

## 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 card, pictures and videos,   |
| 4     | Values And Beliefs | Our National And Civic Values                                 | K2.3.3.1         | K2.3.3.1.1-6 |   |
| 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 |   |

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| <b>11</b> | 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 |
| <b>12</b> | 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

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| <b>DATE:</b><br><br><b>DAY:</b> MONDAY<br><br><b>CLASS:</b> KG2  | <b>STRAND:</b> VALUES AND BELIEFS<br><br><b>SUB STRAND:</b> OUR PERSONAL VALUES  |   |
| <b>CONTENT STANDARD:</b><br><br>K2.3.1.1 Demonstrate understanding of their personal value in relation to their likes and dislikes.  | <b>INDICATORS:</b> K2.3.1.1.1.   |   |
|  | <b>PERFORMANCE INDICATOR:</b><br>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.   |   |
| <b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving |  |   |
| <b>KEY WORDS:</b>  |  |   |
| <b>PHASE/DURATION</b>  | <b>LEARNERS ACTIVITIES</b>   | <b>RESOURCES</b>  |
| <b>PHASE 1:</b><br><b>STARTER</b> 10 MINS<br><b>(Preparing the Brain for Learning)</b>   | Learners to sing songs and recite rhymes<br><br><u>SOMETHING PASS</u><br>Something pass<br><b>Response:</b> something pass through my body to my heart.<br>Something pass<br><b>Response:</b> something pass through my mouth to my stomach.<br>Lalala laaa<br><b>Response:</b> Lala laa lala lala lala la<br>Lololo loo<br><b>Response:</b> Lolo loo lolo lolo lolo lo  |   |
| <b>PHASE 2: MAIN</b><br>40MINS<br><b>(New Learning Including Assessment)</b>   | Follow basic procedures of the community circle time and introduce the theme for the week.<br><br>Display a conversational poster and some concrete materials related to the theme, Pair learners and have them engage in a conversation about their likes and dislikes.<br><br>Call pairs randomly to role play two friends who meet and converse about their personal values and why.<br><br>Let the whole class discuss the culturally sound values of our society that should transform our character<br><br>Take Learners out of the class to the field for a stretch up.<br><br>Engage Learners to use any of the play toys available.<br><br>Make a choice to use any of the learning centers created | Big book, word card and sentence card, pictures and videos, |

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|   | Listen to a story<br><br><b>Assessment:</b> 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) |  |
| <b>PHASE 3:<br/>REFLECTION</b><br><i>10MINS</i><br><b>(Learner and<br/>Teacher)</b> | Review lesson with Learners by singing songs in relation to it   |  |

| <b>DATE:</b><br><br><b>DAY:</b> TUESDAY<br><br><b>CLASS:</b> KG2   | <b>STRAND:</b> VALUES AND BELIEFS<br><br><b>SUB STRAND:</b> OUR PERSONAL VALUES   |  |
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| <b>CONTENT STANDARD:</b><br>K2.3.1.1 Demonstrate understanding of their personal value in relation to their likes and dislikes.  | <b>INDICATORS:</b> K2.3.1.1.2.  |  |
|  | <b>PERFORMANCE INDICATOR:</b><br>Learners can use illustrations on the cover page and title of Big book to make predictions and answer simple “wh” questions about the text.  |  |
| <b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving |   |  |
| <b>KEY WORDS:</b>  |   |  |
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| PHASE/DURATION   | LEARNERS ACTIVITIES   | RESOURCES  |
| <b>PHASE 1:</b><br><b>STARTER</b> 10 MINS<br><b>(Preparing the Brain for Learning)</b>   | Learners sing songs and recite some familiar rhymes.<br><br><b>"If wishes were horses" Lyrics</b><br>If wishes were horses<br>Beggars would ride:<br>If turnips were watches<br>Would wear one by my side.<br>And if it's and and's were pots and pans,<br>The tinker would never work!   |  |
| <b>PHASE 2: MAIN</b><br>40MINS<br><b>(New Learning Including Assessment)</b>   | Follow the procedure for using the Herringbone strategy as spelt out in K2. 2.4.1.2) as you read a traditional story related to the theme, to learners (The cat' hat).<br><br>Guide learners to share what they learnt from the character in the story.<br><br>Learners pay attention to new words after reading.<br><br>Show the new words to learners after reading and ask them to act them out.<br><br>Learners use vocabulary acquired to create meaningful sentences about the main character.<br><br>Take Learners out of the class to the field for a stretch up.<br><br>Engage Learners to use any of the play toys available.<br><br>Make a choice to use any of the learning centers created<br><br>Listen to a story<br><br><b>Assessment:</b> Have learners to tell stories in turns | Big book, word card and sentence card, pictures and videos |

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| <b>PHASE 3:</b><br><b>REFLECTION</b><br><i>10MINS</i><br><b>(Learner and Teacher)</b> | Review lesson with Learners by singing songs in relation to it |  |
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| <b>DATE:</b>   | <b>STRAND:</b> VALUES AND BELIEFS  |  |
| <b>DAY:</b> WEDNESDAY  | <b>SUB STRAND:</b> OUR PERSONAL VALUES   |  |
| <b>CLASS:</b> KG2  | <b>INDICATORS:</b> K2.3.1.1.3 K2.3.1.1.4   |  |
| <b>CONTENT STANDARD:</b><br>K2.3.1.1 Demonstrate understanding of their personal value in relation to their likes and dislikes.  | <b>PERFORMANCE INDICATOR:</b>  |  |
|  | <ul style="list-style-type: none"> <li>• Learners can randomly identify letters of the alphabet and recognize them in words and names related to the theme and clap the syllables</li> <li>• Learners can write or copy words related to the theme in a self-dictionary or journal</li> </ul>  |  |
| <b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving |  |  |
| <b>KEY WORDS:</b>  |  |  |
| <b>PHASE/DURATION</b>  | <b>LEARNERS ACTIVITIES</b>   | <b>RESOURCES</b>   |
| <b>PHASE 1:</b><br><b>STARTER</b> 10 MINS<br><b>(Preparing the Brain for Learning)</b>   | <p>Play the “Counting the words in a sentence” game.</p> <p>Give the learners a sentence orally. They must tell you the number of words in the sentence.<br/>e.g. the snake is in the grass.<br/>Make it harder by using words with more than one syllable e.g. the teacher rides her bicycle.</p> <p>You can help the children to check the answer by writing the sentence on the board.</p>  |  |
| <b>PHASE 2: MAIN</b><br>40MINS<br><b>(New Learning Including Assessment)</b>   | <p>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 of revising the letters learnt so far, play this game;</p> <p>Put learners in a group and let them win marks for their group.</p> <p>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.”</p> <p>Use only letter-sound the learners have learnt so far.</p> <p>Using the word cards, guide learners to identify and read the key words by sight (recognize and pronounce the word instantly).</p> <p>Write the key words on the board and guide learners to copy them in their self-dictionary books and draw their picture.</p> <p>Take Learners out of the class to the field for a stretch up.</p> | Big book, word card and sentence card, pictures and videos |

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|   | <p>Engage Learners to use any of the play toys available.</p> <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> <p><b>Assessment:</b> let learners read and spell some of the keywords in the lesson</p> |  |
| <p><b>PHASE 3:</b><br/><b>REFLECTION</b><br/><i>10MINS</i><br/><b>(Learner and Teacher)</b></p> | <p>Review lesson with Learners by singing songs in relation to it</p>   |  |



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| <b>DATE:</b>   |  | <b>STRAND:</b> VALUES AND BELIEFS   |  |
| <b>DAY:</b> THURSDAY   |  | <b>SUB STRAND:</b> OUR PERSONAL VALUES  |  |
| <b>CLASS:</b> KG2  |  | <b>INDICATORS:</b> K2.3.1.1.5   |  |
| <b>CONTENT STANDARD:</b><br>K2.3.1.1 Demonstrate understanding of their personal value in relation to their likes and dislikes.  |  | <b>PERFORMANCE INDICATOR:</b><br>Learners can explore with simple tools and materials to create and communicate ideas.  |  |
| <b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving |  |   |  |
| <b>KEY WORDS:</b>  |  |   |  |
| <b>PHASE/DURATION</b>  |  | <b>LEARNERS ACTIVITIES</b>  |  |
| <b>PHASE 1:</b><br><b>STARTER</b> 10 MINS<br><b>(Preparing the Brain for Learning)</b>   |  | Engage learners to play “Sound hunters” game<br><br>Children are split into teams. One from each team is chosen with a toy gun.<br>Teacher calls out a sound, a player must shoot their opponent by saying a word that begins with that sound.<br><br>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   |  |
| <b>PHASE 2: MAIN</b><br>40MINS<br><b>(New Learning Including Assessment)</b>   |  | Using the clay or play dough, have learners mould any object of their choice e.g. fruit(s) a toy etc.<br><br>Use poster colors and brushes to paint their objects appropriately,<br><br>Take learners out of the class to the field for a stretch up.<br><br>Engage learners to use any of the play toys available.<br><br>Make a choice to use any of the learning centers created<br><br>Listen to a story<br><br><b>Assessment:</b> learners to draw and paint 2-D objects in groups |  |
| <b>PHASE 3:</b><br><b>REFLECTION</b><br>10MINS<br><b>(Learner and Teacher)</b>   |  | Review lesson with Learners by singing songs in relation to it  |  |
| <b>RESOURCES</b>   |  | Big book, word card and sentence card, pictures and videos  |  |

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| <b>DATE:</b>   | <b>STRAND:</b> VALUES AND BELIEFS   |  |
| <b>DAY:</b> FRIDAY   | <b>SUB STRAND:</b> OUR PERSONAL VALUES  |  |
| <b>CONTENT STANDARD:</b><br>K2.3.1.1 Demonstrate understanding of their personal value in relation to their likes and dislikes.  | <b>INDICATORS:</b> K2.3.1.1.6   |  |
|  | <b>PERFORMANCE INDICATOR:</b><br>Learners can compose and decompose numbers up to 10 using concrete materials   |  |
| <b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving |   |  |
| <b>KEY WORDS:</b>  |   |  |
| <b>PHASE/DURATION</b>  | <b>LEARNERS ACTIVITIES</b>  | <b>RESOURCES</b>   |
| <b>PHASE 1: STARTER</b> 10 MINS<br><b>(Preparing the Brain for Learning)</b>   | <p>Play “the I am thinking of a name” game.</p> <p>The teacher thinks of a name of a child in the class e.g. princess. They then give clues to help the learners work out whose name it is. At the beginning all the children stand up but they must sit down if the clue does not apply to them. For example<br/> Clue 1- teacher claps the number of syllables in the name (2 for princess)<br/> Clue 2- the name has an /i/ sound in it<br/> Clue 3- the name starts with /p/<br/> Clue 4- this is a girl’s name<br/> Clue 5- the second sound is /r/</p> <p>By this stage there should only princess left and the children will have guessed that it is her name the teacher is describing.</p> |  |
| <b>PHASE 2: MAIN</b> 40MINS<br><b>(New Learning Including Assessment)</b>  | <p>Guide learners to count counters, either bottle tops or sticks from 1 to 10 (Compose).</p> <p>Ask them to form two groups of the 10 counters given to them (decompose) in any manner they want it. E.g. They can break the 10 counters into 5 and 5 or 4 and 6, or 9 and 1.</p> <p>Ask them to put the piles together and check how many they get altogether.</p> <p>Give different numeral cards to small groups of learners and ask them to identify and count objects/counters to match the number.</p> <p>Teach rhymes and songs as learners sing along</p> <p>Have learners dance with actions as they sing the songs</p>   | Big book, word card and sentence card, pictures and videos |

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

## WEEKLY LESSON PLAN FOR KG 2- WEEK TWO

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| <b>DATE:</b>   | <b>STRAND:</b> VALUES AND BELIEFS   |   |
| <b>DAY:</b> MONDAY   | <b>SUB STRAND:</b> MY CULTURAL VALUES   |   |
| <b>CLASS:</b> KG2  | <b>INDICATORS:</b> K2.2.2.1.1 K2.2.2.1.4  |   |
| <b>CONTENT STANDARD:</b><br>K2.2.2.1 Demonstrate understanding of the virtues, good manners and behavior patterns our community values and why.                            | <b>PERFORMANCE INDICATOR:</b>   |   |
|  | <ul style="list-style-type: none"> <li>• Learners can recognize and use appropriate facial expressions, gestures and body language that convey meaning to accompany greetings.</li> <li>• Learners can read, use and copy daily greetings and some culturally appropriate and polite language in their self-dictionary/note book</li> </ul>   |   |
| <b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving |   |   |
| <b>KEY WORDS:</b>  |   |   |
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| <b>PHASE/DURATION</b>  | <b>LEARNERS ACTIVITIES</b>  | <b>RESOURCES</b>  |
| <b>PHASE 1:</b><br><b>STARTER</b> 10 MINS<br><b>(Preparing the Brain for Learning)</b>   | <p>Gather 10 objects that can be found in the classroom and lay them all Out on the desk.</p> <p>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</p>  |   |
| <b>PHASE 2: MAIN</b><br>40MINS<br><b>(New Learning Including Assessment)</b>   | <p>Follow basic procedures of the community circle time (as in K2.1.1.1.1) and introduce the theme for the week.</p> <p>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.</p> <p>Role play different people greeting other people using appropriate cultural acceptable body language.</p> <p>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</p> <p>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.</p> <p>Take Learners out of the class to the field for a stretch up.</p> | Big book, word card and sentence card, pictures and videos, |

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|   | <p>Engage Learners to use any of the play toys available.</p> <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> <p><b>Assessment:</b> Put learners into groups. Let them role play different people greeting other people using appropriate cultural acceptable body language</p> |  |
| <p><b>PHASE 3:</b><br/><b>REFLECTION</b><br/><i>10MINS</i><br/><b>(Learner and Teacher)</b></p> | <p>Review lesson with Learners by singing songs in relation to it</p>  |  |

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| <b>DATE:</b><br><b>DAY:</b> TUESDAY<br><b>CLASS:</b> KG2   |  | <b>STRAND:</b> VALUES AND BELIEFS<br><br><b>SUB STRAND:</b> MY CULTURAL VALUES   |  |
| <b>CONTENT STANDARD:</b><br>K2.2.2.1 Demonstrate understanding of the virtues, good manners and behavior patterns our community values and why.                            |  | <b>INDICATORS:</b> K2.2.2.1.2<br><br><b>PERFORMANCE INDICATOR:</b><br>Learners can use illustrations on the cover page and title of Big book to make predictions and answer simple story map questions on the text.  |  |
| <b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving |  |  |  |
| <b>KEY WORDS:</b>  |  |  |  |
| <b>PHASE/DURATION</b>  |  | <b>LEARNERS ACTIVITIES</b>   |  |
| <b>PHASE 1:</b><br><b>STARTER</b> 10 MINS<br><b>(Preparing the Brain for Learning)</b>   |  | Engage learners to sing songs and recite rhymes.<br><br><b>A B C SONG</b><br>A,B,C,D,E,F,G,H,I,J,K,L,M<br>N,O,P,Q,R,S,T,U,V,W,X,Y,Z.<br>Now I know my ABC's<br>Next time won't you sing with me  |  |
| <b>PHASE 2: MAIN</b><br>40MINS<br><b>(New Learning Including Assessment)</b>   |  | Have learners predict what the story will be using the cover picture and title of the big book.<br><br>Read aloud the narrative story related to the theme and use the Story Map strategy.<br><br>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?<br><br>Learners should identify their favorite characters and explain why they like that character.<br><br>Repeat the pronunciation of the new words encountered in the text after teacher.<br><br>Find the meaning using context and pictures.<br><br>Use vocabulary acquired to construct short meaningful sentences.<br><br>Learners to read the sentences on the board aloud in groups and in turns. |  |
|  |  | Big book, word card and sentence card, pictures and videos,  |  |

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


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| <p><b>DATE:</b></p> <p><b>DAY:</b> WEDNESDAY</p> <p><b>CLASS:</b> KG2</p> | <p><b>STRAND:</b> VALUES AND BELIEFS</p> <p><b>SUB STRAND:</b> MY CULTURAL VALUES</p> |
| <p><b>CONTENT STANDARD:</b></p>   | <p><b>INDICATORS:</b> K2.2.2.1.1</p>  |

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| K2.2.2.1 Demonstrate understanding of the virtues, good manners and behavior patterns our community values and why.  | <b>PERFORMANCE INDICATOR:</b><br>Learners can randomly identify letters of the alphabet and recognize them in words and names related to the theme and clap the syllables.   |   |
| <b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving |  |   |
| <b>KEY WORDS:</b>  |  |   |
| <b>PHASE/DURATION</b>  | <b>LEARNERS ACTIVITIES</b>   | <b>RESOURCES</b>  |
| <b>PHASE 1:</b><br><b>STARTER</b> 10 MINS<br><b>(Preparing the Brain for Learning)</b>   | Engage learners to sing songs and recite rhymes.<br><br><u>ONCE I CAUGHT A FISH ALIVE</u><br>One, two, three, four, five<br>Once I caught a fish alive<br>Six, seven, eight, nine, ten<br>Then I let it go again<br>Why did you let it go?<br>Because it bit my finger so<br>Which finger did it bite?<br>This little finger on my right   |   |
| <b>PHASE 2: MAIN</b><br>40MINS<br><b>(New Learning Including Assessment)</b>   | Show letter cards for learners to make its sound.<br>Use the letter sounds to form words.<br><br>Pick the letter and a word in which the letter is and sound it out.”.<br><br>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.<br>Learners open their eyes and must say which is gone.<br><br>Take Learners out of the class to the field for a stretch up.<br><br>Engage Learners to use any of the play toys available.<br><br>Make a choice to use any of the learning centers created<br><br>Listen to a story on family<br><br><b>Assessment:</b> Display word cards on the teachers table in front of the class. Group class into three or four. | Big book, word card and sentence card, pictures and videos, |



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|  | <p>Invite each leader from the group in turns to face the class with his/her back to the board.<br/>Write a letter on the board for the others to make its sound.<br/>The leader then search through the word cards to identify the letter.</p> |  |
| <p><b>PHASE 3:<br/>REFLECTION</b><br/><i>10MINS</i><br/><b>(Learner and Teacher)</b></p> | <p>Review lesson with Learners by singing songs in relation to it</p>   |  |

