymes. <u>I AM COUNTING ONE</u> <ul style="list-style-type: none"> • I'm counting one, what is one • 1 - 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 Including Assessment)	Provide an outline or allow the learners to draw a scene from the special places visited, color it nicely, put a caption or label on it using their own invented 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	Posters and pictures Pencils, crayons etc. Number cards, counters, model numbers etc. Cut-out shapes Play toys, skipping rope, tyres etc	

	<p>Listen to a story</p> <p>Assessment: How many are there in all? Color them in</p> <p>    </p>	
<p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p>	<p>Teacher sings songs and recite rhymes in relation to the lesson with learners</p> <p>Take learners out to the field. Guide them to swing the sea-saw, sit on the mary-go-round etc.</p> <p>Sing rhymes and songs with learners as they play</p>	<p>Sea saw, mary- go- round, and other play toys</p>

WEEKLY LESSON PLAN FOR KG I - WEEK SEVEN

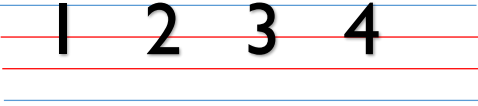
DATE:	STRAND: MY LOCAL COMMUNITY	
DAY: Monday	SUB STRAND: KNOWING THE SPECIAL PLACES IN OUR LOCAL COMMUNITY	
CLASS: KG I	INDICATORS: KI.4.1.1.1 KI.4.1.1.6	
CONTENT STANDARD: KI.4.1.1 Demonstrate understanding of the special places in our local communities	PERFORMANCE INDICATOR: <ul style="list-style-type: none"> • Learners can talk about some special places in our community • Learners can demonstrate their understanding of the concept of addition by combining people and objects and finding how many altogether. 	
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 1: STARTER 10 MINS (Preparing the Brain for Learning)	Engage learners to sing songs and recite a few rhymes they are familiar with 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 40MINS (New Learning Including Assessment)	Using a poster or pictures depicting special places in the community, have learners identify and name places in the community they have been to. <i>e.g. market, lorry station, chiefs palace, clinic, police station, shopping mall etc.</i> Plan and take learners out to a field trip to special places like <i>the police station, the chief's house, etc.</i> Have learners talk about why these special places are important in the community. <i>e.g. we buy our food stuffs at the market etc.</i> Have learners draw one of the special places (discussed on the poster) they like best and tell the reason behind their drawing. Have learners group their drawing according to the drawn places and write number under each group. Use the numbers to take learners through addition and subtraction activities. You can also let learners use shapes to form patterns	Posters and pictures Pencils, crayons etc. Number cards, counters, model numbers etc. Cut-out shapes

	<p>Learners continue to use the concept of addition and subtraction this week</p> <p>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?</p> <p>Create different everyday situations and scaffold learners to add numbers.</p> <p>Let learners work in pairs and individually to solve problems in their exercise books.</p> <p>Take Learners out of the class to the field for a stretch up.</p> <p>Engage Learners to use any of the play toys available.</p> <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> <p>Assessment: The teacher starts by saying '<i>My mother went to the market and she bought</i>' Complete the sentence with an item, <i>for example, tomatoes.</i> A learner continues by repeating your sentence and adding an item of their own E.g. '<i>My mother went to the market and bought tomatoes and eggs</i>'. 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 learner who must remember all the items and add their own.</p>	<p>Number cards, counters, model numbers etc.</p> <p>Shopping corner</p> <p>Number cards, counters, model numbers etc.</p> <p>Play toys, skipping rope, tyres etc.</p>
<p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

DATE:		STRAND: MY LOCAL COMMUNITY	
DAY: Tuesday		SUB STRAND: KNOWING THE SPECIAL PLACES IN OUR LOCAL COMMUNITY	
CLASS: KGI		INDICATORS: K1.4.1.1.2	
CONTENT STANDARD: K1.4.1.1 Demonstrate understanding of the special places in our local communities		PERFORMANCE INDICATOR: Learners can use visual information (illustrations) when reading.	
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving			
KEY WORDS:			
<hr/>			
PHASE/DURATION	LEARNERS ACTIVITIES		RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	<p>Have learners to sing songs and recite familiar rhymes.</p> <p><u>ROUND AND ROUND THE GARDEN</u> Round and round the garden Like a teddy bear, One step, two step, Tickle you under there</p>		
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	<p>Using picture walk, allow learners to go through the pictures from cover to cover as you flip the pages and let them talk extensively on what they see in the pictures.</p> <p>Follow the ‘before reading’, ‘during reading’ and ‘after reading’ strategies as you read a big book on special places in the community.</p> <p>Pause often and have the learners respond to the text by relating the information to their lives.</p> <p>Use visual information such as pictures to explain unfamiliar words.</p> <p>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:</p> <p>One person picks the card, support the friend to show through gestures what place the gesture depict.</p> <p>Take Learners out of the class to the field for a stretch up.</p> <p>Engage Learners to use any of the play toys available.</p> <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> <p>Assessment: Write down a couple of words on cards. Make sure learners are familiar with the words.</p>		<p>Posters and pictures</p> <p>Big book</p> <p>Posters and pictures</p> <p>Play toys, skipping rope, tyres etc</p>

	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 <i>10MINS</i> (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it.	


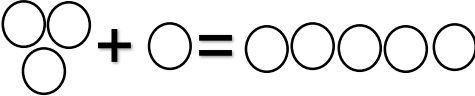
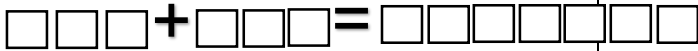
DATE:		STRAND: MY LOCAL COMMUNITY	
DAY: Wednesday		SUB STRAND: KNOWING THE SPECIAL PLACES IN OUR LOCAL COMMUNITY	
CLASS: KGI		INDICATORS: KI.4.1.1.3	
CONTENT STANDARD: KI.4.1.1 Demonstrate understanding of the special places in our local communities		PERFORMANCE INDICATOR: Learners can listen attentively and interact with peers during a teacher-read-aloud session about special places in our community.	
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving			
KEY WORDS:			
<hr/>			
PHASE/DURATION	LEARNERS ACTIVITIES		RESOURCES
PHASE I: STARTER 10 MINS (Preparing the Brain for Learning)	Engage Learners to sing and recite familiar rhymes. <u>I AM COUNTING ONE</u> <ul style="list-style-type: none"> • I'm counting one, what is one • 1 - 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. 		

