

THE GRANDMOTHER

TERM TWO

KG ONE

WEEK 1 - 12

Termly Scheme of Learning (SOL) for KG 1 Term 2

WEEK	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1 & 2	K1.3. VALUES AND BELIEFS	K1.3.1. OUR FAMILY VALUES	K1.3.1.1	K1.3.1.1.1 K1.3.1.1.2 K1.3.1.1.3 K1.3.1.1.4 K1.3.1.1.5 K1.3.1.1.6 K1.3.1.1.7	Poster/ cut out picture. Cut out shapes, big books, counters, crayons
3	K1.3. VALUES AND BELIEFS	MY CULTURAL VALUES	K1. 3.1.1	K1. 3.2.1.1 K1.3.2.1.2 K1.3.2.1.3 K1.3.2.1.4 K1.3.2.1.5	Poster/ cut out picture. Cut out shapes, big books, counters, crayons
4	K1.3. VALUES AND BELIEFS	K1.3.3. OUR RELIGIOUS VALUES	K1.3.3.1.	K1.3.3.1.1 K1.3.3.1.2 K1.3.3.1.3 K1.3.3.1.4 K1.3.3.1.5 K1.3.3.1.6	Poster/ cut out picture. Cut out shapes, big books, counters, crayons
5 & 6	K1.3. VALUES AND BELIEFS	K1.3.4. OUR BELIEFS	K1.3.4.1.	K1.3.4.1.1 K1.3.4.1.2 K1.3.4.1.3 K1.3.4.1.4 K1.3.4.1.5	Poster/ cut out picture. Cut out shapes, big books, counters, crayons
7	K1.4. MY LOCAL COMMUNITY	K1.4.1. KNOWING THE SPECIAL PLACES IN MY LOCAL COMMUNITY	K1.4.1.1.	K1.4.1.1.1 K1.4.1.1.2 K1.4.1.1.3 K1.4.1.1.4 K1.4.1.1.5 K1.4.1.1.6	Poster/ cut out picture Cut out shapes, big books, counters, crayons
8 & 9	K1.4. MY LOCAL COMMUNITY	K1.4.2. KNOWING (WHO) THE IMPORTANT PEOPLE / OCCUPATION IN MY COMMUNITY	K1.4.2.1.	K1.4.2.1.1 K1.4.2.1.2 K1.4.2.1.3 K1.4.2.1.4 K1.4.2.1.5 K1.4.2.1.6 K1.4.2.1.6	Poster/ cut out picture. Cut out shapes, big books, counters, crayons
10	K1.4.	K1.4.3. KNOWING THE SPECIAL LEADERS IN MY COMMUNITY	K1.4.3.1	K1.4.3.1.1 K1.4.3.1.2 K1.4.3.1.3 K1.4.3.1.4 K1.4.3.1.5 K1.4.3.1.6	Poster/ cut out picture. Cut out shapes, big books, counters, crayons

11 &12	K1.5. MY NATION GHANA	K1.5.1. HISTORY AND CELEBRATION OF GHANA'S INDEPENDENCE	K1.5.1.1.	K1.5.1.1.1 K1.5.1.1. K1.5.1.1.2 K1.5.1.1.3 K1.5.1.1.4 K1.5.1.1.5 K1.5.1.1.6 K1.5.1.1.7	Poster/ cut out picture. Cut out shapes, big books, counters, crayons
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TERM TWO
KG 1
WEEK ONE

WEEKLY LESSON PLAN FOR KG 1- WEEK ONE

Name of School.....

DATE: DAY: Tuesday CLASS: KG1		STRAND: VALUES AND BELIEFS SUB STRAND: OUR FAMILY VALUES
CONTENT STANDARD: K1.3.1.1 Demonstrate understanding of the good manners that our families values and why they value them		INDICATORS: K1.3.1.1.1 K1.3.1.1.2 PERFORMANCE INDICATOR: <ul style="list-style-type: none"> Learners can identify the good manners our families value and how it can change our personal likes and dislikes Learners can demonstrate that spoken words are represented in written words/print
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
KEY WORDS:		
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	Have learners to sing songs and recite rhymes that relate to the lesson.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	In a Community Circle time, the learners should be asked to talk about what they like and dislike. Teacher scaffold them to share their reasons for their like and dislike. Write their likes and dislikes on the board or cut out manila cards using different colour of makers (e.g. blue marker for likes and red marker for dislikes).	Poster/ cut out picture Cut out shapes, big books, counters, crayons

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	<p>Through scaffolding, have learners talk about what their parents and grandparents (family) value.</p> <p>Discuss why learners sometimes refuse to do what families value and why it would not be good for them to do that.</p> <p>Have learners sort the “likes” from the “dislikes” and count the number of cards they will get from each group.</p> <p>Guide them use comparative language to describe the comparative language to describe the groups.</p> <p>Extend this activity by using concrete objects e.g. counters, shapes, etc.</p> <p>Teach the learners a song that shows the reward of showing good manners e.g.</p> <p>Abofra ye somako a Obiara pe n’asem 3X Ntsi ye somako</p> <p>Using as Big book, model to learners by pointing to each word you read with a pointer. Highlight the awareness that spoken words can be written.</p> <p>Discuss the meaning of the keywords in the text while you read and assist learners give examples of synonyms of some selected keywords.</p> <p>Write the examples the learners give on the board to illustrate the concept.</p> <p>Through LEA, assist the class to create their version of the story read to them using some of the keywords learnt and write it on a manila card for them.</p>	
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	<p>Guide learners to illustrate their story.</p> <p>Assessment: let learners identify the good manners our families value</p>	
<p>PHASE 3: REFLECTION 10MINS (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it</p>	


DATE:		STRAND: VALUES AND BELIEFS	
DAY: Wednesday		SUB STRAND: OUR FAMILY VALUES	
CLASS: KG1			
CONTENT STANDARD: K1.3.1.1 Demonstrate understanding of the good manners that our families values and why they value them		INDICATORS: K1.3.1.1.3 K1.3.1.1.4	
		PERFORMANCE INDICATOR: <ul style="list-style-type: none">• Learners can listen to a story on importance of exhibiting good manners in our everyday life and role-play how to use simple daily greetings with different people in the society.• Learners can recognise that spoken words are made up of individual speech sounds and letters that can be written down	
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving			
KEY WORDS:			
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES	
PHASE 1: STARTER <i>10 MINS</i> (Preparing the Brain for Learning)	Have learners to sing songs and recite rhymes that relate to the lesson.		
PHASE 2: MAIN <i>40MINS</i> (New Learning Including Assessment)	<p>Greet and welcome learners to the community circle time.</p> <p>Introduce the theme for the week and invite learners to share some of the good manners that their parents insist on at home, e.g. when they are eating, when they wake up from bed, when they receive visitors, when they are in public etc.</p> <p>Tell them a nice Ananse story about the importance and benefit of greetings. Write the daily greetings on strips of manila cards.</p> <p>Show conversational poster and have learners identify the non-verbal behaviours that that learners show when greeting at school and elderly people.</p>	<p>Poster/ cut out picture</p> <p>Cut out shapes, big books, counters, crayons</p>	