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| <p><b>DATE:</b></p> <p><b>DAY:</b> THURSDAY</p> <p><b>CLASS:</b> KG2</p>  | <p><b>STRAND:</b> VALUES AND BELIEFS</p> <p><b>SUB STRAND:</b> MY CULTURAL VALUES</p>  |                  |
| <p><b>CONTENT STANDARD:</b><br/>K2.2.2.1 Demonstrate understanding of the virtues, good manners and behavior patterns our community values and why.</p>                           | <p><b>INDICATORS:</b> K2.2.2.1.5</p> <p><b>PERFORMANCE INDICATOR:</b><br/>Learners can talk about how others make their art work to project good manners in the society.</p>                       |                  |
| <p><b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving</p> |  |                  |
| <p><b>KEY WORDS:</b></p>  |  |                  |
| <b>PHASE/DURATION</b>   | <b>LEARNERS ACTIVITIES</b>   | <b>RESOURCES</b> |
| <p><b>PHASE I:<br/>STARTER</b> <i>10 MINS</i><br/><b>(Preparing the Brain for Learning)</b></p>   | <p>Tell learners a story about yourself on something that happened to you this weekend or you celebrated the Christmas.</p> <p>Call three learners to share similar experience with the class.</p> |                  |

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| <p><b>PHASE 2: MAIN</b><br/>40MINS<br/><b>(New Learning Including Assessment)</b></p> | <p>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.</p> <p>Demonstrate how greeting cards are made;</p>  <p>Provide learners with different writing tools and cards and have them make greeting cards to appreciate their friends and family.</p> <p>Let them copy the polite words in the cards.</p> <p>Take learners out of the class to the field for a stretch up.</p> <p>Engage learners to use any of the play toys available.</p> <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> <p><b>Assessment:</b> let learners display their artworks for appreciation</p> | <p>Big book, word card and sentence card, pictures and videos,</p> |
| <p><b>PHASE 3: REFLECTION</b><br/>10MINS<br/><b>(Learner and Teacher)</b></p>         | <p>Review lesson with Learners by singing songs in relation to it</p>   |  |

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| <b>DATE:</b>   |  | <b>STRAND:</b> VALUES AND BELIEFS   |
| <b>DAY:</b> FRIDAY   |  |   |
| <b>CLASS:</b> KG2  |  | <b>SUB STRAND:</b> MY CULTURAL VALUES   |
| <b>CONTENT STANDARD:</b><br>K2.2.2.1 Demonstrate understanding of the virtues, good manners and behavior patterns our community values and why.                            |  | <b>INDICATORS:</b> K2.2.2.1.6.  |
|  |  | <b>PERFORMANCE INDICATOR:</b><br>Learners can compose and decompose numbers up to 15 using concrete materials |
| <b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving |  |   |
| <b>KEY WORDS:</b>  |  |   |
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| <b>PHASE/DURATION</b>  | <b>LEARNERS ACTIVITIES</b>   | <b>RESOURCES</b>  |
| <b>PHASE 1:</b><br><b>STARTER</b> 10 MINS<br><b>(Preparing the Brain for Learning)</b>   | Play “show me a number” with learners.<br>Teacher writes numbers 1 to 20 on word cards.<br>Mention the number and allow learners to pick and show the number to the whole class.<br><br>Engage learners to sing<br>We k2<br>We can count<br>We count 1,2,3,4,5<br>We count 6,7,8,9,10<br>We k2 can count very well.  |   |
| <b>PHASE 2: MAIN</b><br>40MINS<br><b>(New Learning Including Assessment)</b>   | Have learners identify a number on the numeral chart, count objects up to that number on the card. E.g. Point 15.<br><br>Ask them to share the 15 counters to two people any how they want.<br><br>Ask in what different ways will they share it.<br><br>Have them decompose and compose the 15 counters given to them.<br><br>Scaffold them and support them when they struggle.<br><br>Teach rhymes and songs while learners sing along<br><br>Have learners dance with actions as they sing the songs | Big book, word card and sentence card, pictures and videos,   |

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|   | <p>Make a choice to use any of the learning centers created</p> <p><b>Assessment:</b> have learners to solve the following</p> <ol style="list-style-type: none"> <li>1. <math>11 = \underline{\quad} + \underline{\quad}</math></li> <li>2. <math>12 = \underline{\quad} + \underline{\quad}</math></li> <li>3. <math>13 = \underline{\quad} + \underline{\quad}</math></li> </ol> |  |
| <p><b>PHASE 3:</b><br/><b>REFLECTION</b><br/><i>10MINS</i><br/><b>(Learner and Teacher)</b></p> | <p>Teacher sings songs and recite rhymes in relation to the lesson with learners</p> <p>Take learners out to the field.<br/>Guide them to swing the sea-saw, sit on the mary-go-round etc.</p> <p>Sing rhymes and songs with learners as they play</p>  | <p>Sea saw, mary go round, and other play toys</p> |

## WEEKLY LESSON PLAN FOR KG 2- WEEK THREE

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| <b>DATE:</b>   | <b>STRAND:</b> VALUES AND BELIEFS  |   |
| <b>DAY:</b> MONDAY   | <b>SUB STRAND:</b> OUR NATIONAL AND CIVIC VALUES   |   |
| <b>CLASS:</b> KG2  | <b>INDICATORS:</b> K2.3.2.1.1 K2.3.3.1.3   |   |
| <b>CONTENT STANDARD:</b><br><br>K2.3.3.1 Demonstrate understanding of the values and virtues we need to exhibit as Ghanaian learners.                                      | <b>PERFORMANCE INDICATOR:</b>  |   |
|  | <ul style="list-style-type: none"> <li>• Learners can brainstorm good behaviors and acceptable practices that we should exhibit as Ghanaian learners</li> <li>• Learners can use new vocabulary acquired to create their own drama on how to show themselves as patriotic citizens of their country</li> </ul>   |   |
| <b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving |  |   |
| <b>KEY WORDS:</b>  |  |   |
| <b>PHASE/DURATION</b>  | <b>LEARNERS ACTIVITIES</b>   | <b>RESOURCES</b>  |
| <b>PHASE 1:</b><br><b>STARTER</b> 10 MINS<br><b>(Preparing the Brain for Learning)</b>   | Engage Learners to sing songs and recite rhymes<br><br><b>EVERYBODY ROLL</b><br>Everybody roll, roll, roll (learners roll their arms)<br>Everybody roll, roll, roll(learners roll their arms)<br>Everybody (learners perform action silently)<br>Everybody (learners perform action silently)<br>Everybody roll, roll, roll (learners roll their arms)   |   |
| <b>PHASE 2: MAIN</b><br>40MINS<br><b>(New Learning Including Assessment)</b>   | Have learners form a big circle and introduce the theme for the week.<br><br>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.<br><br>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.<br><br>Discuss what it means to be a good citizen and list civic values that patriotic citizen exhibit.<br><br>Guide learners to use the words acquired to create short drama. | Big book, word card and sentence card, pictures and videos, |

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|   | <p>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.</p> <p>Ask learners why we should respect the National Anthem and the pledge.</p> <p>Take Learners out of the class to the field for a stretch up.</p> <p>Engage Learners to use any of the play toys available.</p> <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> <p><b>Assessment:</b> learners to role play some good behaviors and acceptable practices that we should exhibit as Ghanaian learners.</p> |  |
| <p><b>PHASE 3:</b><br/><b>REFLECTION</b><br/><i>10MINS</i><br/><b>(Learner and Teacher)</b></p> | <p>Review lesson with Learners by singing songs in relation to it</p>  |  |


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| <b>DATE:</b><br><b>DAY:</b> TUESDAY<br><b>CLASS:</b> KG2   |  | <b>STRAND:</b> VALUES AND BELIEFS<br><br><b>SUB STRAND:</b> OUR NATIONAL AND CIVIC VALUES  |
| <b>CONTENT STANDARD:</b><br>K2.3.3.1 Demonstrate understanding of the values and virtues we need to exhibit as Ghanaian learners.  |  | <b>INDICATORS:</b> K2.3.3.1.2<br><br><b>PERFORMANCE INDICATOR:</b><br>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. |
| <b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving |  |  |
| <b>KEY WORDS:</b>  |  |  |
| <b>PHASE/DURATION</b>  | <b>LEARNERS ACTIVITIES</b>   | <b>RESOURCES</b>   |
| <b>PHASE 1:</b><br><b>STARTER</b> 10 MINS<br><b>(Preparing the Brain for Learning)</b>   | Engage Learners to sing songs and recite rhymes<br><br><b><u>POSI, POSI, POSITION</u></b><br>Posi, posi, position<br>To the right position <i>responds:</i> posi- posi, position<br>To the left position <i>Responds:</i> posi- posi, position<br>To the front position posi- posi, posi, position<br>To the back posi –posi, posi, position<br>All the four posi- posi, posi, position (4x)   |  |
| <b>PHASE 2: MAIN</b><br>40MINS<br><b>(New Learning Including Assessment)</b>   | Have learners predict what the story will be using the cover picture and title of the big book.<br><br>Read aloud the narrative story related to the theme (On Kwame Nkrumah) and use the Story Map strategy.<br><br>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?<br><br>Take Learners out of the class to the field for a stretch up.<br><br>Engage Learners to use any of the play toys available.<br><br>Make a choice to use any of the learning centers created<br><br>Listen to a story<br><br><b>Assessment:</b> Have learners to tell stories in turns | Big book, word card and sentence card, pictures and videos,  |
| <b>PHASE 3:</b><br><b>REFLECTION</b><br>10MINS<br><b>(Learner and Teacher)</b>   | Review lesson with Learners by singing songs in relation to it   |  |

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| <p><b>DATE:</b></p> <p><b>DAY:</b> WEDNESDAY</p> <p><b>CLASS:</b> KG2</p>   | <p><b>STRAND:</b> VALUES AND BELIEFS</p> <p><b>SUB STRAND:</b> OUR NATIONAL AND CIVIC VALUES</p>   |  |
| <p><b>CONTENT STANDARD:</b><br/>K2.3.3.1 Demonstrate understanding of the values and virtues we need to exhibit as Ghanaian learners.</p>   | <p><b>INDICATORS:</b> K2.3.3.1.4</p> <p><b>PERFORMANCE INDICATOR:</b><br/>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</p>   |  |
| <p><b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving</p> |  |  |
| <p><b>KEY WORDS:</b></p>  |  |  |
| <p><b>PHASE/DURATION</b></p>  | <p><b>LEARNERS ACTIVITIES</b></p>  | <p><b>RESOURCES</b></p>  |
| <p><b>PHASE 1:</b><br/><b>STARTER</b> 10 MINS<br/><b>(Preparing the Brain for Learning)</b></p>   | <p>Engage Learners to sing songs and recite rhymes</p> <p><b><u>THE WHEELS ON THE BUS</u></b><br/>The wheels on the bus goes round and round<br/>Round and round; round and round<br/>The wheels on the bus goes round and round<br/>All through the town.</p> <p>The dog on the bus goes woof, woof, woof<br/>woof, woof, woof; woof, woof, woof<br/>The dog on the bus goes woof, woof, woof<br/>All day long.<br/><i>(Continue with sounds made by familiar animals)</i></p>  |  |
| <p><b>PHASE 2: MAIN</b><br/>40MINS<br/><b>(New Learning Including Assessment)</b></p>   | <p>Rapidly revise the letter sounds learnt so far.</p> <p>teach the letter-sound for the week.</p> <p>Take Learners out of the class to the field for a stretch up.</p> <p>Engage Learners to use any of the play toys available.</p> <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> <p><b>Assessment:</b> 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.<br/>The person who shoots first wins and stays on.<br/>The loser sits down and another person from</p> | <p>Big book, word card and sentence card, pictures and videos,</p> |



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|   | that team comes up. Whichever team has its player standing at the end wins |  |
| <b>PHASE 3:<br/>REFLECTION</b><br><i>10MINS</i><br><b>(Learner and<br/>Teacher)</b> | Review lesson with Learners by singing songs in relation to it             |  |

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| <b>DATE:</b><br><br><b>DAY:</b> THURSDAY | <b>STRAND:</b> VALUES AND BELIEFS |
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| <b>CLASS:</b> KG2  |   | <b>SUB STRAND:</b> OUR NATIONAL AND CIVIC VALUES  |
| <b>CONTENT STANDARD:</b><br>K2.3.3.1 Demonstrate understanding of the values and virtues we need to exhibit as Ghanaian learners.  |   | <b>INDICATORS:</b> K2.3.3.1.5   |
|  |   | <b>PERFORMANCE INDICATOR:</b><br>Learners can recognize and talk about some national art works of our country |
| <b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving |   |   |
| <b>KEY WORDS:</b>  |   |   |
| <b>PHASE/DURATION</b>  | <b>LEARNERS ACTIVITIES</b>  | <b>RESOURCES</b>  |
| <b>PHASE I:</b><br><b>STARTER</b> 10 MINS<br><b>(Preparing the Brain for Learning)</b>   | Engage Learners to sing songs and recite rhymes<br><br><b><u>Humpty Dumpty</u></b><br>Humpty Dumpty sat on the wall,<br>Humpty Dumpty had a great fall,<br>All the kings horses and<br>all the kings men,<br>Couldn't put dumpty together again.  |   |
| <b>PHASE 2: MAIN</b><br>40MINS<br><b>(New Learning Including Assessment)</b>   | Take learners outside to observe the national flag of Ghana.<br><br>Let learners draw and color or paint the flag of Ghana.<br><br><br><br>Take learners out of the class to the field for a stretch up.<br><br>Engage learners to use any of the play toys available.<br><br>Make a choice to use any of the learning centers created<br><br>Listen to a story<br><br><b>Assessment:</b> learners to hang their drawings in the classroom for appreciation. | Big book, word card and sentence card, pictures and videos,   |

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| <b>PHASE 3:<br/>REFLECTION</b><br><i>10MINS</i><br><b>(Learner and<br/>Teacher)</b> | Review lesson with Learners by singing songs in relation to it |  |
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| <b>DATE:</b>   |  | <b>STRAND:</b> VALUES AND BELIEFS  |
| <b>DAY:</b> FRIDAY   |  |  |
| <b>CLASS:</b> KG2  |  |  |
| <b>CONTENT STANDARD:</b><br>K2.3.3.1 Demonstrate understanding of the values and virtues we need to exhibit as Ghanaian learners.  |  | <b>INDICATORS:</b>   |
|  |  | <b>PERFORMANCE INDICATOR:</b><br>Learners can recognize and describe some simple repeating non numerical patterns (up to a repetition of 3, 1, 2 pattern). |
| <b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving |  |  |
| <b>KEY WORDS:</b>  |  |  |
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| <b>PHASE/DURATION</b>  | <b>LEARNERS ACTIVITIES</b>   | <b>RESOURCES</b>   |
| <b>PHASE 1:</b><br><b>STARTER</b> 10 MINS<br><b>(Preparing the Brain for Learning)</b>   | Engage learners to sing<br><br>I'm counting one, what is one<br><ul style="list-style-type: none"> <li>• 1 - One is one alone, alone it shall be.</li> <li>• 2 - Two pair, two pair come pair let us pair</li> <li>• 3 - Turn around</li> <li>• 4 - Follow me</li> <li>• 5 - Fire</li> <li>• 6 - Sister</li> <li>• 7 - Savior</li> <li>• 8 - Eat more fruits</li> <li>• 9 - Nana Yaw</li> <li>• 10 - Thank your God</li> </ul>   |  |
| <b>PHASE 2: MAIN</b><br>40MINS<br><b>(New Learning Including Assessment)</b>   | Guide learners to identify the numbers on cards, arrange them and let them continue the pattern you started. E.g. 1, 3 5, 7...<br><br>Have learners identify patterns and arrange numeral cards in a particular order and read.<br><br>Teach rhymes and songs as learners sing along<br><br>Have learners dance with actions as they sing the songs<br><br>Make a choice to use any of the learning centers created<br><br><b>Assessment:</b> 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. | Big book, word card and sentence card, pictures and videos,  |

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| <p><b>PHASE 3:</b><br/><b>REFLECTION</b><br/><i>10MINS</i><br/><b>(Learner and Teacher)</b></p> | <p>Teacher sings songs and recite rhymes in relation to the lesson with learners</p> <p>Take learners out to the field.<br/>Guide them to swing the sea-saw, sit on the mary-go-round etc.</p> <p>Sing rhymes and songs with learners as they play</p> | <p>Sea saw, mary go round, and other play toys</p> |
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## WEEKLY LESSON PLAN FOR KG 2- WEEK FOUR

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| <b>DATE:</b><br><b>DAY:</b> MONDAY<br><b>CLASS:</b> KG2  |  | <b>STRAND:</b> VALUES AND BELIEFS<br><br><b>SUB STRAND:</b> OUR NATIONAL AND CIVIC VALUES  |
| <b>CONTENT STANDARD:</b><br><br>K2.3.3.1 Demonstrate understanding of the values and virtues we need to exhibit as Ghanaian learners.                                      |  | <b>INDICATORS:</b> K2.3.2.1.1 K2.3.3.1.3<br><br><b>PERFORMANCE INDICATOR:</b> <ul style="list-style-type: none"> <li>• Learners can brainstorm good behaviors and acceptable practices that we should exhibit as Ghanaian learners</li> <li>• Learners can use new vocabulary acquired to create their own drama on how to show themselves as patriotic citizens of their country</li> </ul> |
| <b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving |  |  |
| <b>KEY WORDS:</b>  |  |  |
| <b>PHASE/DURATION</b>  | <b>LEARNERS ACTIVITIES</b>   | <b>RESOURCES</b>   |
| <b>PHASE 1:</b><br><b>STARTER</b> 10 MINS<br><b>(Preparing the Brain for Learning)</b>   | Engage Learners to sing songs and recite rhymes<br><br><b>EVERYBODY ROLL</b><br>Everybody roll, roll, roll (learners roll their arms)<br>Everybody roll, roll, roll(learners roll their arms)<br>Everybody (learners perform action silently)<br>Everybody (learners perform action silently)<br>Everybody roll, roll, roll (learners roll their arms)   |  |
| <b>PHASE 2: MAIN</b><br>40MINS<br><b>(New Learning Including Assessment)</b>   | Have learners form a big circle and introduce the theme for the week.<br><br>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.<br><br>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.<br><br>Discuss what it means to be a good citizen and list civic values that patriotic citizen exhibit.<br><br>Guide learners to use the words acquired to create short drama. | Big book, word card and sentence card, pictures and videos,  |

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|  | <p>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.</p> <p>Ask learners why we should respect the National Anthem and the pledge.</p> <p>Take Learners out of the class to the field for a stretch up.</p> <p>Engage Learners to use any of the play toys available.</p> <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> <p><b>Assessment:</b> learners to role play some good behaviors and acceptable practices that we should exhibit as Ghanaian learners.</p> |  |
| <p><b>PHASE 3:<br/>REFLECTION</b><br/><i>10MINS</i><br/><b>(Learner and<br/>Teacher)</b></p> | <p>Review lesson with Learners by singing songs in relation to it</p>  |  |