<p>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</p>	<p>Follow the 'before reading', 'during reading' and 'after reading' strategies as you read a big book on special places in the community.</p> <p>Encourage the learners to Interact actively with peers during the teacher read aloud session on the theme.</p> <p>Ask leading questions and have learners answer to bring out the main points in the text.</p> <p>Assist learners to use illustrations and picture to enable them to understand unfamiliar words.</p> <p>Have learners retell the story in their own words. You can let learners tell their version of the story read.</p> <p>Have the learners group the special places they go often and where they rarely go.</p> <p>Have learners represent the number of the places with <i>pebbles, cut out shapes, shells, counters, model numbers</i> etc.</p> <p>Have learners arrange them vertically on their tables to have a visual representation and place their respective number card under them.</p> <p>Assist the learner to replicate their findings on the board before they write it into their exercise books.</p> <p>Teach, sing songs and recite rhymes in relation to the lesson.</p> <p>Learners to sing the songs, recite rhymes and dance with actions.</p> <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> <p>Assessment: Let Learners copy and complete the number patterns</p> <p style="text-align: center;">  </p>	<p>Posters and pictures</p> <p>Pencils, crayons etc.</p> <p>Number cards, counters, model numbers etc.</p> <p>Cut-out shapes</p> <p>Play toys, skipping rope, tyres etc</p>
<p>PHASE 3: REFLECTION 10MINS (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

DATE:	STRAND: MY LOCAL COMMUNITY	
DAY: Thursday	SUB STRAND: KNOWING THE SPECIAL PLACES IN OUR LOCAL COMMUNITY	
CLASS: KGI	INDICATORS: KI.4.1.1.4	
CONTENT STANDARD: KI.4.1.1 Demonstrate understanding of the special places in our local communities	PERFORMANCE INDICATOR: Learners can find as many words in the community in which we can find the new letter-sound for the week.	
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 1: STARTER 10 MINS (Preparing the Brain for Learning)	Engage Learners to sing and recite familiar rhymes <u>WE CAN COUNT</u> 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

<p>(New Learning Including Assessment)</p>	<p>(for example, /Kk/) <i>Kororoko ko nu kakaka be koklo kuku ko yeadu. (Ewe)</i> <i>Kakaw na kaw na ayamukaw (Mfantse)</i></p> <p>Ask learners the sound they hear most.</p> <p>Teach the pronunciation of the letter-sound.</p> <p>Show learners how to write the letter, first, legibly and boldly on the chalkboard/whiteboard and provide a keyword.</p> <p>Demonstrate how to write the letter in the air, on the back of learners and on a flash card.</p> <p>Learners take turns with you to practice as a whole class, in small groups, in pairs and individually.</p> <p>Scaffold learners to search for words in the community in which we can find the target letter sound e.g. <i>bakery, lake, kite</i>, etc.</p> <p>Make a word wall (a chart on the wall) where you keep track of all the words found (a list of k words).</p> <p>Write and count words with the letter k in their exercise book</p> <p>Learners sing rhymes and dance with actions</p> <p>Take learners out of the class to the field for a stretch up.</p> <p>Engage learners to use any of the play toys available.</p> <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> <p>Assessment: Paste a sight words chart with the target sound (k) on board. Call learners to read out the words with actions.</p>	<p>Pencils, crayons etc.</p> <p>Number cards, counters, model numbers etc.</p> <p>Cut-out shapes</p> <p>Play toys, skipping rope, tyres etc</p>
<p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

DATE: 21 st February 2020		STRAND: MY LOCAL COMMUNITY	
DAY: Friday		SUB STRAND: KNOWING THE SPECIAL PLACES IN OUR LOCAL COMMUNITY	
CLASS: KGI		INDICATORS: K1.4.1.1.5 K1.4.1.1.6	
CONTENT STANDARD: K1.4.1.1 Demonstrate understanding of the special places in our local communities		PERFORMANCE INDICATOR: <ul style="list-style-type: none"> • Learners can color nicely a scene from the community and label it. • Learners can demonstrate their understanding of the concept of addition by combining people and objects and finding how many altogether. 	
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 1: STARTER 10 MINS (Preparing the Brain for Learning)	Engage Learners to sing and recite familiar rhymes. <u>I AM COUNTING ONE</u> <ul style="list-style-type: none"> • I'm counting one, what is one • 1 - 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 Including Assessment)	Provide an outline or allow the learners to draw a scene from the special places visited, color it nicely, put a caption or label on it using their own invented 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	Posters and pictures Pencils, crayons etc. Number cards, counters, model numbers etc. Cut-out shapes Play toys, skipping rope, tyres etc	

	<p>Listen to a story</p> <p>Assessment: How many are there in all? Color them in</p> <p>    </p>	
<p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p>	<p>Teacher sings songs and recite rhymes in relation to the lesson with learners</p> <p>Take learners out to the field. Guide them to swing the sea-saw, sit on the mary-go-round etc.</p> <p>Sing rhymes and songs with learners as they play</p>	<p>Sea saw, mary- go- round, and other play toys</p>

WEEKLY LESSON PLAN FOR KG I - WEEK 8


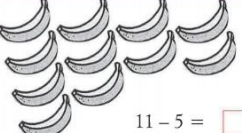
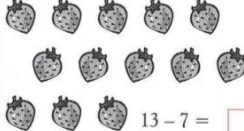
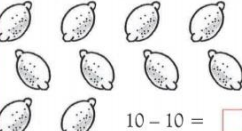
DATE:		STRAND: MY LOCAL COMMUNITY	
DAY: Monday		SUB STRAND: KNOWING THE SPECIAL PLACES IN OUR LOCAL COMMUNITY	
CLASS: KGI		INDICATORS: KI.4.2.1.1 KI.4.1.1.7	
CONTENT STANDARD: KI.4.2.1 Demonstrate knowledge of the people in the community and their occupation.		PERFORMANCE INDICATOR:	
		<ul style="list-style-type: none"> • Learners to talk about who the neighbors are, the work they do and how important their profession are in the community. • Learners can demonstrate their understanding of the concept of subtraction as separating and finding out how many is left. 	
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 1: STARTER 10 MINS (Preparing the Brain for Learning)	Have learners recite familiar rhymes. <u>I LOVE LITTLE PUSSY</u> 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 40MINS (New Learning Including Assessment)	Use the Community Circle time strategy for the theme introduction. Give learners the opportunity to talk freely with the teacher and their peers about the people in their neighborhood and the work they do. Learners should first talk about the occupation of their parents. e.g. <i>My parents are both farmers.</i> 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.	Pictures and videos depicting special places in the community	

	<p>Learners review the concept of addition and concentrate on Subtraction this week.</p> <p>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.</p> <p>The buyer asks the seller a question “how much is left”.</p> <p>Create different everyday situations and scaffold learners to subtract numbers.</p> <p>Let learners work in pairs and individually to solve problems in their exercise books.</p> <p>Take Learners out of the class to the field for a stretch up.</p> <p>Engage Learners to use any of the play toys available.</p> <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> <p>Assessment: Let learners role-play the profession they will take up in future.</p>	
<p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

DATE:		STRAND: MY LOCAL COMMUNITY	
DAY: Tuesday		SUB STRAND: KNOWING THE SPECIAL PLACES IN OUR LOCAL COMMUNITY	
CLASS: KGI		INDICATORS: K1.4.2.1.2 K1.4.2.1.4	
CONTENT STANDARD: K1.4.2.1 Demonstrate knowledge of the people in the community and their occupation.		PERFORMANCE INDICATOR:	
		<ul style="list-style-type: none"> • 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 	
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 1: STARTER 10 MINS (Preparing the Brain for Learning)	<p>Have learners recite familiar rhymes.</p> <p><u>HEY DIDDLE DIDDLE</u> 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</p>		
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	<p>Use the “Be the word” game to demonstrate the concept.</p> <p>Cut up a sentence into individual words.</p> <p>Call a group of learners to rearrange the words to form the sentence.</p> <p>Each child picks a word and be that word when the sentence is being rebuild.</p> <p>Call learners to rearrange the words to form the sentence.</p> <p>Make sure learners leave a space in between them when rearranging the words to form the sentence.</p> <p>Scaffold them to see how words are separated in print</p> <p>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.</p> <p>Learners put their hands on the head when there is the target letter-sound in the word, if not they put their hands down.</p> <p>Copy selected words on the board for learners write into their exercise books</p>	<p>Pictures and videos depicting special places in the community</p>	

