SECOND TERM SCHEME OF LEARNING- KG TWO

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
1	Values And Beliefs	Our Personal Values	K2.3.1.1	K2.3.1.1.1-6	Big book, word card and sentence card, pictures and videos,
2	Values And Beliefs	My Cultural Values	K2.3.2.1	K2.3.2.1.1-6	Big book, word card and sentence card, pictures and videos,
3	Values And Beliefs	Our National And Civic Values	K2.3.3.1	K2.3.3.1.1-6	Big book, word card and sentence
4	Values And Beliefs	Our National And Civic Values	K2.3.3.1	K2.3.3.1.1-6	card, pictures and videos,
5	Values And Beliefs	Our Beliefs	K2.3.4.1	K2.3.4.1.1-6	Pictures depicting people from different part of Ghana, Big book
6	My Local Community	Knowing The Special Places In Our Local Community	K2.4.1.1	K2.4.1.1.1-7	Pictures and videos depicting special places in the community
7	My Local Community	Knowing Who The Important People/ Occupation In The Community	K2.4.2.1	K2.4.2.1.1-5	Poster/ cut out, picture of important individuals in the community. Ghana map, Cut out shapes, big books, counters, crayons
8	My Local Community	Knowing Who The Important People/ Occupation In The Community	K2.4.2.1	K2.4.2.1.1-5	
9	My Local Community	Knowing The Special Leaders In Our Community And Country	K2.4.3.1	K2.4.3.1.1-6	Pictures and videos of past and present leaders in the community, Big book
10	My Local Community	Knowing The Special Leaders In Our Community And Country	K2.4.3.1	K2.4.3.1.1-6	

11	My Nation Ghana	History And Celebration Of Ghana	K2.5.1.1	K2.5.1.1.1-7	Pictures and videos of pre and post- independence of Ghana, big book
12	My Nation Ghana	History And Celebration Of Ghana	K2.5.1.1	K2.5.1.1.1-7	

WEEKLY LESSON PLAN FOR KG 2- WEEK ONE

DATE:	STRAND: VALUES AND BELIEFS
DAY: MONDAY	SUB STRAND: OUR PERSONAL VALUES
CLASS: KG2	SOB STRAIND. CONTENSONAL VALUES
CONTENT STANDARD:	INDICATORS: K2.3.1.1.1.
K2.3.1.1 Demonstrate understanding of their personal value in relation to their likes and dislikes.	PERFORMANCE INDICATOR: Learners can engage in a conversation about what we like and don't like with our friends and discuss more cultural values that should
	influence the way we live among people.

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE I:	Learners to sing songs and recite rhymes	
STARTER 10 MINS	,	
(Preparing the Brain	SOMETHING PASS	
for Learning)	Something pass	
/	Response: something pass through my body to my	
	heart.	
	Something pass	
	Response: something pass through my mouth to my	
	stomach.	
	Lalala laaa	
	Response: Lala laa lala lala lala la	
	Lololo loo	
PHASE 2: MAIN	Response: Lolo loo lolo lolo lolo lo	Dig book would soud and
	Follow basic procedures of the community circle time and introduce the theme for the week.	Big book, word card and
40MINS	and introduce the theme for the week.	sentence card, pictures
(New Learning	Display a conversational poster and some concrete	and videos,
Including	materials related to the theme, Pair learners and have	
Assessment)	them engage in a conversation about their likes and	
	dislikes.	
	Call pairs randomly to role play two friends who meet	
	and converse about their personal values and why.	
	,	
	Let the whole class discuss the culturally sound values	
	of our society that should transform our character	
	Take Learners out of the class to the field for a	
	stretch up.	
	6.1	
	Engage Learners to use any of the play toys available.	
	Make a choice to use any of the learning contains	
	Make a choice to use any of the learning centers created	
	CI eated	

	Listen to a story	
	Assessment: call learners in turns to share with the class a day they will never forget (this will be bring back memories of something they like or dislike)	
PHASE 3: REFLECTION IOMINS	Review lesson with Learners by singing songs in relation to it	
(Learner and Teacher)		

DATE:	STRAND: VALUES AND BELIEFS
DAY: TUESDAY	SUB STRAND: OUR PERSONAL VALUES
CLASS: KG2	
CONTENT STANDARD:	INDICATORS: K2.3.1.1.2.
K2.3.1.1 Demonstrate understanding	
of their personal value in relation to	PERFORMANCE INDICATOR:
their likes and dislikes.	Learners can use illustrations on the cover page and title of Big book to make predictions and answer simple "wh" questions about the text.

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE I:	Learners sing songs and recite some familiar rhymes.	
STARTER 10 MINS		
(Preparing the Brain	"If wishes were horses" Lyrics	
for Learning)	If wishes were horses	
3,	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	Follow the procedure for using the Herringbone	Big book, word card and
40MINS	strategy as spelt out in K2. 2.4.1.2) as you read a	sentence card, pictures
(New Learning	traditional story related to the theme, to learners	and videos
Including	(The cat' hat).	
Assessment)	Guide learners to share what they learnt from the	
	character in the story.	
	Character in the story.	
	Learners pay attention to new words after reading.	
	Show the new words to learners after reading and ask them to act them out.	
	Learners use vocabulary acquired to create meaningful sentences about the main character.	
	Take Learners out of the class to the field for a stretch up.	
	Engage Learners to use any of the play toys available.	
	Make a choice to use any of the learning centers created	
	Listen to a story	
	Assessment: Have learners to tell stories in turns	

PHASE 3:	Review lesson with Learners by singing songs in
REFLECTION	relation to it
IOMINS	
(Learner and	
Teacher)	

DATE:	STRAND: VALUES AND BELIEFS
DAY: WEDNESDAY	SUB STRAND: OUR PERSONAL VALUES
CLASS: KG2	
CONTENT STANDARD:	INDICATORS: K2.3.1.1.3 K2.3.1.1.4
K2.3.1.1 Demonstrate	PERFORMANCE INDICATOR:
understanding of their personal value in relation to their likes and dislikes.	 Learners can randomly identify letters of the alphabet and recognize them in words and names related to the theme and clap the syllables Learners can write or copy words related to the theme in a self-dictionary or journal

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
F HASE/DUNATION	LLANIALNO ACTIVITIES	RESOURCES
PHASE I:	Play the "Counting the words in a sentence" game.	
STARTER 10 MINS	Flay the Counting the words in a sentence game.	
	Give the learners a sentence orally. They must tell you	
(Preparing the Brain for Learning)	the number of words in the sentence.	
for Learning)	e.g. the snake is in the grass.	
	Make it harder by using words with more than one	
	syllable e.g. the teacher rides her bicycle.	
	You can help the children to check the answer by	
DUACE 2. MAIN	writing the sentence on the board.	Dia haaloand and and
PHASE 2: MAIN	Play a game "Listen to the sound, pick the letter and a word in which the letter is and sound it out." As a way	Big book, word card and sentence card, pictures
40MINS	of revising the letters learnt so far, play this game;	and videos
(New Learning	of revising the fetters learnt so far, play this game,	and videos
Including	Put learners in a group and let them win marks for	
Assessment)	their group.	
	Explain the rules of the game to learners. The rule is:	
	"Listen to the teacher pronounce a word, find the	
	letter beginning that word in a pile, move to another	
	table and find another word in which the target sound	
	is, pick it, pronounce the word and clap the syllables in the word."	
	the word.	
	Use only letter-sound the learners have learnt so far.	
	,	
	Using the word cards, guide learners to identify and	
	read the key words by sight (recognize and pronounce	
	the word instantly).	
	Write the key words on the beard and suids leave and	
	Write the key words on the board and guide learners to copy them in their self-dictionary books and draw	
	their picture.	
	area precure.	
	Take Learners out of the class to the field for a	
	stretch up.	

	Engage Learners to use any of the play toys available. Make a choice to use any of the learning centers created Listen to a story Assessment: let learners read and spell some of the keywords in the lesson	
PHASE 3: REFLECTION IOMINS (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it	

DATE:	STRAND: VALUES AND BELIEFS
DAY: THURSDAY	SUB STRAND: OUR PERSONAL VALUES
CLASS: KG2	
CONTENT STANDARD:	INDICATORS: K2.3.1.1.5
K2.3.1.1 Demonstrate understanding of their personal value in relation to	PERFORMANCE INDICATOR:
their likes and dislikes.	Learners can explore with simple tools and materials to create and communicate ideas.

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE I: STARTER 10 MINS	Engage learners to play "Sound hunters" game	
(Preparing the Brain for Learning)	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	Using the clay or play dough, have learners mould any object of their choice e.g. fruit(s) a toy etc.	Big book, word card and sentence card, pictures and videos
(New Learning Including	Use poster colors and brushes to paint their objects	and videos
Assessment)	appropriately,	
	Take leaners out of the class to the field for a stretch up.	
	Engage leaners to use any of the play toys available.	
	Make a choice to use any of the learning centers created	
	Listen to a story	
	Assessment: learners to draw and paint 2-D	
DUACE 2	objects in groups	
PHASE 3:	Review lesson with Learners by singing songs in relation to it	
REFLECTION 10MINS	Telation to it	
(Learner and		
Teacher)		

DATE:	STRAND: VALUES AND BELIEFS
DAY: FRIDAY	
	SUB STRAND: OUR PERSONAL VALUES
CLASS: KG2	
CONTENT STANDARD:	INDICATORS: K2.3.1.1.6
K2.3.1.1 Demonstrate	
understanding of their personal	PERFORMANCE INDICATOR:
value in relation to their likes and	Learners can compose and decompose numbers up to 10 using
dislikes.	concrete materials

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE I: STARTER 10 MINS (Preparing the Brain for Learning)	Play "the I am thinking of a name" game. 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 I - 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/ By this stage there should only princess left and the children will have guessed that it is her name the teacher is describing.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Give different numeral cards to small groups of learners and ask them to identify and count objects/counters to match the number. Teach rhymes and songs as learners sing along Have learners dance with actions as they sing the sorgs.	Big book, word card and sentence card, pictures and videos

	Make a choice to use any of the learning centers created	
	Assessment : let learners represent set of objects with numbers and write them in their workbooks	
PHASE 3: REFLECTION 10MINS	Teacher sings songs and recite rhymes in relation to the lesson with learners	Sea saw, mary go round, and other play toys
(Learner and Teacher)	Take learners out to the field. Guide them to swing the sea-saw, sit on the mary-goround etc.	
	Sing rhymes and songs with learners as they play	

WEEKLY LESSON PLAN FOR KG 2- WEEK TWO

DATE:	STRAND: VALUES AND BELIEFS	
DAY: MONDAY		
DAT: MONDAT	SUB STRAND: MY CULTURAL VALUES	
CLASS: KG2		
CONTENT STANDARI	D: INDICATORS: K2.2.2.1.1 K2.2.2.1.4	
K2.2.2.1 Demonstrate		
understanding of the virt		
good manners and behav		
patterns our community	and body language that convey meaning to accompan	
values and why.	 Learners can read, use and copy daily greetings and appropriate and polite language in their self-dictional 	•
CORE COMPETENCE	Communication and collaboration (CC) Personal Developmer	
	CI) Critical Thinking and Problem Solving	it and Leader simp (i L)
KEY WORDS:		
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE I:	Gather 10 objects that can be found in the classroom	
STARTER 10 MINS	and lay them all Out on the desk.	
(Preparing the Brain		
for Learning)	Show them all to the students and then cover	
	everything with a blanket or a sheet after one minute.	
	Ask the students to mention as many items they can remember	
PHASE 2: MAIN	Follow basic procedures of the community circle time	Big book, word
40MINS	(as in K2.1.1.1.1) and introduce the theme for the	card and sentence
(New Learning	week.	card, pictures and
Including		videos,
Assessment)	Display a conversational poster on Greetings and	,
	engage learners in active discussion about the	
	pictures in the poster related to how we greet, why,	
	and the acceptable non-verbal behaviors (body	
	languages and gestures) that go with it.	
	Role play different people greeting other people using	
	appropriate cultural acceptable body language.	
	List daily greetings and some culturally appropriate	
	words such as thank you, I am sorry, in the home	
	languages on the board and on flash cards	
	Have learners read the key words on cards after you	
	2 to 3 times. Pair them up to use the polite words in	
	conversation after which they copy them into their	
	jotters/self-dictionary.	
	T	
	Take Learners out of the class to the field for a	
	stretch up.	

	Engage Learners to use any of the play toys available.	
	Make a choice to use any of the learning centers created	
	Listen to a story	
	Assessment : Put learners into groups. Let them role	
	play different people greeting other people using	
	appropriate cultural acceptable body language	
PHASE 3:	Review lesson with Learners by singing songs in	
REFLECTION	relation to it	
IOMINS		
(Learner and		
Teacher)		

DATE:	STRAND: VALUES AND BELIEFS
DAY: TUESDAY	CUR CTRAND MY CHUTURAL WALLES
CLASS: KG2	SUB STRAND: MY CULTURAL VALUES
CONTENT STANDARD:	INDICATORS: K2.2.2.1.2
K2.2.2.1 Demonstrate	
understanding of the virtues,	PERFORMANCE INDICATOR:
good manners and behavior	Learners can use illustrations on the cover page and title of Big
patterns our community values	book to make predictions and answer simple story map questions
and why.	on the text.

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
THASE/DONATION	LEARNERS ACTIVITIES	RESOURCES
PHASE I: STARTER 10 MINS	Engage learners to sing songs and recite rhymes.	
(Preparing the Brain	A B C SONG	
for Learning)	A,B,C,D,E,F,G,H,I,J,K,L,M	
	N,O,P,Q,R,S,T,U,V,W,X,Y,Z.	
	Now I know my ABC's	
	Next time won't you sing with me	
PHASE 2: MAIN	Have learners predict what the story will be using	Big book, word card
40MINS	the cover picture and title of the big book.	and sentence card,
(New Learning		pictures and videos,
Including	Read aloud the narrative story related to the	
Assessment)	theme and use the Story Map strategy.	
	Guide the learners as to how to answer the story map questions. E.g. What is the setting of the story? who are the characters? what is the problem in the story? what did the character(s) do to solve the problem? How was the problem solved?	
	Learners should identify their favorite characters and explain why they like that character.	
	Repeat the pronunciation of the new words encountered in the text after teacher.	
	Find the meaning using context and pictures.	
	Use vocabulary acquired to construct short meaningful sentences.	
	Learners to read the sentences on the board aloud in groups and in turns.	

	Take Learners out of the class to the field for a stretch up.	
	Engage Learners to use any of the play toys available.	
	Make a choice to use any of the learning centers created	
	Listen to a story	
	Assessment: Let learners use the cover picture and the title to tell their own story	
PHASE 3:	Review lesson with Learners by singing songs in	
REFLECTION	relation to it	
IOMINS	1 3 3 3 3 3	
(Learner and		
Teacher)		

CONTENT STANDARD:	INDICATORS: N2.2,2,1,1
CONTENT STANDARD:	INDICATORS: K2.2.2.1.1
CLASS: KG2	
	SUB STRAND: MY CULTURAL VALUES
DAY: WEDNESDAY	
DAY, MEDNICOAY	
DATE:	STRAND: VALUES AND BELIEFS

K2.2.2.1 Demonstrate understanding of the virtues, good manners and behavior patterns our community values and why.

PERFORMANCE INDICATOR:

Learners can randomly identify letters of the alphabet and recognize them in words and names related to the theme and clap the syllables.

CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving

KEY WORDS:

PHASE I: STARTER 10 MINS (Preparing the Brain for Learning) PHASE 2: Molins (Preparing the Brain for Learning) PHASE 2: MAIN 40MINS (New Learning Including Assessment) As a way of revising the letters in a group write 4-5 sounds (with the action). Ask the learners to close their eyes and teacher wipes out one sound. Learners open their eyes and must say which is gone. Take Learners to use any of the learning centers created Listen to a story on family Assessment: Display word cards on the teachers	Tall World's		
STARTER 10 MINS (Preparing the Brain for Learning) ONCE I CAUGHT A FISH ALIVE 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) Show letter cards for learners to make its sound. Use the letter sounds to form words. Use the letter and a word in which the letter is and sound it out." As a way of revising the letters learnt so far, play this game; Put learners in a group write 4-5 sounds on the board. With the whole class, say the sounds (with the action). Ask the learners to close their eyes and teacher wipes out one sound. Learners open their eyes and must say which is gone. 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 on family Assessment: Display word cards on the teachers	PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
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Assessment) and sound it out.". As a way of revising the letters learnt so far, play this game; Put learners in a group write 4-5 sounds on the board. With the whole class, say the sounds (with the action). Ask the learners to close their eyes and teacher wipes out one sound. Learners open their eyes and must say which is gone. 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 on family Assessment: Display word cards on the teachers	, ·		pictures and videos,
As a way of revising the letters learnt so far, play this game; Put learners in a group write 4-5 sounds on the board. With the whole class, say the sounds (with the action). Ask the learners to close their eyes and teacher wipes out one sound. Learners open their eyes and must say which is gone. 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 on family Assessment: Display word cards on the teachers			
this game; Put learners in a group write 4-5 sounds on the board. With the whole class, say the sounds (with the action). Ask the learners to close their eyes and teacher wipes out one sound. Learners open their eyes and must say which is gone. 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 on family Assessment: Display word cards on the teachers	Assessment)	and sound it out.".	
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 on family Assessment: Display word cards on the teachers		this game; Put learners in a group write 4-5 sounds on the board. With the whole class, say the sounds (with the action). Ask the learners to close their eyes and teacher wipes out one sound. Learners open their eyes and must say which is gone.	
table in front of the class. Group class into three		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 on family	

	Invite each leader from the group in turns to face the class with his/her back to the board. Write a letter on the board for the others to make its sound. The leader then search through the word cards
	to identify the letter.
PHASE 3:	Review lesson with Learners by singing songs in
REFLECTION	relation to it
IOMINS	
(Learner and	
Teacher)	

	STRAND: VALUES AND BELIEFS		
	SUB STRAND: MY CULTURAL VALUES		
D:	INDICATORS: K2.2.2.1.5		
	DEDECORMANICE INDICATOR:		
_	Learners can talk about how others ma	ake their art work to	
	project good manners 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:			
LEARNER	S ACTIVITIES	RESOURCES	
that happened to you this weekend or you			
celebrated the Christmas.			
Call thus a leave one to show a similar ave suitars as			
	•		
	LEARNER Tell learne that happe celebrated Call three	SUB STRAND: MY CULTURAL VALUES D: INDICATORS: K2.2.2.1.5 PERFORMANCE INDICATOR: Learners can talk about how others may project good manners in the society. Communication and collaboration (CC) Personal Development of Collins of	

PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Show different greeting cards to learners and explain the different ways we use the cards. E.g. Greet people we have not seen for some time, say thank you, say sorry, wish people well etc. Demonstrate how greeting cards are made; Provide learners with different writing tools and cards and have them make greeting cards to appreciate their friends and family. Let them copy the polite words in the cards. Take leaners out of the class to the field for a stretch up. Engage leaners to use any of the play toys available. Make a choice to use any of the learning centers created Listen to a story Assessment: let learners display their artworks for appreciation	Big book, word card and sentence card, pictures and videos,
PHASE 3: REFLECTION IOMINS (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it	

DATE:	STRAND: VALUES AND BELIEFS
DAY FRIDAY	
DAY: FRIDAY	
	SUB STRAND: MY CULTURAL VALUES
CLASS: KG2	
CONTENT STANDARD:	INDICATORS: K2.2.2.1.6.
K2.2.2.1 Demonstrate	
understanding of the virtues, good	PERFORMANCE INDICATOR:
manners and behavior patterns	Learners can compose and decompose numbers up to 15 using
our community values and why.	concrete materials
our community values and viny.	Concrete materials

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE I:	Play "show me a number" with learners.	
STARTER 10 MINS	Teacher writes numbers 1 to 20 on word cards.	
(Preparing the Brain	Mention the number and allow learners to pick	
for Learning)	and show the number to the whole class.	
	Engage leaves to sing	
	Engage learners to sing We k2	
	We can count	
	We count 1,2,3,4,5	
	We count 6,7,8,9,10	
	We k2 can count very well.	
PHASE 2: MAIN	Have learners identify a number on the numeral	Big book, word card
40MINS	chart, count objects up to that number on the	and sentence card,
(New Learning	card. E.g. Point 15.	pictures and videos,
Including	card. E.g. Former 13.	pictures and videos,
Assessment)	Ask them to share the 15 counters to two	
7 to 5 co 5 time trop	people any how they want.	
	people any now uney want.	
	Ask in what different ways will they share it.	
	Have them decompose and compose the 15	
	counters given to them.	
	Scaffold them and support them when they struggle.	
	Teach rhymes and songs while learners sing along	
	Have learners dance with actions as they sing the songs	

	Make a choice to use any of the learning centers created Assessment: have learners to solve the following	
	1. +	
PHASE 3: REFLECTION 10MINS	Teacher sings songs and recite rhymes in relation to the lesson with learners	Sea saw, mary go round, and other play toys
(Learner and Teacher)	Take learners out to the field. Guide them to swing the sea-saw, sit on the mary-go-round etc. Sing rhymes and songs with learners as they play	

WEEKLY LESSON PLAN FOR KG 2- WEEK THREE

DATE:		STRAND: VALUES AND BELIEFS	
DAY: MONDAY CLASS: KG2		SUB STRAND: OUR NATIONAL AND CIVIC VALUES	
CONTENT STANDAR	D:	INDICATORS: K2.3.2.1.1 K2.3.3.1.3	
K2.3.3.1 Demonstrate understanding of the values and virtues we need to exhibit as Ghanaian learners.		PERFORMANCE INDICATOR: Learners can brainstorm good behaviors and acceptable practices that we should exhibit as Ghanaian learners Learners can use new vocabulary acquired to create their own drama on how to show themselves as patriotic citizens of their country	
		nication and collaboration (CC) Personal Develop al Thinking and Problem Solving	oment and Leadership (PL)
KEI WORDS.			
PHASE/DURATION	LEARI	NERS ACTIVITIES	RESOURCES
PHASE I: STARTER 10 MINS (Preparing the Brain for Learning)	EVER Everyb Everyb Everyb	YBODY ROLL ody roll, roll (learners roll their arms) ody roll, roll, roll(learners roll their arms) ody (learners perform action silently) ody (learners perform action silently) ody roll, roll, roll (learners roll their arms)	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Everybody roll, roll, roll (learners roll their arms) Have learners form a big circle and introduce the theme for the week. Display a conversational poster related to the theme, have learners observe the pictures and share their thoughts freely about good behaviors and acceptable practices that we should exhibit as Ghanaian learners. Put learners in small groups and have them dramatize appropriate behavior in society. E.g. greeting when you meet someone. Showing hospitality to foreigners and using please when requesting for assistance. Discuss what it means to be a good citizen and list civic values that patriotic citizen exhibit. Guide learners to use the words acquired to create short drama.		Big book, word card and sentence card, pictures and videos,

	Call on small group to perform their drama and appreciate them. E.g. how a police man caught a thief; Hardworking citizen in a factory; On truthfulness; how someone found and gave back an amount of money to the owner. Ask learners why we should respect the National Anthem and the pledge. Take Learners out of the class to the field for a stretch up.	
	Engage Learners to use any of the play toys available.	
	Make a choice to use any of the learning centers created	
	Listen to a story	
	Assessment: learners to role play some good	
	behaviors and acceptable practices that we	
DUACE 3	should exhibit as Ghanaian learners.	
PHASE 3:	Review lesson with Learners by singing songs in relation to it	
REFLECTION 10MINS	relation to it	
(Learner and		
Teacher)		

DATE:	STRAND: VALUES AND BELIEFS
DAY: TUESDAY	SUB STRAND: OUR NATIONAL AND CIVIC VALUES
CLASS: KG2	
CONTENT STANDARD:	INDICATORS: K2.3.3.1.2
K2.3.3.1 Demonstrate understanding of the values and virtues we need to exhibit as Ghanaian learners.	PERFORMANCE INDICATOR: Learners can use illustrations on the cover page and title of Big book to make predictions and answer simple story map questions about the text.

DI LA GE/DI IDA TIONI	LEADNEDS A STIVITIES	DECOLIDATE
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
DUACEL		
PHASE I:	Engage Learners to sing songs and recite rhymes	
STARTER 10 MINS	POCI POCI POCITIONI	
(Preparing the	POSI, POSI, POSITION	
Brain for	Posi, posi, position	
Learning)	To the right position responds: posi- posi, position	
	To the left position Responds: posi- posi, position	
	To the front position posi- posi, posi, position	
	To the back posi –posi, posi, position	
	All the four posi- posi, position (4x)	
PHASE 2: MAIN	Have learners predict what the story will be using the	Big book, word
40MINS	cover picture and title of the big book.	card and sentence
(New Learning		card, pictures and
Including	Read aloud the narrative story related to the theme (On	videos,
Assessment)	Kwame Nkrumah) and use the Story Map strategy.	
	, , , ,	
	Learners answer the story map questions. E.g. What is the	
	setting of the story? who are the characters? what is the	
	problem in the story? what did the character(s) do to solve	
	the problem? How was the problem solved?	
	The state of the s	
	Take Learners out of the class to the field for a stretch up.	
	'	
	Engage Learners to use any of the play toys available.	
	Make a choice to use any of the learning centers created	
	Listen to a story	
	Assessment: Have learners to tell stories in turns	
PHASE 3:	Review lesson with Learners by singing songs in relation to it	
REFLECTION	, 5 5 5	
IOMINS		
(Learner and		
Teacher)		

DATE:	STRAND: VALUES AND BELIEFS
DAY: WEDNESDAY	
	SUB STRAND: OUR NATIONAL AND CIVIC VALUES
CLASS: KG2	
CONTENT STANDARD:	INDICATORS: K2.3.3.1.4
K2.3.3.1 Demonstrate	PERFORMANCE INDICATOR:
understanding of the values	Learners can Identify the letter-sound learnt for the week in words related
and virtues we need to exhibit	to the theme and write the letter and key word boldly and legibly in their
as Ghanaian learners.	, , , , , , , , , , , , , , , , , , , ,
as Gilaliaiaii icalificis.	books

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE I:	Engage Learners to sing songs and recite rhymes	
STARTER 10 MINS	Lingage Learners to sing songs and recite mymes	
(Preparing the Brain	THE WHEELS ON THE BUS	
for Learning)	The wheels on the bus goes round and round	
	Round and round; round and round	
	The wheels on the bus goes round and round	
	All through the town.	
	The dog on the bus goes woof, woof, woof	
	woof, woof, woof, woof	
	The dog on the bus goes woof, woof, woof	
	All day long.	
	(Continue with sounds made by familiar animals)	
PHASE 2: MAIN	Rapidly revise the letter sounds learnt so far.	Big book, word card
40MINS		and sentence card,
(New Learning	teach the letter-sound for the week.	pictures and videos,
Including	Take Learners out of the class to the field for a	
Assessment)	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: 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 /ends	
	with the sound of the week.	
	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 3:	Review lesson with Learners by singing songs in	
REFLECTION	relation to it	
IOMINS		
(Learner and		
Teacher)		

DATE:	STRAND: VALUES AND BELIEFS
DAY: THURSDAY	

	SUB STRAND: OUR NATIONAL AND CIVIC VALUES
CLASS: KG2	
CONTENT STANDARD:	INDICATORS: K2.3.3.1.5
K2.3.3.1 Demonstrate understanding of the values and virtues we need to exhibit as Ghanaian learners.	PERFORMANCE INDICATOR: Learners can recognize and talk about some national art works of our country

	T	
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE I:	Engage Learners to sing songs and recite rhymes	
STARTER 10 MINS	,	
(Preparing the Brain	Humpty Dumpty	
for Learning)	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	Take learners outside to observe the national flag	
40MINS	of Ghana.	Big book, word card
(New Learning	Of Gliatia.	and sentence card,
Including	Let learners draw and color as saint the flor of	pictures and videos,
_	Let learners draw and color or paint the flag of	pictures and videos,
Assessment)	Ghana.	
	Take leaners out of the class to the field for a	
	stretch up.	
	'	
	Engage leaners to use any of the play toys	
	available.	
	Make a choice to use any of the learning centers	
	created	
	Cieated	
	Liston to a story	
	Listen to a story	
	Assessment: learners to hand their drawings in	
	Assessment: learners to hang their drawings in	
	the classroom for appreciation.	

PHASE 3:	Review lesson with Learners by singing songs in	
REFLECTION	relation to it	
IOMINS		
(Learner and		
Teacher)		

DATE:	STRAND: VALUES AND BELIEFS
DAY: FRIDAY	
DAT. FRIDAT	SUB STRAND: OUR NATIONAL AND CIVIC VALUES
CLASS: KG2	
CONTENT STANDARD:	INDICATORS:
K2.3.3.1 Demonstrate	
understanding of the values and	PERFORMANCE INDICATOR:
virtues we need to exhibit as	Learners can recognize and describe some simple repeating non
Ghanaian learners.	numerical patterns (up to a repetition of 3, 1, 2 pattern).

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE I:	Engage learners to sing	
STARTER 10 MINS		
(Preparing the Brain	I'm counting one, what is one	
for Learning)	• I - One is one alone, alone it shall be.	
	• 2 - Two pair, two pair come pair let us pair	
	• 3 - Turn around	
	• 4 - Follow me	
	• 5 - Fire	
	• 6 - Sister	
	• 7 - Savior	
	8 - Eat more fruits	
	• 9 - Nana Yaw	
	• 10 - Thank your God	
PHASE 2: MAIN	Guide learners to identify the numbers on cards,	Big book, word card
40MINS	arrange them and let them continue the pattern	and sentence card,
(New Learning	you started. E.g. 1, 3 5, 7	pictures and videos,
Including		
Assessment)	Have learners identify patterns and arrange	
	numeral cards in a particular order and read.	
	Teach rhymes and songs as learners sing along	
	, , , , , , , , , , , , , , , , , , , ,	
	Have learners dance with actions as they sing the	
	songs	
	Make a choice to use any of the learning centers created	
	Ci eated	
	Assessment: Play show me a number game with	
	learners (up to 10), with fingers.	
	Teacher mentions the number from (1 to 10).	
	Learners then show their fingers up to show the number.	