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| <b>DATE:</b><br><b>DAY:</b> TUESDAY<br><b>CLASS:</b> KG2   |  | <b>STRAND:</b> VALUES AND BELIEFS<br><br><b>SUB STRAND:</b> OUR NATIONAL AND CIVIC VALUES  |
| <b>CONTENT STANDARD:</b><br>K2.3.3.1 Demonstrate understanding of the values and virtues we need to exhibit as Ghanaian learners.  |  | <b>INDICATORS:</b> K2.3.3.1.2<br><br><b>PERFORMANCE INDICATOR:</b><br>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. |
| <b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving |  |  |
| <b>KEY WORDS:</b>  |  |  |
| <b>PHASE/DURATION</b>  | <b>LEARNERS ACTIVITIES</b>   | <b>RESOURCES</b>   |
| <b>PHASE 1:</b><br><b>STARTER</b> 10 MINS<br><b>(Preparing the Brain for Learning)</b>   | Engage Learners to sing songs and recite rhymes<br><br><b><u>POSI, POSI, POSITION</u></b><br>Posi, posi, position<br>To the right position <i>responds:</i> posi- posi, position<br>To the left position <i>Responds:</i> posi- posi, position<br>To the front position posi- posi, posi, position<br>To the back posi –posi, posi, position<br>All the four posi- posi, posi, position (4x)   |  |
| <b>PHASE 2: MAIN</b><br>40MINS<br><b>(New Learning Including Assessment)</b>   | Have learners predict what the story will be using the cover picture and title of the big book.<br><br>Read aloud the narrative story related to the theme (On Kwame Nkrumah) and use the Story Map strategy.<br><br>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?<br><br>Take Learners out of the class to the field for a stretch up.<br><br>Engage Learners to use any of the play toys available.<br><br>Make a choice to use any of the learning centers created<br><br>Listen to a story<br><br><b>Assessment:</b> Have learners to tell stories in turns | Big book, word card and sentence card, pictures and videos,  |
| <b>PHASE 3:</b><br><b>REFLECTION</b><br>10MINS<br><b>(Learner and Teacher)</b>   | Review lesson with Learners by singing songs in relation to it   |  |



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| <b>DATE:</b>   |   | <b>STRAND:</b> VALUES AND BELIEFS   |
| <b>DAY:</b> WEDNESDAY  |   | <b>SUB STRAND:</b> OUR NATIONAL AND CIVIC VALUES  |
| <b>CLASS:</b> KG2  |   |   |
| <b>CONTENT STANDARD:</b><br>K2.3.3.1 Demonstrate understanding of the values and virtues we need to exhibit as Ghanaian learners.  |   | <b>INDICATORS:</b> K2.3.3.1.4   |
|  |   | <b>PERFORMANCE INDICATOR:</b><br>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 |
| <b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving |   |   |
| <b>KEY WORDS:</b>  |   |   |
| <b>PHASE/DURATION</b>  | <b>LEARNERS ACTIVITIES</b>  | <b>RESOURCES</b>  |
| <b>PHASE 1: STARTER</b> 10 MINS<br><b>(Preparing the Brain for Learning)</b>   | Engage Learners to sing songs and recite rhymes<br><br><b><u>THE WHEELS ON THE BUS</u></b><br>The wheels on the bus goes round and round<br>Round and round; round and round<br>The wheels on the bus goes round and round<br>All through the town.<br><br>The dog on the bus goes woof, woof, woof<br>woof, woof, woof; woof, woof, woof<br>The dog on the bus goes woof, woof, woof<br>All day long.<br><i>(Continue with sounds made by familiar animals)</i>  |   |
| <b>PHASE 2: MAIN</b> 40MINS<br><b>(New Learning Including Assessment)</b>  | Rapidly revise the letter sounds learnt so far.<br><br>teach the letter-sound for the week.<br><br>Take Learners out of the class to the field for a stretch up.<br><br>Engage Learners to use any of the play toys available.<br><br>Make a choice to use any of the learning centers created<br><br>Listen to a story<br><br><b>Assessment:</b> 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.<br>The person who shoots first wins and stays on.<br>The loser sits down and another person from | Big book, word card and sentence card, pictures and videos,   |

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|   | that team comes up. Whichever team has its player standing at the end wins |  |
| <b>PHASE 3:<br/>REFLECTION</b><br><i>10MINS</i><br><b>(Learner and<br/>Teacher)</b> | Review lesson with Learners by singing songs in relation to it             |  |

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| <b>DATE:</b>   | <b>STRAND:</b> VALUES AND BELIEFS   |
| <b>DAY:</b> THURSDAY   | <b>SUB STRAND:</b> OUR NATIONAL AND CIVIC VALUES  |
| <b>CLASS:</b> KG2  |   |
| <b>CONTENT STANDARD:</b><br>K2.3.3.1 Demonstrate understanding of the values and virtues we need to exhibit as Ghanaian learners.  | <b>INDICATORS:</b> K2.3.3.1.5   |
|  | <b>PERFORMANCE INDICATOR:</b><br>Learners can recognize and talk about some national art works of our country |
| <b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving |   |
| <b>KEY WORDS:</b>  |   |

| <b>PHASE/DURATION</b>  | <b>LEARNERS ACTIVITIES</b>  | <b>RESOURCES</b>  |
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| <b>PHASE 1:</b><br><b>STARTER</b> 10 MINS<br><b>(Preparing the Brain for Learning)</b> | Engage Learners to sing songs and recite rhymes<br><br><b>Humpty Dumpty</b><br>Humpty Dumpty sat on the wall,<br>Humpty Dumpty had a great fall,<br>All the kings horses and<br>all the kings men,<br>Couldn't put dumpty together again.   |   |
| <b>PHASE 2: MAIN</b><br>40MINS<br><b>(New Learning Including Assessment)</b>           | Take learners outside to observe the national flag of Ghana.<br><br>Let learners draw and color or paint the flag of Ghana.<br><br><br><br>Take learners out of the class to the field for a stretch up.<br><br>Engage learners to use any of the play toys available.<br><br>Make a choice to use any of the learning centers created | Big book, word card and sentence card, pictures and videos, |

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|   | Listen to a story<br><br><b>Assessment:</b> learners to hang their drawings in the classroom for appreciation. |  |
| <b>PHASE 3:<br/>REFLECTION</b><br><i>10MINS</i><br><b>(Learner and<br/>Teacher)</b> | Review lesson with Learners by singing songs in relation to it   |  |

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| <b>DATE:</b>   | <b>STRAND:</b> VALUES AND BELIEFS  |   |
| <b>DAY:</b> FRIDAY   | <b>SUB STRAND:</b> OUR NATIONAL AND CIVIC VALUES   |   |
| <b>CLASS:</b> KG2  |  |   |
| <b>CONTENT STANDARD:</b><br>K2.3.3.1 Demonstrate understanding of the values and virtues we need to exhibit as Ghanaian learners.  | <b>INDICATORS:</b>   |   |
|  | <b>PERFORMANCE INDICATOR:</b><br>Learners can recognize and describe some simple repeating non numerical patterns (up to a repetition of 3, 1, 2 pattern).   |   |
| <b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving |  |   |
| <b>KEY WORDS:</b>  |  |   |
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| <b>PHASE/DURATION</b>  | <b>LEARNERS ACTIVITIES</b>   | <b>RESOURCES</b>  |
| <b>PHASE 1:</b><br><b>STARTER</b> 10 MINS<br><b>(Preparing the Brain for Learning)</b>   | Engage learners to sing<br><br>I'm counting one, what is one<br><ul style="list-style-type: none"> <li>• 1 - One is one alone, alone it shall be.</li> <li>• 2 - Two pair, two pair come pair let us pair</li> <li>• 3 - Turn around</li> <li>• 4 - Follow me</li> <li>• 5 - Fire</li> <li>• 6 - Sister</li> <li>• 7 - Savior</li> <li>• 8 - Eat more fruits</li> <li>• 9 - Nana Yaw</li> <li>• 10 - Thank your God</li> </ul>   |   |
| <b>PHASE 2: MAIN</b><br>40MINS<br><b>(New Learning Including Assessment)</b>   | Guide learners to identify the numbers on cards, arrange them and let them continue the pattern you started. E.g. 1, 3 5, 7...<br><br>Have learners identify patterns and arrange numeral cards in a particular order and read.<br><br>Teach rhymes and songs as learners sing along<br><br>Have learners dance with actions as they sing the songs<br><br>Make a choice to use any of the learning centers created<br><br><b>Assessment:</b> 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. | Big book, word card and sentence card, pictures and videos, |

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| <p><b>PHASE 3:<br/>REFLECTION</b><br/><i>10MINS</i><br/><b>(Learner and<br/>Teacher)</b></p> | <p>Teacher sings songs and recite rhymes in relation to the lesson with learners</p> <p>Take learners out to the field.<br/>Guide them to swing the sea-saw, sit on the mary-go-round etc.</p> <p>Sing rhymes and songs with learners as they play</p> | <p>Sea saw, mary go round,<br/>and other play toys</p> |
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## WEEKLY LESSON PLAN FOR KG 2- WEEK FIVE

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| <b>DATE:</b>   |   | <b>STRAND:</b> VALUES AND BELIEFS  |
| <b>DAY:</b> MONDAY   |   |  |
| <b>CLASS:</b> KG2  |   | <b>SUB STRAND:</b> OUR BELIEFS   |
| <b>CONTENT STANDARD:</b><br>K2.3.4.1 Demonstrate understanding of relating well with people with different beliefs.  |   | <b>INDICATORS:</b> K2.3.4.1.1  |
|  |   | <b>PERFORMANCE INDICATOR:</b><br>Learners can describe why and how to relate well with everyone regardless of their culture, language or belief. |
| <b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving |   |  |
| <b>KEY WORDS:</b>  |   |  |
| <b>PHASE/DURATION</b>  | <b>LEARNERS ACTIVITIES</b>  | <b>RESOURCES</b>   |
| <b>PHASE 1:</b><br><b>STARTER</b> 10 MINS<br><b>(Preparing the Brain for Learning)</b>   | Engage Learners to sing songs and recite familiar rhymes<br><br><u>HELLO HELLO</u><br>Hello, hello<br>How are you today?<br>Hello my friend<br>Would you like to play?<br>Hello to you<br>How have you been?<br>Hello to you<br>Would you like to be friends?<br>It's so nice to see you<br>Rain or shine<br>Now it's time to say goodbye<br>Hello again!   |  |
| <b>PHASE 2: MAIN</b><br>40MINS<br><b>(New Learning Including Assessment)</b>   | Community Circle time: Follow basic procedures of the community circle time (as in K2.1.1.1.1) and introduce the theme for the week.<br><br>Display a conversational poster and some concrete materials related to the theme and engage learners in active discussion.<br><br>Call on learners randomly to answer questions or contribute to the discussion.<br><br>Discuss the different kinds of people we live with and the need to behave appropriately towards all humans.<br><br>Sort and group learners according to their tribes or language spoken; let each child pick a friend from a different group and exchange pleasantries.<br><br>Let learners count the members in each group and represent it with a model number. | Big book, word card and sentence card, pictures and videos   |

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



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| <b>DATE:</b>   | <b>STRAND:</b> VALUES AND BELIEFS  |  |
| <b>DAY:</b> TUESDAY  | <b>SUB STRAND:</b> OUR BELIEFS   |  |
| <b>CONTENT STANDARD:</b><br>K2.3.4.1 Demonstrate understanding of relating well with people with different beliefs.  | <b>INDICATORS:</b> K2.3.4.1.2  |  |
|  | <b>PERFORMANCE INDICATOR:</b><br>Learners can use illustrations in a Big book to make predictions and answer simple story map questions about the text.  |  |
| <b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving |  |  |
| <b>KEY WORDS:</b>  |  |  |
| <b>PHASE/DURATION</b>  | <b>LEARNERS ACTIVITIES</b>   | <b>RESOURCES</b>   |
| <b>PHASE 1:</b><br><b>STARTER</b> 10 MINS<br><b>(Preparing the Brain for Learning)</b>   | Have learners to sing songs and recite familiar rhymes.<br><br><u>ROUND AND ROUND THE GARDEN</u><br>Round and round the garden<br>Like a teddy bear,<br>One step, two step,<br>Tickle you under there  |  |
| <b>PHASE 2: MAIN</b><br>40MINS<br><b>(New Learning Including Assessment)</b>   | Take learners through a few pages of a big book (picture walk).<br><br>Have learners predict what the story will be, using the pictures in the book.<br><br>Read aloud the narrative story related to the theme (Little David and Goliath).<br><br>Use the Story Map strategy (follow procedure as in Appendix 1, K2.3.2.1.3).<br><br>Learners answer the story map questions.<br>E.g. i. <i>What is the setting of the story?</i><br>ii. <i>who are the characters?</i><br>iii. <i>what is the problem in the story?</i><br>iv. <i>what did the character(s) do to solve the problem?</i> v. <i>How was the problem solved?</i><br><br>Focus on what we can learn from the biblical character.<br><br>Write level appropriate words in the air, sand, on their arms and in their ruled books and read.<br><br>Let learners count the number of sounds in each word and represent them with model numbers.<br><br>Learners to arrange the numbers in order on the floor or on the table. | Big book, word card and sentence card, pictures and videos |

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|  | <p>Call learners to take out specified numbers as you mention them.</p> <p>Take Learners out of the class to the field for a stretch up.</p> <p>Engage Learners to use any of the play toys available.</p> <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> <p><b>Assessment:</b> Have learners to tell the story they heard in turns</p> |  |
| <p><b>PHASE 3:<br/>REFLECTION</b><br/><i>10MINS</i><br/><b>(Learner and<br/>Teacher)</b></p> | <p>Review lesson with Learners by singing songs in relation to it</p>   |  |

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| <b>DATE:</b>   |   | <b>STRAND:</b> VALUES AND BELIEFS  |
| <b>DAY:</b> WEDNESDAY  |   |  |
| <b>CLASS:</b> KG2  |   |  |
| <b>CONTENT STANDARD:</b><br>K2.3.4.1 Demonstrate understanding of relating well with people with different beliefs.  |   | <b>INDICATORS:</b> K2.3.4.1.3  |
|  |   | <b>PERFORMANCE INDICATOR:</b><br>Learners can read level-appropriate sight words from the big book |
| <b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving |   |  |
| <b>KEY WORDS:</b>  |   |  |
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| <b>PHASE/DURATION</b>  | <b>LEARNERS ACTIVITIES</b>  | <b>RESOURCES</b>   |
| <b>PHASE 1:</b><br><b>STARTER</b> 10 MINS<br><b>(Preparing the Brain for Learning)</b>   | Have learners to sing songs and recite familiar rhymes.<br><br><u>PETER PIPER</u><br>Peter Piper picked a peck of pickled peppers,<br>A peck of pickled peppers Peter Piper picked;<br>If peter piper picked a peck of pickled peppers,<br>Where's the peck of pickled peppers Peter Piper picked?  |  |
| <b>PHASE 2: MAIN</b><br>40MINS<br><b>(New Learning Including Assessment)</b>   | Display sight words on word cards and guide learners to read<br><br>Have them look for the sight words from the big book and guide learners to use the words to form short and simple sentences.<br><br>Copy words in the exercise book.<br><br>Write level appropriate content vocabulary in their ruled exercised books and read them to each other.<br><br>Take Learners out of the class to the field for a stretch up.<br><br>Engage Learners to use any of the play toys available.<br><br>Make a choice to use any of the learning centers created<br><br>Listen to a story on family<br><br><b>Assessment:</b> Have learners to read the sight words on the chart in turns. | Big book, word card and sentence card, pictures and videos   |

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|  | 1<br>big  | 2<br>into | 3<br>my     | 4<br>like | 5<br>all    | 6<br>look |  |
|  | 1<br>into | 2<br>here | 3<br>little | 4<br>she  | 5<br>into   | 6<br>like |  |
|  | 1<br>she  | 2<br>big  | 3<br>at     | 4<br>like | 5<br>my     | 6<br>she  |  |
|  | 1<br>at   | 2<br>all  | 3<br>look   | 4<br>here | 5<br>little | 6<br>at   |  |
|  | 1<br>into | 2<br>my   | 3<br>like   | 4<br>she  | 5<br>big    | 6<br>here |  |
|  | 1<br>look | 2<br>here | 3<br>little | 4<br>into | 5<br>all    | 6<br>like |  |

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| <p><b>PHASE 3:</b><br/><b>REFLECTION</b><br/><i>10MINS</i><br/><b>(Learner and Teacher)</b></p> | <p>Review lesson with Learners by singing songs in relation to it</p> |  |
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| <b>DATE:</b>   |  | <b>STRAND:</b> VALUES AND BELIEFS  |
| <b>DAY:</b> THURSDAY   |  | <b>SUB STRAND:</b> OUR BELIEFS   |
| <b>CLASS:</b> KG2  |  |  |
| <b>CONTENT STANDARD:</b><br>K2.3.4.1 Demonstrate understanding of relating well with people with different beliefs.  |  | <b>INDICATORS:</b> K2.3.4.1.4.   |
|  |  | <b>PERFORMANCE INDICATOR:</b><br>Learners connect spoken words and sounds to letters in a playful way. |
| <b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving |  |  |
| <b>KEY WORDS:</b>  |  |  |
| <b>PHASE/DURATION</b>  | <b>LEARNERS ACTIVITIES</b>   | <b>RESOURCES</b>   |
| <b>PHASE 1:</b><br><b>STARTER</b> 10 MINS<br><b>(Preparing the Brain for Learning)</b>   | <p>Have learners to play games, sing songs and recite rhymes that relate to the lesson.</p> <p>Teacher begins by saying "I spy with my little eye something beginning with.... (letter sound)</p> <p>The item has to be something within sight of the learners.</p> <p>Learners guess until someone guesses correctly.</p>   |  |
| <b>PHASE 2: MAIN</b><br>40MINS<br><b>(New Learning Including Assessment)</b>   | <p>Practice letter ladder-game Draw a grid on the floor of the classroom or outside.</p> <p>Write letters the learners have learnt so far in the grid on the floor which looks like this. a k f D s b m O p h k H</p> <div style="text-align: center;"> <pre> graph TD     A((A)) --- K1[K]     K1 --- F[F]     K1 --- D[D]     F --- S[S]     D --- S     S --- B[B]     S --- M[M]     B --- O((O))     M --- O     O --- P[P]     O --- H1[H]     P --- K2((K))     H1 --- K2     H1 --- H2((H))     K2 --- H2 </pre> </div> <p>Divide the class into 2, 3, 4 groups (this depends on the number of learners in the class).</p> | Big book, word card and sentence card, pictures and videos   |

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|  | <p>Read the sounds and call on the group to send a volunteer to jump/hop on the letter in the box on the floor.</p> <p>If the child is correct, the group gets a point.</p> <p>If the child is incorrect, the group loses their turn/ chance and does not get a point.</p> <p>It moves to another group.</p> <p>If nobody knows it, the teacher needs to demonstrate and hop on the grid and no one get a point.</p> <p>Select a group to start with.</p> <p>Let learners count the number of letter sounds in the grid.</p> <p>Take learners out of the class to the field for a stretch up.</p> <p>Engage learners to use any of the play toys available.</p> <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> <p><b>Assessment:</b> Learners stand at the start line. Teacher calls out 'if you have a /t/ in your name step forward' or 'if your name begins with /f/ step forward'. The person to get to the finish line wins.</p> |  |
| <p><b>PHASE 3:<br/>REFLECTION</b><br/><i>10MINS</i><br/><b>(Learner and<br/>Teacher)</b></p> | <p>Review lesson with Learners by singing songs in relation to it</p>   |  |