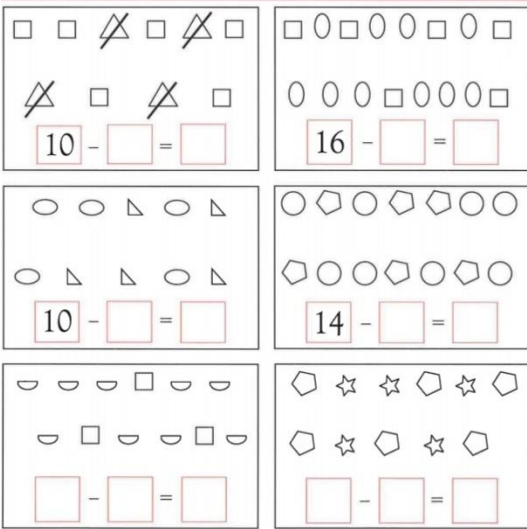
	<p>Take Learners out of the class to the field for a stretch up.</p> <p>Engage Learners to use any of the play toys available.</p> <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> <p>Assessment: In groups, engage learners to do a treasure hunt for words beginning with the target letter in the classroom.</p> <p>The group that finds more words with the target letter wins the game.</p>	
<p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it.</p>	

<p>DATE: 26th February 2020</p> <p>DAY: Wednesday</p> <p>CLASS: KGI</p>	<p>STRAND: MY LOCAL COMMUNITY</p> <p>SUB STRAND: KNOWING THE SPECIAL PLACES IN OUR LOCAL COMMUNITY</p>	
<p>CONTENT STANDARD: K1.4.2.1 Demonstrate knowledge of the people in the community and their occupation.</p>	<p>INDICATORS: K1.4.2.1.5 K1.4.1.1.7</p> <p>PERFORMANCE INDICATOR:</p> <ul style="list-style-type: none"> • Learners can write boldly and legibly the target letter for the week and add a name of a friend to it. • Learners can demonstrate their understanding of the concept of subtraction as separating and finding out how many is left. 	
<p>CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving</p>		
<p>KEY WORDS:</p>		
<p>PHASE/DURATION</p>	<p>LEARNERS ACTIVITIES</p>	<p>RESOURCES</p>
<p>PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)</p>	<p>Have learners recite familiar rhymes.</p> <p><u>ROW ROW ROW</u> Row, row, your boat, Gently down the stream, Merrily, merrily, merrily, merrily Life is but a dream.</p>	
<p>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</p>	<p>Have learners practice exercising the fingers. Refer to the previous writing lesson, and have learners practice in the air, on the other surfaces and on paper.</p> <p>Have learners give examples of words that contain the letter of the week.</p> <p>Have learners form sentences with the selected words and count the words in their sentences.</p> <p>Learners in pairs sum up the number of words in their sentences.</p> <p>Create different everyday situations and scaffold learners to subtract numbers by crossing out.</p> <p>Cross out the correct number of animals, and fill in the answers.</p> <div data-bbox="526 1455 1006 1749" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">4 - 1 = <input type="text" value="3"/></p> <p style="text-align: center;">6 - 2 = <input type="text"/></p> <p style="text-align: center;">8 - 5 = <input type="text"/></p> <p style="text-align: center;">10 - 6 = <input type="text"/></p> </div> <p>Let learners work in pairs and individually to solve problems in their exercise books.</p>	<p>Pictures and videos depicting special places in the community</p>

	<p>Teach, sing songs and recite rhymes in relation to the lesson.</p> <p>Learners to sing the songs, recite rhymes and dance with actions.</p> <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> <p>Assessment: Have learners solve the following in their workbooks.</p> <p>Cross out the correct number of fruits, and fill in the answers.</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="518 615 777 766">  <p>$8 - 3 = \square$</p> </div> <div data-bbox="797 615 1057 766">  <p>$11 - 5 = \square$</p> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div data-bbox="518 793 777 945">  <p>$13 - 7 = \square$</p> </div> <div data-bbox="797 793 1057 945">  <p>$10 - 10 = \square$</p> </div> </div>	
<p>PHASE 3: REFLECTION 10MINS (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

DATE:		STRAND: MY LOCAL COMMUNITY	
DAY: Thursday		SUB STRAND: KNOWING THE SPECIAL PLACES IN OUR LOCAL COMMUNITY	
CLASS: KGI		INDICATORS: KI.4.2.1.1 KI. 4.2.1.6	
CONTENT STANDARD: KI.4.2.1 Demonstrate knowledge of the people in the community and their occupation.		PERFORMANCE INDICATOR: <ul style="list-style-type: none"> • 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	
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)		<p>Have learners recite familiar rhymes.</p> <p><u>THE WHEELS ON THE BUS</u></p> <p>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, woof The dog on the bus goes woof, woof, woof All day long. (Continue with sounds made by familiar animals)</p>	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)		<p>Learners to talk freely about the other people in their neighborhood and the work they do. e.g. i. Mr. Obeng is Doctor, he works at the hospital. ii. Mrs. Esther Antwi is a banker, she works at the Ghana Commercial Bank.</p> <p>Ask leading questions and job terminologies to guide the discussion on the theme (teacher, nurse, doctor, police officer, trader, fisherman, fishmonger, etc.).</p> <p>Teach learners rhymes about work and let them sing and dance with actions. E.g.</p> <p><u>WORK AND PLAY</u></p> <p>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.</p> <p>Talk about each profession and how important they are to the community.</p>	
		RESOURCES	
		Pictures and videos depicting special places in the community	

	<p>Learners select the work they want to do when they grow up and draw themselves their uniform.</p> <p>Show poster and/or pictures depicting professionals in informs.</p> <p>Learners choose their future jobs and talk to each other about why they made that selection.</p> <p>Have learners be in groups according to their chosen profession and count the members in each group.</p> <p>Take learners out of the class to the field for a stretch up.</p> <p>Engage learners to use any of the play toys available.</p> <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> <p>Assessment: Have choose their future jobs, draw and color themselves and paste it all round the classroom</p>	
<p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