	<p>Have learners role play the daily greetings, showing appropriate non-verbal behaviours when greeting different people in the community.</p> <p>Using “Pick and act” have learners use the cut out manila strips to demonstrate the appropriate greeting they pick</p> <p>Have learners sing Alphabet song and point to the letters in the classroom. E.g. ABCD -F- G...</p> <p>Write some words on the board or manila cards, assist learners say the words slowly stretching them using a rubber band and have learners count the sounds they hear in the word.</p> <p>Repeat the activity with the names of some objects in the classroom and have learners say each of the words slowly, stretching them to hear the individual sounds, and count them.</p> <p>Highlight the sounds learners will be able to identify and assist learners to select the letter(s) that represent the sounds.</p> <p>Using phonics game, assist learners to replace different sound/letter at the beginning of some selected words to create new words e.g. /pin/ /sin/, /tin/, /bin/, /fin/etc. /tan/, /man/, /pan/, /fan/, etc.</p> <p>Have learners count the number of words they can create and represent their answer visually arranging bottle tops, empty cans, cut out shapes, etc. or board illustrations with different colours of chalk or markers.</p> <p>Repeat these activities with different objects</p> <p>.</p>	
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	Assessment: let learners Using “Pick and act” have learners use the cut out manila strips to demonstrate the appropriate greeting they pick	
PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it	

DATE:		STRAND: VALUES AND BELIEFS	
DAY: Thursday		SUB STRAND: OUR FAMILY VALUES	
CLASS: KG1			
CONTENT STANDARD: K1.3.1.1 Demonstrate understanding of the good manners that our families values and why they value them		INDICATORS: K1.3.1.1.5 K1.3.1.1.6	
		PERFORMANCE INDICATOR: Learners can recognize details in shapes and height of the letter for the week and write it legibly and correctly Learners can show the time of the day using clock faces.	
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving			
KEY WORDS:			
PHASE/DURATION		LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)		Have learners to sing songs and recite rhymes that relate to the lesson.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)		Learners watch teacher model the pre-writing exercise, learners emulate what the teacher does in a whole class, in groups and individually. Have learners write the letter in the air and on their tables. Talk about the height and shape of the letter. Using dots or tracing, have learners practice writing new letter on slates and in their exercise book. Have learners give examples of words that the letter for the week can begin. Have learners use shapes e.g. circle, triangles, rectangles to create simple patterns with 2,3,2, 2,2,3,2, etc. Have learners clap and stamp their feet with the patterns	Poster/ cut out picture Cut out shapes, big books, counters, crayons

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	<p>Using a wooden or plastic clock, tell a short story about time.</p> <p>Talk about the times we greet in the morning and show it shows on the clock face.</p> <p>Have the keywords on cut out papers and use them to explain how we describe time of the day using the long arm and the short arm on the clock face.</p> <p>Have learners practice manipulating clock faces showing different time.</p> <p>Assist learners to locate the a given time on the clock face (e.g 6, 9)</p>  <p>6 O'clock</p> <p>Have learners create their own clock face using arts materials like play dough, clay, manila cards, etc</p> <p>Assessment: let learners show the time of the day using clock faces.</p>	
PHASE 3: REFLECTION 10MINS (Learner and Teacher)	<p>Review lesson with Learners by singing songs in relation to it</p>	

DATE:		STRAND: VALUES AND BELIEFS	
DAY: Friday		SUB STRAND: OUR FAMILY VALUES	
CLASS: KG1			
CONTENT STANDARD: K1.3.1.1 Demonstrate understanding of the good manners that our families values and why they value them		INDICATOR: K1.3.1.1.7	
		PERFORMANCE INDICATOR: Learners can draw clock faces and write down the given time under it	
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving			
KEY WORDS:			
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES	
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	Have learners to sing songs and recite rhymes that relate to the lesson.		
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	<p>Discuss the importance of time and why learners need to obey the times for school and classroom activities.</p> <p>Talk about times we greet in the morning and show it on the clock face explaining how we describe time of the day using the long arm and the short arm. With different times written on cut out papers,</p> <p>Have learners in pairs draw clock faces showing different times and write the times underneath e.g. 6, 7, 2, etc.</p> <p>E.g.</p>	<p>Poster/ cut out picture</p> <p>Cut out shapes, big books, counters, crayons</p>	



2 O'clock

Assessment: let learners in pairs draw clock faces showing different times and write the times underneath e.g. 6, 7, 2, etc.

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

Review lesson with Learners by singing songs in relation to it

TERM TWO
KG 1
WEEK TWO

WEEKLY LESSON PLAN FOR KG 1- WEEK TWO

Name of School.....

DATE: DAY: Monday CLASS: KG1		STRAND: VALUES AND BELIEFS SUB STRAND: OUR FAMILY VALUES
CONTENT STANDARD: K1.3.1.1 Demonstrate understanding of the good manners that our families values and why they value them		INDICATORS: K1.3.1.1.1 K1.3.1.1.2 PERFORMANCE INDICATOR: <ul style="list-style-type: none"> Learners can identify the good manners our families value and how it can change our personal likes and dislikes Learners can demonstrate that spoken words are represented in written words/print
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
KEY WORDS:		
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	Have learners to sing songs and recite rhymes that relate to the lesson.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	<p>In a Community Circle time, the learners should be asked to talk about what they like and dislike.</p> <p>Teacher scaffold them to share their reasons for their like and dislike.</p> <p>Write their likes and dislikes on the board or cut out manila cards using different colour of makers (e.g. blue marker for likes and red marker for dislikes).</p> <p>Through scaffolding, have learners talk about what their parents and grandparents (family) value.</p>	<p>Poster/ cut out picture</p> <p>Cut out shapes, big books, counters, crayons</p>

	<p>Discuss why learners sometimes refuse to do what families value and why it would not be good for them to do that.</p> <p>Have learners sort the “likes” from the “dislikes” and count the number of cards they will get from each group.</p> <p>Guide them use comparative language to describe the comparative language to describe the groups.</p> <p>Extend this activity by using concrete objects e.g. counters, shapes, etc.</p> <p>Teach the learners a song that shows the reward of showing good manners e.g.</p> <p>Abofra ye somako a Obiara pe n’asem 3X Ntsi ye somako</p> <p>Using as Big book, model to learners by pointing to each word you read with a pointer. Highlight the awareness that spoken words can be written.</p> <p>Discuss the meaning of the keywords in the text while you read and assist learners give examples of synonyms of some selected keywords.</p> <p>Write the examples the learners give on the board to illustrate the concept.</p> <p>Through LEA, assist the class to create their version of the story read to them using some of the keywords learnt and write it on a manila card for them.</p>	
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	<p>Guide learners to illustrate their story.</p> <p>Assessment: let learners identify the good manners our families value and how it can change our personal likes and dislikes</p> <p>Assessment: let learners demonstrate that spoken words are represented in written words/print</p>	
<p>PHASE 3: REFLECTION 10MINS (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it.</p>	