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| <b>DATE:</b>   |  | <b>STRAND:</b> VALUES AND BELIEFS  |
| <b>DAY:</b> FRIDAY   |  | <b>SUB STRAND:</b> OUR BELIEFS   |
| <b>CLASS:</b> KG2  |  |  |
| <b>CONTENT STANDARD:</b><br>K2.3.4.1 Demonstrate understanding of relating well with people with different beliefs.  |  | <b>INDICATORS:</b> K2.3.4.1.5 K2.3.4.1.6   |
|  |  | <b>PERFORMANCE INDICATOR:</b> <ul style="list-style-type: none"> <li>Learners can play different musical instruments and dance to religious songs</li> <li>Learners can recognize and describe some simple repeating non numerical patterns (up to a repetition of 3, 1, 2 pattern)</li> </ul> |
| <b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving |  |  |
| <b>KEY WORDS:</b>  |  |  |
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| <b>PHASE/DURATION</b>  | <b>LEARNERS ACTIVITIES</b>   | <b>RESOURCES</b>   |
| <b>PHASE 1: STARTER</b> 10 MINS<br><b>(Preparing the Brain for Learning)</b>   | Engage learners to sing songs and rhymes relating to the lesson.<br><br><u>WE CAN COUNT</u><br>We k l<br>We can count<br>We count 1,2,3,4,5<br>We count 6,7,8,9,10<br>We k l can count very well.  |  |
| <b>PHASE 2: MAIN</b> 40MINS<br><b>(New Learning Including Assessment)</b>  | Have different learners show their skills in the Music and dance lesson and by playing musical instruments, drums. Etc.<br><br>Learners can use empty tins as instruments and play them.<br><br>Some can lead in the songs while others dance.<br><br>Play a variety of music using a music box or phone and let learners dance.<br><br>Show number cards and let learners work in small groups to identify the pattern.<br><br>Guide learners to arrange the numeral cards to patterns. E.g. 11,22, 33, ....<br><br>Teach rhymes and songs as learners sing along | Music box, phones, empty tins of milk and milo.<br><br>empty tins of milk and milo<br><br>Music box, phones<br><br>Big book, word card and sentence card, pictures and videos,   |

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|   | <p>Have learners dance with actions as they sing the songs</p> <p>Make a choice to use any of the learning centers created</p> <p><b>Assessment:</b> Learners in groups perform to the whole class by playing different musical instruments and dance to songs</p> |  |
| <p><b>PHASE 3:</b><br/><b>REFLECTION</b><br/><i>10MINS</i><br/><b>(Learner and Teacher)</b></p> | <p>Teacher sings songs and recite rhymes in relation to the lesson with learners</p> <p>Take learners out to the field.<br/>Guide them to swing the sea-saw, sit on the mary-go-round etc.</p> <p>Sing rhymes and songs with learners as they play</p>             | <p>Sea saw, mary go round, and other play toys</p> |



## WEEKLY LESSON PLAN FOR KG 2- WEEK SIX

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| <b>DATE:</b>   |  | <b>STRAND:</b> MY LOCAL COMMUNITY   |  |
| <b>DAY:</b> MONDAY   |  | <b>SUB STRAND:</b> KNOWING THE SPECIAL PLACES IN OUR LOCAL COMMUNITY  |  |
| <b>CLASS:</b> KG2  |  | <b>INDICATORS:</b> K2.4.1.1.1   |  |
| <b>CONTENT STANDARD:</b><br>K2.4.1.1 Demonstrate understanding of the special places in our local community  |  | <b>PERFORMANCE INDICATOR:</b><br>Learners to talk about familiar, places, things and events with prompting and support          |  |
| <b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving |  |   |  |
| <b>KEY WORDS:</b>  |  |   |  |
| <b>PHASE/DURATION</b>  | <b>LEARNERS ACTIVITIES</b>   | <b>RESOURCES</b>  |  |
| <b>PHASE 1:</b><br><b>STARTER</b> 10 MINS<br><b>(Preparing the Brain for Learning)</b>   | <p>Have learners to sing songs and recite familiar rhymes</p> <p><u>ITSY BITSY SPIDER</u><br/>The Itsy Bitsy spider climbed up the water spout.<br/>Down came the rain and washed the spider out.<br/>Out came the Sun and dried up all the rain<br/>So the Itsy Bitsy spider climbed up the spout again.</p>  |   |  |
| <b>PHASE 2: MAIN</b><br>40MINS<br><b>(New Learning Including Assessment)</b>   | <p>Community Circle time: Follow basic procedures of the community circle time and introduce the theme for the week.</p> <p>Display a conversational poster showing some special places in a community where learners can go.</p> <p>Have learners observe the poster and talk about some of the special places in every community, e.g. the chiefs house, the market, police station, the hospital.</p> <p>Prepare the learners for a field trip to the chief's palace and the police station during the week. (For an advance preparation, ask permission from the places by mouth and with a letter.)</p> <p>Arrange with a resource person to talk to the learners.</p> <p>While back at school, have learners share what they have learnt on the field.</p> <p>Learners to talk about other familiar places they have been to.</p> <p>Put learners into groups based on common place they have been to.</p> <p>Let learners count the number of members in each group. Let them represent the numbers with blocks or models and write it in their exercise books.</p> | <p>Pictures and videos depicting special places in the community, letter and word cards, blocks and model numbers, big book</p> |  |

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|  | <p>Take Learners out of the class to the field for a stretch up.</p> <p>Engage Learners to use any of the play toys available.</p> <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> <p><b>Assessment:</b> invite learners in turns to talk about some familiar places they have been to</p> |  |
| <p><b>PHASE 3:<br/>REFLECTION</b><br/><i>10MINS</i><br/><b>(Learner and<br/>Teacher)</b></p> | <p>Review lesson with Learners by singing songs in relation to it</p>   |  |

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| <b>DATE:</b>   | <b>STRAND:</b> MY LOCAL COMMUNITY   |  |
| <b>DAY:</b> TUESDAY  | <b>SUB STRAND:</b> KNOWING THE SPECIAL PLACES IN OUR LOCAL COMMUNITY  |  |
| <b>CLASS:</b> KG2  | <b>INDICATORS:</b> K2.4.1.1.2 K2.4.1.1.3  |  |
| <b>CONTENT STANDARD:</b><br>K2.4.1.1 Demonstrate understanding of the special places in our local community  | <b>PERFORMANCE INDICATOR:</b>   |  |
|  | <ul style="list-style-type: none"> <li>• Learners to listen attentively to a read aloud of an informational text about special places and participate actively in the KWL reading technique asking and answering one's own questions.</li> <li>• Learners to read level-appropriate sight words from the big book</li> </ul>  |  |
| <b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving |   |  |
| <b>KEY WORDS:</b>  |   |  |
| <b>PHASE/DURATION</b>  | <b>LEARNERS ACTIVITIES</b>  | <b>RESOURCES</b>   |
| <b>PHASE 1: STARTER</b> 10 MINS<br><b>(Preparing the Brain for Learning)</b>   | Engage learners to sing songs and recite familiar rhymes<br><br><u>TWINKLE,TWINKLE LITTLE STAR</u><br>Twinkle, twinkle little stars<br>How I wonder what you are,<br>Up above the world so high,<br>Like a diamond in the sky<br>Twinkle twinkle little star,<br>How I wonder what you are.   |  |
| <b>PHASE 2: MAIN</b> 40MINS<br><b>(New Learning Including Assessment)</b>  | Follow the KWL technique procedure and have learners learn more about the importance of special places in a community.<br>K-Discuss what the learners already know,<br><br>W- learners ask all their questions about what they want to know.<br><br>L- Read to them, pausing often for them to share what they are learning and have learnt. (See appendix I)<br><br>Display sight words on word cards and guide learners to read<br><br>Have them look for the sight words from the big book and guide learners to use the words to form short and simple sentences.<br><br>Copy words in the exercise book.<br><br>Write level appropriate content vocabulary in their ruled exercise books and read them to each other.<br><br>Take Learners out of the class to the field for a stretch up. | Pictures and videos depicting special places in the community, letter and word cards, blocks and model numbers, big book |

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|   | <p>Engage Learners to use any of the play toys available.</p> <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> <p><b>Assessment:</b> Have learners read and spell some key words on the board.</p> |  |
| <p><b>PHASE 3:</b><br/><b>REFLECTION</b><br/><i>10MINS</i><br/><b>(Learner and Teacher)</b></p> | <p>Review lesson with Learners by singing songs in relation to it</p>  |  |

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| <b>DATE:</b>   | <b>STRAND:</b> MY LOCAL COMMUNITY   |  |
| <b>DAY:</b> WEDNESDAY  | <b>SUB STRAND:</b> KNOWING THE SPECIAL PLACES IN OUR LOCAL COMMUNITY  |  |
| <b>CLASS:</b> KG2  | <b>INDICATORS:</b> K2.4.1.1. 5  |  |
| <b>CONTENT STANDARD:</b><br>K2.4.1.1 Demonstrate understanding of the special places in our local community  | <b>PERFORMANCE INDICATOR:</b><br>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.  |  |
| <b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving |   |  |
| <b>KEY WORDS:</b>  |   |  |
| <b>PHASE/DURATION</b>  | <b>LEARNERS ACTIVITIES</b>  | <b>RESOURCES</b>   |
| <b>PHASE 1:</b><br><b>STARTER</b> 10 MINS<br><b>(Preparing the Brain for Learning)</b>   | Teacher write words are written on flashcards.<br><br>The words are shown to the pupils to observe them for some time.<br><br>Later the teacher removes the flashcards and pupils write the word from memory.<br>The teacher then bring back the flashcards with the words for pupils to check and see whether they had the word right or wrong.  |  |
| <b>PHASE 2: MAIN</b><br>40MINS<br><b>(New Learning Including Assessment)</b>   | Rapidly revise the letter sounds learnt so far.<br><br>Follow the procedure as in K2 .1.1.1.5 to continue teaching the letter-sound for the week.<br><br>Take Learners out of the class to the field for a stretch up.<br><br>Engage Learners to use any of the play toys available.<br><br>Make a choice to use any of the learning centers created<br><br>Listen to a story on family<br><br><b>Assessment:</b> Have learners read and spell some key words containing the letter sound learnt. | Pictures and videos depicting special places in the community, letter and word cards, blocks and model numbers, big book |
| <b>PHASE 3:</b><br><b>REFLECTION</b><br>10MINS<br><b>(Learner and Teacher)</b>   | Review lesson with Learners by singing songs in relation to it  |  |

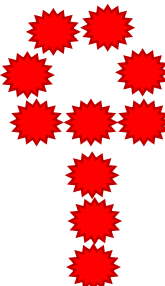
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| <b>DATE:</b>   |  | <b>STRAND:</b> MY LOCAL COMMUNITY   |   |
| <b>DAY:</b> THURSDAY   |  | <b>SUB STRAND:</b> KNOWING THE SPECIAL PLACES IN OUR LOCAL COMMUNITY  |   |
| <b>CLASS:</b> KG2  |  | <b>INDICATORS:</b> K2.4.1.1. 5 K2.4.1.1.6   |   |
| <b>CONTENT STANDARD:</b><br>K2.4.1.1 Demonstrate understanding of the special places in our local community  |  | <b>PERFORMANCE INDICATOR:</b> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Learners can talk about the ideas expressed in one’s own art and that of others</li> </ul> |   |
| <b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving |  |   |   |
| <b>KEY WORDS:</b>  |  |   |   |
| <b>PHASE/DURATION</b>  | <b>LEARNERS ACTIVITIES</b>   |   | <b>RESOURCES</b>  |
| <b>PHASE 1:</b><br><b>STARTER</b> 10 MINS<br><b>(Preparing the Brain for Learning)</b>   | <p>Ask learners to form a big circle, with one of the student holding the ball.</p> <p>The learner with the ball start by mentioning a proper noun.<br/>He then throws the ball to another student to mention his/her.<br/>Anyone who fails to mention his is out of the circle.</p> <p>The last person becomes the winner</p>   |   |   |
| <b>PHASE 2: MAIN</b><br>40MINS<br><b>(New Learning Including Assessment)</b>   | <p>Rapidly revise the letter sounds learnt so far.</p> <p>Follow the procedure as in K2 .1.1.1.5 to continue teaching the letter-sound for the week.</p> <p>Let learners draw any special place(s) they have ever been to.</p> <p>Display the work and give each child the opportunity to explain elements in the art.</p> <p>Take learners out of the class to the field for a stretch up.</p> <p>Engage learners to use any of the play toys available.</p> <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> |   | <p>Pictures and videos depicting special places in the community, letter and word cards, blocks and model numbers, big book</p> |

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|   | <b>Assessment:</b> Let learners display their drawings for appreciation and hang them on the classroom wall to create a galley. |  |
| <b>PHASE 3:<br/>REFLECTION</b><br><i>10MINS</i><br><b>(Learner and<br/>Teacher)</b> | Review lesson with Learners by singing songs in relation to it  |  |

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| <b>DATE:</b>   | <b>STRAND:</b> MY LOCAL COMMUNITY  |  |  |
| <b>DAY:</b> FRIDAY   | <b>SUB STRAND:</b> KNOWING THE SPECIAL PLACES IN OUR LOCAL COMMUNITY   |  |  |
| <b>CLASS:</b> KG2  | <b>INDICATORS:</b> K2.4.1.1.7  |  |  |
| <b>CONTENT STANDARD:</b><br>K2.4.1.1 Demonstrate understanding of the special places in our local community  | <b>PERFORMANCE INDICATOR:</b><br>Learners can create simple patterns with more than one shape, color, size,  |  |  |
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| <b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving |  |  |  |
| <b>KEY WORDS:</b>  |  |  |  |
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| <b>PHASE/DURATION</b>  | <b>LEARNERS ACTIVITIES</b>   | <b>RESOURCES</b>   |  |
| <b>PHASE 1: STARTER</b> 10 MINS<br><b>(Preparing the Brain for Learning)</b>   | Engage learners in the “Lucky Dip game”.<br>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.<br>E.g. <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>A</td></tr></table> This is letter A. A is for APPLE.  | A  |  |
| A  |  |  |  |
| <b>PHASE 2: MAIN</b><br>40MINS<br><b>(New Learning Including Assessment)</b>   | Encourage learners to use different colors/sizes of shapes to create the patterns.<br><br>Arrange different colors of shapes in a particular pattern.<br><br>Teach rhymes and songs as learners sing along<br><br>Have learners dance with actions as they sing the songs<br><br>Make a choice to use any of the learning centers created<br><br><b>Assessment:</b> Let learners display their patterns created for appreciation and hang them on the classroom wall to create a galley. | Pictures and videos depicting special places in the community, letter and word cards, blocks and model numbers, big book |  |
| <b>PHASE 3: REFLECTION</b><br>10MINS<br><b>(Learner and Teacher)</b>   | Teacher sings songs and recite rhymes in relation to the lesson with learners<br><br>Take learners out to the field.<br>Guide them to swing the sea-saw, sit on the mary-go-round etc.<br><br>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

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| <b>DATE:</b><br><br><b>DAY:</b> MONDAY<br><br><b>CLASS:</b> KG2  | <b>STRAND:</b> My Local Community<br><br><b>SUB STRAND:</b> Knowing Who The Important People/ Occupation In The Community  |   |
| <b>CONTENT STANDARD:</b><br>K2.4.2.1 Demonstrate understanding of knowing the important people / occupation in our community.  | <b>INDICATORS:</b> K2.4.2.1.1 K2.4.2.1.6<br><br><b>PERFORMANCE INDICATOR:</b> <ul style="list-style-type: none"> <li>• Learners can talk about and discuss the various occupations in our community.</li> <li>• Learners can create simple patterns with more than one of shape, color, size, sounds or movements.</li> </ul>  |   |
| <b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving |  |   |
| <b>KEY WORDS:</b>  |  |   |
| <b>PHASE/DURATION</b>  | <b>LEARNERS ACTIVITIES</b>   | <b>RESOURCES</b>  |
| <b>PHASE 1: STARTER</b><br><i>10 MINS</i><br><b>(Preparing the Brain for Learning)</b>   | Have learners recite familiar rhymes.<br><br><u>ONE LITTLE FINGER</u><br>One little finger, One little finger<br>Two little finger, tap-tap-tap!<br>Point to the ceiling, point to the floor.<br>Put them on your head. Head!<br><br><i>(continue by pointing to other parts of the body)</i>  |   |
| <b>PHASE 2: MAIN</b><br><i>40MINS</i><br><b>(New Learning Including Assessment)</b>  | Follow basic procedures of the community circle time (as in K2.1.1.1.1) and introduce the theme for the week.<br><br>Display a conversational poster (#30) and some concrete materials related to the theme and engage learners in active discussion.<br><br>Call on learners randomly to answer questions or contribute to the discussion.<br><br>Have learners mention some occupations in their vicinity.<br><br>Show pictures and discuss each occupation and what they do.<br><br>Learners to indicate their preferred and aspired occupation.<br><br>Using the colored rubber counters, or Legos, or different bottle tops, guide learners to create patterns with different colors.<br><br><div style="text-align: center;">  </div> | Poster/ cut out, picture of important individuals in the community. Ghana map, Cut out shapes, big books, counters, crayons |

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|  | <p>Learners count the number of counters and Legos in creating each pattern.</p> <p>Learners to add the number of counters and Legos in each pattern.</p> <p>Take Learners out of the class to the field for a stretch up.</p> <p>Engage Learners to use any of the play toys available.</p> <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> <p><b>Assessment:</b> invite learners in turns for them to talk about the occupations of their parents.</p> |  |
| <p><b>PHASE 3:</b><br/> <b>REFLECTION</b> 10MINS<br/> <b>(Learner and Teacher)</b></p> | <p>Review lesson with Learners by singing songs in relation to it</p>   |  |