DATE: DAY: Friday CLASS: KGI	STRAND: MY LOCAL COMMUNITY SUB STRAND: KNOWING THE SPECIAL PLACES IN OUR LOCAL COMMUNITY	
CONTENT STANDARD: K1.4.2.1 Demonstrate knowledge of the people in the community and their occupation.	INDICATORS: K1.4.2.1.5 K1.4.1.1.7 PERFORMANCE INDICATOR: <ul style="list-style-type: none"> • Learners can write boldly and legibly the target letter for the week and add a name of a friend to it. • Learners to demonstrate their understanding of the concept of subtraction as separating and finding out how many is left. 	
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 1: STARTER 10 MINS (Preparing the Brain for Learning)	Have learners recite familiar rhymes. <u>FIVE LITTLE DUCKS</u> Five little ducks went out one day, Over the hills and far away, Mother duck said “Quack, quack, quack” But only 4 little ducks came back.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Create different everyday situations and scaffold learners to subtract numbers by crossing out. <u>Cross out one type of shape in each box</u>  <p>Let learners work in pairs and individually to solve problems in their exercise books.</p> <p>Take learners through the creeping activities for them to exercise their wrists</p> <p>Learners to crawl under chairs, through a tunnel or on the field</p>	Pictures and videos depicting special places in the community

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

WEEKLY LESSON PLAN FOR KG I - WEEK 9

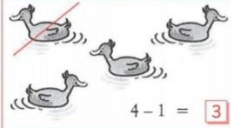

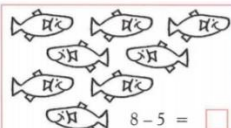
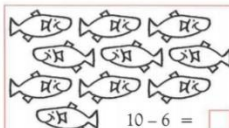
DATE:	STRAND: MY LOCAL COMMUNITY	
DAY: Monday	SUB STRAND: KNOWING THE SPECIAL PLACES IN OUR LOCAL COMMUNITY	
CLASS: KGI	INDICATORS: KI.4.2.1.1 KI.4.1.1.7	
CONTENT STANDARD: KI.4.2.1 Demonstrate knowledge of the people in the community and their occupation.	PERFORMANCE INDICATOR:	
	<ul style="list-style-type: none"> • Learners to talk about who the neighbors are, the work they do and how important their profession are in the community. • Learners can demonstrate their understanding of the concept of subtraction as separating and finding out how many is left. 	
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 1: STARTER 10 MINS (Preparing the Brain for Learning)	<p>Have learners recite familiar rhymes.</p> <p><u>I LOVE LITTLE PUSSY</u> 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.</p>	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	<p>Use the Community Circle time strategy for the theme introduction.</p> <p>Give learners the opportunity to talk freely with the teacher and their peers about the people in their neighborhood and the work they do.</p> <p>Learners should first talk about the occupation of their parents. e.g. <i>My parents are both farmers.</i></p> <p>Ask leading questions and job terminologies to guide the discussion on the theme (teacher, nurse, doctor, police officer, trader, fisherman, fishmonger, etc.).</p> <p>Play some songs and let learners sing it along with the tape.</p> <p>Talk about each profession and how important they are to the community.</p> <p>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.</p>	<p>Pictures and videos depicting special places in the community</p>

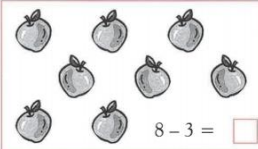
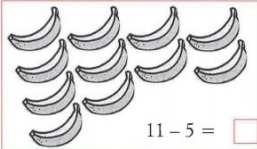
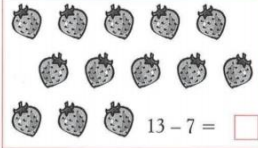
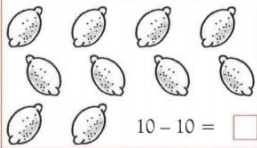
	<p>Learners review the concept of addition and concentrate on Subtraction this week.</p> <p>Create a market scene where learners buy and sell different items in the community and use their understanding of the subtraction concept to buy with money and ask for a change.</p> <p>The buyer asks the seller a question “how much is left”.</p> <p>Create different everyday situations and scaffold learners to subtract numbers.</p> <p>Let learners work in pairs and individually to solve problems in their exercise books.</p> <p>Take Learners out of the class to the field for a stretch up.</p> <p>Engage Learners to use any of the play toys available.</p> <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> <p>Assessment: Let learners role-play the profession they will take up in future.</p>	
<p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

DATE:	STRAND: MY LOCAL COMMUNITY
DAY: Tuesday	
CLASS: KGI	SUB STRAND: KNOWING THE SPECIAL PLACES IN OUR LOCAL COMMUNITY
CONTENT STANDARD: K1.4.2.1 Demonstrate knowledge of the people in the community and their occupation.	INDICATORS: K1.4.2.1.2 K1.4.2.1.4
	PERFORMANCE INDICATOR: <ul style="list-style-type: none"> • 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
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 1: STARTER 10 MINS (Preparing the Brain for Learning)	<p>Have learners recite familiar rhymes.</p> <p><u>HEY DIDDLE DIDDLE</u> 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</p>	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	<p>Use the “Be the word” game to demonstrate the concept.</p> <p>Cut up a sentence into individual words.</p> <p>Call a group of learners to rearrange the words to form the sentence.</p> <p>Each child picks a word and be that word when the sentence is being rebuild.</p> <p>Call learners to rearrange the words to form the sentence.</p> <p>Make sure learners leave a space in between them when rearranging the words to form the sentence.</p> <p>Scaffold them to see how words are separated in print</p> <p>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.</p> <p>Learners put their hands on the head when there is the target letter-sound in the word, if not they put their hands down.</p> <p>Copy selected words on the board for learners write into their exercise books</p>	<p>Pictures and videos depicting special places in the community</p>

	<p>Take Learners out of the class to the field for a stretch up.</p> <p>Engage Learners to use any of the play toys available.</p> <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> <p>Assessment: In groups, engage learners to do a treasure hunt for words beginning with the target letter in the classroom.</p> <p>The group that finds more words with the target letter wins the game.</p>	
<p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it.</p>	

<p>DATE:</p> <p>DAY: Wednesday</p> <p>CLASS: KGI</p>	<p>STRAND: MY LOCAL COMMUNITY</p> <p>SUB STRAND: KNOWING THE SPECIAL PLACES IN OUR LOCAL COMMUNITY</p>	
<p>CONTENT STANDARD: K1.4.2.1 Demonstrate knowledge of the people in the community and their occupation.</p>	<p>INDICATORS: K1.4.2.1.5 K1.4.1.1.7</p> <p>PERFORMANCE INDICATOR:</p> <ul style="list-style-type: none"> • Learners can write boldly and legibly the target letter for the week and add a name of a friend to it. • Learners can demonstrate their understanding of the concept of subtraction as separating and finding out how many is left. 	
<p>CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving</p>		
<p>KEY WORDS:</p>		
<p>PHASE/DURATION</p>	<p>LEARNERS ACTIVITIES</p>	<p>RESOURCES</p>
<p>PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)</p>	<p>Have learners recite familiar rhymes.</p> <p><u>ROW ROW ROW</u> Row, row, your boat, Gently down the stream, Merrily, merrily, merrily, merrily Life is but a dream.</p>	
<p>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</p>	<p>Have learners practice exercising the fingers. Refer to the previous writing lesson, and have learners practice in the air, on the other surfaces and on paper.</p> <p>Have learners give examples of words that contain the letter of the week.</p> <p>Have learners form sentences with the selected words and count the words in their sentences.</p> <p>Learners in pairs sum up the number of words in their sentences.</p> <p>Create different everyday situations and scaffold learners to subtract numbers by crossing out.</p> <p>Cross out the correct number of animals, and fill in the answers.</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">  <p>$4 - 1 = 3$</p> </div> <div style="border: 1px solid black; padding: 5px; text-align: center;">  <p>$6 - 2 = \square$</p> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">  <p>$8 - 5 = \square$</p> </div> <div style="border: 1px solid black; padding: 5px; text-align: center;">  <p>$10 - 6 = \square$</p> </div> </div> <p>Let learners work in pairs and individually to solve problems in their exercise books.</p>	<p>Pictures and videos depicting special places in the community</p>