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

WEEKLY LESSON PLAN FOR KG 2- WEEK FOUR

DATE:		STRAND: VALUES AND BELIEFS	
DAY: MONDAY CLASS: KG2		SUB STRAND: OUR NATIONAL AND CIVIC	VALUES
CONTENT STANDARI	D:	INDICATORS: K2.3.2.1.1 K2.3.3.1.3	
K2.3.3.1 Demonstrate understanding of the values and virtues we need to exhibit as Ghanaian learners.		PERFORMANCE INDICATOR: Learners can brainstorm good behaviors and acceptable practices that we should exhibit as Ghanaian learners Learners can use new vocabulary acquired to create their own drama on how to show themselves as patriotic citizens of their country nication and collaboration (CC) Personal Development and Leadership (PL)	
	CI) Critic	al Thinking and Problem Solving	
KEY WORDS:			
PHASE/DURATION	LEARI	NERS ACTIVITIES	RESOURCES
PHASE I: STARTER 10 MINS (Preparing the Brain for Learning)	EVER Everyb Everyb Everyb	YBODY ROLL Ody roll, roll, roll (learners roll their arms) ody roll, roll, roll(learners roll their arms) ody (learners perform action silently) ody (learners perform action silently) ody roll, roll, roll (learners roll their arms)	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Everybody roll, roll, roll (learners roll their arms) Have learners form a big circle and introduce the theme for the week. Display a conversational poster related to the theme, have learners observe the pictures and share their thoughts freely about good behaviors and acceptable practices that we should exhibit as Ghanaian learners. Put learners in small groups and have them dramatize appropriate behavior in society. E.g. greeting when you meet someone. Showing hospitality to foreigners and using please when requesting for assistance. Discuss what it means to be a good citizen and list civic values that patriotic citizen exhibit. Guide learners to use the words acquired to create short drama.		Big book, word card and sentence card, pictures and videos,

	Call on small group to perform their drama and appreciate them. E.g. how a police man caught a thief; Hardworking citizen in a factory; On truthfulness; how someone found and gave back an amount of money to the owner. Ask learners why we should respect the National Anthem and the pledge. Take Learners out of the class to the field for a stretch up.	
	Engage Learners to use any of the play toys available.	
	Make a choice to use any of the learning centers created	
	Listen to a story	
	Assessment: learners to role play some good	
	behaviors and acceptable practices that we	
DUACE 3	should exhibit as Ghanaian learners.	
PHASE 3:	Review lesson with Learners by singing songs in relation to it	
REFLECTION 10MINS	relation to it	
(Learner and		
Teacher)		

DATE:	STRAND: VALUES AND BELIEFS
DAY: TUESDAY	SUB STRAND: OUR NATIONAL AND CIVIC VALUES
CLASS: KG2	
CONTENT STANDARD:	INDICATORS: K2.3.3.1.2
K2.3.3.1 Demonstrate understanding of the values and virtues we need to exhibit as Ghanaian learners.	PERFORMANCE INDICATOR: Learners can use illustrations on the cover page and title of Big book to make predictions and answer simple story map questions about the text.

DI LA GE/DI IDA TIONI	LEADNEDS A STIVITIES	DECOLIDATE
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
DUACEL		
PHASE I:	Engage Learners to sing songs and recite rhymes	
STARTER 10 MINS	POCI POCI POCITIONI	
(Preparing the	POSI, POSI, POSITION	
Brain for	Posi, posi, position	
Learning)	To the right position responds: posi- posi, position	
	To the left position Responds: posi- posi, position	
	To the front position posi- posi, posi, position	
	To the back posi –posi, posi, position	
	All the four posi- posi, position (4x)	
PHASE 2: MAIN	Have learners predict what the story will be using the	Big book, word
40MINS	cover picture and title of the big book.	card and sentence
(New Learning		card, pictures and
Including	Read aloud the narrative story related to the theme (On	videos,
Assessment)	Kwame Nkrumah) and use the Story Map strategy.	
	, , , ,	
	Learners answer the story map questions. E.g. What is the	
	setting of the story? who are the characters? what is the	
	problem in the story? what did the character(s) do to solve	
	the problem? How was the problem solved?	
	The state of the s	
	Take Learners out of the class to the field for a stretch up.	
	'	
	Engage Learners to use any of the play toys available.	
	Make a choice to use any of the learning centers created	
	Listen to a story	
	Assessment: Have learners to tell stories in turns	
PHASE 3:	Review lesson with Learners by singing songs in relation to it	
REFLECTION	, 5 5 5	
IOMINS		
(Learner and		
Teacher)		

DATE:	STRAND: VALUES AND BELIEFS
DAY: WEDNESDAY	
	SUB STRAND: OUR NATIONAL AND CIVIC VALUES
CLASS: KG2	
CONTENT STANDARD:	INDICATORS: K2.3.3.1.4
K2.3.3.1 Demonstrate	PERFORMANCE INDICATOR:
understanding of the values	1
	Learners can Identify the letter-sound learnt for the week in words related
and virtues we need to exhibit	to the theme and write the letter and key word boldly and legibly in their
as Ghanaian learners.	books

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE I: STARTER 10 MINS	Engage Learners to sing songs and recite rhymes	
(Preparing the Brain	THE WHEELS ON THE BUS	
for Learning)	The wheels on the bus goes round and round	
loi Learning)	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	
	The dog on the bus goes woof, woof, woof	
	All day long.	
	(Continue with sounds made by familiar animals)	
PHASE 2: MAIN	Rapidly revise the letter sounds learnt so far.	Big book, word card
40MINS	too ah ah a lattan aassa difan tha ssaals	and sentence card,
(New Learning	teach the letter-sound for the week.	pictures and videos,
Including	Take Learners out of the class to the field for a	
Assessment)	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: 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 /ends	
	with the sound of the week.	
	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 3: REFLECTION IOMINS (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it	

DATE:	STRAND: VALUES AND BELIEFS
DAY: THURSDAY	SUB STRAND: OUR NATIONAL AND CIVIC VALUES
CLASS: KG2	
CONTENT STANDARD:	INDICATORS: K2.3.3.1.5
K2.3.3.1 Demonstrate understanding of the values and virtues we need to	PERFORMANCE INDICATOR:
exhibit as Ghanaian learners.	Learners can recognize and talk about some national art works of
	our country

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE I:	Engage Learners to sing songs and recite rhymes	
STARTER 10 MINS	Hamanta Damanta	
(Preparing the Brain	Humpty Dumpty	
for Learning)	Humpty Dumpty had a great fall	
	Humpty Dumpty had a great fall, All the kings horses and	
	all the kings men,	
	Couldn't put dumpty together again.	
PHASE 2: MAIN	Take learners outside to observe the national flag	
40MINS	of Ghana.	Big book, word card
(New Learning		and sentence card,
Including	Let learners draw and color or paint the flag of	pictures and videos,
Assessment)	Ghana.	
	Take leaners out of the class to the field for a stretch up. Engage leaners to use any of the play toys available. Make a choice to use any of the learning centers created	

	Listen to a story	
	Assessment : learners to hang their drawings in the classroom for appreciation.	
PHASE 3: REFLECTION IOMINS (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it	

DATE:	STRAND: VALUES AND BELIEFS
DAY: FRIDAY	
	SUB STRAND: OUR NATIONAL AND CIVIC VALUES
CLASS: KG2	
CONTENT STANDARD:	INDICATORS:
K2.3.3.1 Demonstrate	
understanding of the values and	PERFORMANCE INDICATOR:
virtues we need to exhibit as	Learners can recognize and describe some simple repeating non
Ghanaian learners.	numerical patterns (up to a repetition of 3, 1, 2 pattern).
Grianaian real fiers.	married patterns (up to a repetition of 5, 1, 2 pattern).

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE I:	Engage learners to sing	
STARTER 10 MINS		
(Preparing the Brain	I'm counting one, what is one	
for Learning)	• I - One is one alone, alone it shall be.	
	• 2 - Two pair, two pair come pair let us pair	
	• 3 - Turn around	
	• 4 - Follow me	
	• 5 - Fire	
	• 6 - Sister	
	• 7 - Savior	
	• 8 - Eat more fruits	
	• 9 - Nana Yaw	
	• 10 - Thank your God	
PHASE 2: MAIN	Guide learners to identify the numbers on cards,	Big book, word card
40MINS	arrange them and let them continue the pattern	and sentence card,
(New Learning	you started. E.g. 1, 3 5, 7	pictures and videos,
Including		
Assessment)	Have learners identify patterns and arrange	
	numeral cards in a particular order and read.	
	Teach rhymes and songs as learners sing along	
	Have learners dance with actions as they sing the songs	
	Make a choice to use any of the learning centers created	
	Assessment: Play show me a number game with learners (up to 10), with fingers. Teacher mentions the number from (1 to 10). Learners then show their fingers up to show the number.	

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

WEEKLY LESSON PLAN FOR KG 2- WEEK FIVE

DATE:	STRAND: VALUES AND BELIEFS
DAY: MONDAY	SUB STRAND: OUR BELIEFS
CLASS: KG2	
CONTENT STANDARD:	INDICATORS: K2.3.4.1.1
K2.3.4.1 Demonstrate understanding of relating well with people with different beliefs.	PERFORMANCE INDICATOR: Learners can describe why and how to relate well with everyone regardless of their culture, language or belief.

CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving

KEY WORDS:

		T =
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE I:	Engage Learners to sing songs and recite familiar	
STARTER 10 MINS	rhymes	
(Preparing the		
Brain for Learning)	HELLO HELLO	
	Hello, hello	
	How are you today?	
	Hello my friend	
	Would you like to play?	
	Hello to you	
	How have you been?	
	Hello to you	
	Would you like to be friends?	
	It's so nice to see you	
	Rain or shine	
	Now it's time to say goodbye	
	Hello again!	
PHASE 2: MAIN	Community Circle time: Follow basic procedures of the	Big book, word card
40MINS	community circle time (as in K2.1.1.1) and introduce	and sentence card,
(New Learning	the theme for the week.	pictures and videos
Including		
Assessment)	Display a conversational poster and some concrete	
,	materials related to the theme and engage learners in	
	active discussion.	
	Call on learners randomly to answer questions or	
	contribute to the discussion.	
	Discuss the different kinds of accelence live with and	
	Discuss the different kinds of people we live with and the need to behave appropriately towards all humans.	
	the need to behave appropriately towards all humans.	
	Sort and group learners according to their tribes or	
	language spoken; let each child pick a friend from a	
	different group and exchange pleasantries.	
	ame. one group and exchange preasantines.	
	Let learners count the members in each group and	
	represent it with a model number.	
	1	1

	Guide learners to practice the writing of these numbers and then write them in their workbooks	
	Teach and sing new actions songs in relation to the theme.	
	Learners in turns and in groups sing the song and dance to it.	
	Take Learners out of the class to the field for a stretch up.	
	Engage Learners to use any of the play toys available.	
	Make a choice to use any of the learning centers created	
	Listen to a story	
	Assessment: Learners role play how to relate well with everyone regardless of their culture, language or belief.	
PHASE 3:	Review lesson with Learners by singing songs in relation	
REFLECTION 10MINS	to it	
(Learner and		
Teacher)		

DATE:	STRAND: VALUES AND BELIEFS
DAY: TUESDAY	
DAT. TOESD/(T	SUB STRAND: OUR BELIEFS
CLASS: KG2	
CONTENT STANDARD:	INDICATORS: K2.3.4.1.2
K2.3.4.1 Demonstrate understanding	
of relating well with people with	PERFORMANCE INDICATOR:
different beliefs.	Learners can use illustrations in a Big book to make predictions and
	answer simple story map questions about the text.

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE I:	Have learners to sing songs and recite familiar rhymes.	
STARTER 10 MINS		
(Preparing the Brain	ROUND AND ROUND THE GARDEN	
for Learning)	Round and round the garden Like a teddy bear,	
	One step, two step,	
	Tickle you under there	
PHASE 2: MAIN	Take learners though a few pages of a big book	Big book, word card
40MINS	(picture walk).	and sentence card,
(New Learning		pictures and videos
Including	Have learners predict what the story will be, using the	
Assessment)	pictures in the book.	
	Read aloud the narrative story related to the theme	
	(Little David and Goliath).	
	(Little Burid and Gonath).	
	Use the Story Map strategy (follow procedure as in	
	Appendix 1, K2.3.2.1.3).	
	Learners answer the story map questions.	
	E.g. i. What is the setting of the story?	
	ii. who are the characters?	
	iii. what is the problem in the story?	
	iv. what did the character(s) do to solve the problem? v. How was the problem solved?	
	p. 00.00.	
	Focus on what we can learn from the biblical	
	character.	
	Write level appropriate words in the air, sand, on	
	their arms and in their ruled books and read.	
	<u> </u>	
	Let learners count the number of sounds in each word	
	and represent them with model numbers.	
	Learners to arrange the numbers in order on the floor	
	or on the table.	

	Call learners to take out specified numbers as you mention them. Take Learners out of the class to the field for a stretch up. Engage Learners to use any of the play toys available. Make a choice to use any of the learning centers	
	Created Listen to a story Assessment: Have learners to tell the story they heard in turns	
PHASE 3: REFLECTION IOMINS (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it	

DATE:	STRAND: VALUES AND BELIEFS
DAY: WEDNESDAY	
	SUB STRAND: OUR BELIEFS
CLASS: KG2	
CONTENT STANDARD:	INDICATORS: K2.3.4.1.3
K2.3.4.1 Demonstrate understanding of	PERFORMANCE INDICATOR:
relating well with people with different	Learners can read level-appropriate sight words from the big book
beliefs.	Learners can read level-appropriate signit words from the big book

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE I: STARTER 10 MINS	Have learners to sing songs and recite familiar rhymes.	
(Preparing the Brain	PETER PIPER	
for Learning)	Peter Piper picked a peck of pickled peppers,	
3 ,	A peck of pickled peppers Peter Piper picked;	
	If peter piper picked a peck of pickled peppers, Where's the peck of pickled peppers Peter Piper	
	picked?	
PHASE 2: MAIN	Display sight words on word cards and guide learners	Big book, word card
40MINS	to read	and sentence card,
(New Learning	Have them look for the sight words from the big book	pictures and videos
Including Assessment)	and guide learners to use the words to form short and	
Assessment)	simple sentences.	
	Copy words in the exercise book.	
	Write level appropriate content vocabulary in their ruled exercised books and read them to each other.	
	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 on family	
	Assessment: Have learners to read the sight words	
	on the chart in turns.	

	big into she at into	into here big all my here	my little at look like	like she like here she	all into my little big	look like she at here		
PHASE 3: REFLECTION IOMINS (Learner and Teacher)	Review le relation t	esson wit						

DATE:	STRAND: VALUES AND BELIEFS
DAY: THURSDAY	SUB STRAND: OUR BELIEFS
CLASS: KG2	SOB STRAITS. SOR BEELES
CONTENT STANDARD:	INDICATORS: K2.3.4.1.4.
K2.3.4.1 Demonstrate understanding of relating well with people with different	PERFORMANCE INDICATOR:
beliefs.	Learners connect spoken words and sounds to letters in a playful
	way.

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE I:	Have learners to play games, sing songs and recite	
STARTER 10 MINS	rhymes that relate to the lesson.	
(Preparing the Brain		
for Learning)	Teacher begins by saying "I spy with my little eye	
	something beginning with (letter sound)	
	The item has to be something within sight of the	
	learners.	
	Learners guess until someone guesses correctly.	
PHASE 2: MAIN	Practice letter ladder-game Draw a grid on the floor	Big book, word card
40MINS	of the classroom or outside.	and sentence card,
(New Learning		pictures and videos
Including	Write letters the learners have learnt so far in the grid	precares and videos
Assessment)	on the floor which looks like this. a k f D s b m O p h	
	k H	
	(A)	
	K	
	F D	
	s	
	в м	
	РН	
	K H	
	(* ")	
	Divide the class into 2, 3, 4 groups (this depends on	
	the number of learners in the class).	