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| <b>DATE:</b>   |  | <b>STRAND:</b> My Local Community  |  |
| <b>DAY:</b> TUESDAY  |  | <b>SUB STRAND:</b> Knowing Who The Important People/ Occupation In The Community   |  |
| <b>CLASS:</b> KG2  |  | <b>INDICATORS:</b> K2.4.2.1.2    K2.4.2.1.3  |  |
| <b>CONTENT STANDARD:</b><br>K2.4.2.1 Demonstrate understanding of knowing the important people / occupation in our community.  |  | <b>PERFORMANCE INDICATOR:</b> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>   |  |
| <b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving |  |  |  |
| <b>KEY WORDS:</b>  |  |  |  |
| <b>PHASE/DURATION</b>  |  | <b>LEARNERS ACTIVITIES</b>   |  |
| <b>PHASE 1: STARTER</b><br>10 MINS<br><b>(Preparing the Brain for Learning)</b>  |  | Have learners recite familiar rhymes.<br><br><u>FIVE LITTLE DUCKS</u><br>Five little ducks went out one day,<br>Over the hills and far away,<br>Mother duck said “Quack, quack, quack”<br>But only 4 little ducks came back.   |  |
| <b>PHASE 2: MAIN</b><br>40MINS<br><b>(New Learning Including Assessment)</b>   |  | <p>Teacher follows the steps of the KWL strategy instruction as you read aloud the informational text which relates to the theme to the learners. (See lesson K2.1.2.1.2, also appendix</p> <p>Check on the K and W before you read the text and the L after reading.<br/>L- Learners share what they have learnt about the theme.<br/>E.g. This is a police officer. He works at the Police Station.</p> <p>Have learners draw their chosen profession and match it with the sentence related to it.</p> <p>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.</p> <p>Guide them to use the above knowledge to talk about their preferred occupation briefly.<br/>e.g. <i>I want to be a teacher. A teacher teaches pupils in a school.</i></p> <p>Take Learners out of the class to the field for a stretch up.</p> <p>Engage Learners to use any of the play toys available.</p> <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> <p><b>Assessment:</b> Have learners to role-play their future professions.</p> |  |
| <b>RESOURCES</b>   |  |  |  |
| Poster/ cut out, picture of important individuals in the community. Ghana map, Cut out shapes, big books, counters, crayons  |  |  |  |

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| <b>PHASE 3: REFLECTION</b><br><i>10MINS</i><br><b>(Learner and Teacher)</b> | Review lesson with Learners by singing songs in relation to it |  |
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| <b>DATE:</b> 19 <sup>th</sup> February 2020  | <b>STRAND:</b> My Local Community   |
| <b>DAY:</b> WEDNESDAY  | <b>SUB STRAND:</b> Knowing Who The Important People/ Occupation In The Community  |
| <b>CLASS:</b> KG2  | <b>INDICATORS:</b> K2.4.2.1.3      K2.4.2.1.4   |
| <b>CONTENT STANDARD:</b><br>K2.4.2.1 Demonstrate understanding of knowing the important people / occupation in our community.  | <b>PERFORMANCE INDICATOR:</b> <ul style="list-style-type: none"> <li>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</li> <li>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</li> </ul> |
| <b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving |   |
| <b>KEY WORDS:</b>  |   |

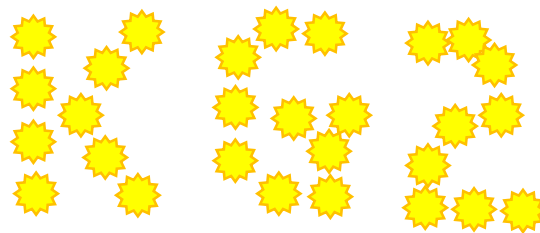
| PHASE/DURATION  | LEARNERS ACTIVITIES  | RESOURCES   |
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| <b>PHASE 1: STARTER</b><br>10 MINS<br><b>(Preparing the Brain for Learning)</b> | Have learners recite familiar rhymes.<br><br><u>HUMPTY DUMPTY</u><br>Humpty dumpty sat on the wall<br>Humpty dumpty had a great fall<br>All the kings horses, and all the kings men<br>Couldn't put humpty together again!   |   |
| <b>PHASE 2: MAIN</b><br>40MINS<br><b>(New Learning Including Assessment)</b>    | 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.<br><br>Guide them to use the above knowledge to talk about their preferred occupation briefly.<br>e.g. <i>I want to be a Doctor. A Doctor takes care of the sick.</i><br><br>Rapidly revise the letter sounds learnt so far.<br><br>Follow the procedure as in K2 .1.1.1.5 to continue teaching the letter-sound for the week.<br><br>Take Learners out of the class to the field for a stretch up.<br><br>Engage Learners to use any of the play toys available.<br><br>Make a choice to use any of the learning centers created<br><br>Listen to a story<br><br><b>Assessment:</b> construct a poem using the letter sound of the week and let learners recite it.<br>Example: <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p style="text-align: center;"><u>Letter Aa</u></p> <p style="text-align: center;">A is for apples,</p> <p style="text-align: center;">A is for alligators,<br/>looking at me!</p> </div> | Poster/ cut out, picture of important individuals in the community. Ghana map, Cut out shapes, big books, counters, crayons |

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

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| <b>DATE:</b>   | <b>STRAND:</b> My Local Community  |
| <b>DAY:</b> THURSDAY   |  |
| <b>CLASS:</b> KG2  | <b>SUB STRAND:</b> Knowing Who The Important People/ Occupation In The Community   |
| <b>CONTENT STANDARD:</b><br>K2.4.2.1 Demonstrate understanding of knowing the important people / occupation in our community.  | <b>INDICATORS:</b> K2.4.2.1.4  |
|  | <b>PERFORMANCE INDICATOR:</b><br>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. |
| <b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving |  |
| <b>KEY WORDS:</b>  |  |

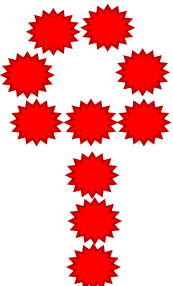
| PHASE/DURATION   | LEARNERS ACTIVITIES  | RESOURCES   |
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| <b>PHASE 1: STARTER</b><br><i>10 MINS</i><br><b>(Preparing the Brain for Learning)</b> | Have learners recite familiar rhymes.<br><br><u>HICKORY DICKORY DOCK</u><br>Hickory Dickory Dock<br>The mouse went up the clock<br>The clock struck one<br>The mouse went down<br>Hickory Dickory Dock<br>Tick, Tock, Tick, Tock<br>Hickory Dickory Dock   |   |
| <b>PHASE 2: MAIN</b><br><i>40MINS</i><br><b>(New Learning Including Assessment)</b>    | Rapidly revise the letter sounds learnt so far.<br><br>Follow the procedure as in K2 .1.1.1.5 to continue teaching the letter-sound for the week.<br><br>Take learners out of the class to the field for a stretch up.<br><br>Engage learners to use any of the play toys available.<br><br>Make a choice to use any of the learning centers created<br><br>Listen to a story<br><br><b>Assessment:</b> construct a poem using the letter sound of the week and let learners recite it.<br>Example:<br><div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;"><u>Letter Uu</u></p> <p style="text-align: center;">U is for up,</p> <p style="text-align: center;">U is for Umbrella,</p> <p style="text-align: center;">U is for Uniform, I wear to school every day,</p> <p style="text-align: center;">U is for utensils</p> </div> | Poster/ cut out, picture of important individuals in the community. Ghana map, Cut out shapes, big books, counters, crayons |
| <b>PHASE 3: REFLECTION</b><br><i>10MINS</i><br><b>(Learner and Teacher)</b>            | Review lesson with Learners by singing songs in relation to it   |   |

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| <b>DATE:</b>   | <b>STRAND:</b> My Local Community   |
| <b>DAY:</b> FRIDAY   | <b>SUB STRAND:</b> Knowing Who The Important People/ Occupation In The Community  |
| <b>CLASS:</b> KG2  | <b>INDICATORS:</b> K2.4.2.1.6   |
| <b>CONTENT STANDARD:</b><br>K2.4.2.1 Demonstrate understanding of knowing the important people / occupation in our community.  | <b>PERFORMANCE INDICATOR:</b><br>Learners can create simple patterns with more than one of shape, color, size, sounds or movements. |
| <b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving |   |
| <b>KEY WORDS:</b>  |   |

| PHASE/DURATION   | LEARNERS ACTIVITIES  | RESOURCES   |
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| <b>PHASE 1: STARTER</b><br><i>10 MINS</i><br><b>(Preparing the Brain for Learning)</b> | Have learners recite familiar rhymes.<br><br><u>HEY DIDDLE DIDDLE</u><br>Hey diddle, diddle<br>The cat and the fiddle,<br>The cow jumped over the moon,<br>The little dog laughed to see such sport,<br>And the dish ran away with the spoon   |   |
| <b>PHASE 2: MAIN</b><br><i>40MINS</i><br><b>(New Learning Including Assessment)</b>    | Using the colored rubber counters, or Legos, or different bottle tops, guide learners to create patterns with different colors.<br><br><br><br>Learners count the number of counters and Legos in creating each pattern.<br><br>Learners to add the number of counters and Legos in each pattern.<br><br>Teach rhymes and songs and let learners sing and dance with actions.<br><br>Have learners dance with actions as they sing the songs<br><br>Make a choice to use any of the learning centers created<br><br><b>Assessment:</b> Put learners into groups and let them create different patterns with bottle tops and Legos | Poster/ cut out, picture of important individuals in the community. Ghana map, Cut out shapes, big books, counters, crayons |
| <b>PHASE 3: REFLECTION</b> <i>10MINS</i><br><b>(Learner and Teacher)</b>               | Teacher sings songs and recite rhymes in relation to the lesson with learners<br><br>Take learners out to the field.<br>Guide them to swing the sea-saw, sit on the mary-go-round etc.<br><br>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 8

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| <b>DATE:</b><br><br><b>DAY:</b> MONDAY<br><br><b>CLASS:</b> KG2  | <b>STRAND:</b> My Local Community<br><br><b>SUB STRAND:</b> Knowing Who The Important People/ Occupation In The Community  |   |
| <b>CONTENT STANDARD:</b><br>K2.4.2.1 Demonstrate understanding of knowing the important people / occupation in our community.  | <b>INDICATORS:</b> K2.4.2.1.1 K2.4.2.1.6<br><br><b>PERFORMANCE INDICATOR:</b> <ul style="list-style-type: none"> <li>• Learners can talk about and discuss the various occupations in our community.</li> <li>• Learners can create simple patterns with more than one of shape, color, size, sounds or movements.</li> </ul>  |   |
| <b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving |  |   |
| <b>KEY WORDS:</b>  |  |   |
| <b>PHASE/DURATION</b>  | <b>LEARNERS ACTIVITIES</b>   | <b>RESOURCES</b>  |
| <b>PHASE 1: STARTER</b><br><i>10 MINS</i><br><b>(Preparing the Brain for Learning)</b>   | Have learners recite familiar rhymes.<br><br><u>ONE LITTLE FINGER</u><br>One little finger, One little finger<br>Two little finger, tap-tap-tap!<br>Point to the ceiling, point to the floor.<br>Put them on your head. Head!<br><br><i>(continue by pointing to other parts of the body)</i>  |   |
| <b>PHASE 2: MAIN</b><br><i>40MINS</i><br><b>(New Learning Including Assessment)</b>  | Follow basic procedures of the community circle time (as in K2.1.1.1.1) and introduce the theme for the week.<br><br>Display a conversational poster (#30) and some concrete materials related to the theme and engage learners in active discussion.<br><br>Call on learners randomly to answer questions or contribute to the discussion.<br><br>Have learners mention some occupations in their vicinity.<br><br>Show pictures and discuss each occupation and what they do.<br><br>Learners to indicate their preferred and aspired occupation.<br><br>Using the colored rubber counters, or Legos, or different bottle tops, guide learners to create patterns with different colors.<br><br><div style="text-align: center;">  </div> | Poster/ cut out, picture of important individuals in the community. Ghana map, Cut out shapes, big books, counters, crayons |

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|  | <p>Learners count the number of counters and Legos in creating each pattern.</p> <p>Learners to add the number of counters and Legos in each pattern.</p> <p>Take Learners out of the class to the field for a stretch up.</p> <p>Engage Learners to use any of the play toys available.</p> <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> <p><b>Assessment:</b> invite learners in turns for them to talk about the occupations of their parents.</p> |  |
| <p><b>PHASE 3:</b><br/> <b>REFLECTION</b> 10MINS<br/> <b>(Learner and Teacher)</b></p> | <p>Review lesson with Learners by singing songs in relation to it</p>   |  |

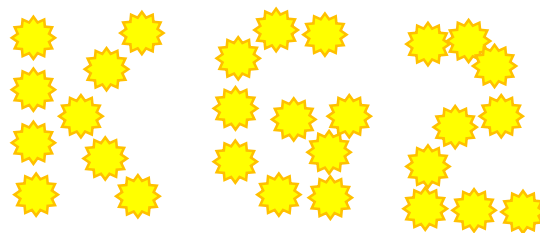
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| <b>DATE:</b>   | <b>STRAND:</b> My Local Community  |   |
| <b>DAY:</b> TUESDAY  | <b>SUB STRAND:</b> Knowing Who The Important People/ Occupation In The Community   |   |
| <b>CLASS:</b> KG2  | <b>INDICATORS:</b> K2.4.2.1.2    K2.4.2.1.3  |   |
| <b>CONTENT STANDARD:</b><br>K2.4.2.1 Demonstrate understanding of knowing the important people / occupation in our community.  | <b>PERFORMANCE INDICATOR:</b> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>   |   |
| <b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving |  |   |
| <b>KEY WORDS:</b>  |  |   |
| <b>PHASE/DURATION</b>  | <b>LEARNERS ACTIVITIES</b>   | <b>RESOURCES</b>  |
| <b>PHASE 1: STARTER</b><br><i>10 MINS</i><br><b>(Preparing the Brain for Learning)</b>   | Have learners recite familiar rhymes.<br><br><u>FIVE LITTLE DUCKS</u><br>Five little ducks went out one day,<br>Over the hills and far away,<br>Mother duck said “Quack, quack, quack”<br>But only 4 little ducks came back.   |   |
| <b>PHASE 2: MAIN</b><br><i>40MINS</i><br><b>(New Learning Including Assessment)</b>  | Teacher follows the steps of the KWL strategy instruction as you read aloud the informational text which relates to the theme to the learners. (See lesson K2.1.2.1.2, also appendix<br><br>Check on the K and W before you read the text and the L after reading.<br>L- Learners share what they have learnt about the theme.<br>E.g. This is a police officer. He works at the Police Station.<br><br>Have learners draw their chosen profession and match it with the sentence related to it.<br><br>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.<br><br>Guide them to use the above knowledge to talk about their preferred occupation briefly.<br>e.g. <i>I want to be a teacher. A teacher teaches pupils in a school.</i><br><br>Take Learners out of the class to the field for a stretch up.<br><br>Engage Learners to use any of the play toys available.<br><br>Make a choice to use any of the learning centers created<br><br>Listen to a story<br><br><b>Assessment:</b> Have learners to role-play their future professions. | Poster/ cut out, picture of important individuals in the community. Ghana map, Cut out shapes, big books, counters, crayons |

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| <b>PHASE 3: REFLECTION</b><br><i>10MINS</i><br><b>(Learner and Teacher)</b> | Review lesson with Learners by singing songs in relation to it |  |
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| <b>DATE:</b>   | <b>STRAND:</b> My Local Community   |  |
| <b>DAY:</b> WEDNESDAY  | <b>SUB STRAND:</b> Knowing Who The Important People/ Occupation In The Community  |  |
| <b>CLASS:</b> KG2  | <b>INDICATORS:</b> K2.4.2.1.3      K2.4.2.1.4   |  |
| <b>CONTENT STANDARD:</b><br>K2.4.2.1 Demonstrate understanding of knowing the important people / occupation in our community.  | <b>PERFORMANCE INDICATOR:</b>   |  |
|  | <ul style="list-style-type: none"> <li>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</li> <li>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</li> </ul>   |  |
| <b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving |   |  |
| <b>KEY WORDS:</b>  |   |  |
| <b>PHASE/DURATION</b>  | <b>LEARNERS ACTIVITIES</b>  | <b>RESOURCES</b>   |
| <b>PHASE 1: STARTER</b><br><i>10 MINS</i><br><b>(Preparing the Brain for Learning)</b>   | <p>Have learners recite familiar rhymes.</p> <p><u>HUMPTY DUMPTY</u><br/>Humpty dumpty sat on the wall<br/>Humpty dumpty had a great fall<br/>All the kings horses, and all the kings men<br/>Couldn't put humpty together again!</p>   |  |
| <b>PHASE 2: MAIN</b><br><i>40MINS</i><br><b>(New Learning Including Assessment)</b>  | <p>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.</p> <p>Guide them to use the above knowledge to talk about their preferred occupation briefly.<br/>e.g. <i>I want to be a Doctor. A Doctor takes care of the sick.</i></p> <p>Rapidly revise the letter sounds learnt so far.</p> <p>Follow the procedure as in K2 .1.1.1.5 to continue teaching the letter-sound for the week.</p> <p>Take Learners out of the class to the field for a stretch up.</p> <p>Engage Learners to use any of the play toys available.</p> <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> <p><b>Assessment:</b> construct a poem using the letter sound of the week and let learners recite it.<br/>Example:</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;"><u>Letter Aa</u></p> <p style="text-align: center;">A is for apples,<br/>A is for alligators,<br/>looking at me!</p> </div> | <p>Poster/ cut out, picture of important individuals in the community. Ghana map, Cut out shapes, big books, counters, crayons</p> |


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

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| <b>DATE:</b>   |  | <b>STRAND:</b> My Local Community  |  |
| <b>DAY:</b> THURSDAY   |  | <b>SUB STRAND:</b> Knowing Who The Important People/ Occupation In The Community   |  |
| <b>CLASS:</b> KG2  |  | <b>INDICATORS:</b> K2.4.2.1.4  |  |
| <b>CONTENT STANDARD:</b><br>K2.4.2.1 Demonstrate understanding of knowing the important people / occupation in our community.  |  | <b>PERFORMANCE INDICATOR:</b><br>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. |  |
| <b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving |  |  |  |
| <b>KEY WORDS:</b>  |  |  |  |
| <b>PHASE/DURATION</b>  | <b>LEARNERS ACTIVITIES</b>   | <b>RESOURCES</b>   |  |
| <b>PHASE 1: STARTER</b><br><i>10 MINS</i><br><b>(Preparing the Brain for Learning)</b>   | Have learners recite familiar rhymes.<br><br><u>HICKORY DICKORY DOCK</u><br>Hickory Dickory Dock<br>The mouse went up the clock<br>The clock struck one<br>The mouse went down<br>Hickory Dickory Dock<br>Tick, Tock, Tick, Tock<br>Hickory Dickory Dock   |  |  |
| <b>PHASE 2: MAIN</b><br><i>40MINS</i><br><b>(New Learning Including Assessment)</b>  | Rapidly revise the letter sounds learnt so far.<br><br>Follow the procedure as in K2 .1.1.1.5 to continue teaching the letter-sound for the week.<br><br>Take learners out of the class to the field for a stretch up.<br><br>Engage learners to use any of the play toys available.<br><br>Make a choice to use any of the learning centers created<br><br>Listen to a story<br><br><b>Assessment:</b> construct a poem using the letter sound of the week and let learners recite it.<br>Example:<br><div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;"><u>Letter Uu</u></p> <p style="text-align: center;">U is for up,</p> <p style="text-align: center;">U is for Umbrella,</p> <p style="text-align: center;">U is for Uniform, I wear to school every day,</p> <p style="text-align: center;">U is for utensils</p> </div> | Poster/ cut out, picture of important individuals in the community. Ghana map, Cut out shapes, big books, counters, crayons  |  |
| <b>PHASE 3: REFLECTION</b><br><i>10MINS</i><br><b>(Learner and Teacher)</b>  | Review lesson with Learners by singing songs in relation to it   |  |  |