DATE:		STRAND: VALUES AND BELIEFS	
DAY: Tuesday		SUB STRAND: OUR FAMILY VALUES	
CLASS: KG1			
CONTENT STANDARD: K1.3.1.1 Demonstrate understanding of the good manners that our families values and why they value them		INDICATORS: K1.3.1.1.3 K1.3.1.1.4	
		PERFORMANCE INDICATOR: <ul style="list-style-type: none">• Learners can listen to a story on importance of exhibiting good manners in our everyday life and role-play how to use simple daily greetings with different people in the society.• Learners can recognise that spoken words are made up of individual speech sounds and letters that can be written down	
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving			
KEY WORDS:			
PHASE/DURATION		LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)		Have learners to sing songs and recite rhymes that relate to the lesson.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)		<p>Greet and welcome learners to the community circle time.</p> <p>Introduce the theme for the week and invite learners to share some of the good manners that their parents insist on at home, e.g. when they are eating, when they wake up from bed, when they receive visitors, when they are in public etc.</p> <p>Tell them a nice Ananse story about the importance and benefit of greetings. Write the daily greetings on strips of manila cards.</p> <p>Show conversational poster and have learners identify the non-verbal behaviours</p>	<p>Poster/ cut out picture</p> <p>Cut out shapes, big books, counters, crayons</p>

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	<p>that that learners show when greeting at school and elderly people.</p> <p>Have learner's role play the daily greetings, showing appropriate non-verbal behaviours when greeting different people in the community.</p> <p>Using "Pick and act" have learners use the cut out manila strips to demonstrate the appropriate greeting they pick</p> <p>Have learners sing Alphabet song and point to the letters in the classroom. E.g. ABCD -F-G...</p> <p>Write some words on the board or manila cards, assist learners say the words slowly stretching them using a rubber band and have learners count the sounds they hear in the word.</p> <p>Repeat the activity with the names of some objects in the classroom and have learners say each of the words slowly, stretching them to hear the individual sounds, and count them.</p> <p>Highlight the sounds learners will be able to identify and assist learners to select the letter(s) that represent the sounds.</p> <p>Using phonics game, assist learners to replace different sound/letter at the beginning of some selected words to create new words e.g. /pin/ /sin/, /tin/, /bin/, /fin/etc. /tan/, /man/, /pan/, /fan/, etc.</p> <p>Have learners count the number of words they can create and represent their answer visually arranging bottle tops, empty cans, cut out shapes, etc. or board illustrations with different colours of chalk or markers.</p> <p>Repeat these activities with different objects.</p>	
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	Assessment: let learners role-play how to use simple daily greetings with different people in the society.	
PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it	

DATE:		STRAND: VALUES AND BELIEFS	
DAY: Wednesday		SUB STRAND: OUR FAMILY VALUES	
CLASS: KG1			
CONTENT STANDARD: K1.3.1.1 Demonstrate understanding of the good manners that our families values and why they value them		INDICATORS: K1.3.1.1.5	
		PERFORMANCE INDICATOR: Learners can recognize details in shapes and height of the letter for the week and write it legibly and correctly	
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving			
KEY WORDS:			
PHASE/DURATION		LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)		Have learners to sing songs and recite rhymes that relate to the lesson.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)		<p>Learners watch teacher model the pre-writing exercise, learners emulate what the teacher does in a whole class, in groups and individually.</p> <p>Have learners write the letter in the air and on their tables.</p> <p>Talk about the height and shape of the letter. Using dots or tracing, have learners practice writing new letter on slates and in their exercise book.</p> <p>Have learners give examples of words that the letter for the week can begin.</p> <p>Have learners use shapes e.g. circle, triangles, rectangles to create simple patterns with 2,3,2, 2,2,3,2, etc.</p> <p>Have learners clap and stamp their feet with the patterns</p>	<p>Poster/ cut out picture</p> <p>Cut out shapes, big books, counters, crayons</p>

	Assessment: let learners write the letter for the week legibly and correctly	
PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it	

DATE:		STRAND: VALUES AND BELIEFS	
DAY: Thursday		SUB STRAND: OUR FAMILY VALUES	
CLASS: KG1			
CONTENT STANDARD: K1.3.1.1 Demonstrate understanding of the good manners that our families values and why they value them		INDICATORS: K1.3.1.1.6	
		PERFORMANCE INDICATOR: Learners can show the time of the day using clock faces.	
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving			
KEY WORDS:			
PHASE/DURATION		LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)		Have learners to sing songs and recite rhymes that relate to the lesson.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)		<p>Learners watch teacher model the pre-writing exercise, learners emulate what the teacher does in a whole class, in groups and individually. Have learners write the letter in the air and on their tables.</p> <p>Talk about the height and shape of the letter. Using dots or tracing, have learners practice writing new letter on slates and in their exercise book.</p> <p>Have learners give examples of words that the letter for the week can begin.</p> <p>Have learners use shapes e.g. circle, triangles, rectangles to create simple patterns with 2,3,2, 2,2,3,2, etc.</p> <p>Have learners clap and stamp their feet with the patterns</p> <p>Using a wooden or plastic clock, tell a short story about time.</p>	<p>Poster/ cut out picture</p> <p>Cut out shapes, big books, counters, crayons</p>

	<p>Talk about the times we greet in the morning and show it shows on the clock face.</p> <p>Have the keywords on cut out papers and use them to explain how we describe time of the day using the long arm and the short arm on the clock face.</p> <p>Have learners practice manipulating clock faces showing different time.</p> <p>Assist learners to locate the a given time on the clock face (e.g 6, 9)</p>  <p>6 O'clock</p> <p>Have learners create their own clock face using arts materials like play dough, clay, manila cards, etc</p> <p>Assessment: let learners show the time of the day using clock faces</p>	
<p>PHASE 3: REFLECTION 10MINS (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

DATE:		STRAND: VALUES AND BELIEFS	
DAY: Friday		SUB STRAND: OUR FAMILY VALUES	
CLASS: KG1			
CONTENT STANDARD: K1.3.1.1 Demonstrate understanding of the good manners that our families values and why they value them		INDICATORS: K1.3.1.1.7	
		PERFORMANCE INDICATOR: Learners can draw clock faces and write down the given time under it	
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving			
KEY WORDS:			
PHASE/DURATION		LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)		Have learners to sing songs and recite rhymes that relate to the lesson.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)		<p>Discuss the importance of time and why learners need to obey the times for school and classroom activities.</p> <p>Talk about times we greet in the morning and show it on the clock face explaining how we describe time of the day using the long arm and the short arm. With different times written on cut out papers,</p> <p>have learners in pairs draw clock faces showing different times and write the times underneath e.g. 6, 7, 2, etc. E.g.</p> <div></div> <p>2 O'clock</p>	<p>Poster/ cut out picture</p> <p>Cut out shapes, big books, counters, crayons</p>

	Assessment: let learners draw clock faces and write down the given time under it	
PHASE 3: REFLECTION 10MINS (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it	

TERM TWO
KG 1
WEEK THREE

WEEKLY LESSON PLAN FOR KG 1- WEEK THREE

Name of School.....