	<p>Teach, sing songs and recite rhymes in relation to the lesson.</p> <p>Learners to sing the songs, recite rhymes and dance with actions.</p> <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> <p>Assessment: Have learners solve the following in their workbooks.</p> <p>Cross out the correct number of fruits, and fill in the answers.</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">  <p>$8 - 3 = \square$</p> </div> <div style="border: 1px solid black; padding: 5px; text-align: center;">  <p>$11 - 5 = \square$</p> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">  <p>$13 - 7 = \square$</p> </div> <div style="border: 1px solid black; padding: 5px; text-align: center;">  <p>$10 - 10 = \square$</p> </div> </div>	
<p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

DATE:		STRAND: MY LOCAL COMMUNITY	
DAY: Thursday		SUB STRAND: KNOWING THE SPECIAL PLACES IN OUR LOCAL COMMUNITY	
CLASS: KGI		INDICATORS: KI.4.2.1.1 KI. 4.2.1.6	
CONTENT STANDARD: KI.4.2.1 Demonstrate knowledge of the people in the community and their occupation.		PERFORMANCE INDICATOR: <ul style="list-style-type: none"> • 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 1: STARTER 10 MINS (Preparing the Brain for Learning)	<p>Have learners recite familiar rhymes.</p> <p><u>THE WHEELS ON THE BUS</u> 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, woof The dog on the bus goes woof, woof, woof All day long. <i>(Continue with sounds made by familiar animals)</i></p>		
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	<p>Learners to talk freely about the other people in their neighborhood and the work they do. e.g. i. <i>Mr. Obeng is Doctor, he works at the hospital.</i> ii. <i>Mrs. Esther Antwi is a banker, she works at the Ghana Commercial Bank.</i></p> <p>Ask leading questions and job terminologies to guide the discussion on the theme (teacher, nurse, doctor, police officer, trader, fisherman, fishmonger, etc.).</p> <p>Teach learners rhymes about work and let them sing and dance with actions. E.g. <u>WORK AND PLAY</u> <i>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.</i></p> <p>Talk about each profession and how important they are to the community.</p>		<p>Pictures and videos depicting special places in the community</p>

	<p>Learners select the work they want to do when they grow up and draw themselves their uniform.</p> <p>Show poster and/or pictures depicting professionals in informs.</p> <p>Learners choose their future jobs and talk to each other about why they made that selection.</p> <p>Have learners be in groups according to their chosen profession and count the members in each group.</p> <p>Take learners out of the class to the field for a stretch up.</p> <p>Engage learners to use any of the play toys available.</p> <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> <p>Assessment: Have choose their future jobs, draw and color themselves and paste it all round the classroom</p>	
<p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

DATE:	STRAND: MY LOCAL COMMUNITY
DAY: Friday	SUB STRAND: KNOWING THE SPECIAL PLACES IN OUR LOCAL COMMUNITY
CLASS: KGI	INDICATORS: K1.4.2.1.5 K1.4.1.1.7
CONTENT STANDARD: K1.4.2.1 Demonstrate knowledge of the people in the community and their occupation.	PERFORMANCE INDICATOR: <ul style="list-style-type: none"> • Learners can write boldly and legibly the target letter for the week and add a name of a friend to it. • Learners to demonstrate their understanding of the concept of subtraction as separating and finding out how many is left.
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 1: STARTER 10 MINS (Preparing the Brain for Learning)	Have learners recite familiar rhymes. <u>FIVE LITTLE DUCKS</u> Five little ducks went out one day, Over the hills and far away, Mother duck said “Quack, quack, quack” But only 4 little ducks came back.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	<p>Create different everyday situations and scaffold learners to subtract numbers by crossing out.</p> <p>Cross out one type of shape in each box</p> <p>Let learners work in pairs and individually to solve problems in their exercise books.</p> <p>Take learners through the creeping activities for them to exercise their wrists</p> <p>Learners to crawl under chairs, through a tunnel or on the field</p>	Pictures and videos depicting special places in the community

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

WEEKLY LESSON PLAN FOR KG I - WEEK 10

<p>DATE:</p> <p>DAY: Monday</p> <p>CLASS: KGI</p>	<p>STRAND: My Local Community</p> <p>SUB STRAND: Knowing The Special Leaders In Our Community And Country</p>	
<p>CONTENT STANDARD: K1.4.3.1 Demonstrate understanding and knowledge of the special leaders and their roles in our communities.</p>	<p>INDICATORS: K1.4.3.1.1 K1.4.3.1.5.</p> <p>PERFORMANCE INDICATOR:</p> <ul style="list-style-type: none"> ❖ 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. 	
<p>CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving</p>		
<p>KEY WORDS:</p>		
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
<p>PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)</p>	<p>Engage learners to sing songs and recite familiar rhymes</p> <p><u>SIX LITTLE MICE</u> 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.</p>	
<p>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</p>	<p>Using poster and/or pictures depicting special leaders in the community.</p> <p>Have learners talk about the religious leaders in their various religious groups. E.g. Muslims – Imam, Christian churches-Pastors) and their roles.</p> <p>Learners' role play some activities of the Pastor and Imam and show how these roles support the community.</p> <p>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.</p> <p>Have learners count the community leaders identified during the picture walk.</p> <p>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.</p>	<p>Pictures and videos of past and present leaders in the community, Big book</p>

	<p>The class teacher should create more innovative ideas for this role play. (Dress students in Full regalia.</p> <p>Take Learners out of the class to the field for a stretch up.</p> <p>Engage Learners to use any of the play toys available.</p> <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> <p>Assessment: call learners in turns to talk about and describe the religious leaders in our community</p>	
<p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

DATE:		STRAND: My Local Community
DAY: Tuesday		
CLASS: KGI		SUB STRAND: Knowing The Special Leaders In Our Community And Country
CONTENT STANDARD: K1.4.3.1 Demonstrate understanding and knowledge of the special leaders and their roles in our communities.	INDICATORS:	
	PERFORMANCE INDICATOR:	
<ul style="list-style-type: none"> ❖ Learners can listen attentively to an informational read aloud text 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. 		
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 1: STARTER 10 MINS (Preparing the Brain for Learning)	Engage learners to sing songs and recite familiar rhymes <u>LITTLE TOMMY TITTLEMOUSE</u> Little tommy tittle mouse Lived in a little house, He caught fishes In other men's ditches.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Use the KWL strategy and involve learners in the reading as much as possible. K-Learners talk about the leaders they know and what they 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?	Pictures and videos of past and present leaders in the community, Big book