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| <b>DATE:</b>   |  | <b>STRAND:</b> My Local Community   |
| <b>DAY:</b> FRIDAY   |  | <b>SUB STRAND:</b> Knowing Who The Important People/ Occupation In The Community  |
| <b>CLASS:</b> KG2  |  | <b>INDICATORS:</b> K2.4.2.1.6   |
| <b>CONTENT STANDARD:</b><br>K2.4.2.1 Demonstrate understanding of knowing the important people / occupation in our community.  |  | <b>PERFORMANCE INDICATOR:</b><br>Learners can create simple patterns with more than one of shape, color, size, sounds or movements. |
| <b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving |  |   |
| <b>KEY WORDS:</b>  |  |   |
| <b>PHASE/DURATION</b>  | <b>LEARNERS ACTIVITIES</b>   | <b>RESOURCES</b>  |
| <b>PHASE 1: STARTER</b><br><i>10 MINS</i><br><b>(Preparing the Brain for Learning)</b>   | Have learners recite familiar rhymes.<br><br><u>HEY DIDDLE DIDDLE</u><br>Hey diddle, diddle<br>The cat and the fiddle,<br>The cow jumped over the moon,<br>The little dog laughed to see such sport,<br>And the dish ran away with the spoon   |   |
| <b>PHASE 2: MAIN</b><br><i>40MINS</i><br><b>(New Learning Including Assessment)</b>  | Using the colored rubber counters, or Legos, or different bottle tops, guide learners to create patterns with different colors.<br><br><br><br>Learners count the number of counters and Legos in creating each pattern.<br><br>Learners to add the number of counters and Legos in each pattern.<br><br>Teach rhymes and songs and let learners sing and dance with actions.<br><br>Have learners dance with actions as they sing the songs<br><br>Make a choice to use any of the learning centers created<br><br><b>Assessment:</b> Put learners into groups and let them create different patterns with bottle tops and Legos | Poster/ cut out, picture of important individuals in the community. Ghana map, Cut out shapes, big books, counters, crayons         |
| <b>PHASE 3: REFLECTION</b> <i>10MINS</i><br><b>(Learner and Teacher)</b>   | Teacher sings songs and recite rhymes in relation to the lesson with learners<br><br>Take learners out to the field.<br>Guide them to swing the sea-saw, sit on the mary-go-round etc.<br><br>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 9

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| <p><b>DATE:</b></p> <p><b>DAY:</b> MONDAY</p> <p><b>CLASS:</b> KG2</p>  | <p><b>STRAND:</b> My Local Community</p> <p><b>SUB STRAND:</b> Knowing The Special Leaders In Our Community And Country</p>   |   |
| <p><b>CONTENT STANDARD:</b><br/>K2.4.3.1 Demonstrate understanding and knowledge of the special leaders in our community</p>  | <p><b>INDICATORS:</b> K2.4.3.1.1 K2.4.3.1.6</p> <p><b>PERFORMANCE INDICATOR:</b></p> <ul style="list-style-type: none"> <li>❖ Learners can talk about and describe the roles of the political, traditional and religious leaders in our community.</li> <li>❖ Learners can compare objects based on length and weight of various items and objects</li> </ul>   |   |
| <p><b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving</p> |   |   |
| <p><b>KEY WORDS:</b></p>  |   |   |
| <b>PHASE/DURATION</b>   | <b>LEARNERS ACTIVITIES</b>  | <b>RESOURCES</b>  |
| <p><b>PHASE 1:</b><br/><b>STARTER</b> 10 MINS<br/><b>(Preparing the Brain for Learning)</b></p>   | <p>Engage learners to sing songs and recite some familiar rhymes.</p> <p><u>SHE SELLS SEASHELLS</u><br/>She sells seashells by the seashore,<br/>The shells she sells are seashells, I'm sure<br/>So if she sells seashells on the seashore,<br/>Then I'm sure she sells seashore shells.</p>   |   |
| <p><b>PHASE 2: MAIN</b><br/>40MINS<br/><b>(New Learning Including Assessment)</b></p>   | <p>Follow the basic procedures of the community circle time and introduce the theme for the week.</p> <p>Display a conversational poster (#14) and some concrete materials related to the theme and engage learners in active discussion.</p> <p>Call on learners randomly to answer questions or contribute to the discussion.</p> <p>Have learners talk about the political leaders of the country.</p> | <p>Pictures and videos of past and present leaders in the community, Big book</p> |
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Ask learners questions that would assist them to describe the President, Ministers and Assembly Men and Women. 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 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 talk about and play roles of some political leaders.

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

Review lesson with Learners by singing songs in relation to it

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| <b>DATE:</b>   |  | <b>STRAND:</b> My Local Community   |  |
| <b>DAY:</b> TUESDAY  |  | <b>SUB STRAND:</b> Knowing The Special Leaders In Our Community And Country   |  |
| <b>CLASS:</b> KG2  |  | <b>INDICATORS:</b> K2.4.3.1.2 K2.4.3.1.4  |  |
| <b>CONTENT STANDARD:</b><br>K2.4.3.1 Demonstrate understanding and knowledge of the special leaders in our community   |  | <b>PERFORMANCE INDICATOR:</b><br>❖ 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.<br>❖ Learners can blend individual letter-sound to form one syllabic words. |  |
| <b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving |  |   |  |
| <b>KEY WORDS:</b>  |  |   |  |
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| <b>PHASE/DURATION</b>  | <b>LEARNERS ACTIVITIES</b>   | <b>RESOURCES</b>  |  |
| <b>PHASE 1:</b><br><b>STARTER</b> 10 MINS<br><b>(Preparing the Brain for Learning)</b>   | Engage learners to sing songs and recite some familiar rhymes.<br><br><u>THIRTY DAYS HATH SEPTEMBER</u><br>Thirty days hath September,<br>April, June and November<br>All the rest are thirty one,<br>Except February alone,<br>Which only has but twenty eight days clear,<br>And twenty nine in each leap year.  |   |  |
| <b>PHASE 2: MAIN</b><br>40MINS<br><b>(New Learning Including Assessment)</b>   | Read aloud the informational text which relates to the theme to the learners (Chiefs and Queen mothers).<br><br>Check on the K and W before you read the text and the L after reading.<br><br>K-Ask the learners to say what they already know about the theme.<br><br>W-Ask them to ask questions about what they want to know about the weeks' theme.<br>Learners listen to the text and answer the questions they asked for the W and also for<br><br>L- Learners share what they have learnt about the theme. E.g., The Chief is the leader of the community.<br><br>Teach blending using a game, blend letters to form syllables.<br><br>Write the individual letters, a consonant and a vowel. Point to each letter slowly and the learners say its sound. | Pictures and videos of past and present leaders in the community, Big book  |  |

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|  | <p>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.</p> <p>Take Learners out of the class to the field for a stretch up.</p> <p>Engage Learners to use any of the play toys available.</p> <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> <p><b>Assessment:</b> Put learners into groups to play roles of traditional leaders.</p> |  |
| <p><b>PHASE 3:<br/>REFLECTION</b><br/><i>10MINS</i><br/><b>(Learner and<br/>Teacher)</b></p> | <p>Review lesson with Learners by singing songs in relation to it</p>  |  |

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| <b>DATE:</b>   | <b>STRAND:</b> My Local Community   |  |
| <b>DAY:</b> WEDNESDAY  | <b>SUB STRAND:</b> Knowing The Special Leaders In Our Community And Country   |  |
| <b>CLASS:</b> KG2  | <b>INDICATORS:</b> K2.4.3.1.3 K2.4.3.1.5  |  |
| <b>CONTENT STANDARD:</b><br>K2.4.3.1 Demonstrate understanding and knowledge of the special leaders in our community   | <b>PERFORMANCE INDICATOR:</b><br>❖ Learners can use key words about the theme to create meaningful sentences in real life situation.<br>❖ Learners can create art works inspired by places in our culture and country.  |  |
| <b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving |   |  |
| <b>KEY WORDS:</b>  |   |  |
| <b>PHASE/DURATION</b>  | <b>LEARNERS ACTIVITIES</b>  | <b>RESOURCES</b>   |
| <b>PHASE 1: STARTER</b> 10 MINS<br><b>(Preparing the Brain for Learning)</b>   | Engage learners to sing songs and recite some familiar rhymes.<br><u>THE NORTH WIND DOTH BLOW</u><br>The north wind doth blow and we shall have snow,<br>And what will pour robin do then, poor thing?<br>He'll sit in a barn and keep himself warm<br>And hide his head under his wing, poor thing.  |  |
| <b>PHASE 2: MAIN</b> 40MINS<br><b>(New Learning Including Assessment)</b>  | List the key words on the board and assist learners to read them. E.g. fly whisk, durbar, chiefs, staff, umbrellas, etc.<br><br>Learners identify the new words on word cards and use them to form their own sentences. E.g. The pastor is the leader in my church.<br><br>Have learners dramatize the role of the various leaders using some of the new words<br><br>Using a picture, have learners talk about elements in the palace which interests them.<br><br>Guide them to make a picture of the umbrella and label it nicely.<br><br>Take Learners out of the class to the field for a stretch up.<br><br>Engage Learners to use any of the play toys available.<br><br>Make a choice to use any of the learning centers created<br><br>Listen to a story on family<br><br><b>Assessment:</b> Group learners to make simple artworks. | Pictures and videos of past and present leaders in the community, Big book |
| <b>PHASE 3: REFLECTION</b> 10MINS<br><b>(Learner and Teacher)</b>  | Review lesson with Learners by singing songs in relation to it  |  |

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| <b>DATE:</b>   |  | <b>STRAND:</b> My Local Community  |
| <b>DAY:</b> THURSDAY   |  | <b>SUB STRAND:</b> Knowing The Special Leaders In Our Community And Country  |
| <b>CLASS:</b> KG2  |  | <b>INDICATORS:</b> K2.4.3.1.2 K2.4.3.1.3 K2.4.3.1.6  |
| <b>CONTENT STANDARD:</b><br>K2.4.3.1 Demonstrate understanding and knowledge of the special leaders in our community   |  | <b>PERFORMANCE INDICATOR:</b><br>❖ 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.<br>❖ Use key words about the theme to create meaningful sentences in real life situation.<br>❖ Compare objects based on length and weight of various items and objects. |
| <b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving |  |  |
| <b>KEY WORDS:</b>  |  |  |
| <b>PHASE/DURATION</b>  | <b>LEARNERS ACTIVITIES</b>   | <b>RESOURCES</b>   |
| <b>PHASE 1:</b><br><b>STARTER</b> 10 MINS<br><b>(Preparing the Brain for Learning)</b>   | Engage learners to sing songs and recite some familiar rhymes.<br><br><u>DAFFY-DOWN-DILLY</u><br>Daffy-down-dilly<br>Has come to town<br>With a yellow petticoat<br>And a pretty green gown.   |  |
| <b>PHASE 2: MAIN</b><br>40MINS<br><b>(New Learning Including Assessment)</b>   | Read aloud the informational text again which relates to the theme to the learners (Chiefs and Queen mothers).<br><br>Check on the K and W before you read the text and the L after reading.<br>K-Ask the learners to say what they already know about the theme.<br><br>W-Ask them to ask questions about what they want to know about the weeks' theme.<br><br>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.<br><br>List the key words on the chalk /white board and assist learners to read them. E.g. fly whisk, durbar, chiefs, staff, umbrellas, etc.<br><br>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. | Pictures and videos of past and present leaders in the community, Big book   |




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|  | <p>Have learners dramatize the role of the various leaders using some of the new words<br/>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.</p> <p>Let learners also compare the weight of some objects around them and use words, “heavier than” and “lighter than”.</p> <p>Get them scales and rulers to use and compare the length and height of items measured.</p> <p>Take learners out of the class to the field for a stretch up.</p> <p>Engage learners to use any of the play toys available.</p> <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> <p><b>Assessment:</b> learners use key words about the theme to create meaningful sentences in real life situation</p> |  |
| <p><b>PHASE 3:<br/>REFLECTION</b><br/><i>10MINS</i><br/><b>(Learner and<br/>Teacher)</b></p> | <p>Review lesson with Learners by singing songs in relation to it</p>   |  |

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

|  |   |
|--|---|
| K2.4.3.1 Demonstrate understanding and knowledge of the special leaders in our community | <b>PERFORMANCE INDICATOR:</b> <ul style="list-style-type: none"> <li>❖ Learners can talk about and describe the roles of the traditional and religious leaders in our community.</li> <li>❖ Learners can blend individual letter-sound to form one syllabic words.</li> </ul> |
|--|---|

**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  |
|--|---|--|
| <b>PHASE 1:</b><br><b>STARTER</b> 10 MINS<br><b>(Preparing the Brain for Learning)</b> | Engage learners to sing songs and recite some familiar rhymes.<br><br><u>WAY UP HIGH IN THE APPLE TREE</u><br>Way up high in the apple tree,<br>Two red apples smiled at me,<br>I shook that trees as hard as I could,<br>Dooowwwwwwwn came an apple,<br>Mmmmmm, it was good.   |  |
| <b>PHASE 2: MAIN</b><br>40MINS<br><b>(New Learning Including Assessment)</b>           | Display a conversational poster (#14) and some concrete materials related to the theme and engage learners in active discussion.<br><br>Call on learners randomly to answer questions or contribute to the discussion.<br><br>Have learners talk about the traditional and religious leaders of the country.<br><br><div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Otumfuo Osei Tutu II</p> </div> <div style="text-align: center;">  <p>Aboatia Ofori Panin</p> </div> </div> <div style="text-align: center; margin-top: 20px;">  <p>Yaa Naa Abukari</p> </div> | Pictures and videos of past and present leaders in the community, Big book |





Bishop Duncan Williams



Sheikh Osman Nuhu

Talk about the traditional leaders and where they can be found.

Ask those who have seen their chiefs to describe how they dress

Let learners talk about the leaders in their various religious groups. E.g. Muslims – Imam, Christians- Pastors, Catholic Father, Bishops etc.

Teach blending using a game. Two pupils hold individual letter cards separately. They move towards each other slowly until they stand close and put their letters together to read a syllable.

Have learners dance with actions as they sing the songs

Teach rhymes and songs as learners sing along

Make a choice to use any of the learning centers created

**Assessment:** Learners blend individual letter-sound to form one syllabic words

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


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

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

Sing rhymes and songs with learners as they play

Sea saw, mary go round,  
and other play toys

## WEEKLY LESSON PLAN FOR KG 2- WEEK TEN

|  |  |  |
|--|--|--|
| <b>DATE:</b><br><br><b>DAY:</b> MONDAY<br><br><b>CLASS:</b> KG2  | <b>STRAND:</b> My Local Community<br><br><b>SUB STRAND:</b> Knowing The Special Leaders In Our Community And Country   |  |
| <b>CONTENT STANDARD:</b><br>K2.4.3.1 Demonstrate understanding and knowledge of the special leaders in our community   | <b>INDICATORS:</b> K2.4.3.1.1 K2.4.3.1.6   |  |
|  | <b>PERFORMANCE INDICATOR:</b><br>❖ Learners can talk about and describe the roles of the political, traditional and religious leaders in our community.<br>❖ Learners can compare objects based on length and weight of various items and objects  |  |
| <b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving |  |  |
| <b>KEY WORDS:</b>  |  |  |
|  |  |  |
| <b>PHASE/DURATION</b>  | <b>LEARNERS ACTIVITIES</b>   | <b>RESOURCES</b>   |
| <b>PHASE 1:</b><br><b>STARTER</b> 10 MINS<br><b>(Preparing the Brain for Learning)</b>   | Engage learners to sing songs and recite some familiar rhymes.<br><br><u>SHE SELLS SEASHELLS</u><br>She sells seashells by the seashore,<br>The shells she sells are seashells, I'm sure<br>So if she sells seashells on the seashore,<br>Then I'm sure she sells seashore shells.   |  |
| <b>PHASE 2: MAIN</b><br>40MINS<br><b>(New Learning Including Assessment)</b>   | Follow the basic procedures of the community circle time and introduce the theme for the week.<br><br>Display a conversational poster (#14) and some concrete materials related to the theme and engage learners in active discussion.<br><br>Call on learners randomly to answer questions or contribute to the discussion.<br><br>Have learners talk about the political leaders of the country. | Pictures and videos of past and present leaders in the community, Big book |
|  |    |  |



Ask learners questions that would assist them to describe the President, Ministers and Assembly Men and Women. 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 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 talk about and play roles of some political leaders.