DATE: DAY: Monday CLASS: KG 1		STRAND: VALUES AND BELIEFS SUB STRAND: MY CULTURAL VALUES
CONTENT STANDARD: K1.3.1.1 Demonstrate understanding of the good manners that our families values and why they value them		INDICATORS: K1. 3.2.1.1 PERFORMANCE INDICATOR: Learners can talk about some important cultural values and good manners that promote respect and politeness
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
KEY WORDS:		
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	Have learners to sing songs and recite rhymes that relate to the lesson.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	<p>In a Community Circle time have learners sit in a semi-circle. Always welcome and greet the learners before you introduce the theme for the week.</p> <p>Have a cut-out papers with the polite words/phrases including greetings and discuss them with learners.</p> <p>Invite learners to demonstrate how to show respect to each other, to adults in our society, mother/father and then teachers.</p> <p>Display a conversational poster and have learners observe, think pair share and describe some behaviours that depict respect and politeness at home and at school.</p>	Poster/ cut out picture Cut out shapes, big books, counters, crayons

	<p>E.g. saying “please, and “thank you”, asking permission before doing everything, e.g. saying “may I go out” etc..</p> <p>Create a scenario for learners to tell the appropriate polite words/phrases that they will use and why?</p> <p>Have learners role play some of the scenarios</p> <p>Assessment: Display a conversational poster and have learners describe some behaviours that depict respect and politeness at home and at school</p>	
<p>PHASE 3: REFLECTION 10MINS (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

DATE:		STRAND: VALUES AND BELIEFS	
DAY: Tuesday		SUB STRAND: MY CULTURAL VALUES	
CLASS: KG 1			
CONTENT STANDARD: K1.3.1.1 Demonstrate understanding of the good manners that our families values and why they value them		INDICATORS: K1.3.2.1.2	
		PERFORMANCE INDICATOR: Learners can recognize the basic components of a book using the Big Book on showing respect	
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving			
KEY WORDS:			
PHASE/DURATION		LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)		Have learners to sing songs and recite rhymes that relate to the lesson.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)		Using a Big book on showing respect/politeness, have learners talk about the front/cover page, the body, and end page of a book. With the use of picture walk from the cover page illustration and the body/content, have learners predict the content of the text. Discuss the meaning of the keywords before reading the book. Use interactive read aloud to assist learners to make connections with why they need to show respect to each other and their teachers. Have learners use some of the keywords sentences that depicts showing respect. Have learners filling the missing letters in the given polite words e.g. may, respect, please, thank, etc. Have learners count the number of letters they used to fill in the spaces of the words and represent the number of the letters on a number line	Poster/ cut out picture Cut out shapes, big books, counters, crayons

	Assessment: let learners identify the basic components of a book using the Big Book on showing respect	
PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it	

DATE:		STRAND: VALUES AND BELIEFS	
DAY: Wednesday		SUB STRAND: MY CULTURAL VALUES	
CLASS: KG 1			
CONTENT STANDARD: K1.3.1.1 Demonstrate understanding of the good manners that our families values and why they value them		INDICATORS: K1.3.2.1.3	
		PERFORMANCE INDICATOR: Learners can use positive words learnt from the teacher-read-aloud of the Big Book to talk about how to show respect to teachers and peers at school.	
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving			
KEY WORDS:			
PHASE/DURATION		LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)		Have learners to sing songs and recite rhymes that relate to the lesson.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)		<p>Do a picture walk through the text and let the learners predict what the story will be about looking at the pictures.</p> <p>Learners listen to the Teacher read-aloud the Big Book on a Girl who refused to listen to his parents and retell the story.</p> <p>Learners share what they learn from the story relating it to how good it is for a child to adopt their cultural values.</p> <p>Learners dramatize different ways to show respect to teachers and their peers at school and in the house. E.g. saying sorry, thank you, etc.</p> <p>Use vocabulary acquired from the text to create meaningful simple sentences. Have each learner count the number of words in their sentence and represent the number of words on a number line</p>	<p>Poster/ cut out picture</p> <p>Cut out shapes, big books, counters, crayons</p>

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	Assessment: let learners use positive words to talk about how to show respect to teachers and peers at school	
PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it	

DATE:		STRAND: VALUES AND BELIEFS	
DAY: Thursday		SUB STRAND: MY CULTURAL VALUES	
CLASS: KG 1			
CONTENT STANDARD: K1.3.1.1 Demonstrate understanding of the good manners that our families values and why they value them		INDICATORS: K1.3.2.1.4	
		PERFORMANCE INDICATOR: Learners can identify the location of individual sounds in a given word (beginning or end of a word)	
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving			
KEY WORDS:			
PHASE/DURATION		LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)		Have learners to sing songs and recite rhymes that relate to the lesson.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)		Introduce target letter-sound for the week to learners. Have learners identify words beginning with the letter-sound for the week Learners search for words with the letter sound at different position- beginning, middle and the ending sound. E.g. dada – the beginning sound is /d/ and /wind/ the sound is at the end. Learners practice the writing of the letter in the air, on other flat surfaces and write it boldly in their writing/exercise books. Read sentence strips to learners and have them identify words that begins with the letter-sound of under study. Have learners design the given letter using pebbles, shells, etc. and talk about their designs Assessment: let learners identify the location of individual sounds in a given word	Poster/ cut out picture Cut out shapes, big books, counters, crayons
PHASE 3: REFLECTION 10MINS (Learner and Teacher)		Review lesson with Learners by singing songs in relation to it	

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DATE: DAY: Friday CLASS: KG 1		STRAND: VALUES AND BELIEFS SUB STRAND: MY CULTURAL VALUES
CONTENT STANDARD: K1.3.1.1 Demonstrate understanding of the good manners that our families values and why they value them		INDICATORS: K1.3.2.1.5 PERFORMANCE INDICATOR: Learners can practice using the more than and less than concept and their signs to compare different items that learners like and don't like
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
KEY WORDS:		
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	Have learners to sing songs and recite rhymes that relate to the lesson.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Have learners talk about their likes and dislike. Using "Think-Pair share", have learners enumerate behaviours they like and those that they dislike using shells, pebbles, sticks, etc. Have learners share their findings using comparative language "more than" and "less than". Introduce learners to using the mathematical signs for the "more than" [$<$] and "less than" [$>$] to solve problems. Extend the activities with other objects. Assessment: let learners use the more than and less than signs to compare different items that learners like and don't like	Poster/ cut out picture Cut out shapes, big books, counters, crayons
PHASE 3: REFLECTION 10MINS (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it	

TERM TWO
KG 1
WEEK FOUR

WEEKLY LESSON PLAN FOR KG 1- WEEK FOUR

Name of School.....