	<p>Repeat this with sharing of school materials, market scene where learners buy and sell different items in the community, etc.</p> <p>Take Learners out of the class to the field for a stretch up.</p> <p>Engage Learners to use any of the play toys available.</p> <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> <p>Assessment: Engage learners to work out some subtraction facts and write them in their workbooks. E.g.</p> <ul style="list-style-type: none"> ➤ There were 12 biscuits, James ate 3. How many are left? ➤ Mom had 16 cups, but she broke 9 of them. How many cups does she have left? Etc. 	
<p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it.</p>	

DATE:		STRAND: My Local Community
DAY: Wednesday		SUB STRAND: Knowing The Special Leaders In Our Community And Country
CLASS: KGI		
CONTENT STANDARD: K1.4.3.1 Demonstrate understanding and knowledge of the special leaders and their roles in our communities.		INDICATORS:
		PERFORMANCE INDICATOR: ❖ Learners can sing traditional songs, play rattle and shakers, clap and dance on the correct rhythm. ❖ Learners can demonstrate their understanding of the concept of subtraction as separating and finding out how many is left.
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 1: STARTER 10 MINS (Preparing the Brain for Learning)	Engage learners to sing songs and recite familiar rhymes <u>MISS POLLY HAD A DOLLY</u> 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 40MINS (New Learning Including Assessment)	In a whole class, teacher leads in singing familiar traditional songs, let half the class clap and other play the shaker, while others dance. Learners take turns and change hands in playing and clapping so that everyone can practice the shakers on the correct rhythm. 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	Pictures and videos of past and present leaders in the community, Big book

	<p>Repeat this with sharing of school materials, market scene where learners buy and sell different items in the community, etc.</p> <p>Teach, sing songs and recite rhymes in relation to the lesson.</p> <p>Learners to sing the songs, recite rhymes and dance with actions.</p> <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> <p>Assessment: Put learners into groups and let them sing traditional songs, play rattle and shakers, clap and dance on the correct rhythm</p>	
<p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

DATE:		STRAND: My Local Community	
DAY: Thursday		SUB STRAND: Knowing The Special Leaders In Our Community And Country	
CLASS: KGI		INDICATORS:	
CONTENT STANDARD: K1.4.3.1 Demonstrate understanding and knowledge of the special leaders and their roles in our communities.		PERFORMANCE INDICATOR:	
		❖ Learners can recognize and identify target letter name and the sound in items and names of words in the home	
		❖ 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	
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	Engage learners to sing songs and recite familiar rhymes <u>COBBLER, COBBLER, MEND MY SHOE</u> 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 40MINS (New Learning Including Assessment)	Teach the new letter sound for the week. Start with a tongue twister, introduce the letter-sound (a vowel). Write on the chalkboard and have learners pronounce the words after you. 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.	Pictures and videos of past and present leaders in the community, Big book	


	<p>Create different Adinkra symbols e.g. Gye Nyame, Sankofa, etc. for the chief's umbrella</p> <p>Learners sing rhymes and dance with actions</p> <p>Take learners out of the class to the field for a stretch up.</p> <p>Engage learners to use any of the play toys available.</p> <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> <p>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.</p>	
<p>PHASE 3: REFLECTION <i>IOMINS</i> (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

DATE:		STRAND: My Local Community	
DAY: Friday		SUB STRAND: Knowing The Special Leaders In Our Community And Country	
CLASS: KGI		INDICATORS:	
CONTENT STANDARD: K1.4.3.1 Demonstrate understanding and knowledge of the special leaders and their roles in our communities.		PERFORMANCE INDICATOR:	
		❖ Learners can talk about and describe the traditional and religious leaders in our community.	
		❖ Learners can recognize and identify target letter name and the sound in items and names of words in the home	
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 1: STARTER 10 MINS (Preparing the Brain for Learning)	Engage learners to sing songs and recite familiar rhymes <u>I HEAR THUNDER</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 40MINS (New Learning Including Assessment)	Using poster and/or pictures depicting special leaders in the community. Talk about the traditional leaders and the role they 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.	Pictures and videos of past and present leaders in the community, Big book	

	<p>Write few key words on the board with the target letter and have learners pronounce the words after you.</p> <p>Have them write in the sand tray and on other surfaces before they write into their exercise book.</p> <p>Show different word cards and have learners identify the letter sound in the words.</p> <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> <p>Assessment: Have learners mention words that contain the target letter and use the words in a simple sentence.</p>	
<p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p>	<p>Teacher sings songs and recite rhymes in relation to the lesson with learners</p> <p>Take learners out to the field. Guide them to swing the sea-saw, sit on the mary-go-round etc.</p> <p>Sing rhymes and songs with learners as they play</p>	<p>Sea saw, mary go round, and other play toys</p>

WEEKLY LESSON PLAN FOR KG I - WEEK 11

DATE:	STRAND: My Nation Ghana	
DAY: Monday	SUB STRAND: History And Celebration Of Ghana's Independence	
CLASS: KGI	INDICATORS: K2.5.1.1.1 K2.5.1.1.6.	
CONTENT STANDARD: K2.5.1.1 Demonstrate understanding of history and celebrations of Ghana	PERFORMANCE INDICATOR:	
	<ul style="list-style-type: none"> ❖ Learners talk about activities that are done during 6th March Celebration and listen to historical stories about Ghana's Independence. ❖ Learners can prepare an artwork related to the Independence Day and use it for the Kiddies Independence Day celebration. 	
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 1: STARTER 10 MINS (Preparing the Brain for Learning)	Engage learners to sing songs and recite familiar rhymes <u>SIX LITTLE MICE</u> 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.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Use the KWL strategy, during the community circle time to discuss the theme. The K stands for what the pupils know about Ghana's Independence Day. W-they ask question about what they want to learn. The teacher or the resource person shares ideas or reads a book to pupils on the theme. Pupils then share what they have learned (L). Learners must be encouraged and given the opportunity to ask questions freely 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. Provide learners with different writing tools and colors and white paper.	Pictures and videos of pre and post-independence of Ghana, big book, Ghana flag

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

DATE:	STRAND: My Nation Ghana	
DAY: Tuesday	SUB STRAND: History And Celebration Of Ghana's Independence	
CLASS: KGI	INDICATORS: K2.5.1.1.2 K2.5.1.1.3	
CONTENT STANDARD: K2.5.1.1 Demonstrate understanding of history and celebrations of Ghana	PERFORMANCE INDICATOR:	
	<ul style="list-style-type: none"> ❖ 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. 	
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 1: STARTER 10 MINS (Preparing the Brain for Learning)	Engage learners to sing songs and recite familiar rhymes <u>LITTLE TOMMY TITTLEMOUSE</u> Little tommy tittle mouse Lived in a little house, He caught fishes In other men's ditches.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Teacher follows the read aloud procedure of KWL to involve the learners actively in the shared reading.. K Ask learners what they know about 6th March 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. 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.	Pictures and videos of pre and post-independence of Ghana, big book,

	<p><u>The Ghana National Anthem</u> <i>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.</i></p> <p>Take Learners out of the class to the field for a stretch up.</p> <p>Engage Learners to use any of the play toys available.</p> <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> <p>Assessment: Have learners read and spell some new words learnt, and write them in their workbook.</p>	
<p>PHASE 3: REFLECTION 10MINS (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it.</p>	