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

Review lesson with Learners by singing songs in relation to it

|  |  |   |  |
|--|--|---|--|
| <b>DATE:</b>   |  | <b>STRAND:</b> My Local Community   |  |
| <b>DAY:</b> TUESDAY  |  | <b>SUB STRAND:</b> Knowing The Special Leaders In Our Community And Country   |  |
| <b>CLASS:</b> KG2  |  | <b>INDICATORS:</b> K2.4.3.1.2 K2.4.3.1.4  |  |
| <b>CONTENT STANDARD:</b><br>K2.4.3.1 Demonstrate understanding and knowledge of the special leaders in our community   |  | <b>PERFORMANCE INDICATOR:</b><br>❖ 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.<br>❖ Learners can blend individual letter-sound to form one syllabic words. |  |
| <b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving |  |   |  |
| <b>KEY WORDS:</b>  |  |   |  |
|  |  |   |  |
| <b>PHASE/DURATION</b>  | <b>LEARNERS ACTIVITIES</b>   | <b>RESOURCES</b>  |  |
| <b>PHASE 1:</b><br><b>STARTER</b> 10 MINS<br><b>(Preparing the Brain for Learning)</b>   | Engage learners to sing songs and recite some familiar rhymes.<br><br><u>THIRTY DAYS HATH SEPTEMBER</u><br>Thirty days hath September,<br>April, June and November<br>All the rest are thirty one,<br>Except February alone,<br>Which only has but twenty eight days clear,<br>And twenty nine in each leap year.  |   |  |
| <b>PHASE 2: MAIN</b><br>40MINS<br><b>(New Learning Including Assessment)</b>   | Read aloud the informational text which relates to the theme to the learners (Chiefs and Queen mothers).<br><br>Check on the K and W before you read the text and the L after reading.<br><br>K-Ask the learners to say what they already know about the theme.<br><br>W-Ask them to ask questions about what they want to know about the weeks' theme.<br>Learners listen to the text and answer the questions they asked for the W and also for<br><br>L- Learners share what they have learnt about the theme. E.g., The Chief is the leader of the community.<br><br>Teach blending using a game, blend letters to form syllables.<br><br>Write the individual letters, a consonant and a vowel. Point to each letter slowly and the learners say its sound. | Pictures and videos of past and present leaders in the community, Big book  |  |

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|  | <p>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.</p> <p>Take Learners out of the class to the field for a stretch up.</p> <p>Engage Learners to use any of the play toys available.</p> <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> <p><b>Assessment:</b> Put learners into groups to play roles of traditional leaders.</p> |  |
| <p><b>PHASE 3:<br/>REFLECTION</b><br/><i>10MINS</i><br/><b>(Learner and<br/>Teacher)</b></p> | <p>Review lesson with Learners by singing songs in relation to it</p>  |  |

|  |   |  |
|--|---|--|
| <b>DATE:</b>   | <b>STRAND:</b> My Local Community   |  |
| <b>DAY:</b> WEDNESDAY  | <b>SUB STRAND:</b> Knowing The Special Leaders In Our Community And Country   |  |
| <b>CLASS:</b> KG2  | <b>INDICATORS:</b> K2.4.3.1.3 K2.4.3.1.5  |  |
| <b>CONTENT STANDARD:</b><br>K2.4.3.1 Demonstrate understanding and knowledge of the special leaders in our community   | <b>PERFORMANCE INDICATOR:</b><br>❖ Learners can use key words about the theme to create meaningful sentences in real life situation.<br>❖ Learners can create art works inspired by places in our culture and country.  |  |
| <b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving |   |  |
| <b>KEY WORDS:</b>  |   |  |
| <b>PHASE/DURATION</b>  | <b>LEARNERS ACTIVITIES</b>  | <b>RESOURCES</b>   |
| <b>PHASE 1: STARTER</b> 10 MINS<br><b>(Preparing the Brain for Learning)</b>   | Engage learners to sing songs and recite some familiar rhymes.<br><u>THE NORTH WIND DOTH BLOW</u><br>The north wind doth blow and we shall have snow,<br>And what will pour robin do then, poor thing?<br>He'll sit in a barn and keep himself warm<br>And hide his head under his wing, poor thing.  |  |
| <b>PHASE 2: MAIN</b><br>40MINS<br><b>(New Learning Including Assessment)</b>   | List the key words on the board and assist learners to read them. E.g. fly whisk, durbar, chiefs, staff, umbrellas, etc.<br><br>Learners identify the new words on word cards and use them to form their own sentences. E.g. The pastor is the leader in my church.<br><br>Have learners dramatize the role of the various leaders using some of the new words<br><br>Using a picture, have learners talk about elements in the palace which interests them.<br><br>Guide them to make a picture of the umbrella and label it nicely.<br><br>Take Learners out of the class to the field for a stretch up.<br><br>Engage Learners to use any of the play toys available.<br><br>Make a choice to use any of the learning centers created<br><br>Listen to a story on family<br><br><b>Assessment:</b> Group learners to make simple artworks. | Pictures and videos of past and present leaders in the community, Big book |
| <b>PHASE 3: REFLECTION</b><br>10MINS<br><b>(Learner and Teacher)</b>   | Review lesson with Learners by singing songs in relation to it  |  |




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|--|---|--|--|
| <b>DATE:</b>   |   | <b>STRAND:</b> My Local Community  |  |
| <b>DAY:</b> THURSDAY   |   | <b>SUB STRAND:</b> Knowing The Special Leaders In Our Community And Country  |  |
| <b>CLASS:</b> KG2  |   | <b>INDICATORS:</b> K2.4.3.1.2 K2.4.3.1.3 K2.4.3.1.6  |  |
| <b>CONTENT STANDARD:</b><br>K2.4.3.1 Demonstrate understanding and knowledge of the special leaders in our community   |   | <b>PERFORMANCE INDICATOR:</b><br>❖ 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.<br>❖ Use key words about the theme to create meaningful sentences in real life situation.<br>❖ Compare objects based on length and weight of various items and objects. |  |
| <b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving |   |  |  |
| <b>KEY WORDS:</b>  |   |  |  |
| <b>PHASE/DURATION</b>  | <b>LEARNERS ACTIVITIES</b>  |  | <b>RESOURCES</b>   |
| <b>PHASE 1:</b><br><b>STARTER</b> 10 MINS<br><b>(Preparing the Brain for Learning)</b>   | Engage learners to sing songs and recite some familiar rhymes.<br><br><u>DAFFY-DOWN-DILLY</u><br>Daffy-down-dilly<br>Has come to town<br>With a yellow petticoat<br>And a pretty green gown.  |  |  |
| <b>PHASE 2: MAIN</b><br>40MINS<br><b>(New Learning Including Assessment)</b>   | Read aloud the informational text again which relates to the theme to the learners (Chiefs and Queen mothers).<br><br>Check on the K and W before you read the text and the L after reading.<br>K-Ask the learners to say what they already know about the theme.<br><br>W-Ask them to ask questions about what they want to know about the weeks' theme.<br><br>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.<br><br>List the key words on the chalk /white board and assist learners to read them. E.g. fly whisk, durbar, chiefs, staff, umbrellas, etc. |  | Pictures and videos of past and present leaders in the community, Big book |

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|  | <p>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.</p> <p>Have learners dramatize the role of the various leaders using some of the new words<br/>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.</p> <p>Let learners also compare the weight of some objects around them and use words, “heavier than” and “lighter than”.</p> <p>Get them scales and rulers to use and compare the length and height of items measured.</p> <p>Take learners out of the class to the field for a stretch up.</p> <p>Engage learners to use any of the play toys available.</p> <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> <p><b>Assessment:</b> learners use key words about the theme to create meaningful sentences in real life situation</p> |  |
| <p><b>PHASE 3:<br/>REFLECTION</b><br/><i>10MINS</i><br/><b>(Learner and<br/>Teacher)</b></p> | <p>Review lesson with Learners by singing songs in relation to it</p>  |  |

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| <p><b>DATE:</b></p> | <p><b>STRAND:</b> My Local Community</p> |
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| <b>DAY:</b> FRIDAY   | <b>SUB STRAND:</b> Knowing The Special Leaders In Our Community And Country  |
| <b>CLASS:</b> KG2  | <b>INDICATORS:</b> K2.4.3.1.1 K2.4.3.1.4   |
| <b>CONTENT STANDARD:</b><br>K2.4.3.1 Demonstrate understanding and knowledge of the special leaders in our community   | <b>PERFORMANCE INDICATOR:</b><br>❖ Learners can talk about and describe the roles of the traditional and religious leaders in our community.<br>❖ Learners can blend individual letter-sound to form one syllabic words. |
| <b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving |  |
| <b>KEY WORDS:</b>  |  |

| PHASE/DURATION  | LEARNERS ACTIVITIES   | RESOURCES  |
|---|---|--|
| <b>PHASE 1: STARTER</b> 10 MINS<br>(Preparing the Brain for Learning) | Engage learners to sing songs and recite some familiar rhymes.<br><br><u>WAY UP HIGH IN THE APPLE TREE</u><br>Way up high in the apple tree,<br>Two red apples smiled at me,<br>I shook that trees as hard as I could,<br>Dooowwwwwwwn came an apple,<br>Mmmmm, it was good.  |  |
| <b>PHASE 2: MAIN</b> 40MINS<br>(New Learning Including Assessment)    | Display a conversational poster (#14) and some concrete materials related to the theme and engage learners in active discussion.<br><br>Call on learners randomly to answer questions or contribute to the discussion.<br><br>Have learners talk about the traditional and religious leaders of the country.<br><br> <br>Otumfuo Osei Tutu II      Aboatia Ofori Panin<br><br><br>Yaa Naa Abukari | Pictures and videos of past and present leaders in the community, Big book |



Bishop Duncan Williams



Sheikh Osman Nuhu

Talk about the traditional leaders and where they can be found.

Ask those who have seen their chiefs to describe how they dress

Let learners talk about the leaders in their various religious groups. E.g. Muslims – Imam, Christians- Pastors, Catholic Father, Bishops etc.

Teach blending using a game. Two pupils hold individual letter cards separately. They move towards each other slowly until they stand close and put their letters together to read a syllable.

Have learners dance with actions as they sing the songs

Teach rhymes and songs as learners sing along

Make a choice to use any of the learning centers created

**Assessment:** Learners blend individual letter-sound to form one syllabic words

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

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

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

Sing rhymes and songs with learners as they play

Sea saw, mary go round,  
and other play toys

## WEEKLY LESSON PLAN FOR KG 2- WEEK 11

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|--|--|------------------|
| <b>DATE:</b>   | <b>STRAND:</b> My Nation Ghana   |                  |
| <b>DAY:</b> MONDAY   | <b>SUB STRAND:</b> History And Celebration Of Ghana  |                  |
| <b>CLASS:</b> KG2  | <b>INDICATORS:</b> K2.5.1.1.1 K2.5.1.1.6.  |                  |
| <b>CONTENT STANDARD:</b><br>K2.5.1.1 Demonstrate understanding of history and celebrations of Ghana  | <b>PERFORMANCE INDICATOR:</b>  |                  |
|  | <ul style="list-style-type: none"> <li>❖ Learners talk about activities that are done during 6th March Celebration and listen to historical stories about Ghana’s Independence.</li> <li>❖ Learners to prepare an artwork related to the Independence Day and use it for the Kiddies Independence Day celebration.</li> </ul>  |                  |
| <b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving |  |                  |
| <b>KEY WORDS:</b>  |  |                  |
| <b>PHASE/DURATION</b>  | <b>LEARNERS ACTIVITIES</b>   | <b>RESOURCES</b> |
| <b>PHASE 1:</b><br><b>STARTER</b> 10 MINS<br><b>(Preparing the Brain for Learning)</b>   | <p>Have learners to sing songs and recite rhymes that relate to the lesson.</p> <p><u>PUSS IN BOOTS</u><br/>Puss in boots, he searched in vain to find a squeaking mouse but heard it squeak time again from somewhere in his house<br/>“That little mouse must be somewhere” he said,<br/>“about here, sneaking” but it was no mouse he could hear only his old boots squeaking</p>   |                  |
| <b>PHASE 2: MAIN</b><br>40MINS<br><b>(New Learning Including Assessment)</b>   | <p>Use the KWL strategy, during the community circle time to discuss the theme.</p> <p>The K stands for what the pupils know about Ghana’s Independence Day</p> <p>W-they ask question about what they want to learn. The teacher or the resource person shares ideas or reads a book to pupils on the theme.</p> <p>Pupils then share what they have learned (L). Learners must be encouraged and given the opportunity to ask questions freely when the resource person is talking about the theme and the roles of the leaders.</p> <p>End by singing the National Anthem and pay attention to the words.</p> <p>Provide learners with different writing tools and colors and white paper.</p> <p>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.</p> |                  |



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**  
*10MINS*  
**(Learner and  
Teacher)**

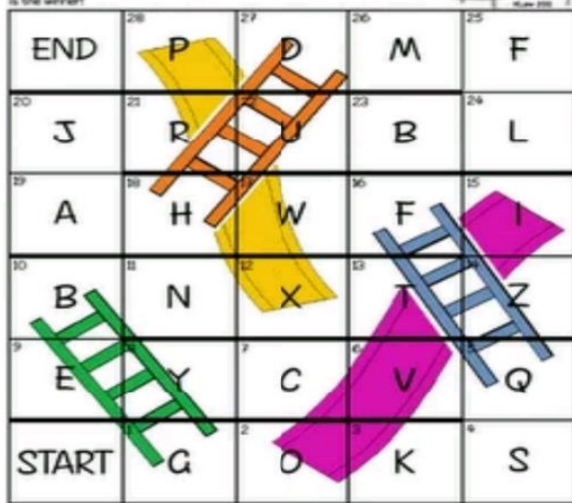
Review lesson with Learners by singing songs in relation to it

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| <p><b>DATE:</b></p> <p><b>DAY:</b> TUESDAY</p> <p><b>CLASS:</b> KG2</p>   | <p><b>STRAND:</b> My Nation Ghana</p> <p><b>SUB STRAND:</b> History And Celebration Of Ghana</p>   |                         |
| <p><b>CONTENT STANDARD:</b><br/>K2.5.1.1 Demonstrate understanding of history and celebrations of Ghana</p>   | <p><b>INDICATORS:</b> K2.5.1.1.2 K2.5.1.1.3</p> <p><b>PERFORMANCE INDICATOR:</b></p> <ul style="list-style-type: none"> <li>❖ 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.</li> <li>❖ 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.</li> </ul>  |                         |
| <p><b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving</p> |  |                         |
| <p><b>KEY WORDS:</b></p>  |  |                         |
| <p><b>PHASE/DURATION</b></p>  | <p><b>LEARNERS ACTIVITIES</b></p>  | <p><b>RESOURCES</b></p> |
| <p><b>PHASE 1:</b><br/><b>STARTER</b> 10 MINS<br/><b>(Preparing the Brain for Learning)</b></p>   | <p>Have learners to sing songs and recite rhymes that relate to the lesson.</p> <p><u>CHUBBY CHEEKS</u><br/>Chubby cheeks, dimpled chin,<br/>Rosy lips teeth within.<br/>Curly hair, very fair.<br/>Eyes are blue lovely too.<br/>Teachers pet is that you?<br/>Yes, yes, yes!</p>   |                         |
| <p><b>PHASE 2: MAIN</b><br/>40MINS<br/><b>(New Learning Including Assessment)</b></p>   | <p>Teacher follows the read aloud procedure of KWL to involve the learners actively in the shared reading.</p> <p>K Ask learners what they know about 6th March celebration</p> <p>W: learners should share what they want to know.</p> <p>Read the book pausing often to allow learners to find answers to their questions under (L)</p> <p>Use the new sight and content vocabulary learnt about the Independence Day celebration to construct simple sentences orally in-home languages and English.<br/>E.g. Our independence is celebrated on the 6th of March.</p> <p>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.</p> |                         |

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|   | <p>Have learners recite the national anthem and make meaning of it.</p> <p><u>The Ghana National Anthem</u><br/> <i>God bless our homeland Ghana,<br/> And make our nation great and strong,<br/> Bold to defend forever<br/> The cause of freedom and of Right.<br/> Fill our hearts with true humility,<br/> Make us cherish fearless honesty,<br/> And help us to resist oppressors' rule<br/> With all our will and might evermore.</i></p> <p>Take Learners out of the class to the field for a stretch up.</p> <p>Engage Learners to use any of the play toys available.<br/> Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> <p><b>Assessment:</b> Have learners read and spell some new words learnt, and write them in their workbook.</p> |  |
| <p><b>PHASE 3:<br/> REFLECTION</b><br/> 10MINS<br/> <b>(Learner and<br/> Teacher)</b></p> | <p>Review lesson with Learners by singing songs in relation to it</p>   |  |

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| <p><b>DATE:</b></p> <p><b>DAY:</b> WEDNESDAY</p> <p><b>CLASS:</b> KG2</p> | <p><b>STRAND:</b> My Nation Ghana</p> <p><b>SUB STRAND:</b> History And Celebration Of Ghana</p> |
|---|--|

| <b>CONTENT STANDARD:</b><br>K2.5.1.1 Demonstrate understanding of history and celebrations of Ghana  | <b>INDICATORS:</b> K2.5.1.1.4 K2.5.1.1.5   |           |
|--|--|-----------|
|  | <b>PERFORMANCE INDICATOR:</b><br>❖ Learners can identify the beginning and ending rhyming sounds in words, delete and replace the rhyming sounds to get another rhyming pair.<br><br>❖ Learners to connect letters to spoken words and identify letters in print   |           |
| <b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving |  |           |
| <b>KEY WORDS:</b>  |  |           |
|  |  |           |
| PHASE/DURATION   | LEARNERS ACTIVITIES  | RESOURCES |
| <b>PHASE 1:</b><br><b>STARTER</b> 10 MINS<br><b>(Preparing the Brain for Learning)</b>   | <p>Engage learners in the I spy game</p> <p>Teacher, begins by saying "I spy with my little eye something beginning with....."/s/ or /t/"<br/>         The item has to be something within sight of the learners.</p> <p>Learners then guess until someone guesses correctly.</p>  |           |
| <b>PHASE 2: MAIN</b><br>40MINS<br><b>(New Learning Including Assessment)</b>   | <p>Give an example of two syllables that rhyme.<br/>         e.g... [ to, mo.]</p> <p>Say the sound and have learners repeat the two words that have same rhyming ending.</p> <p>Repeat the two words slowly again, and have learners repeat after you. Ask them what they notice about the two words.</p> <p>Delete the ending vowel and replace with a new vowel sound to make a new syllable with a different rhyming pair.</p> <p>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].</p> <p>Have learners manipulate the sound in a playful way.</p> <p>Draw a grid and write letters the learners have studied so far in it on the floor</p> |           |



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

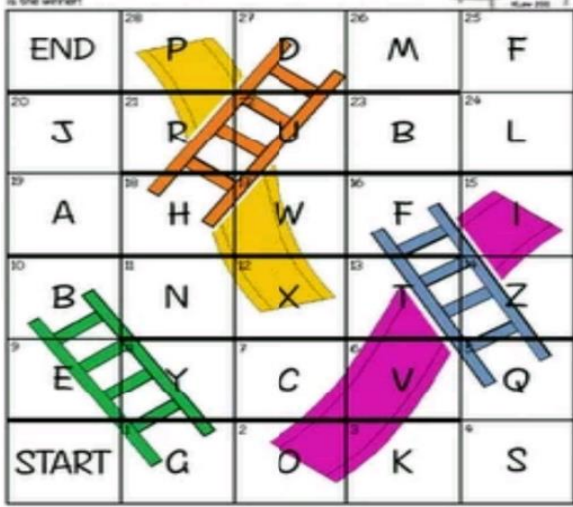
Listen to a story


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



Review lesson with Learners by singing songs in relation to it

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



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| <b>DATE:</b><br><br><b>DAY:</b> THURSDAY<br><br><b>CLASS:</b> KG2  | <b>STRAND:</b> My Nation Ghana<br><br><b>SUB STRAND:</b> History And Celebration Of Ghana   |                  |
| <b>CONTENT STANDARD:</b><br>K2.5.1.1 Demonstrate understanding of history and celebrations of Ghana  | <b>INDICATORS:</b> K2.5.1.1.5 K2.5.1.1.7<br><br><b>PERFORMANCE INDICATOR:</b><br>❖ Learners can connect letters to spoken words and identify letters in print<br>❖ Learners can identify Ghanaian coins and money by name and use it to buy and sell in the classroom store.  |                  |
| <b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving |   |                  |
| <b>KEY WORDS:</b>  |   |                  |
| <b>PHASE/DURATION</b>  | <b>LEARNERS ACTIVITIES</b>  | <b>RESOURCES</b> |
| <b>PHASE 1:</b><br><b>STARTER</b> 10 MINS<br><b>(Preparing the Brain for Learning)</b>   | Put word cards on the table, floor or a bowl.<br><br>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.<br>He then picks the card again and show it to the class.<br>The class checks to see if the letter is correct.<br><br>Call learners in turns to go through same process.  |                  |
| <b>PHASE 2: MAIN</b><br>40MINS<br><b>(New Learning Including Assessment)</b>   | Draw a grid and write letters the learners have studied so far in it on the floor<br><br>Divide the class into 2, 3, or 4 groups, (the number depends on the number of learners in the class).<br>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.<br>Keep on calling out words and the groups send volunteers to hop on the letter in the box on the floor. |                  |