DATE: DAY: Monday CLASS: KG 1	STRAND: VALUES AND BELIEFS SUB STRAND: OUR RELIGIOUS VALUES	
CONTENT STANDARD: K1.3.3.1 Demonstrate understanding of the religious and moral values and virtues we need to exhibit as good Christians and Muslim	INDICATORS: K1.3.3.1 K1.3.3.1.2	
	PERFORMANCE INDICATOR: <ul style="list-style-type: none">• Learners can recite rhymes and talk about religious values and how to show it• Learners can handle books correctly and with care.	
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
KEY WORDS:		
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	Have learners to sing songs and recite rhymes that relate to the lesson.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	<p>Using poster and/or pictures, introduce the theme and let learners recite common rhymes and sing song that depict religious values.</p> <p>As whole class discuss the common moral values and virtues that the three major religious groups preach. E.g. love, forgiveness, living at peace with people, behave appropriately towards other people.</p> <p>Have cut out pictures of some of the values with their labels written under them “pick and act” activity.</p> <p>Assessment: In small groups, have each group pick one of the cut-out pictures and dramatize the religious and/or moral values they picked.</p> <p>Using a Big book and other books, have learners demonstrate the appropriate way of</p>	<p>Poster/ cut out picture</p> <p>Cut out shapes, big books, counters, crayons</p>

	<p>handling books, holding books upright when reading, not bending the spine, opening the pages carefully in order not to tear the pages, etc.</p> <p>Have learners take turns to do “Pretend reading” using the appropriate book handling skills.</p> <p>Guide learners discuss the effects of mishandling books e.g. the spine/backbone of the will break, the sheets of the book will get torn, we will find it difficult to get books, etc.</p> <p>Schedule a book mending day with the learners to assist them to mend the class torn books. Using a book, explain 2/3 dimensional (2/3 D) shapes.</p> <p>Assessment: let learners identify and describe 2/3 D shapes</p>	
PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it	

DATE:		STRAND: VALUES AND BELIEFS
DAY: Tuesday		
CLASS: KG 1		
CONTENT STANDARD: K1.3.3.1 Demonstrate understanding of the religious and moral values and virtues we need to exhibit as good Christians and Muslim		INDICATORS: K1.3.3.1.3
		PERFORMANCE INDICATOR: Learners can Interact actively with peers during a teacher-read aloud session about religious and moral values, use visual information to understand the unfamiliar words when reading and use new vocabulary acquired to create short sentences.
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
KEY WORDS:		
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	Have learners to sing songs and recite rhymes that relate to the lesson.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Using a Big book, have interactive read aloud with learners and assist them identify and tell the religious and moral values in the text. Use visual information to assist the explanation of the keywords before the interactive reading is done. Have learners use some of the unfamiliar words learnt to make simple sentences. After the reading, have learners relate the content of the book with their experiences. Encourages learners to share some of the experiences. Have learners identify the 2/3 D objects in the illustrations and have them group them into the two categories (2D and 3D). Use the comparative signs “more than” [<] and “less than” [>] to describe the data collected. Assessment: let learners draw their favourite 2D or 3D object Assessment: let learners use new vocabulary acquired to create short sentences.	Poster/ cut out picture Cut out shapes, big books, counters, crayons

PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it	
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DATE:		STRAND: VALUES AND BELIEFS	
DAY: Wednesday		SUB STRAND: OUR RELIGIOUS VALUES	
CLASS: KG 1			
CONTENT STANDARD: K1.3.3.1 Demonstrate understanding of the religious and moral values and virtues we need to exhibit as good Christians and Muslim		INDICATORS: K1.3.3.1.4	
		PERFORMANCE INDICATOR: Learners can stretch and count the number of sounds in a word and blend them together.	
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving			
KEY WORDS:			
PHASE/DURATION		LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)		Have learners to sing songs and recite rhymes that relate to the lesson.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)		Teacher holds a rubber band and model how to stretch examples of moral words while pronunciation so as to identify all the sound. List the words on the board or on cut out papers. As learners practice the select words, write the sounds identified on the board. Have learners in pairs play sound blending games where one stretches out the sounding of a word for the other to blend the sound to make out the word. Have learners repeat the activity with different words and introduce the concept of silent letters to learners e.g. love, time, make, etc Assessment: let learners stretch and count the number of sounds in a word and blend them together	Poster/ cut out picture Cut out shapes, big books, counters, crayons
PHASE 3: REFLECTION 10MINS (Learner and Teacher)		Review lesson with Learners by singing songs in relation to it	

DATE: DAY: Thursday CLASS: KG 1		STRAND: VALUES AND BELIEFS SUB STRAND: OUR RELIGIOUS VALUES
CONTENT STANDARD: K1.3.3.1 Demonstrate understanding of the religious and moral values and virtues we need to exhibit as good Christians and Muslim		INDICATORS: K1.3.3.1.5: PERFORMANCE INDICATOR: Learners can write letters legibly and boldly
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
KEY WORDS:		
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	Have learners to sing songs and recite rhymes that relate to the lesson.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Go through prewriting exercise as in the previous writing exemplars. Write two words depicting moral values on the board. Have learners tell situations/occasion when the values are used. Help learners use the words to make simple sentences. Have learners spell the words and then write them into their books. After, have learners count the letters that make up each word and use objects such pebbles, straws, counters, etc. to represent the letters. Have learners sum up the number of letters in the two words. Extend the activity by using different words or objects. learners can also create patterns with the numbers of letters in each word	Poster/ cut out picture Cut out shapes, big books, counters, crayons

	Assessment: let learners write letters legibly and boldly	
PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it	

DATE:		STRAND: VALUES AND BELIEFS	
DAY: Friday		SUB STRAND: OUR RELIGIOUS VALUES	
CLASS: KG 1			
CONTENT STANDARD: K1.3.3.1 Demonstrate understanding of the religious and moral values and virtues we need to exhibit as good Christians and Muslim		INDICATORS: K1.3.3.1.6	
		PERFORMANCE INDICATOR: Learners can write numeral 1 to 5 and represent them with different objects in the church, number of letters in a word etc	
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving			
KEY WORDS:			
PHASE/DURATION	LEARNERS ACTIVITIES		RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	Have learners to sing songs and recite rhymes that relate to the lesson.		
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Write selected words on the board. Have learners count number of letters in words. Have learners make simple sentences with the words in sentences. Using number cards, have learners identify words that have the same letters as the number card shown. Repeat the activity and then have match the words with the appropriate number. Have individual learner identify the numbers on cards and match it with correct numerals on another card. Have learners form patterns with the shapes representing the letters in words Assessment: let learners write numeral 1 to 5 and represent them with different objects in the church, number of letters in a word etc		Poster/ cut out picture Cut out shapes, big books, counters, crayons
PHASE 3: REFLECTION 10MINS (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it		

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TERM TWO
KG 1
WEEK FIVE

WEEKLY LESSON PLAN FOR KG 1- WEEK FIVE

Name of School.....

DATE: DAY: Monday CLASS: KG 1		STRAND: VALUES AND BELIEFS SUB STRAND: OUR BELIEFS
CONTENT STANDARD: K1.3.4.1 Demonstrate understanding of and relating well with people with different beliefs		INDICATORS: K1.3.4.1.1 PERFORMANCE INDICATOR: Learners can talk about God as the Creator of all things and discuss different ways that people worship him
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
KEY WORDS:		
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	Have learners to sing songs and recite rhymes that relate to the lesson.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Using the KWL strategy, introduce the theme for the week and assist learners to learn more about different beliefs system of their friends. K- Call on the learners to share what they know about God and what religious group they belong to. Learners should also mention the different ways they refer to God in their religious groups. W- Allow learners to ask question about what they want to know from their friends about how they worship. Learners talk about and dramatize how they worship, pray and the songs they sing. L- Encourage learners to appreciate each other and then share what they have learned (L) from their friends.	Poster/ cut out picture Cut out shapes, big books, counters, crayons

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	<p>Decorate the classroom with conversational posters of different religious groups and have learners use them as resource to talk about their beliefs.</p> <p>.</p> <p>Assessment: let learners describe God as the Creator of all things and mention different ways that people worship him</p>	
<p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