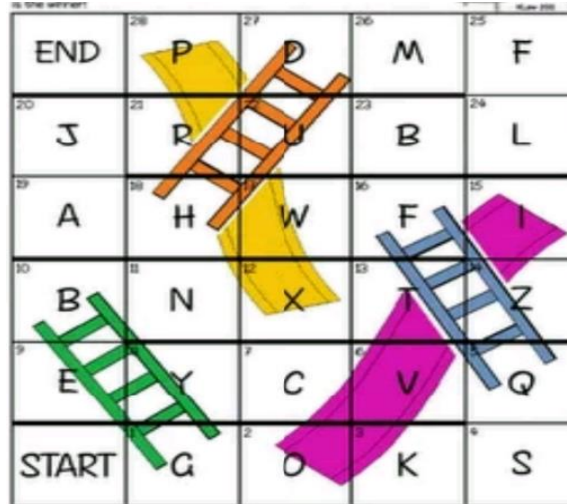
DATE:		STRAND: My Nation Ghana
DAY: Wednesday		SUB STRAND: History And Celebration Of Ghana's Independence
CLASS: KGI		
CONTENT STANDARD: K2.5.1.1 Demonstrate understanding of history and celebrations of Ghana	INDICATORS: K2.5.1.1.4 K2.5.1.1.5	
	PERFORMANCE INDICATOR: ❖ Learners can identify the beginning 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	
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 1: STARTER 10 MINS (Preparing the Brain for Learning)	Engage learners to sing songs and recite familiar rhymes <u>MISS POLLY HAD A DOLLY</u> 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 40MINS (New Learning Including Assessment)	Give an example of two syllables that rhyme. e.g... [to, mo.] Say the sound and have learners repeat the two words 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.	Pictures and videos of pre and post-independence of Ghana, big book,

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.

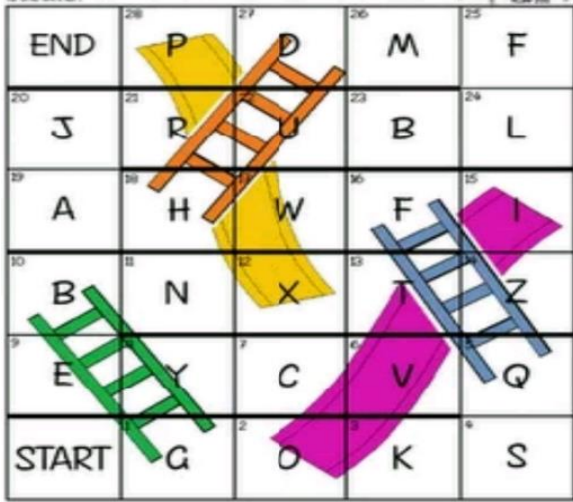
Make a choice to use any of the learning centers created


Listen to a story

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


**PHASE 3:
REFLECTION 10MINS
(Learner and
Teacher)**

Review lesson with Learners by singing songs in relation to it

DATE: DAY: Thursday CLASS: KGI		STRAND: My Nation Ghana SUB STRAND: History And Celebration Of Ghana's Independence
CONTENT STANDARD: K2.5.1.1 Demonstrate understanding of history and celebrations of Ghana		INDICATORS: K2.5.1.1.5 K2.5.1.1.7 PERFORMANCE INDICATOR: ❖ 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.
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 1: STARTER 10 MINS (Preparing the Brain for Learning)	Engage learners to sing songs and recite familiar rhymes <u>I HEAR THUNDER</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 40MINS (New Learning Including Assessment)	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	Pictures and videos of pre and post-independence of Ghana, big book, currency coins


	<p>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.</p> <p>Display the various coins currently being used for transaction in Ghana.</p>  <p>Have learners touch, feel and say the features of each coin.</p> <p>Play games with the learners asking them to identify the coins and buying things with them in the classroom store.</p> <p>Learners sing rhymes and dance with actions</p> <p>Take learners out of the class to the field for a stretch up.</p> <p>Engage learners to use any of the play toys available.</p> <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> <p>Assessment: Engage learners to use the coins to sell and buy things with them in the classroom store</p>	
<p>PHASE 3: REFLECTION 10MINS (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

DATE:	STRAND: My Nation Ghana	
DAY: Friday	SUB STRAND: History And Celebration Of Ghana's Independence	
CLASS: KGI	INDICATORS: K2.5.1.1.1 K2.5.1.1.7	
CONTENT STANDARD: K2.5.1.1 Demonstrate understanding of history and celebrations of Ghana	PERFORMANCE INDICATOR:	
	<ul style="list-style-type: none"> ❖ 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. 	
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 1: STARTER 10 MINS (Preparing the Brain for Learning)	Engage learners to sing songs and recite familiar rhymes <u>HEAD SHOULDERS KNEES AND TOES</u> 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 40MINS (New Learning Including Assessment)	Put learners in a circle form. Invite learners to talk about Ghana's Independence Day. Ask questions to guide them as they talk. 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. <u>The Ghana National Anthem</u> <i>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.</i>	Pictures and videos of pre and post-independence of Ghana, big book, currency notes

	<p>Display the various currency notes currently being used for transaction in Ghana.</p>  <p>Have learners touch, feel and say the features of each note.</p> <p>Play games with the learners asking them to identify the notes and buying things with them in the classroom store.</p> <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> <p>Assessment: Engage learners to use the currency notes to sell and buy things with them in the classroom store.</p>	
<p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p>	<p>Teacher sings songs and recite rhymes in relation to the lesson with learners</p> <p>Take learners out to the field. Guide them to swing the sea-saw, sit on the Mary-Go-Round etc.</p> <p>Sing rhymes and songs with learners as they play</p>	<p>Sea saw, Mary-Go-Round, and other play toys</p>

WEEKLY LESSON PLAN FOR KG I - WEEK 12

DATE:	STRAND: My Nation Ghana	
DAY: Monday	SUB STRAND: History And Celebration Of Ghana's Independence	
CLASS: KGI	INDICATORS: K2.5.1.1.1 K2.5.1.1.6.	
CONTENT STANDARD: K2.5.1.1 Demonstrate understanding of history and celebrations of Ghana	PERFORMANCE INDICATOR:	
	<ul style="list-style-type: none"> ❖ Learners talk about activities that are done during 6th March Celebration and listen to historical stories about Ghana's Independence. ❖ Learners can prepare an artwork related to the Independence Day and use it for the Kiddies Independence Day celebration. 	
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 1: STARTER 10 MINS (Preparing the Brain for Learning)	<p>Engage learners to sing songs and recite familiar rhymes</p> <p><u>SIX LITTLE MICE</u> 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.</p>	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	<p>Use the KWL strategy, during the community circle time to discuss the theme.</p> <p>The K stands for what the pupils know about Ghana's Independence Day.</p> <p>W-they ask question about what they want to learn. The teacher or the resource person shares ideas or reads a book to pupils on the theme.</p> <p>Pupils then share what they have learned (L). Learners must be encouraged and given the opportunity to ask questions freely when the resource person is talking about the theme and the roles of the leaders.</p> <p>End by singing the National Anthem and pay attention to the words.</p> <p>Provide learners with different writing tools and colors and white paper.</p>	<p>Pictures and videos of pre and post-independence of Ghana, big book, Ghana flag</p>