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|  | <p>If the child is incorrect, the group loses the chance and does not get a point. If nobody knows it, you need to demonstrate and hop on the grid and no one gets a point. Those who got it wrong will be given the word and the letter to take home and relearn. Select a group to start with.</p> <p>Display the various coins currently being used for transaction in Ghana.</p> <p>Have learners touch, feel and say the features of each coin.</p>  <p>Play games with the learners asking them to identify the coins and buying things with them in the classroom store.</p> <p>Take learners out of the class to the field for a stretch up.</p> <p>Engage learners to use any of the play toys available.</p> <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> <p><b>Assessment:</b> Engage learners to use the coins to sell and buy things with them in the classroom store</p> |  |
| <p><b>PHASE 3:<br/>REFLECTION</b><br/><i>10MINS</i><br/><b>(Learner and<br/>Teacher)</b></p> | <p>Review lesson with Learners by singing songs in relation to it</p>   |  |

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| <b>DATE:</b>   |  | <b>STRAND:</b> My Nation Ghana   |
| <b>DAY:</b> FRIDAY   |  | <b>SUB STRAND:</b> History And Celebration Of Ghana  |
| <b>CLASS:</b> KG2  |  |  |
| <b>CONTENT STANDARD:</b><br>K2.5.1.1 Demonstrate understanding of history and celebrations of Ghana  |  | <b>INDICATORS:</b> K2.4.3.1.1 K2.5.1.1.7   |
|  |  | <b>PERFORMANCE INDICATOR:</b><br>❖ Learners can talk about and describe the roles of the political, traditional and religious leaders in our community.<br>❖ Learners can identify Ghanaian coins and money by name and use it to buy and sell in the classroom store. |
| <b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving |  |  |
| <b>KEY WORDS:</b>  |  |  |
| <b>PHASE/DURATION</b>  | <b>LEARNERS ACTIVITIES</b>   | <b>RESOURCES</b>   |
| <b>PHASE 1: STARTER</b> 10 MINS<br><b>(Preparing the Brain for Learning)</b>   | Engage Learners to Play show me a number game with learners (up to 10), with fingers.<br><br>Teacher mentions the number from (1 to 10). Learners then show their fingers up to show the number and clap the number  |  |
| <b>PHASE 2: MAIN</b> 40MINS<br><b>(New Learning Including Assessment)</b>  | Engage learners in a circle time.<br>Invite learners to talk about Ghana’s Independence Day. Use questions to guide them as they talk.<br><br>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.<br><br>End by singing the National Anthem and pay attention to the words.<br><u>The Ghana National Anthem</u><br><i>God bless our homeland Ghana,<br/>And make our nation great and strong,<br/>Bold to defend forever<br/>The cause of freedom and of Right.<br/>Fill our hearts with true humility,<br/>Make us cherish fearless honesty,<br/>And help us to resist oppressors’ rule<br/>With all our will and might evermore.</i><br><br>Display the various currency notes currently being used for transaction in Ghana. |  |
|  |     |  |



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 notes to sell and buy things with them in the classroom store.

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

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

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

Sing rhymes and songs with learners as they play

Sea saw, mary go round,  
and other play toys

## WEEKLY LESSON PLAN FOR KG 2- WEEK 12

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| <b>DATE:</b>   | <b>STRAND:</b> My Nation Ghana   |                  |
| <b>DAY:</b> MONDAY   | <b>SUB STRAND:</b> History And Celebration Of Ghana  |                  |
| <b>CLASS:</b> KG2  | <b>INDICATORS:</b> K2.5.1.1.1 K2.5.1.1.6.  |                  |
| <b>CONTENT STANDARD:</b><br>K2.5.1.1 Demonstrate understanding of history and celebrations of Ghana  | <b>PERFORMANCE INDICATOR:</b>  |                  |
|  | <ul style="list-style-type: none"> <li>❖ Learners talk about activities that are done during 6th March Celebration and listen to historical stories about Ghana's Independence.</li> <li>❖ Learners to prepare an artwork related to the Independence Day and use it for the Kiddies Independence Day celebration.</li> </ul>  |                  |
| <b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving |  |                  |
| <b>KEY WORDS:</b>  |  |                  |
| <b>PHASE/DURATION</b>  | <b>LEARNERS ACTIVITIES</b>   | <b>RESOURCES</b> |
| <b>PHASE 1:</b><br><b>STARTER</b> 10 MINS<br><b>(Preparing the Brain for Learning)</b>   | <p>Have learners to sing songs and recite rhymes that relate to the lesson.</p> <p><u>PUSS IN BOOTS</u><br/>Puss in boots, he searched in vain to find a squeaking mouse but heard it squeak time again from somewhere in his house<br/>"That little mouse must be somewhere" he said,<br/>"about here, sneaking" but it was no mouse he could hear only his old boots squeaking</p>   |                  |
| <b>PHASE 2: MAIN</b><br>40MINS<br><b>(New Learning Including Assessment)</b>   | <p>Use the KWL strategy, during the community circle time to discuss the theme.</p> <p>The K stands for what the pupils know about Ghana's Independence Day</p> <p>W-they ask question about what they want to learn. The teacher or the resource person shares ideas or reads a book to pupils on the theme.</p> <p>Pupils then share what they have learned (L). Learners must be encouraged and given the opportunity to ask questions freely when the resource person is talking about the theme and the roles of the leaders.</p> <p>End by singing the National Anthem and pay attention to the words.</p> <p>Provide learners with different writing tools and colors and white paper.</p> <p>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.</p> |                  |



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**  
*10MINS*  
**(Learner and  
Teacher)**

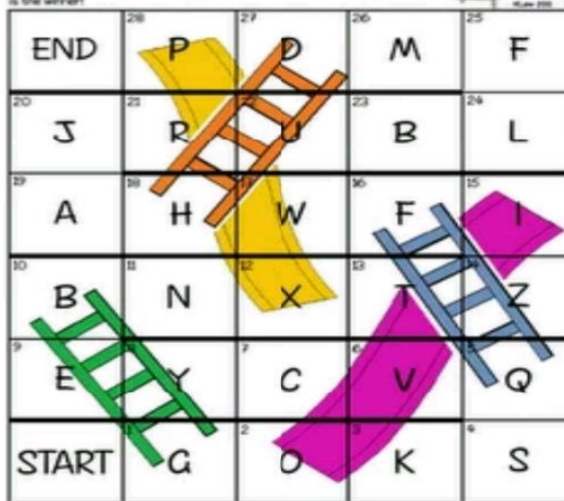
Review lesson with Learners by singing songs in relation to it

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| <b>DATE:</b><br><br><b>DAY:</b> TUESDAY<br><br><b>CLASS:</b> KG2   | <b>STRAND:</b> My Nation Ghana<br><br><b>SUB STRAND:</b> History And Celebration Of Ghana  |                  |
| <b>CONTENT STANDARD:</b><br>K2.5.1.1 Demonstrate understanding of history and celebrations of Ghana  | <b>INDICATORS:</b> K2.5.1.1.2 K2.5.1.1.3<br><br><b>PERFORMANCE INDICATOR:</b><br>❖ 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.<br><br>❖ 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.  |                  |
| <b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving |  |                  |
| <b>KEY WORDS:</b>  |  |                  |
| <b>PHASE/DURATION</b>  | <b>LEARNERS ACTIVITIES</b>   | <b>RESOURCES</b> |
| <b>PHASE 1:</b><br><b>STARTER</b> 10 MINS<br><b>(Preparing the Brain for Learning)</b>   | Have learners to sing songs and recite rhymes that relate to the lesson.<br><br><u>CHUBBY CHEEKS</u><br>Chubby cheeks, dimpled chin,<br>Rosy lips teeth within.<br>Curly hair, very fair.<br>Eyes are blue lovely too.<br>Teachers pet is that you?<br>Yes, yes, yes!  |                  |
| <b>PHASE 2: MAIN</b><br>40MINS<br><b>(New Learning Including Assessment)</b>   | Teacher follows the read aloud procedure of KWL to involve the learners actively in the shared reading.<br><br>K Ask learners what they know about 6th March celebration<br><br>W: learners should share what they want to know.<br><br>Read the book pausing often to allow learners to find answers to their questions under (L)<br><br>Use the new sight and content vocabulary learnt about the Independence Day celebration to construct simple sentences orally in-home languages and English.<br>E.g. Our independence is celebrated on the 6th of March.<br><br>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. |                  |

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|   | <p>Have learners recite the national anthem and make meaning of it.</p> <p><u>The Ghana National Anthem</u><br/> <i>God bless our homeland Ghana,<br/> And make our nation great and strong,<br/> Bold to defend forever<br/> The cause of freedom and of Right.<br/> Fill our hearts with true humility,<br/> Make us cherish fearless honesty,<br/> And help us to resist oppressors' rule<br/> With all our will and might evermore.</i></p> <p>Take Learners out of the class to the field for a stretch up.</p> <p>Engage Learners to use any of the play toys available.<br/> Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> <p><b>Assessment:</b> Have learners read and spell some new words learnt, and write them in their workbook.</p> |  |
| <p><b>PHASE 3:<br/> REFLECTION</b><br/> 10MINS<br/> <b>(Learner and<br/> Teacher)</b></p> | <p>Review lesson with Learners by singing songs in relation to it</p>   |  |



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| <b>DATE:</b>   | <b>STRAND:</b> My Nation Ghana  |                  |
| <b>DAY:</b> WEDNESDAY  | <b>SUB STRAND:</b> History And Celebration Of Ghana   |                  |
| <b>CLASS:</b> KG2  | <b>INDICATORS:</b> K2.5.1.1.4 K2.5.1.1.5  |                  |
| <b>CONTENT STANDARD:</b><br>K2.5.1.1 Demonstrate understanding of history and celebrations of Ghana  | <b>PERFORMANCE INDICATOR:</b>   |                  |
|  | <ul style="list-style-type: none"> <li>❖ Learners can identify the beginning and ending rhyming sounds in words, delete and replace the rhyming sounds to get another rhyming pair.</li> <li>❖ Learners to connect letters to spoken words and identify letters in print</li> </ul>   |                  |
| <b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving |   |                  |
| <b>KEY WORDS:</b>  |   |                  |
| <b>PHASE/DURATION</b>  | <b>LEARNERS ACTIVITIES</b>  | <b>RESOURCES</b> |
| <b>PHASE 1:</b><br><b>STARTER</b> 10 MINS<br><b>(Preparing the Brain for Learning)</b>   | <p>Engage learners in the I spy game</p> <p>Teacher, begins by saying "I spy with my little eye something beginning with....."/s/ or /t/"</p> <p>The item has to be something within sight of the learners.</p> <p>Learners then guess until someone guesses correctly.</p>   |                  |
| <b>PHASE 2: MAIN</b><br>40MINS<br><b>(New Learning Including Assessment)</b>   | <p>Give an example of two syllables that rhyme.<br/>e.g... [ to, mo.]</p> <p>Say the sound and have learners repeat the two words that have same rhyming ending.</p> <p>Repeat the two words slowly again, and have learners repeat after you. Ask them what they notice about the two words.</p> <p>Delete the ending vowel and replace with a new vowel sound to make a new syllable with a different rhyming pair.</p> <p>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].</p> <p>Have learners manipulate the sound in a playful way.</p> <p>Draw a grid and write letters the learners have studied so far in it on the floor</p> |                  |



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.

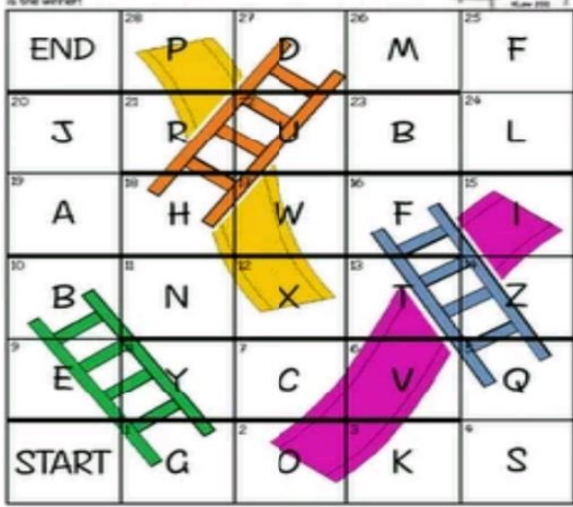
Make a choice to use any of the learning centers created


Listen to a story

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

Review lesson with Learners by singing songs in relation to it

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

| <b>DATE:</b><br><br><b>DAY:</b> THURSDAY<br><br><b>CLASS:</b> KG2  | <b>STRAND:</b> My Nation Ghana<br><br><b>SUB STRAND:</b> History And Celebration Of Ghana   |           |
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| <b>CONTENT STANDARD:</b><br>K2.5.1.1 Demonstrate understanding of history and celebrations of Ghana  | <b>INDICATORS:</b> K2.5.1.1.5 K2.5.1.1.7<br><br><b>PERFORMANCE INDICATOR:</b><br>❖ Learners can connect letters to spoken words and identify letters in print<br>❖ Learners can identify Ghanaian coins and money by name and use it to buy and sell in the classroom store.  |           |
| <b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving |   |           |
| <b>KEY WORDS:</b>  |   |           |
| PHASE/DURATION   | LEARNERS ACTIVITIES   | RESOURCES |
| <b>PHASE 1:</b><br><b>STARTER</b> 10 MINS<br><b>(Preparing the Brain for Learning)</b>   | <p>Put word cards on the table, floor or a bowl.</p> <p>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.</p> <p>He then picks the card again and show it to the class. The class checks to see if the letter is correct.</p> <p>Call learners in turns to go through same process.</p>  |           |
| <b>PHASE 2: MAIN</b><br>40MINS<br><b>(New Learning Including Assessment)</b>   | <p>Draw a grid and write letters the learners have studied so far in it on the floor</p>  <p>Divide the class into 2, 3, or 4 groups, (the number depends on the number of learners in the class).</p> <p>The rule for the game is that When you call out a word, a volunteer (a child) runs and hops onto the space where the beginning letter of the word is placed on the grid. If the child is correct, the group gets a point.</p> <p>Keep on calling out words and the groups send volunteers to hop on the letter in the box on the floor.</p> |           |

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|  | <p>If the child is incorrect, the group loses the chance and does not get a point. If nobody knows it, you need to demonstrate and hop on the grid and no one gets a point Those who got it wrong will be given the word and the letter to take home and relearn. Select a group to start with.</p> <p>Display the various coins currently being used for transaction in Ghana.</p> <p>Have learners touch, feel and say the features of each coin.</p>  <p>Play games with the learners asking them to identify the coins and buying things with them in the classroom store.</p> <p>Take learners out of the class to the field for a stretch up.</p> <p>Engage learners to use any of the play toys available.</p> <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> <p><b>Assessment:</b> Engage learners to use the coins to sell and buy things with them in the classroom store</p> |  |
| <p><b>PHASE 3:<br/>REFLECTION</b><br/><i>10MINS</i><br/><b>(Learner and<br/>Teacher)</b></p> | <p>Review lesson with Learners by singing songs in relation to it</p>  |  |

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| <p><b>DATE:</b></p> | <p><b>STRAND:</b> My Nation Ghana</p> |
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| <b>DAY:</b> FRIDAY   | <b>SUB STRAND:</b> History And Celebration Of Ghana  |
| <b>CLASS:</b> KG2  |  |
| <b>CONTENT STANDARD:</b><br>K2.5.1.1 Demonstrate understanding of history and celebrations of Ghana  | <b>INDICATORS:</b> K2.4.3.1.1 K2.5.1.1.7   |
|  | <b>PERFORMANCE INDICATOR:</b><br>❖ Learners can talk about and describe the roles of the political, traditional and religious leaders in our community.<br>❖ Learners can identify Ghanaian coins and money by name and use it to buy and sell in the classroom store. |
| <b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving |  |
| <b>KEY WORDS:</b>  |  |

| PHASE/DURATION   | LEARNERS ACTIVITIES  | RESOURCES |
|--|--|-----------|
| <b>PHASE 1: STARTER</b> 10 MINS<br><b>(Preparing the Brain for Learning)</b> | Engage Learners to Play show me a number game with learners (up to 10), with fingers.<br><br>Teacher mentions the number from (1 to 10). Learners then show their fingers up to show the number and clap the number  |           |
| <b>PHASE 2: MAIN</b> 40MINS<br><b>(New Learning Including Assessment)</b>    | Engage learners in a circle time.<br>Invite learners to talk about Ghana's Independence Day. Use questions to guide them as they talk.<br><br>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.<br><br>End by singing the National Anthem and pay attention to the words.<br><u>The Ghana National Anthem</u><br><i>God bless our homeland Ghana,<br/>And make our nation great and strong,<br/>Bold to defend forever<br/>The cause of freedom and of Right.<br/>Fill our hearts with true humility,<br/>Make us cherish fearless honesty,<br/>And help us to resist oppressors' rule<br/>With all our will and might evermore.</i><br><br>Display the various currency notes currently being used for transaction in Ghana. |           |



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|--|---|--|
|  | <p>Have learners touch, feel and say the features of each note.</p> <p>Play games with the learners asking them to identify the notes and buying things with them in the classroom store.</p> <p>Teach rhymes and songs as learners sing along<br/> <b><u>SOMETHING PASS</u></b></p> <ul style="list-style-type: none"> <li>•Something pass</li> <li>•Response: something pass through my body to my heart.</li> <li>•Something pass</li> <li>•Response: something pass through my mouth to my stomach.</li> <li>•Lalala laaa</li> <li>•Response: lala laa lala lala lala la</li> <li>•Lololo loo</li> <li>•Response: lolo loo lolo lolo lolo lo</li> </ul> <p>Have learners dance with actions as they sing the songs</p> <p>Make a choice to use any of the learning centers created</p> <p><b>Assessment:</b> Engage learners to use the currency notes to sell and buy things with them in the classroom store.</p> |  |
| <p><b>PHASE 3:<br/>REFLECTION</b><br/> <i>10MINS</i><br/> <b>(Learner and Teacher)</b></p> | <p>Teacher sings songs and recite rhymes in relation to the lesson with learners</p> <p>Take learners out to the field.<br/> Guide them to swing the sea-saw, sit on the mary-go-round etc.</p> <p>Sing rhymes and songs with learners as they play</p>   | <p>Sea saw, mary go round, and other play toys</p> |