DATE: DAY: Tuesday CLASS: KG 1		STRAND: VALUES AND BELIEFS SUB STRAND: OUR BELIEFS	
CONTENT STANDARD: K1.3.4.1 Demonstrate understanding of and relating well with people with different beliefs		INDICATORS: K1.3.4.1.2	
		PERFORMANCE INDICATOR: Learners can handle their religious scriptures (book) appropriately.	
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving			
KEY WORDS:			
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES	
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	Have learners to sing songs and recite rhymes that relate to the lesson.		
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Display different scriptures, the Bible, Learners Bible stories, the Quran and any others that the learners could bring. Using the learners’s book as the model, scaffold learners to identify how to open the books paying attention to the page numbers in the books. Use a short story to assist learners appreciate and respect other religious books. Have learners either sing or draw one object each that identify the three main religions in Ghana and talk about it Assessment: let learners mention ways of handling their religious scriptures (book) appropriately.	Poster/ cut out picture Cut out shapes, big books, counters, crayons	
PHASE 3: REFLECTION 10MINS (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it		

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DATE: DAY: Wednesday CLASS: KG 1		STRAND: VALUES AND BELIEFS SUB STRAND: OUR BELIEFS	
CONTENT STANDARD: K1.3.4.1 Demonstrate understanding of and relating well with people with different beliefs		INDICATORS: K1.3.4.1.3	
		PERFORMANCE INDICATOR: Learners can interact actively with peers during a teacher-read aloud session about religious beliefs, use visual information to understand the unfamiliar words when reading and use new vocabulary acquired to talk about their beliefs.	
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving			
KEY WORDS:			
PHASE/DURATION		LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)		Have learners to sing songs and recite rhymes that relate to the lesson.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)		Follow the before reading, during reading and after reading strategies as you read an informational text on different religious groups in Ghana and how they worship. Pause often and have the learners respond to the text by relating the information to their lives. Use visual information such as pictures to explain unfamiliar words such as mosque, chapel, etc. Learners identify and share what they have learnt about the things that we all do in common and things that are different about the three religious groups. Allow learners to talk a lot using the new vocabulary that they have heard from the book. Learners role play what their religious leaders do when leading worship. Have learners talk about and demonstrate how they will relate with their classmates and other learners in harmony although they belong to different religious groups.	Poster/ cut out picture Cut out shapes, big books, counters, crayons

	<p>Count the letters in at least two religious books and/or name of worship place and use comparative language (“more than”, “less than”, “same as”) and signs ([<], [>], [=]) to describe the letters in the spelling of the religious books e.g. Bible, chapel, Quran, Mosque, Shrine, etc.</p> <p>To extend this activity using different objects</p> <p>Assessment: let learners use new vocabulary acquired to talk about their beliefs.</p>	
<p>PHASE 3: REFLECTION 10MINS (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

DATE: DAY: Thursday CLASS: KG 1		STRAND: VALUES AND BELIEFS SUB STRAND: OUR BELIEFS	
CONTENT STANDARD: K1.3.4.1 Demonstrate understanding of and relating well with people with different beliefs		INDICATORS: K1.3.4.1.4	
		PERFORMANCE INDICATOR: Learners can draw one activity that we do when worshipping God and label it with one or two words.	
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving			
KEY WORDS:			
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES	
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	Have learners to sing songs and recite rhymes that relate to the lesson.		
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Using poster and/or picture depicting the three main religion at worship, discuss the three main with the learners. Providing learners with sheet of paper or exercise books, have learners draw, paint and label one way to worship God and label it. Teacher provides different vocabulary on the whiteboard as a resource. Learners decorate the classroom with their pictures. Have learners sort the drawings according to the given criterion (e.g. religion, colours, size) and match the groups with number cards. You can have learners replicate the matching activity into their exercise book Assessment: let learners draw one activity that we do when worshipping God and label it with one or two words.	Poster/ cut out picture Cut out shapes, big books, counters, crayons	
PHASE 3: REFLECTION 10MINS (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it		

DATE: DAY: Friday CLASS: KG 1		STRAND: VALUES AND BELIEFS SUB STRAND: OUR BELIEFS	
CONTENT STANDARD: K1.3.4.1 Demonstrate understanding of and relating well with people with different beliefs		INDICATORS: K1.3.4.1.5	
		PERFORMANCE INDICATOR: Learners can play different musical instrument, sing religious songs and dance on the music	
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving			
KEY WORDS:			
PHASE/DURATION		LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)		Have learners to sing songs and recite rhymes that relate to the lesson.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)		Using different religious songs and musical instruments, have learners be in groups and perform and dance to the music of the three different religions in Ghana. Encourage learners to sing and dance together as a way of appreciating each other. Have learners discuss their performances. Create different everyday situations and scaffold learners to add numbers. E.g. Combine amount of money collected at church service, etc. Extend this activity with other objects. Using level-appropriate sight words, display sight words on cards and guide learners to read. Explain the words and guide learners to use the words to form short and simple sentences and Copy words in the exercise book Assessment: let learners play different musical instrument, sing religious songs and dance on the music	Poster/ cut out picture Cut out shapes, big books, counters, crayons

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

KG 1

WEEK SIX

WEEKLY LESSON PLAN FOR KG 1- WEEK FIVE

Name of School.....

DATE: DAY: Monday CLASS: KG 1		STRAND: VALUES AND BELIEFS SUB STRAND: OUR BELIEFS
CONTENT STANDARD: K1.3.4.1 Demonstrate understanding of and relating well with people with different beliefs		INDICATORS: K1.3.4.1.1 PERFORMANCE INDICATOR: Learners can talk about God as the Creator of all things and discuss different ways that people worship him
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
KEY WORDS:		
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	Have learners to sing songs and recite rhymes that relate to the lesson.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	<p>Using the KWL strategy, introduce the theme for the week and assist learners to learn more about different beliefs system of their friends.</p> <p>K- Call on the learners to share what they know about God and what religious group they belong to. Learners should also mention the different ways they refer to God in their religious groups.</p> <p>W- Allow learners to ask question about what they want to know from their friends about how they worship.</p> <p>Learners talk about and dramatize how they worship, pray and the songs they sing.</p> <p>L- Encourage learners to appreciate each other and then share what they have learned (L) from their friends.</p>	Poster/ cut out picture Cut out shapes, big books, counters, crayons

	<p>Decorate the classroom with conversational posters of different religious groups and have learners use them as resource to talk about their beliefs.</p> <p>.</p> <p>Assessment: let learners describe God as the Creator of all things and mention different ways that people worship him</p>	
<p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

DATE:		STRAND: VALUES AND BELIEFS	
DAY: Tuesday		SUB STRAND: OUR BELIEFS	
CLASS: KG 1			
CONTENT STANDARD: K1.3.4.1 Demonstrate understanding of and relating well with people with different beliefs		INDICATORS: K1.3.4.1.2	
		PERFORMANCE INDICATOR: Learners can handle their religious scriptures (book) appropriately.	
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving			
KEY WORDS:			
PHASE/DURATION		LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)		Have learners to sing songs and recite rhymes that relate to the lesson.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)		Display different scriptures, the Bible, Learners Bible stories, the Quran and any others that the learners could bring. Using the learner’s book as the model, scaffold learners to identify how to open the books paying attention to the page numbers in the books. Use a short story to assist learners appreciate and respect other religious books. Have learners either sing or draw one object each that identify the three main religions in Ghana and talk about it Assessment: let learners mention ways of handling their religious scriptures (book) appropriately.	Poster/ cut out picture Cut out shapes, big books, counters, crayons
PHASE 3: REFLECTION 10MINS (Learner and Teacher)		Review lesson with Learners by singing songs in relation to it	