	Read the sounds and call on the group to send a
	volunteer to jump/hop on the letter in the box on the
	floor.
	If the child is correct, the group gets a point.
	If the child is incorrect, the group loses their turn/
	chance and does not get a point.
	It moves to another group.
	If nobody knows it, the teacher needs to demonstrate
	and hop on the grid and no one get a point.
	Select a group to start with.
	Let learners count the number of letter sounds in the
	grid.
	Take leaners out of the class to the field for a stretch
	up.
	Engage leaners to use any of the play toys available.
	Make a choice to use any of the learning centers
	created
	Listen to a story
	,
	Assessment: Learners stand at the start line.
	Teacher calls out 'if you have a /t/ in your name step
	forward' or 'if your name begins with /f/ step forward'.
	The person to get to the finish line wins.
PHASE 3:	Review lesson with Learners by singing songs in
REFLECTION	relation to it
	relation to it
IOMINS	
(Learner and	
Teacher)	

DATE:	STRAND: VALUES AND BELIEFS
DAY: FRIDAY	
	SUB STRAND: OUR BELIEFS
CLASS: KG2	
CONTENT STANDARD:	INDICATORS: K2.3.4.1.5 K2.3.4.1.6
K2.3.4.1 Demonstrate	
understanding of relating well with	PERFORMANCE INDICATOR:
people with different beliefs.	Learners can play different musical instruments and dance to religious songs
	Learners can recognize and describe some simple repeating non
	numerical patterns (up to a repetition of 3, 1, 2 pattern)

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE I:	Engage learners to sing songs and rhymes relating to	
STARTER 10 MINS	the lesson.	
(Preparing the Brain		
for Learning)	WE CAN COUNT	
	We kl	
	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	Have different learners show their skills in the Music	Music box, phones, empty
40MINS	and dance lesson and by playing musical instruments,	tins of milk and milo.
(New Learning	drums. Etc.	
Including		
Assessment)	Learners can use empty tins as instruments and play	empty tins of milk and
	them.	milo
	Some can lead in the songs while others dance.	
	Some can lead in the songs while others dance.	
	Play a variety of music using a music box or phone and	Music box, phones
	let learners dance.	, ,
	Show number cards and let learners work in small	5
	groups to identify the pattern.	Big book, word card and sentence card,
		pictures and videos,
	Guide learners to arrange the numeral cards to patterns. E.g. 11,22, 33,	pictures and videos,
	,	
	Teach rhymes and songs as learners sing along	

	Have learners dance with actions as they sing the songs Make a choice to use any of the learning centers created	
	Assessment: Learners in groups perform to the whole class by playing different musical instruments and dance to songs	
PHASE 3: REFLECTION IOMINS (Learner and	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-	Sea saw, mary go round, and other play toys
Teacher)	round etc. Sing rhymes and songs with learners as they play	

WEEKLY LESSON PLAN FOR KG 2- WEEK SIX

DATE		CTRAND, MY LOCAL COMMUNITY	
DATE:		STRAND: MY LOCAL COMMUNITY	
DAY: MONDAY CLASS: KG2		SUB STRAND: KNOWING THE SPECIA COMMUNITY	L PLACES IN OUR LOCAL
CONTENT STANDARD:		INDICATORS: K2.4.1.1.1	
K2.4.1.1 Demonstrate un	nderstanding	PERFORMANCE INDICATOR:	
of the special places in o	ur local	Learners to talk about familiar, places, thi	ngs and events with
community		prompting and support	ngs and events with
CORE COMPETENCE:	Communication	n and collaboration (CC) Personal Develop	ment and Leadership (PL)
Creativity and Innovation (
KEY WORDS:	,		
	1		T
PHASE/DURATION	LEARNERS	ACTIVITIES	RESOURCES
PHASE I:	Have learners	to sing songs and recite familiar rhymes	
STARTER 10 MINS	ITSY BITSY SI	PIDER	
(Preparing the Brain	·	spider climbed up the water spout.	
for Learning)		he rain and washed the spider out.	
	Out came the	Sun and dried up all the rain	
		sy spider climbed up the spout again.	
PHASE 2: MAIN		ircle time: Follow basic procedures of the	Pictures and videos
40MINS	community circle time and introduce the theme for the depicting special places		
(New Learning	week. in the community, letter and word cards, blocks		
Including	Display a conversational poster showing some special and model numbers, big		
Assessment)	places in a community where learners can go.		
	, , , , , , , , , , , , , , , , , , , ,		
	Have learners observe the poster and talk about some		
	of the special places in every community, e.g. the chiefs		
	house, the ma	rket, police station, the hospital.	
	Prepare the le	earners for a field trip to the chief's palace	
		station during the week. (For an advance	
		sk permission from the places by mouth	
	and with a let	ter.)	
	Arrange with	a resource person to talk to the learners.	
	have learnt or	school, have learners share what they the field.	
	Learners to tabeen to.	ılk about other familiar places they have	
	Put learners in have been to.	nto groups based on common place they	
	group. Let the	ount the number of members in each em represent the numbers with blocks or rite it in their exercise books.	

	Take Learners out of the class to the field for a stretch up. Engage Learners to use any of the play toys available.	
	Engage Learners to use any or the play toys available.	
	Make a choice to use any of the learning centers created	
	Listen to a story	
	Assessment : invite learners in turns to talk about some familiar places they have been to	
PHASE 3:	Review lesson with Learners by singing songs in relation	
REFLECTION	to it	
IOMINS		
(Learner and		
Teacher)		
· · · · · · · · · · · · · · · ·		

DATE:	STRAND: MY LOCAL COMMUNITY	STRAND: MY LOCAL COMMUNITY	
DAY: TUESDAY			
	SUB STRAND: KNOWING THE SPECIAL PLACE	CES IN OUR LOCAL	
CLASS: KG2	COMMUNITY		
CONTENT STANDAR	D: INDICATORS: K2.4.1.1.2 K2.4.1.1.3		
K2.4.1.1 Demonstrate	DEDECOMANICE INDICATOR		
understanding of the		PERFORMANCE INDICATOR:	
special places in our loca		• Learners to listen attentively to a read aloud of an informational text about	
community	special places and participate actively in the KWL reading technique asking and answering one's own questions.		
	Learners to read level-appropriate sight words	s from the big book	
CORE COMPETENCE:	Communication and collaboration (CC) Personal Dev	elopment and Leadership (PL)	
Creativity and Innovation (CI) Critical Thinking and Problem Solving		
KEY WORDS:			
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES	
PHASE I:	Engage learners to sing songs and recite familiar		
CTADTED 10 14016	rhymae		

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
I HASE/DURA HUN	LLAMITLES ACTIVITIES	RESOURCES
DHACE I.	Engage learness to sing some and resite families	
PHASE I:	Engage learners to sing songs and recite familiar	
STARTER 10 MINS	rhymes	
(Preparing the Brain	TWINKLE,TWINKLE LITTLE STAR	
for Learning)	Twinkle, twinkle little stars	
	How I wonder what you are,	
	Up above the world so high,	
	Like a diamond in the sky	
	Twinkle twinkle little star,	
	How I wonder what you are.	
PHASE 2: MAIN	Follow the KWL technique procedure and have	Pictures and videos
40MINS	learners learn more about the importance of special	depicting special places in
(New Learning	places in a community.	the community, letter and
Including	K-Discuss what the learners already know,	word cards, blocks and
Assessment)		model numbers, big book
1 100 000 1110110,	W- learners ask all their questions about what they	
	want to know.	
	L- Read to them, pausing often for them to share what	
	they are learning and have learnt. (See appendix 1)	
	Display sight words on word cards and guide learners to read	
	Have them look for the sight words from the big book and guide learners to use the words to form short and simple sentences.	
	Copy words in the exercise book.	
	Write level appropriate content vocabulary in their ruled exercise books and read them to each other.	
	Take Learners out of the class to the field for a stretch up.	

	Engage Learners to use any of the play toys available.
	Make a choice to use any of the learning centers created
	Listen to a story
	Assessment: Have learners read and spell some key words on the board.
PHASE 3:	Review lesson with Learners by singing songs in
REFLECTION	relation to it
IOMINS	
(Learner and	
Teacher)	

DATE:	STRAND: MY LOCAL COMMUNITY
DAY: WEDNESDAY	SUB STRAND: KNOWING THE SPECIAL PLACES IN OUR LOCAL
CLASS: KG2	COMMUNITY
CONTENT STANDARD:	INDICATORS: K2.4.1.1. 5
K2.4.1.1 Demonstrate	PERFORMANCE INDICATOR:
understanding of the special places in our local community	Learners can Identify the letter-sound learnt for the week in words related
places in our local community	to the theme and write the letter and key word boldly and legibly in their books.

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE I: STARTER 10 MINS (Preparing the Brain for Learning)	Teacher write words are written on flashcards. The words are shown to the pupils to observe them for some time.	
	Later the teacher removes the flashcards and pupils write the word from memory.	
	The teacher then bring back the flashcards with the words for pupils to check and see whether they had the word right or wrong.	
PHASE 2: MAIN 40MINS	Rapidly revise the letter sounds learnt so far.	Pictures and videos depicting special places in
(New Learning Including Assessment)	Follow the procedure as in K2 .1.1.5 to continue teaching the letter-sound for the week. Take Learners out of the class to the field for a stretch up.	the community, letter and word cards, blocks and model numbers, big book
	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 on family	
	Assessment: Have learners read and spell some key words containing the letter sound learnt.	
PHASE 3: REFLECTION IOMINS	Review lesson with Learners by singing songs in relation to it	
(Learner and Teacher)		

DATE:	STRAND: MY LOCAL COMMUNITY
DAY: THURSDAY	
CLASS: KG2	SUB STRAND: KNOWING THE SPECIAL PLACES IN OUR LOCAL COMMUNITY
CONTENT STANDARD:	INDICATORS: K2.4.1.1. 5 K2.4.1.1.6
K2.4.1.1 Demonstrate understanding of the special places in our local community	PERFORMANCE INDICATOR:
	 Learners to Identify the letter-sound learnt for the week in words related to the theme and write the letter and key word boldly and legibly in their books.
	Learners can talk about the ideas expressed in one's own art and
COPE COMPETENCE: Communicate	that of others

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE I:	Ask learners to form a big circle, with one of the	
STARTER 10 MINS	student holding the ball.	
(Preparing the Brain		
for Learning)	The learner with the ball start by mentioning a proper	
8 ,	noun.	
	He then throws the ball to another student to	
	mention his/her.	
	Anyone who fails to mention his is out of the circle.	
	The last person becomes the winner	
PHASE 2: MAIN	Rapidly revise the letter sounds learnt so far.	Pictures and videos
40MINS		depicting special places in
(New Learning	Follow the procedure as in K2 .1.1.5 to continue	the community, letter and
Including	teaching the letter-sound for the week.	word cards, blocks and
Assessment)		model numbers, big book
	Let learners draw any special place(s) they have ever been to.	
	been to.	
	Display the work and give each child the opportunity	
	to explain elements in the art.	
	Take leaners out of the class to the field for a stretch	
	up.	
	Engage leaners to use any of the play toys available.	
	Make a choice to use any of the learning centers	
	created	
	Created	
	Listen to a story	
	,	

	Assessment: Let learners display their drawings for appreciation and hang them on the classroom wall to create a galley.	
PHASE 3: REFLECTION	Review lesson with Learners by singing songs in relation to it	
(Learner and Teacher)		

DATE:	STRAND: MY LOCAL COMMUNITY
DAY: FRIDAY	SUB STRAND: KNOWING THE SPECIAL PLACES IN OUR LOCAL
CLASS: KG2	COMMUNITY
CONTENT STANDARD:	INDICATORS: K2.4.1.1.7
K2.4.1.1 Demonstrate	PERFORMANCE INDICATOR:
understanding of the special places in our local community	Learners can create simple patterns with more than one shape, color, size,

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE I: STARTER 10 MINS (Preparing the Brain for Learning)	Engage learners in the "Lucky Dip game". Learners take turns to dip their hands into a box containing letter cards, pick a card and mention a word that begins with the letter. E.g. A This is letter A. A is for APPLE. Encourage learners to use different colors/sizes of	Pictures and videos
40MINS (New Learning Including Assessment)	shapes to create the patterns. Arrange different colors of shapes in a particular pattern. Teach rhymes and songs as learners sing along Have learners dance with actions as they sing the songs Make a choice to use any of the learning centers created Assessment: Let learners display their patterns created for appreciation and hang them on the classroom wall to create a galley.	depicting special places in the community, letter and word cards, blocks and model numbers, big book
PHASE 3: REFLECTION IOMINS (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-goround etc. Sing rhymes and songs with learners as they play	Sea saw, mary go round, and other play toys

WEEKLY LESSON PLAN FOR KG 2- WEEK SEVEN

DATE:		STRAND: My Local Community	
		, ,	
DAY: MONDAY			
CLASS KC2		SUB STRAND: Knowing Who The Import	cant People/ Occupation In The
CONTENT STANDARD:		Community INDICATORS: K2.4.2.1.1 K2.4.2.1.6	
CONTENT STANDARD: K2.4.2.1 Demonstrate understanding of		INDICATORS: N2.4.2.1.1 N2.4.2.1.0	
knowing the important peo		PERFORMANCE INDICATOR:	
occupation in our commun		Learners can talk about and discuss the val	rious occupations in our
occupacion in our commun		community.	
		Learners can create simple patterns with r	nore than one of shape, color,
CODE COMPETENCE: C	ammunication and	size, sounds or movements. d collaboration (CC) Personal Development an	d Loadorship (PL) Croativity
and Innovation (CI) Critical Th			d Leadership (FL) Creativity
KEY WORDS:	minang and 11001		
PHASE/DURATION	LEARNERS A	ACTIVITIES	RESOURCES
PHASE I: STARTER	Have learne	rs recite familiar rhymes.	
10 MINS			
(Preparing the Brain	ONE LITTLE	FINGER	
for Learning)		er, One little finger	
		ger, tap-tap-tap!	
		eiling, point to the floor.	
		your head. Head!	
		pinting to other parts of the body)	
PHASE 2: MAIN		rocedures of the community circle time (as in	Poster/ cut out, picture of
40MINS	K2.1.1.1.1) and	introduce the theme for the week.	important individuals in the community. Ghana map, Cu
(New Learning Including Assessment)			out shapes, big books,
including Assessment)		ed to the theme and engage learners in active	counters, crayons
	discussion.		·
	contribute to t	s randomly to answer questions or	
	Contribute to t	ile discussion.	
	Have learners	mention some occupations in their vicinity.	
	Show pictures	and discuss each occupation and what they	
	do.	and discuss each occupation and what they	
	Learners to inc	licate their preferred and aspired occupation.	
		red rubber counters, or Legos, or different	
	, ,	de learners to create patterns with different	
	colors.	**	
	1	** ***	

		The second secon	
		, 	
		*	
	1		

	Learners count the number of counters and Legos in creating each pattern.	
	Learners to add the number of counters and Legos in each pattern.	
	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 : invite learners in turns for them to talk about the occupations of their parents.	
PHASE 3:	Review lesson with Learners by singing songs in relation to it	
(Learner and		
Teacher)		

DATE:	STRAND: My Local Community
DAY: TUESDAY CLASS: KG2	SUB STRAND: Knowing Who The Important People/ Occupation In The Community
CONTENT STANDARD:	INDICATORS: K2.4.2.1.2 K2.4.2.1.3
K2.4.2.1 Demonstrate understanding of knowing the important people / occupation in our community.	PERFORMANCE INDICATOR: Learners can listen attentively to the teacher-read-aloud of the big book which relates to the theme, track words and share lessons learnt on the theme of the week. Learners can use vocabulary acquired from the week to compose oral composition about their future profession and write simple sentences which relates to the theme in their word bank.

which relates to the theme in their word bank.

CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving

KEY WORDS:

DUACE/DUDATION	LEADNEDS ACTIVITIES	DECOLIDEE
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE I: STARTER	Have learners recite familiar rhymes.	
10 MINS		
(Preparing the Brain	FIVE LITTLE DUCKS	
for Learning)	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	Teacher follows the steps of the KWL strategy instruction	Poster/ cut out, picture of
40MINS	as you read aloud the informational text which relates to the	important individuals in the
(New Learning	theme to the learners. (See lesson K2.1.2.1.2, also appendix	community. Ghana map, Cut
Including Assessment)	Check on the K and W before you read the text and the L	out shapes, big books, counters, crayons
	after reading.	counters, crayons
	L- Learners share what they have learnt about the theme.	
	E.g. This is a police officer. He works at the Police Station.	
	Have learners draw their chosen profession and match it	
	with the sentence related to it.	
	Let learners dress up in their future careers' uniform,	
	dramatize what they will be doing and using the vocabulary	
	learnt to describe their future career and what the	
	occupation is all about.	
	Guide them to use the above knowledge to talk about their	
	preferred occupation briefly.	
	e.g. I want to be a teacher. A teacher teaches pupils in a school.	
	Take Learners out of the class to the field for a stretch up.	
	Engage Learners to use any of the play toys available.	
	Make a choice to use any of the learning centers created	
	Listen to a story	
	Assessment: Have learners to role-play their future professions.	

PHASE 3: REFLECTION	Review lesson with Learners by singing songs in relation to it	
IOMINS		
(Learner and Teacher)		

DATE: 19th February 2020	STRAND: My Local Community
DAY: WEDNESDAY	SUB STRAND: Knowing Who The Important People/ Occupation In The
CLASS: KG2	Community
CONTENT STANDARD: K2.4.2.1 Demonstrate	INDICATORS: K2.4.2.1.3 K2.4.2.1.4
	PERFORMANCE INDICATOR:
understanding of knowing the important people / occupation in our community.	Learners can use vocabulary acquired from the week to compose oral composition about their future profession and write simple sentences which relates to the theme in their word bank
	Learners can Identify the letter-sound learnt for the week in words related to the theme and write the letter and key word boldly and legibly in their books

tne tneme and write the letter and key word boldly and legibly in their books

CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving

KEY WORDS:

PHASE/DURATION	LEARNERS ACTIVITIES		RESOURCES
PHASE I: STARTER	Have learners recite familiar rhymes.		
10 MINS	LILINADTY DUNADTY		
(Preparing the Brain	HUMPTY DUMPTY		
for Learning)	Humpty dumpty sat on the v		
	Humpty dumpty had a great		
	All the kings horses, and all t		
	Couldn't put humpty togethe		
PHASE 2: MAIN	Let learners dress up in their fu		Poster/ cut out, picture of
40MINS	dramatize what they will be doi learnt to describe their future of		important individuals in the community. Ghana map, Cut
(New Learning	occupation is all about.	areer and what the	out shapes, big books,
Including Assessment)	occupation is an about.		counters, crayons
	Guide them to use the above ki	nowledge to talk about their	
	preferred occupation briefly.	3	
	e.g. I want to be a Doctor. A Doct	or takes care of the sick.	
	Rapidly revise the letter sounds	learnt so far.	
	Follow the procedure as in K2	I I I 5 to continue teaching	
	Follow the procedure as in K2.1.1.1.5 to continue teaching the letter-sound for the week.		
	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		
	2.000.1 00 11 000.1		
	Assessment: construct a poem using the letter sound of		
	the week and let learners recite it.		
	Example:		
	Letter Aa		
	A is for apple	S,	
	A is for alligate	ore	
	A is for alligate		
	looking at me	9!	
i .			<u> </u>

PHASE 3: REFLECTION 10MINS (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it	

DATE:	STRAND: My Local Community
DAY: THURSDAY	SUB STRAND: Knowing Who The Important People/ Occupation In The
CLASS: KG2	Community
CONTENT STANDARD:	INDICATORS: K2.4.2.1.4
K2.4.2.1 Demonstrate understanding	DEDECORMANICE INDICATOR
of knowing the important people /	PERFORMANCE INDICATOR:
occupation in our community.	Learners can Identify the letter-sound learnt for the week in words related to the theme and write the letter and key word boldly and legibly in their books.

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE I: STARTER	Have learners recite familiar rhymes.	
10 MINS	LUCKONY DICKONY DOCK	
(Preparing the Brain for Learning)	HICKORY DICKORY DOCK	
ior Learning)	Hickory Dickory Dock The mouse went up the clock	
	The clock struck one	
	The mouse went down	
	Hickory Dickory Dock	
	Tick, Tock, Tick, Tock	
	Hickory Dickory Dock	
PHASE 2: MAIN	Rapidly revise the letter sounds learnt so far.	
40MINS		Poster/ cut out, picture of
(New Learning	Follow the procedure as in K2 .1.1.1.5 to continue teaching	important individuals in the
Including Assessment)	the letter-sound for the week.	community. Ghana map, Cut out shapes, big books,
	Take leaners out of the class to the field for a stretch up.	counters, crayons
	Engage leaners to use any of the play toys available.	
	Make a choice to use any of the learning centers created	
	Listen to a story	
	Assessment: construct a poem using the letter sound of the week and let learners recite it.	
	<u>Letter Uu</u>	
	U is for up,	
	U is for Umbrella,	
	U is for Uniform, I wear to	
	school every day,	
	U is for utensils	
PHASE 3: REFLECTION	Review lesson with Learners by singing songs in relation to it	
IOMINS	There is a sound to the sound of the sound o	
(Learner and Teacher)		

DATE:	STRAND: My Local Community
DAY: FRIDAY	SUB STRAND: Knowing Who The Important People/ Occupation In The
CLASS: KG2	Community
CONTENT STANDARD:	INDICATORS: K2.4.2.1.6
K2.4.2.1 Demonstrate understanding of knowing the important people / occupation in our community.	PERFORMANCE INDICATOR: Learners can create simple patterns with more than one of shape, color, size, sounds or movements.

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE I: STARTER	Have learners recite familiar rhymes.	
(Preparing the Brain	HEY DIDDLE DIDDLE	
for Learning)	Hey diddle, diddle	
	The cat and the fiddle,	
	The cow jumped over the moon,	
	The little dog laughed to see such sport,	
	And the dish ran away with the spoon	
PHASE 2: MAIN	Using the colored rubber counters, or Legos, or different	Poster/ cut out, picture of
40MINS	bottle tops, guide learners to create patterns with different colors.	important individuals in the community. Ghana map, Cut
(New Learning	COIOI'S.	out shapes, big books,
Including Assessment)	Learners count the number of counters and Legos in creating each pattern.	counters, crayons
	Learners to add the number of counters and Legos in each pattern. Teach rhymes and songs and let learners sing and dance with actions.	
	actions.	
	Have learners dance with actions as they sing the songs	
	Make a choice to use any of the learning centers created	
	Assessment: Put learners into groups and let them create	
	different patterns with bottle tops and Legos	
PHASE 3: REFLECTION 10MINS	Teacher sings songs and recite rhymes in relation to the lesson with learners	Sea saw, mary go round, and other play toys
(Learner and Teacher)	Take learners out to the field. Guide them to swing the sea-saw, sit on the mary-go-round etc.	
	Sing rhymes and songs with learners as they play	

WEEKLY LESSON PLAN FOR KG 2- WEEK 8

DATE:		STRAND: My Local Community		
DAY, MONDAY				
DAY: MONDAY		SUB STRAND: Knowing Who The Import	ant People/ Occupation In Th	
CLASS: KG2		Community	and reopie/ Occupation in Th	
CONTENT STANDARD:		INDICATORS: K2.4.2.1.1 K2.4.2.1.6		
K2.4.2.1 Demonstrate unde	erstanding of	PERFORMANCE INDICATOR:		
knowing the important peo		 Learners can talk about and discuss the val 	rious assupations in our	
occupation in our commun	ity.	community.	ious occupations in our	
		 Learners can create simple patterns with n 	nore than one of shape, color	
		size, sounds or movements.	•	
		d collaboration (CC) Personal Development an	d Leadership (PL) Creativity	
and Innovation (CI) Critical TI KEY WORDS :	hinking and Probl	em Solving		
KET WURDS:				
PHASE/DURATION	LEARNERS	ACTIVITIES	RESOURCES	
PHASE I: STARTER	Have learne	re recite familiar rhymae		
10 MINS	nave learne	rs recite familiar rhymes.		
(Preparing the Brain	ONE LITTLE	FINGER		
for Learning)		ger, One little finger		
		ger, tap-tap-tap!		
		ceiling, point to the floor.		
		your head. Head!		
DILLAGE 2 MAINI	(continue by po	pinting to other parts of the body)	D	
PHASE 2: MAIN 40MINS	Follow basic procedures of the community circle time (as in K2.1.1.1.1) and introduce the theme for the week.		Poster/ cut out, picture of	
(New Learning	132.1.1.1.1) and	The oduce the theme for the week.	community. Ghana map, Cu	
Including Assessment)		ersational poster (#30) and some concrete	out shapes, big books,	
6 ,	materials related to the theme and engage learners in active counters, crayons		counters, crayons	
	discussion.			
	Call on learner	rs randomly to answer questions or		
	contribute to t			
	Have learners	mention some occupations in their vicinity.		
		and discuss each occupation and what they		
	do.			
	Learners to inc	dicate their preferred and aspired occupation.		
		red rubber counters, or Legos, or different		
	bottle tops, gu	ide learners to create patterns with different		
	colors.	**		
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	Learners count the number of counters and Legos in	
	creating each pattern.	
	Learners to add the number of counters and Legos in each pattern.	
	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 : invite learners in turns for them to talk about the occupations of their parents.	
PHASE 3:	Review lesson with Learners by singing songs in relation to it	
REFLECTION 10MINS		
(Learner and		
Teacher)		

DATE:	STRAND: My Local Community
DAY: TUESDAY	SUB STRAND: Knowing Who The Important People/ Occupation In The
CLASS: KG2	Community
CONTENT STANDARD:	INDICATORS: K2.4.2.1.2 K2.4.2.1.3
K2.4.2.1 Demonstrate understanding of knowing the important people /	PERFORMANCE INDICATOR:
occupation in our community.	Learners can listen attentively to the teacher-read-aloud of the big book which relates to the theme, track words and share lessons learnt on the theme of the week.
	 Learners can use vocabulary acquired from the week to compose oral composition about their future profession and write simple sentences which relates to the theme in their word bank.

which relates to the theme in their word bank.

CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving

KEY WORDS:

DUACE/DUBATION	I EADNEDS ACTIVITIES	DESCUIDCES
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE I: STARTER	Have learners recite familiar rhymes.	
10 MINS		
(Preparing the Brain	FIVE LITTLE DUCKS	
for Learning)	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	Teacher follows the steps of the KWL strategy instruction	Poster/ cut out, picture of
40MINS	as you read aloud the informational text which relates to the	important individuals in the
(New Learning	theme to the learners. (See lesson K2.1.2.1.2, also appendix	community. Ghana map, Cut
Including Assessment)	Check on the K and W before you read the text and the L	out shapes, big books, counters, crayons
	after reading.	counters, crayons
	L- Learners share what they have learnt about the theme.	
	E.g. This is a police officer. He works at the Police Station.	
	Have learners draw their chosen profession and match it	
	with the sentence related to it.	
	Let learners dress up in their future careers' uniform,	
	dramatize what they will be doing and using the vocabulary	
	learnt to describe their future career and what the	
	occupation is all about.	
	Guide them to use the above knowledge to talk about their	
	preferred occupation briefly.	
	e.g. I want to be a teacher. A teacher teaches pupils in a school.	
	Take Learners out of the class to the field for a stretch up.	
	Engage Learners to use any of the play toys available.	
	Make a choice to use any of the learning centers created	
	Listen to a story	
	Assessment: Have learners to role-play their future professions.	

PHASE 3: REFLECTION	Review lesson with Learners by singing songs in relation to it	
IOMINS		
(Learner and Teacher)		

DATE:	STRAND: My Local Community
DAY: WEDNESDAY	SUB STRAND: Knowing Who The Important People/ Occupation In The
CLASS: KG2	Community
CONTENT STANDARD:	INDICATORS: K2.4.2.1.3 K2.4.2.1.4
K2.4.2.1 Demonstrate	
understanding of knowing the	PERFORMANCE INDICATOR:
	Learners can use vocabulary acquired from the week to compose oral
important people / occupation in	composition about their future profession and write simple sentences which
our community.	relates to the theme in their word bank
	Learners can Identify the letter-sound learnt for the week in words related to the theme and write the letter and key word boldly and legibly in their books

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE I: STARTER	Have learners recite familiar rhymes.	
10 MINS	LILIMPTY DI IMPTY	
(Preparing the Brain	HUMPTY DUMPTY	
for Learning)	Humpty dumpty sat on the wall	
	Humpty dumpty had a great fall	
	All the kings horses, and all the kings men	
	Couldn't put humpty together again!	
PHASE 2: MAIN	Let learners dress up in their future careers' uniform	
40MINS	dramatize what they will be doing and using the voca	
(New Learning	learnt to describe their future career and what the occupation is all about.	community. Ghana map, Cut out shapes, big books,
Including Assessment)	occupation is an about.	counters, crayons
	Guide them to use the above knowledge to talk abo	
	preferred occupation briefly.	
	e.g. I want to be a Doctor. A Doctor takes care of the signal	ck.
	Rapidly revise the letter sounds learnt so far.	
	Follow the procedure as in K2 .1.1.1.5 to continue teaching	
	the letter-sound for the week.	eaching
	Take Learners out of the class to the field for a stre	tch up.
	Engage Learners to use any of the play toys available	
	Make a choice to use any of the learning centers cre	ated
	Listen to a story	
	Listell to a stoly	
	Assessment: construct a poem using the letter sound of	
	the week and let learners recite it.	
	Example:	
	Letter Aa	
	A is for apples,	
	A is for alligators	
	A is for alligators,	
	looking at me!	

PHASE 3: REFLECTION 10MINS (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it	

DATE:	STRAND: My Local Community
DAY: THURSDAY	SUB STRAND: Knowing Who The Important People/ Occupation In The
CLASS: KG2	Community
CONTENT STANDARD:	INDICATORS: K2.4.2.1.4
K2.4.2.1 Demonstrate understanding	
of knowing the important people /	PERFORMANCE INDICATOR:
occupation in our community.	Learners can Identify the letter-sound learnt for the week in words related to the theme and write the letter and key word boldly and legibly in their books.