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

DATE:		STRAND: My Nation Ghana SUB STRAND: History And Celebration Of Ghana's Independence
DAY: Tuesday		
CLASS: KGI		
CONTENT STANDARD: K2.5.1.1 Demonstrate understanding of history and celebrations of Ghana	INDICATORS: K2.5.1.1.2 K2.5.1.1.3	
	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.	
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 1: STARTER 10 MINS (Preparing the Brain for Learning)	Engage learners to sing songs and recite familiar rhymes <u>LITTLE TOMMY TITTLEMOUSE</u> Little tommy tittle mouse Lived in a little house, He caught fishes In other men's ditches.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Teacher follows the read aloud procedure of KWL to involve the learners actively in the shared reading.. K Ask learners what they know about 6th March 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. 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.	Pictures and videos of pre and post-independence of Ghana, big book,

	<p><u>The Ghana National Anthem</u> <i>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.</i></p> <p>Take Learners out of the class to the field for a stretch up.</p> <p>Engage Learners to use any of the play toys available.</p> <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> <p>Assessment: Have learners read and spell some new words learnt, and write them in their workbook.</p>	
<p>PHASE 3: REFLECTION 10MINS (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it.</p>	

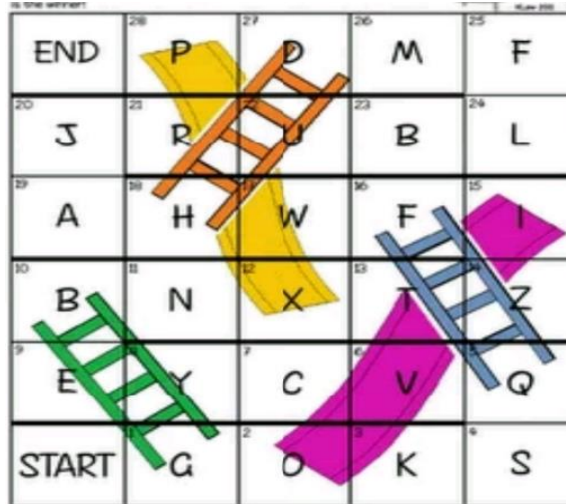
DATE:		STRAND: My Nation Ghana
DAY: Wednesday		SUB STRAND: History And Celebration Of Ghana's Independence
CLASS: KGI		
CONTENT STANDARD: K2.5.1.1 Demonstrate understanding of history and celebrations of Ghana	INDICATORS: K2.5.1.1.4 K2.5.1.1.5	
	PERFORMANCE INDICATOR: ❖ Learners can identify the beginning 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	
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 1: STARTER 10 MINS (Preparing the Brain for Learning)	Engage learners to sing songs and recite familiar rhymes <u>MISS POLLY HAD A DOLLY</u> 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 40MINS (New Learning Including Assessment)	Give an example of two syllables that rhyme. e.g... [to, mo.] Say the sound and have learners repeat the two words 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.	Pictures and videos of pre and post-independence of Ghana, big book,

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

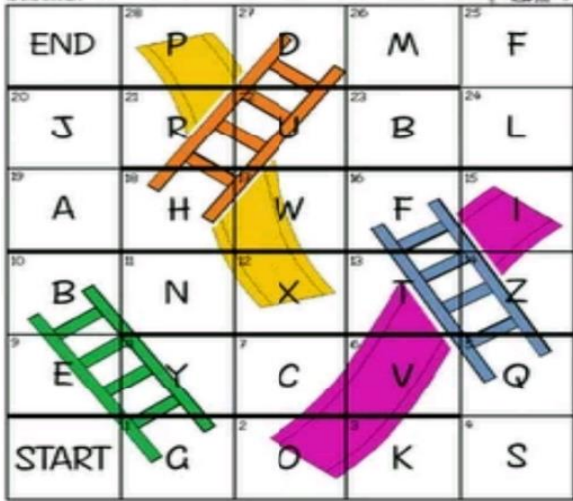
Listen to a story


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

**PHASE 3:
REFLECTION 10MINS
(Learner and
Teacher)**


Review lesson with Learners by singing songs in relation to it

DATE:	STRAND: My Nation Ghana
DAY: Thursday	SUB STRAND: History And Celebration Of Ghana's Independence
CLASS: KGI	INDICATORS: K2.5.1.1.5 K2.5.1.1.7
CONTENT STANDARD: K2.5.1.1 Demonstrate understanding of history and celebrations of Ghana	PERFORMANCE INDICATOR: ❖ 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.
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 1: STARTER 10 MINS (Preparing the Brain for Learning)	Engage learners to sing songs and recite familiar rhymes <u>I HEAR THUNDER</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 40MINS (New Learning Including Assessment)	Play Practice ladder game of letters Draw a grid and write letters the learners have studied so far in it on the floor. 	Pictures and videos of pre and post-independence of Ghana, big book, currency coins
	Divide the class into 2, 3, or 4 groups, (the number depends on the number of learners in the class).	

	<p>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.</p> <p>Keep on calling out words and the groups send volunteers to hop on the letter in the box on the floor.</p> <p>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.</p> <p>Display the various coins currently being used for transaction in Ghana.</p>  <p>Have learners touch, feel and say the features of each coin.</p> <p>Play games with the learners asking them to identify the coins and buying things with them in the classroom store.</p> <p>Learners sing rhymes and dance with actions</p> <p>Take leaners out of the class to the field for a stretch up.</p> <p>Engage leaners to use any of the play toys available.</p> <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> <p>Assessment: Engage learners to use the coins to sell and buy things with them in the classroom store</p>	
<p>PHASE 3: REFLECTION 10MINS (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

DATE:		STRAND: My Nation Ghana
DAY: Friday		SUB STRAND: History And Celebration Of Ghana's Independence
CLASS: KGI		
CONTENT STANDARD: K2.5.1.1 Demonstrate understanding of history and celebrations of Ghana	INDICATORS: K2.5.1.1.1 K2.5.1.1.7	
	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.	
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 1: STARTER 10 MINS (Preparing the Brain for Learning)	Engage learners to sing songs and recite familiar rhymes <u>HEAD SHOULDERS KNEES AND TOES</u> 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 40MINS (New Learning Including Assessment)	Put learners in a circle form. Invite learners to talk about Ghana's Independence Day. Ask questions to guide them as they talk. 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. <u>The Ghana National Anthem</u> <i>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.</i> Display the various currency notes currently being used for transaction in Ghana.	Pictures and videos of pre and post-independence of Ghana, big book, currency notes

	 <p>Have learners touch, feel and say the features of each note.</p> <p>Play games with the learners asking them to identify the notes and buying things with them in the classroom store.</p> <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> <p>Assessment: Engage learners to use the currency notes to sell and buy things with them in the classroom store.</p>	
<p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p>	<p>Teacher sings songs and recite rhymes in relation to the lesson with learners</p> <p>Take learners out to the field. Guide them to swing the sea-saw, sit on the Mary-Go-Round etc.</p> <p>Sing rhymes and songs with learners as they play</p>	<p>Sea saw, Mary-Go-Round, and other play toys</p>