DATE:		STRAND: VALUES AND BELIEFS
DAY: Wednesday		
CLASS: KG 1		
CONTENT STANDARD: K1.3.4.1 Demonstrate understanding of and relating well with people with different beliefs		INDICATORS: K1.3.4.1.3
		PERFORMANCE INDICATOR: Learners can interact actively with peers during a teacher-read aloud session about religious beliefs, use visual information to understand the unfamiliar words when reading and use new vocabulary acquired to talk about their beliefs.
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
KEY WORDS:		
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	Have learners to sing songs and recite rhymes that relate to the lesson.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Follow the before reading, during reading and after reading strategies as you read an informational text on different religious groups in Ghana and how they worship. Pause often and have the learners respond to the text by relating the information to their lives. Use visual information such as pictures to explain unfamiliar words such as mosque, chapel, etc. Learners identify and share what they have learnt about the things that we all do in common and things that are different about the three religious groups. Allow learners to talk a lot using the new vocabulary that they have heard from the book. Learners role play what their religious leaders do when leading worship. Have learners talk about and demonstrate how they will relate with their classmates and other learners in harmony although they belong to different religious groups.	Poster/ cut out picture Cut out shapes, big books, counters, crayons

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	<p>Count the letters in at least two religious books and/or name of worship place and use comparative language ("more than", "less than", "same as") and signs ([<], [>], [=]) to describe the letters in the spelling of the religious books e.g. Bible, chapel, Quran, Mosque, Shrine, etc.</p> <p>To extend this activity using different objects</p> <p>Assessment: let learners use new vocabulary acquired to talk about their beliefs.</p>	
<p>PHASE 3: REFLECTION 10MINS (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

DATE:		STRAND: VALUES AND BELIEFS	
DAY: Thursday		SUB STRAND: OUR BELIEFS	
CLASS: KG 1			
CONTENT STANDARD: K1.3.4.1 Demonstrate understanding of and relating well with people with different beliefs		INDICATORS: K1.3.4.1.4	
		PERFORMANCE INDICATOR: Learners can draw one activity that we do when worshipping God and label it with one or two words.	
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving			
KEY WORDS:			
PHASE/DURATION		LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)		Have learners to sing songs and recite rhymes that relate to the lesson.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)		Using poster and/or picture depicting the three main religion at worship, discuss the three main with the learners. Providing learners with sheet of paper or exercise books, have learners draw, paint and label one way to worship God and label it. Teacher provides different vocabulary on the whiteboard as a resource. Learners decorate the classroom with their pictures. Have learners sort the drawings according to the given criterion (e.g. religion, colours, size) and match the groups with number cards. You can have learners replicate the matching activity into their exercise book Assessment: let learners draw one activity that we do when worshipping God and label it with one or two words.	Poster/ cut out picture Cut out shapes, big books, counters, crayons
PHASE 3: REFLECTION 10MINS (Learner and Teacher)		Review lesson with Learners by singing songs in relation to it	

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DATE:		STRAND: VALUES AND BELIEFS	
DAY: Friday		SUB STRAND: OUR BELIEFS	
CLASS: KG 1			
CONTENT STANDARD: K1.3.4.1 Demonstrate understanding of and relating well with people with different beliefs		INDICATORS: K1.3.4.1.5	
		PERFORMANCE INDICATOR: Learners can play different musical instrument, sing religious songs and dance on the music	
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving			
KEY WORDS:			
PHASE/DURATION		LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)		Have learners to sing songs and recite rhymes that relate to the lesson.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)		Using different religious songs and musical instruments, have learners be in groups and perform and dance to the music of the three different religions in Ghana. Encourage learners to sing and dance together as a way of appreciating each other. Have learners discuss their performances. Create different everyday situations and scaffold learners to add numbers. E.g. Combine amount of money collected at church service, etc. Extend this activity with other objects. Using level-appropriate sight words, display sight words on cards and guide learners to read. Explain the words and guide learners to use the words to form short and simple sentences and Copy words in the exercise book Assessment: let learners play different musical instrument, sing religious songs and dance on the music	Poster/ cut out picture Cut out shapes, big books, counters, crayons

PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it	
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TERM TWO
KG 1
WEEK SEVEN

WEEKLY LESSON PLAN FOR KG 1- WEEK SEVEN

Name of School.....

DATE:	STRAND: MY LOCAL COMMUNITY	
DAY: Monday	SUB STRAND: KNOWING THE SPECIAL PLACES IN MY LOCAL COMMUNITY	
CLASS: KG 1		
CONTENT STANDARD: K1.4.1.1Demonstrate understanding of the special places in our local communities	INDICATORS: K1.4.1.1.1 K1.4.1.1.2	
	PERFORMANCE INDICATOR: <ul style="list-style-type: none">• Learners can visit and talk about some special places in our community• Learners can use visual information (illustrations) when reading.	
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
KEY WORDS:		
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	Have learners to sing songs and recite rhymes that relate to the lesson.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Using a poster or pictures depicting special places in the community, have learners identify and name places in the community they have been to. Plan and take learners out to a field trip to special places like the police station, the chief’s house, etc. Have learners talk about why these special places are important in the community. Have learners draw one the special places (discussed on the poster) they like best and tell the reason behind their drawing. Have learners group their drawing according to the drawn places write number under each group. Use the numbers to take learners through subtraction activities.	Poster/ cut out picture Cut out shapes, big books, counters, crayons

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	<p>let learners use shapes to form patterns</p> <p>Using picture walk, allow learners go through the pictures from cover to cover as you flip the pages and let them talk extensively on what they see in the pictures</p> <p>Follow the before reading, during reading and after reading strategies as you read a big book on special places in the community Pause often and have the learners respond to the text by relating the information to their lives. Use visual information such as pictures to explain unfamiliar words.</p> <p>Assessment: let learners play a game of “Pick and Act” or “It takes the two” learners show by action what the meaning of the vocabulary is in pairs: one person picks the card, support the friend to show through gestures what place the gesture depict.</p>	
PHASE 3: REFLECTION 10MINS (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it	

DATE: DAY: Tuesday CLASS: KG 1		STRAND: MY LOCAL COMMUNITY SUB STRAND: KNOWING THE SPECIAL PLACES IN MY LOCAL COMMUNITY	
CONTENT STANDARD: K1.4.1.1Demonstrate understanding of the special places in our local communities		INDICATORS: K1.4.1.1.3	
		PERFORMANCE INDICATOR: Learners can listen attentively and interact with peers during a teacher-read-aloud session about special places in our community.	
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving			
KEY WORDS:			
PHASE/DURATION	LEARNERS ACTIVITIES		RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	Have learners to sing songs and recite rhymes that relate to the lesson.		
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Follow the before reading, during reading and after reading strategies as you read a big book on special places in the community Encourage the learners to Interact actively with peers during the teacher read aloud session on the theme. Ask leading questions and have learners answer to bring out the main points in the text. Assist learners to use illustrations and picture to enable them to understand unfamiliar words. Have learner retell the story in their own words. let learners tell their version of the story read. Have the learners group the special places they go often and where they rarely go. Have learners represent the number of the places with pebbles, cut out shapes, shells, etc. Have learners arrange them vertically on their tables to have a visual representation and		Poster/ cut out picture Cut out shapes, big books, counters, crayons