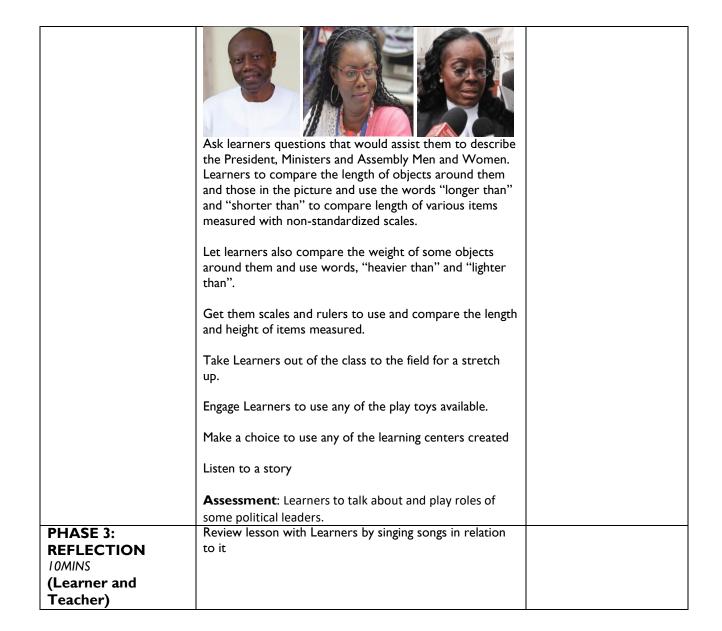
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE I: STARTER	Have learners recite familiar rhymes.	
10 MINS		
(Preparing the Brain	HICKORY DICKORY DOCK	
for Learning)	Hickory Dickory Dock	
	The mouse went up the clock	
	The clock struck one	
	The mouse went down	
	Hickory Dickory Dock	
	Tick, Tock, Tick, Tock	
	Hickory Dickory Dock	
PHASE 2: MAIN	Rapidly revise the letter sounds learnt so far.	
40MINS		Poster/ cut out, picture of
(New Learning	Follow the procedure as in K2 .1.1.1.5 to continue teaching the letter-sound for the week.	important individuals in the
Including Assessment)	the letter-sound for the week.	community. Ghana map, Cut out shapes, big books,
	Take leaners out of the class to the field for a stretch up.	counters, crayons
	Engage leaners to use any of the play toys available.	
	Make a choice to use any of the learning centers created	
	Listen to a story	
	Assessment: construct a poem using the letter sound of the week and let learners recite it. Example:	
	Letter Uu	
	U is for up,	
	U is for Umbrella,	
	U is for Uniform, I wear to	
	· I	
	school every day,	
	U is for utensils	
PHASE 3: REFLECTION IOMINS	Review lesson with Learners by singing songs in relation to it	
(Learner and Teacher)		

DATE:	STRAND: My Local Community
DAY: FRIDAY	SUB STRAND: Knowing Who The Important People/ Occupation In The
CLASS: KG2	Community
CONTENT STANDARD:	INDICATORS: K2.4.2.1.6
K2.4.2.1 Demonstrate understanding of knowing the important people / occupation in our community.	PERFORMANCE INDICATOR: Learners can create simple patterns with more than one of shape, color, size, sounds or movements.

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE I: STARTER	Have learners recite familiar rhymes.	
(Preparing the Brain	HEY DIDDLE DIDDLE	
for Learning)	Hey diddle, diddle	
	The cat and the fiddle,	
	The cow jumped over the moon,	
	The little dog laughed to see such sport,	
	And the dish ran away with the spoon	
PHASE 2: MAIN	Using the colored rubber counters, or Legos, or different	Poster/ cut out, picture of
40MINS	bottle tops, guide learners to create patterns with different	important individuals in the
(New Learning	colors.	community. Ghana map, Cut
Including Assessment)	and the the area of the	out shapes, big books, counters, crayons
		counters, crayons
	~ * *	
	Learners count the number of counters and Legos in	
	creating each pattern.	
	Learners to add the number of counters and Legos in each	
	pattern.	
	Teach rhymes and songs and let learners sing and dance with actions.	
	actions.	
	Have learners dance with actions as they sing the songs	
	Make a choice to use any of the learning centers created	
	Assessment: Put learners into groups and let them create	
	different patterns with bottle tops and Legos	
PHASE 3:	Teacher sings songs and recite rhymes in relation to the	Sea saw, mary go round, and
REFLECTION IOMINS	lesson with learners	other play toys
(Learner and	Tales learness and he she field	
Teacher)	Take learners out to the field. Guide them to swing the sea-saw, sit on the mary-go-round	
	etc.	
	Sing rhymes and songs with learners as they play	

WEEKLY LESSON PLAN FOR KG 2- WEEK 9

DATE:		STRAND: My Local Community	
DATE:		STRAND: My Local Community	
DAY: MONDAY			
		SUB STRAND: Knowing The Special Leade	ers In Our Community And
CLASS: KG2		Country	•
CONTENT STANDARI	D:	INDICATORS: K2.4.3.1.1 K2.4.3.1.6	
K2.4.3.1 Demonstrate		PERFORMANCE INDICATOR:	
understanding and knowl	edge of the		colos of the political
special leaders in our cor		Learners can talk about and describe the roles of the political, traditional and religious leaders in our community.	
	-	Learners can compare objects based on le	
		items and objects	8
CORE COMPETENCE:	Communication	on and collaboration (CC) Personal Developme	ent and Leadership (PL)
Creativity and Innovation (0			1 ()
KEY WORDS:	,		
PHASE/DURATION	LEARNERS	ACTIVITIES	RESOURCES
PHASE I:	Engage learn	ers to sing songs and recite some familiar	
STARTER 10 MINS	rhymes.		
(Preparing the Brain		5 A CL 15 L L C	
for Learning)	SHE SELLS S		
		shells by the seashore, e sells are seashells, I'm sure	
		s seashells on the seashore,	
		e she sells seashore shells.	
		0 0.00 00.00 00.00.00	
PHASE 2: MAIN	Follow the b	asic procedures of the community circle time	Pictures and videos of
40MINS	and introduc	e the theme for the week.	past and present leaders
(New Learning			in the community, Big
Including		nversational poster (#14) and some concrete	book
Assessment)	active discus	ated to the theme and engage learners in	
	active discus	SIOH.	
	Call on learn	ers randomly to answer questions or	
		the discussion.	
	Have learner	s talk about the political leaders of the	
	country.	-	
		!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!	
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DATE:	STRAND: My Local Community	
DAY: TUESDAY		
CLASS: KG2	SUB STRAND: Knowing The Special Leaders In Our Community And Country	
CONTENT STANDARD:	INDICATORS: K2.4.3.1.2 K2.4.3.1.4	
K2.4.3.1 Demonstrate understanding and knowledge of the special leaders in our community	PERFORMANCE INDICATOR: ❖ Learners can listen attentively to the teacher-read-aloud of the big book (the chief) which relates to the theme, track words and share lessons learnt on the roles of the chiefs. ❖ Learners can blend individual letter-sound to form one syllabic words.	

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE I:	Engage learners to sing songs and recite some familiar	
STARTER 10 MINS	rhymes.	
(Preparing the Brain	THIRTY DAYCHATH CERTEMBER	
for Learning)	THIRTY DAYS HATH SEPTEMBER	
	Thirty days hath September, April, June and November	
	All the rest are thirty one,	
	Except February alone,	
	Which only has but twenty eight days clear,	
	And twenty nine in each leap year.	
PHASE 2: MAIN	Read aloud the informational text which relates to the	Pictures and videos of
40MINS	theme to the learners (Chiefs and Queen mothers).	past and present
(New Learning	(leaders in the
Including	Check on the K and W before you read the text and	community, Big book
Assessment)	the L after reading.	Community, big book
	K-Ask the learners to say what they already know about the theme. W-Ask them to ask questions about what they want to know about the weeks' theme.	
	Learners listen to the text and answer the questions they asked for the W and also for	
	L- Learners share what they have learnt about the theme. E.g., The Chief is the leader of the community.	
	Teach blending using a game, blend letters to form syllables.	
	Write the individual letters, a consonant and a vowel. Point to each letter slowly and the learners say its sound.	

	Then move your finger slowly under the two sounds, blending the sound together to form a syllable. Say the whole syllable slowly and ask pupils to repeat. Practice this with learners the whole week. 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	
PHASE 3: REFLECTION IOMINS (Learner and Teacher)	Assessment: Put learners into groups to play roles of traditional leaders. Review lesson with Learners by singing songs in relation to it	

DATE:	STRAND: My Local Community
DAY WEDNESDAY	
DAY: WEDNESDAY	
	SUB STRAND: Knowing The Special Leaders In Our Community And Country
CLASS: KG2	
CONTENT STANDARD:	INDICATORS: K2.4.3.1.3 K2.4.3.1.5
K2.4.3.1 Demonstrate	DEDECORMANCE INDICATOR.
understanding and knowledge	PERFORMANCE INDICATOR:
	❖ Learners can use key words about the theme to create meaningful sentences in
of the special leaders in our	real life situation.
community	Learners can create art works inspired by places in our culture and country.

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE I:	Engage learners to sing songs and recite some familiar rhymes.	
STARTER 10 MINS	THE MODELLINA (IN ID. DOTHER) COM	
(Preparing the Brain	THE NORTH WIND DOTH BLOW	
for Learning)	The north wind doth blow and we	
•	shall have snow,	
	And what will pour robin do then,	
	poor thing?	
	He'll sit in a barn and keep himself warm	
	And hide his head under his wing, poor thing.	
PHASE 2: MAIN	List the key words on the board and assist learners to read	Pictures and videos of
40MINS	them. E.g. fly whisk, durbar, chiefs, staff, umbrellas, etc.	past and present
(New Learning		leaders in the
Including	Learners identify the new words on word cards and use them	community, Big book
Assessment)	to form their own sentences. E.g. The pastor is the leader in	, ,
,	my church.	
	Have learners dramatize the role of the various leaders using some of the new words	
	Using a picture, have learners talk about elements in the palace which interests them.	
	Guide them to make a picture of the umbrella and label it nicely.	
	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 on family	
	Assessment: Group learners to make simple artworks.	
PHASE 3: REFLECTION	Review lesson with Learners by singing songs in relation to it	
IOMINS		
(Learner and Teacher)		

DATE:	STRAND: My Local Community	
DAY: THURSDAY		
	SUB STRAND: Knowing The Special Leaders In Our Community	
CLASS: KG2	And Country	
CONTENT STANDARD:	INDICATORS: K2.4.3.1.2 K2.4.3.1.3 K2.4.3.1.6	
K2.4.3.1 Demonstrate	PERFORMANCE INDICATOR:	
understanding and knowledge of the special leaders in our community	Listen attentively to the teacher-read-aloud of the big book (The Chief) which relates to the theme, track words and share lessons learnt on the roles of the chiefs.	
	Use key words about the theme to create meaningful sentences in real life situation.	
	Compare objects based on length and weight of various items and objects.	
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL)		

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE I:	Engage learners to sing songs and recite some familiar	
STARTER 10 MINS	rhymes.	
(Preparing the Brain	DAFFY-DOWN-DILLY	
for Learning)	Daffy-down-dilly	
	Has come to town	
	With a yellow petticoat	
	And a pretty green gown.	
PHASE 2: MAIN	Read aloud the informational text again which relates	Pictures and videos of
40MINS	to the theme to the learners (Chiefs and Queen	past and present
(New Learning	mothers).	leaders in the
Including	Check on the K and W before you read the text and	community, Big book
Assessment)	the L after reading.	
	K-Ask the learners to say what they already know	
	about the theme.	
	W-Ask them to ask questions about what they want	
	to know about the weeks' theme.	
	Learners listen to the text and answer the questions	
	they asked for the W and also for L- Learners share	
	what they have learnt about the theme. E.g., The Chief	
	is the leader of the community.	
	List the key words on the chalk /white board and	
	assist learners to read them. E.g. fly whisk, durbar,	
	chiefs, staff, umbrellas, etc.	
	Learners identify the new words on word cards and	
	use them to form their own sentences. E.g. The imam	
	is the leader of the Muslims.	

	Have learners dramatize the role of the various leaders using some of the new words Learners to compare the length of objects around them and those in the picture and use the words "longer than" and "shorter than" to compare length of various items measured with non-standardized scales.	
	Let learners also compare the weight of some objects around them and use words, "heavier than" and "lighter than".	
	Get them scales and rulers to use and compare the length and height of items measured.	
	Take leaners out of the class to the field for a stretch up.	
	Engage leaners to use any of the play toys available.	
	Make a choice to use any of the learning centers created	
	Listen to a story	
	Assessment: learners use key words about the theme to create meaningful sentences in real life situation	
PHASE 3: REFLECTION IOMINS (Learner and	Review lesson with Learners by singing songs in relation to it	
Teacher)		

DATE:	STRAND: My Local Community
DAY: FRIDAY	
	SUB STRAND: Knowing The Special Leaders In Our Community
CLASS: KG2	And Country
CONTENT STANDARD:	INDICATORS: K2.4.3.1.1 K2.4.3.1.4

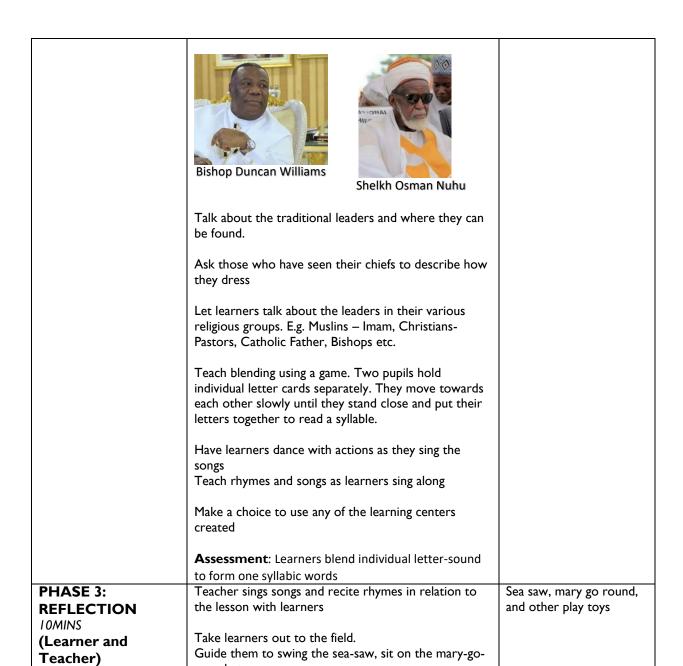
PERFORMANCE INDICATOR:

- Learners can talk about and describe the roles of the traditional and religious leaders in our community.
- Learners can blend individual letter-sound to form one syllabic 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 I:	Engage learners to sing songs and recite some familiar	
STARTER 10 MINS	rhymes.	
(Preparing the Brain	\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	
for Learning)	WAY UP HIGH IN THE APPLE TREE	
	Way up high in the apple tree,	
	Two red apples smiled at me, I shook that trees as hard as I could,	
	,	
	Dooowwwwwwwwn came an apple,	
PHASE 2: MAIN	Mmmmmm, it was good. Display a conversational poster (#14) and some	Pictures and videos of
40MINS	concrete materials related to the theme and engage	
(New Learning	learners in active discussion.	past and present
	real field in active discussion.	leaders in the
Including	Call on learners randomly to answer questions or	community, Big book
Assessment)	contribute to the discussion.	
	Have learners talk about the traditional and religious	
	leaders of the country.	
	Otumfuo Osei Tutu II Aboatia Ofori Panin	
	Yaa Naa Abukari	

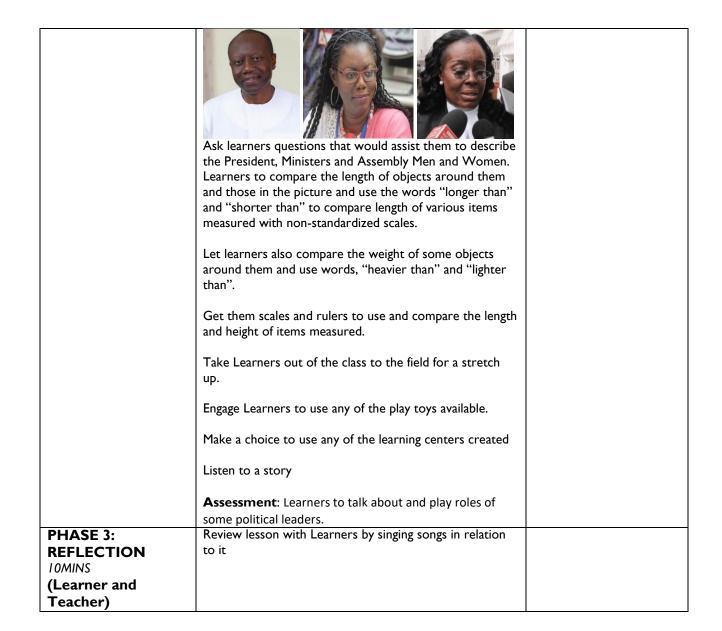


Sing rhymes and songs with learners as they play

round etc.

WEEKLY LESSON PLAN FOR KG 2- WEEK TEN

DATE:	STRAND: My Local Community		
DAY: MONDAY		SUB STRAND: Knowing The Special Leade	ers In Our Community And
CLASS: KG2		Country	or o
CONTENT STANDARD:		INDICATORS: K2.4.3.1.1 K2.4.3.1.6	
K2.4.3.1 Demonstrate		PERFORMANCE INDICATOR:	
understanding and know	ledge of the		color of the political
special leaders in our community		 Learners can talk about and describe the roles of the political, traditional and religious leaders in our community. Learners can compare objects based on length and weight of various items and objects 	
		on and collaboration (CC) Personal Developme	ent and Leadership (PL)
Creativity and Innovation (CI) Critical Th	inking and Problem Solving	
KEY WORDS:			
PHASE/DURATION	ΙFΔRNFR	SACTIVITIES	RESOURCES
THASE/BORATION	LEARNERS	ACTIVITIES	RESOURCES
PHASE I:	Engage learn	ers to sing songs and recite some familiar	
	rhymes.	ers to sing songs and recite some familiar	
STARTER 10 MINS	Triyines.		
(Preparing the Brain	SHE SELLS S	FASHFLLS	
for Learning)			
	She sells seashells by the seashore, The shells she sells are seashells, I'm sure		
	So if she sells seashells on the seashore,		
	Then I'm sur	e she sells seashore shells.	
PHASE 2: MAIN		asic procedures of the community circle time	Pictures and videos of
40MINS	and introduc	e the theme for the week.	past and present leaders
(New Learning	D: 1		in the community, Big
Including		nversational poster (#14) and some concrete	book
Assessment)	materials related to the theme and engage learners in active discussion.		
	active discus	SIOH.	
	Call on learn	ers randomly to answer questions or	
		the discussion.	
		s talk about the political leaders of the	
	country.		



DATE:	STRAND: My Local Community	
DAY: TUESDAY		
CLASS: KG2	SUB STRAND: Knowing The Special Leaders In Our Community And Country	
CONTENT STANDARD:	INDICATORS: K2.4.3.1.2 K2.4.3.1.4	
K2.4.3.1 Demonstrate understanding and knowledge of the special leaders in our community	PERFORMANCE INDICATOR: ❖ Learners can listen attentively to the teacher-read-aloud of the big book (the chief) which relates to the theme, track words and share lessons learnt on the roles of the chiefs. ❖ Learners can blend individual letter-sound to form one syllabic words.	

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE I:	Engage learners to sing songs and recite some familiar	
STARTER 10 MINS	rhymes.	
(Preparing the Brain	THIRTY DAYCHATH CERTEMBER	
for Learning)	THIRTY DAYS HATH SEPTEMBER	
	Thirty days hath September, April, June and November	
	All the rest are thirty one,	
	Except February alone,	
	Which only has but twenty eight days clear,	
	And twenty nine in each leap year.	
PHASE 2: MAIN	Read aloud the informational text which relates to the	Pictures and videos of
40MINS	theme to the learners (Chiefs and Queen mothers).	past and present
(New Learning	(leaders in the
Including	Check on the K and W before you read the text and	community, Big book
Assessment)	the L after reading.	Community, big book
, assessing the same of the sa	K-Ask the learners to say what they already know about the theme.	
	W-Ask them to ask questions about what they want to know about the weeks' theme. Learners listen to the text and answer the questions they asked for the W and also for	
	L- Learners share what they have learnt about the theme. E.g., The Chief is the leader of the community.	
	Teach blending using a game, blend letters to form syllables.	
	Write the individual letters, a consonant and a vowel. Point to each letter slowly and the learners say its sound.	

	Then move your finger slowly under the two sounds, blending the sound together to form a syllable. Say the whole syllable slowly and ask pupils to repeat. Practice this with learners the whole week. Take Learners out of the class to the field for a stretch up. Engage Learners to use any of the play toys available.
	Make a choice to use any of the learning centers created
	Listen to a story
	Assessment: Put learners into groups to play roles of traditional leaders.
PHASE 3:	Review lesson with Learners by singing songs in
REFLECTION	relation to it
IOMINS	
(Learner and	
Teacher)	

DATE:	STRAND: My Local Community
DAY MEDNECOAY	
DAY: WEDNESDAY	
	SUB STRAND: Knowing The Special Leaders In Our Community And Country
CLASS: KG2	
CONTENT STANDARD:	INDICATORS: K2.4.3.1.3 K2.4.3.1.5
K2.4.3.1 Demonstrate	PERFORMANCE INDICATOR:
understanding and knowledge	1
	Learners can use key words about the theme to create meaningful sentences in
of the special leaders in our	real life situation.
community	Learners can create art works inspired by places in our culture and country.
	1

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE I:	Engage learners to sing songs and recite some familiar rhymes.	
STARTER 10 MINS		
(Preparing the Brain	THE NORTH WIND DOTH BLOW	
for Learning)	The north wind doth blow and we	
O,	shall have snow,	
	And what will pour robin do then,	
	poor thing?	
	He'll sit in a barn and keep himself warm	
DUACE 2. MAIN	And hide his head under his wing, poor thing.	Distance of deliberation
PHASE 2: MAIN	List the key words on the board and assist learners to read	Pictures and videos of
40MINS	them. E.g. fly whisk, durbar, chiefs, staff, umbrellas, etc.	past and present
(New Learning	Learners identify the new words on word cards and use them	leaders in the
Including	to form their own sentences. E.g. The pastor is the leader in	community, Big book
Assessment)	my church.	
	my charen.	
	Have learners dramatize the role of the various leaders using	
	some of the new words	
	Using a picture, have learners talk about elements in the palace which interests them.	
	Guide them to make a picture of the umbrella and label it nicely.	
	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 on family	
	Assessment: Group learners to make simple artworks.	
PHASE 3: REFLECTION 10MINS	Review lesson with Learners by singing songs in relation to it	
(Learner and Teacher)		

STRAND: My Local Community	
SUB STRAND: Knowing The Special Leaders In Our Community	
And Country	
INDICATORS: K2.4.3.1.2 K2.4.3.1.3 K2.4.3.1.6	
PERFORMANCE INDICATOR:	
Listen attentively to the teacher-read-aloud of the big book (The Chief) which relates to the theme, track words and share lessons learnt on the roles of the chiefs.	
Use key words about the theme to create meaningful sentences in real life situation.	
Compare objects based on length and weight of various items and objects.	

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE I:	Engage learners to sing songs and recite some familiar	
STARTER 10 MINS	rhymes.	
(Preparing the Brain		
for Learning)	DAFFY-DOWN-DILLY	
	Daffy-down-dilly	
	Has come to town	
	With a yellow petticoat	
PHASE 2: MAIN	And a pretty green gown. Read aloud the informational text again which relates	Pictures and videos of
40MINS	to the theme to the learners (Chiefs and Queen	
(New Learning	mothers).	past and present leaders in the
Including	meanersy.	
Assessment)	Check on the K and W before you read the text and	community, Big book
Assessment	the L after reading.	
	K-Ask the learners to say what they already know	
	about the theme.	
	W-Ask them to ask questions about what they want	
	to know about the weeks' theme.	
	Learners listen to the text and answer the questions	
	they asked for the W and also for L- Learners share	
	what they have learnt about the theme. E.g., The Chief	
	is the leader of the community.	
	List the key words on the chalk /white board and	
	assist learners to read them. E.g. fly whisk, durbar,	
	chiefs, staff, umbrellas, etc.	

Learners identify the new words on word cards and use them to form their own sentences. E.g. The imam is the leader of the Muslims. Have learners dramatize the role of the various leaders using some of the new words Learners to compare the length of objects around them and those in the picture and use the words "longer than" and "shorter than" to compare length of various items measured with non-standardized scales. Let learners also compare the weight of some objects around them and use words, "heavier than" and "lighter than". Get them scales and rulers to use and compare the length and height of items measured. Take leaners out of the class to the field for a stretch up. Engage leaners to use any of the play toys available. Make a choice to use any of the learning centers created Listen to a story **Assessment**: learners use key words about the theme to create meaningful sentences in real life situation PHASE 3: Review lesson with Learners by singing songs in relation to it **REFLECTION IOMINS** (Learner and Teacher)

DATE:	STRAND: My Local Community

DAY: FRIDAY		SUB STRAND: Knowing The Special Lead	ters In Our Community	
CLASS: KG2		And Country	der 3 in Our Community	
CONTENT STANDAR	D:	INDICATORS: K2.4.3.1.1 K2.4.3.1.4		
K2.4.3.1 Demonstrate		PERFORMANCE INDICATOR:		
understanding and know	ledge of	Learners can talk about and describe the	roles of the traditional and	
the special leaders in our	•	religious leaders in our community.		
community		Learners can blend individual letter-soun words.	d to form one syllabic	
		tion and collaboration (CC) Personal Develo	pment and Leadership (PL)	
,	CI) Critical 7	Thinking and Problem Solving		
KEY WORDS:				
PHASE/DURATION	LEARNE	RS ACTIVITIES	RESOURCES	
PHASE I:	Engage lea	rners to sing songs and recite some familiar		
STARTER 10 MINS	rhymes.			
(Preparing the Brain	Thymes.			
for Learning)	WAY UP I	HIGH IN THE APPLE TREE		
101		gh in the apple tree,		
		pples smiled at me,		
		at trees as hard as I could,		
		wwwwwn came an apple,		
PHASE 2: MAIN		n, it was good. conversational poster (#14) and some	Pictures and videos of	
40MINS		naterials related to the theme and engage	past and present	
(New Learning		active discussion.	leaders in the	
Including			community, Big book	
Assessment)		rners randomly to answer questions or to the discussion.	Community, big book	
		ers talk about the traditional and religious		
	leaders of	the country.		

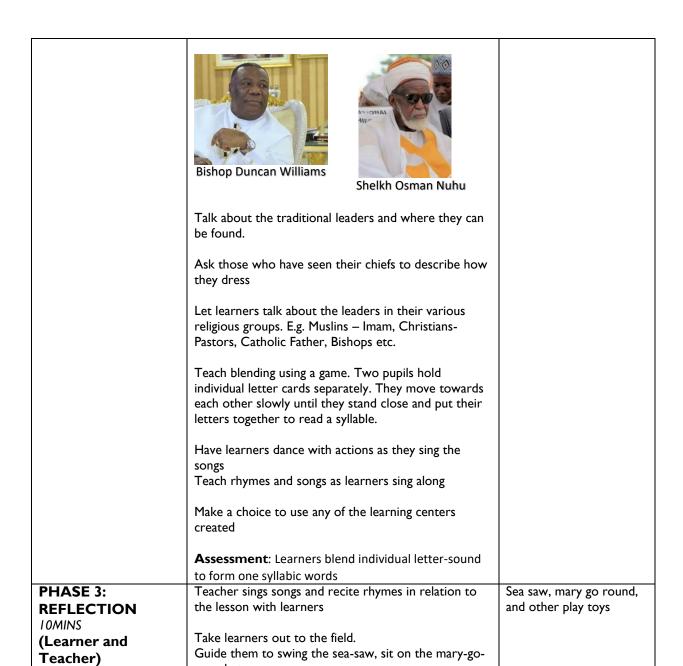




Aboatia Ofori Panin



Yaa Naa Abukari



Sing rhymes and songs with learners as they play

round etc.

WEEKLY LESSON PLAN FOR KG 2- WEEK 11

DATE:	STRAND: My Nation Ghana	
	SUB STRAND: History And Celebration Of Ghana INDICATORS: K2.5.1.1.1 K2.5.1.1.6. PERFORMANCE INDICATOR: Learners talk about activities that are done during 6th March Celebration and listen to historical stories about Ghana's Independence. Learners to prepare an artwork related to the Independence Day and us it for the Kiddies Independence Day celebration. mmunication and collaboration (CC) Personal Development and Leadership (PL) Critical Thinking and Problem Solving	
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE I: STARTER 10 MINS (Preparing the Brain for Learning)	Have learners to sing songs and recite rhymes that relate to the lesson. PUSS IN BOOTS Puss in boots, he searched in vain to find a squeaking	
PHASE 2: MAIN	mouse but heard it squeak time again from somewhere in his house "That little mouse must be somewhere" he said, "about here, sneaking" but it was no mouse he could hear only his old boots squeaking	
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. Show them the Ghana flag and have them prepare their own individual flag with a black star. With a glue, attach sticks to the card.	

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

DATE:	STRAND: My Nation Ghana
DAY: TUESDAY	SUB STRAND: History And Celebration Of Ghana
CLASS: KG2	
CONTENT STANDARD: K2.5.1.1 Demonstrate	INDICATORS: K2.5.1.1.2 K2.5.1.1.3
understanding of history and	PERFORMANCE INDICATOR:
celebrations of Ghana	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.

DULA CE/DUIDA TICC:	LEADNEDS ACTIVITIES	DECOLIDATE
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE I:	Have learners to sing songs and recite rhymes	
STARTER 10 MINS	that relate to the lesson.	
(Preparing the Brain		
for Learning)	CHUBBY CHEEKS	
	Chubby cheeks, dimpled chin,	
	Rosy lips teeth within.	
	Curly hair, very fair.	
	Eyes are blue lovely too.	
	Teachers pet is that you?	
	Yes, yes, yes!	
PHASE 2: MAIN	Teacher follows the read aloud procedure of KWL to	
40MINS	involve the learners actively in the shared reading.	
(New Learning	K Ask learners what they know shout 6th March	
Including	K Ask learners what they know about 6th March celebration	
Assessment)	Celebi ation	
	W: learners should share what they want to know.	
	Read the book pausing often to allow learners to find answers to their questions under (L)	
	Use the new sight and content vocabulary learnt about the Independence Day celebration to construct simple sentences orally in-home languages and English. E.g. Our independence is celebrated on the 6th of March.	
	Dramatize some of the activities that happen on Independence Day. For instance, have Kiddies March past with one of the learners playing the role of the President and others will play different roles.	

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

DATE: STRAND: My Nation Ghana

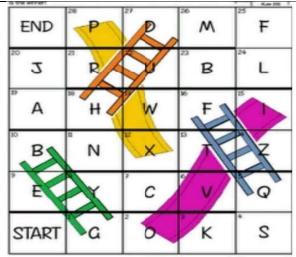
DAY: WEDNESDAY

SUB STRAND: History And Celebration Of Ghana

CLASS: KG2

CONTENT STANDARD	D :	INDICATORS: K2.5.1.1.4 K2.5.1.1.5	
K2.5.1.1 Demonstrate		PERFORMANCE INDICATOR:	
understanding of history celebrations of Ghana	and	Learners can identify the beginning and ending	
celebrations of Ghana		delete and replace the rhyming sounds to get	another rhyming pair.
		Learners to connect letters to spoken words	and identify letters in print
CORE COMPETENCE:	Comm	unication and collaboration (CC) Personal Develop	
		ical Thinking and Problem Solving	
KEY WORDS:	,		
PHASE/DURATION	LEAF	RNERS ACTIVITIES	RESOURCES
PHASE I:	Engage	e learners in the I spy game	
STARTER 10 MINS	Toach	er, begins by saying "I spy with my little eye	
(Preparing the Brain		thing beginning with'/s/ or /t/"	
for Learning)		em has to be something within sight of the	
	learne	ers.	
PHASE 2: MAIN		ers then guess until someone guesses correctly.	
40MINS	Give an example of two syllables that rhyme. e.g [to, mo.]		
(New Learning			
Including	Say the sound and have learners repeat the two words		
Assessment)	that h	ave same rhyming ending.	
,	D	to the activity of the second beautiful and beautiful activity.	
		It the two words slowly again, and have learners t after you. Ask them what they notice about the	
	two words.		
		e the ending vowel and replace with a new vowel	
		to make a new syllable with a different rhyming	
	pair.		
	Replac	ce the o with [a] and we get {ta and ma} Do this	
	for th	ce the o with [a] and we get {ta and ma} Do this e beginning sound too. First delete the /s/ in	
	for the	e beginning sound too. First delete the /s/ in a] and you get [abala], Replace /S/ with /t/ and	
	for the	e beginning sound too. First delete the /s/ in	

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
CLASS: KG2	
CONTENT STANDARD:	INDICATORS : K2.5.1.1.5 K2.5.1.1.7
K2.5.1.1 Demonstrate understanding of history and	PERFORMANCE INDICATOR: ❖ Learners can connect letters to spoken words and identify letters
celebrations of Ghana	in print
	Learners can identify Ghanaian coins and money by name and use
	it to buy and sell in the classroom store.

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE I: STARTER 10 MINS	Put word cards on the table, floor or a bowl.	
(Preparing the Brain for Learning)	Ask a pupil to pick a letter card, read the letter, cover it, turn it over and writes the letter on the board or book. He then picks the card again and show it to the class. The class checks to see if the letter is correct.	
PHASE 2: MAIN	Call learners in turns to go through same process. Draw a grid and write letters the learners have studied so	
(New Learning Including Assessment)	FAT IN IT ON THE FLOOR END P P P M F START G D K S	
	Divide the class into 2, 3, or 4 groups, (the number depends on the number of learners in the class). The rule for the game is that When you call out a word, a volunteer (a child) runs and hops onto the space where the beginning letter of the word is placed on the grid. If the child is correct, the group gets a point. Keep on calling out words and the groups send volunteers to hop on the letter in the box on the floor.	

If the child is incorrect, the group loses the chance and does not get a point. If nobody knows it, you need to demonstrate and hop on the grid and no one gets a point Those who got it wrong will be given the word and the letter to take home and relearn. Select a group to start with. Display the various coins currently being used for transaction in Ghana. Have learners touch, feel and say the features of each coin. Play games with the learners asking them to identify the coins and buying things with them in the classroom store. Take leaners out of the class to the field for a stretch up. Engage leaners to use any of the play toys available. Make a choice to use any of the learning centers created Listen to a story **Assessment**: Engage learners to use the coins to sell and buy things with them in the classroom store PHASE 3: Review lesson with Learners by singing songs in relation to it **REFLECTION IOMINS** (Learner and Teacher)

DATE:	STRAND: My Nation Ghana
DAY: FRIDAY CLASS: KG2	SUB STRAND: History And Celebration Of Ghana
CONTENT STANDARD:	INDICATORS: K2.4.3.1.1 K2.5.1.1.7
K2.5.1.1 Demonstrate	
understanding of history and	PERFORMANCE INDICATOR:
celebrations of Ghana	Learners can talk about and describe the roles of the political, traditional and religious leaders in our community.
	Learners can identify Ghanaian coins and money by name and use
	it to buy and sell in the classroom store.

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE I:	Engage Learners to Play show me a number game with	
STARTER 10 MINS	learners (up to 10), with fingers.	
(Preparing the Brain	T 1 ((1 (10)	
for Learning)	Teacher mentions the number from (1 to 10). Learners then show their fingers up to show the	
	number and clap the number	
PHASE 2: MAIN	Engage learners in a circle time.	
40MINS	Invite learners to talk about Ghana's Independence	
(New Learning	Day. Use questions to guide them as they talk.	
Including		
Assessment)	Other learners must be encouraged and given the	
	opportunity to ask questions freely when their friends are talking about the theme and the roles of the	
	leaders.	
	End by singing the National Anthem and pay attention	
	to the words.	
	The Ghana National Anthem God bless our homeland Ghana,	
	And make our nation great and strong,	
	Bold to defend forever	
	The cause of freedom and of Right.	
	Fill our hearts with true humility,	
	Make us cherish fearless honesty,	
	And help us to resist oppressors' rule	
	With all our will and might evermore.	
	Display the various currency notes currently being	
	used for transaction in Ghana.	
	GHANA O LANGE GOOD TO SEE THE	
	One Cedi Two Cedis	

		1
	Have learners touch, feel and say the features of each note. Play games with the learners asking them to identify	
	the notes and buying things with them in the classroom store.	
	Teach rhymes and songs as learners sing along SOMETHING PASS •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 Have learners dance with actions as they sing the	
	Songs Make a choice to use any of the learning centers	
	created Assessment: Engage learners to use the currency	
DUAGE 3	notes to sell and buy things with them in the classroom store.	<u> </u>
PHASE 3: REFLECTION IOMINS	Teacher sings songs and recite rhymes in relation to the lesson with learners	Sea saw, mary go round, and other play toys
(Learner and Teacher)	Take learners out to the field. Guide them to swing the sea-saw, sit on the mary-goround etc.	

Sing rhymes and songs with learners as they play

WEEKLY LESSON PLAN FOR KG 2- WEEK 12

DATE:	STRAND: My Nation Ghana	
DAY: MONDAY	, and the second	
CLASS: KG2	SUB STRAND: History And Celebration Of Gh	nana
CONTENT STANDARI	D: INDICATORS: K2.5.1.1.1 K2.5.1.1.6.	
K2.5.1.1 Demonstrate		
understanding of history	and PERFORMANCE INDICATOR:	
celebrations of Ghana	Learners talk about activities that are done dui	
	and listen to historical stories about Ghana's I	ndependence.
	Learners to prepare an artwork related to the it for the Kiddies Independence Day celebration	
CORE COMPETENCE:	Communication and collaboration (CC) Personal Develop	
	CI) Critical Thinking and Problem Solving	····-·····
KEY WORDS:	,	
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE I:	Have learners to sing songs and recite rhymes that	
STARTER 10 MINS	relate to the lesson.	
(Preparing the Brain		
for Learning)	PUSS IN BOOTS	
3 ,	Puss in boots, he searched in vain to find a squeaking	
	mouse but heard it squeak time again from somewhere in his house	
	"That little mouse must be somewhere" he said,	
	"about here, sneaking" but it was no mouse he could	
	near only his old boots squeaking	
PHASE 2: MAIN	Use the KWL strategy, during the community circle	
40MINS	time to discuss the theme.	
(New Learning		
Including	The K stands for what the pupils know about Ghana's	
Assessment)	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.	
	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.	
	Show them the Ghana flag and have them prepare their own individual flag with a black star. With a glue, attach sticks to the card.	

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

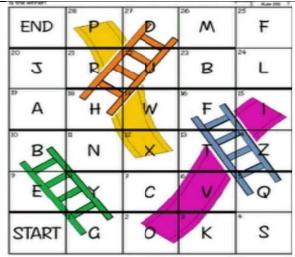
DATE:	STRAND: My Nation Ghana
DAY: TUESDAY	SUB STRAND: History And Celebration Of Ghana
CLASS: KG2	
CONTENT STANDARD: K2.5.1.1 Demonstrate	INDICATORS: K2.5.1.1.2 K2.5.1.1.3
understanding of history and	PERFORMANCE INDICATOR:
celebrations of Ghana	Learners can interact actively with teacher during the 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.

DULA CE/DUIDA TICC:	LEADNEDS ACTIVITIES	DECOLIDATE
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE I:	Have learners to sing songs and recite rhymes	
STARTER 10 MINS	that relate to the lesson.	
(Preparing the Brain		
for Learning)	CHUBBY CHEEKS	
	Chubby cheeks, dimpled chin,	
	Rosy lips teeth within.	
	Curly hair, very fair.	
	Eyes are blue lovely too.	
	Teachers pet is that you?	
	Yes, yes, yes!	
PHASE 2: MAIN	Teacher follows the read aloud procedure of KWL to	
40MINS	involve the learners actively in the shared reading.	
(New Learning	K Aak laamana udaa ahay kaay ahay ahay 6ah Manah	
Including	K Ask learners what they know about 6th March celebration	
Assessment)	Celebi ation	
	W: learners should share what they want to know.	
	Read the book pausing often to allow learners to find answers to their questions under (L)	
	Use the new sight and content vocabulary learnt about the Independence Day celebration to construct simple sentences orally in-home languages and English. E.g. Our independence is celebrated on the 6th of March.	
	Dramatize some of the activities that happen on Independence Day. For instance, have Kiddies March past with one of the learners playing the role of the President and others will play different roles.	

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

DATE:	STRAND: My Nation Ghana
DAY: WEDNESDAY	SLIP STRAND: History And Calabration Of Chang
CLASS: KG2	SUB STRAND: History And Celebration Of Ghana
CONTENT STANDARD:	INDICATORS: K2.5.1.1.4 K2.5.1.1.5
K2.5.1.1 Demonstrate understanding of history and celebrations of Ghana	PERFORMANCE INDICATOR: ❖ Learners can identify the beginning and ending rhyming sounds in words, delete and replace the rhyming sounds to get another rhyming pair.
	Learners to connect letters to spoken words and identify letters in print

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE I: STARTER 10 MINS (Preparing the Brain for Learning)	Engage learners in the I spy game Teacher, begins by saying "I spy with my little eye something beginning with"/s/ or /t/" The item has to be something within sight of the learners.	
	Learners then guess until someone guesses correctly.	
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. 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
CLASS: KG2	,
CONTENT STANDARD:	INDICATORS: K2.5.1.1.5 K2.5.1.1.7
K2.5.1.1 Demonstrate	PERFORMANCE INDICATOR:
understanding of history and celebrations of Ghana	 Learners can connect letters to spoken words and identify letters in print
	Learners can identify Ghanaian coins and money by name and use it to buy and sell in the classroom store.

		1	
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES	
PHASE I:	Dut would could on the table floor on a boul		
STARTER 10 MINS	Put word cards on the table, floor or a bowl.		
(Preparing the Brain	Ask a pupil to pick a letter card, read the letter,		
for Learning)	cover it, turn it over and writes the letter on the		
ioi Leariiiig)	board or book.		
	He then picks the card again and show it to the class.		
	The class checks to see if the letter is correct.		
	Call learners in turns to go through same process.		
PHASE 2: MAIN	Draw a grid and write letters the learners have studied so		
40MINS	far in it on the floor		
(New Learning	END 27 27 28 M 25 F		
Including Assessment)	END M F		
Assessment	20 23 24		
	2 B F		
	A H W F		
	10 10 10		
	BNX		
	ECVQ		
	START G OK S		
	Divide the class into 2, 3, or 4 groups, (the number		
	depends on the number of learners in the class).		
	The rule for the game is that When you call out a word, a		
	volunteer (a child) runs and hops onto the space where		
	the beginning letter of the word is placed on the grid. If the child is correct, the group gets a point.		
	Keep on calling out words and the groups send volunteers		
	to hop on the letter in the box on the floor.		

If the child is incorrect, the group loses the chance and does not get a point. If nobody knows it, you need to demonstrate and hop on the grid and no one gets a point Those who got it wrong will be given the word and the letter to take home and relearn. Select a group to start with. Display the various coins currently being used for transaction in Ghana. Have learners touch, feel and say the features of each coin. Play games with the learners asking them to identify the coins and buying things with them in the classroom store. Take leaners out of the class to the field for a stretch up. Engage leaners to use any of the play toys available. Make a choice to use any of the learning centers created Listen to a story **Assessment**: Engage learners to use the coins to sell and buy things with them in the classroom store PHASE 3: Review lesson with Learners by singing songs in relation to it **REFLECTION IOMINS** (Learner and Teacher)

DATE:	STRAND: My Nation Ghana

DAY: FRIDAY CLASS: KG2	SUB STRAND: History And Celebration Of Ghana
CONTENT STANDARD: K2.5.1.1 Demonstrate	INDICATORS: K2.4.3.1.1 K2.5.1.1.7
understanding of history and celebrations of Ghana	 PERFORMANCE INDICATOR: ↓ Learners can talk about and describe the roles of the political, traditional and religious leaders in our community. ↓ Learners can identify Ghanaian coins and money by name and use it to buy and sell in the classroom store.

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE I:	Engage Learners to Play show me a number game with	
STARTER 10 MINS	learners (up to 10), with fingers.	
(Preparing the Brain	(ap to 10), (that in 80.0)	
for Learning)	Teacher mentions the number from (1 to 10).	
ior Learning)	Learners then show their fingers up to show the	
	number and clap the number	
PHASE 2: MAIN	Engage learners in a circle time.	
40MINS	Invite learners to talk about Ghana's Independence	
(New Learning	Day. Use questions to guide them as they talk.	
Including		
Assessment)	Other learners must be encouraged and given the	
,	opportunity to ask questions freely when their friends	
	are talking about the theme and the roles of the	
	leaders.	
	End by singing the National Anthem and pay attention	
	to the words.	
	The Ghana National Anthem	
	God bless our homeland Ghana,	
	And make our nation great and strong,	
	Bold to defend forever	
	The cause of freedom and of Right.	
	Fill our hearts with true humility,	
	Make us cherish fearless honesty,	
	And help us to resist oppressors' rule	
	With all our will and might evermore.	
	Display the various currency notes currently being	
	used for transaction in Ghana.	
	GHANA GHANA GHANA	
	T 729	
	Amid600	
	One Cedis Two Cedis	
	de la company de	
	The state of the s	
	4 m.ls783 E 7 8 3	
	Five Cedis Ten Cedis (1)	

	Have learners touch, feel and say the features of each note. Play games with the learners asking them to identify the notes and buying things with them in the classroom store. Teach rhymes and songs as learners sing along SOMETHING PASS Something pass Response: something pass through my body to my heart. Something pass Response: something pass through my mouth to my stomach. Lalala laaa Response: lala laa lala lala la la Lololo loo Response: lolo loo lolo lolo lolo lo Have learners dance with actions as they sing the songs Make a choice to use any of the learning centers created Assessment: Engage learners to use the currency notes to sell and buy things with them in the classroom store.	
PHASE 3: REFLECTION	Teacher sings songs and recite rhymes in relation to the lesson with learners	Sea saw, mary go round, and other play toys
(Learner and Teacher)	Take learners out to the field. Guide them to swing the sea-saw, sit on the mary-go-	
i eacher)	round etc. Sing rhymes and songs with learners as they play	