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	<p>place their respective number card under them.</p> <p>Assist the learner to replicate their findings on the board before they write it into their exercise books.</p> <p>Assessment: let learners retell the story in their own words.</p>	
<p>PHASE 3:</p> <p>REFLECTION <i>10MINS</i></p> <p>(Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

DATE: DAY: Wednesday CLASS: KG 1		STRAND: MY LOCAL COMMUNITY SUB STRAND: KNOWING THE SPECIAL PLACES IN MY LOCAL COMMUNITY	
CONTENT STANDARD: K1.4.1.1Demonstrate understanding of the special places in our local communities		INDICATORS: K1.4.1.1.4	
		PERFORMANCE INDICATOR: Learners can find as many words in the community in which we can find the new letter-sound for the week.	
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving			
KEY WORDS:			
PHASE/DURATION		LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)		Have learners to sing songs and recite rhymes that relate to the lesson.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)		<p>Introduce the letter by teaching a tongue twister in which the sound is. (for example, /Kk/) Kororoko ko nu kakaka be koklo kuku ko yeadu. (Ewe)</p> <p>Kakaw na kaw na ayamukaw (Mfantse)</p> <p>Ask learners the sound they hear most. Teach the pronunciation of the letter-sound. Show learners how to write the letter, first, legibly and boldly on the chalkboard/whiteboard and provide a keyword.</p> <p>Demonstrate how to write the letter in the air, on the back of learners and on a flash card.</p> <p>Learners take turns with you to practice as a whole class, in small groups, in pairs and individually.</p> <p>Scaffold learners to search for words in the community in which we can find the target letter sound e.g. bakery, lake, kite, etc.</p>	<p>Poster/ cut out picture</p> <p>Cut out shapes, big books, counters, crayons</p>

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	<p>Make a word wall (a chart on the wall) where you keep track of all the words found (a list of k w.</p> <p>Assessment: let learners find as many words in the community in which we can find the new letter-sound for the week</p>	
<p>PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

DATE:		STRAND: MY LOCAL COMMUNITY	
DAY: Thursday		SUB STRAND: KNOWING THE SPECIAL PLACES IN MY LOCAL COMMUNITY	
CLASS: KG 1			
CONTENT STANDARD: K1.4.1.1Demonstrate understanding of the special places in our local communities		INDICATORS: K1.4.1.1.5	
		PERFORMANCE INDICATOR: Learners can colour nicely a scene from the community and label it.	
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving			
KEY WORDS:			
PHASE/DURATION		LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)		Have learners to sing songs and recite rhymes that relate to the lesson.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)		Provide an outline or allow the learners to draw a scene from the special places visited, colour it nicely, put a caption or label on it using their own invented spelling and paste it in the classroom. Assessment: let learners colour nicely a scene from the community and label it.	Poster/ cut out picture Cut out shapes, big books, counters, crayons
PHASE 3: REFLECTION 10MINS (Learner and Teacher)		Review lesson with Learners by singing songs in relation to it	

DATE: DAY: Friday CLASS: KG 1		STRAND: MY LOCAL COMMUNITY SUB STRAND: KNOWING THE SPECIAL PLACES IN MY LOCAL COMMUNITY	
CONTENT STANDARD: K1.4.1.1Demonstrate understanding of the special places in our local communities		INDICATORS: K1.4.1.1.6	
		PERFORMANCE INDICATOR: Learners can demonstrate their understanding of the concept of addition by combining people and objects and finding how many altogether	
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving			
KEY WORDS:			
PHASE/DURATION		LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)		Have learners to sing songs and recite rhymes that relate to the lesson.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)		Demonstrate their understanding of the concept of addition by combining people and objects and finding how many altogether money or number of items and find out how many altogether/how many are left? Create different everyday situations and scaffold learners to add numbers. Let learners work in pairs and individually to solve problems in their exercise books. Assessment: let learners demonstrate their understanding of the concept of addition by combining people and objects and finding how many altogether	Poster/ cut out picture Cut out shapes, big books, counters, crayons
PHASE 3: REFLECTION 10MINS (Learner and Teacher)		Review lesson with Learners by singing songs in relation to it	

TERM TWO
KG 1
WEEK EIGHT

WEEKLY LESSON PLAN FOR KG 1- WEEK EIGHT

Name of School.....

DATE: DAY: Monday CLASS: KG 1		STRAND: MY LOCAL COMMUNITY SUB STRAND: : KNOWING (WHO) THE IMPORTANT PEOPLE / OCCUPATION IN MY COMMUNITY
CONTENT STANDARD: K1.4.1.1 Demonstrate understanding of the special places in our local communities		INDICATORS: K1.4.2.1.1 K1. 4.2.1.2 PERFORMANCE INDICATOR: <ul style="list-style-type: none"> Learners can talk about who the neighbours are, the work they do and how important their profession are in the community Learners can demonstrate that sentences are made of words and that words are separated in print.
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
KEY WORDS:		
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	Have learners to sing songs and recite rhymes that relate to the lesson.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Use the Community Circle time strategy as described in K1.3.2.1.1 for the theme introduction. Give learners the opportunity to talk freely with the teacher and their peers about the people in their neighbourhood and the work they do. Learners should first talk about the occupation of their parents. e.g. My parents are both farmers. Ask leading questions and job terminologies to guide the discussion on the theme (teacher, nurse, doctor, police officer, trader, fisherman, fishmonger, etc.). Play some songs and let learners sing it along with the tape. Talk about each profession and how important they are to the community.	Poster/ cut out picture Cut out shapes, big books, counters, crayons

	<p>Learners select the work they want to do when they grow up and draw themselves their uniform.</p> <p>Sort the occupations into sets of formal and informal. Match the sets with their correct number</p> <p>Use the “Be the word” game to demonstrate the concept.</p> <p>Cut up a sentence into individual words. Call a group of learners to rearrange the words to form the sentence.</p> <p>Each child picks a word and be that word when the sentence is being rebuild. Call the learners to rearrange the words to form the sentence.</p> <p>Make sure learners leave a space in between them when rearranging the words to form the sentence.</p> <p>Scaffold them to see how words are separated in print.</p> <p>Assessment: let learners rearrange the words to form the sentence.</p>	
PHASE 3: REFLECTION 10MINS (Learner and Teacher)	<p>Review lesson with Learners by singing songs in relation to it</p>	

DATE:		STRAND: MY LOCAL COMMUNITY SUB STRAND: : KNOWING (WHO) THE IMPORTANT PEOPLE / OCCUPATION IN MY COMMUNITY
DAY: Tuesday		
CLASS: KG 1		
CONTENT STANDARD: K1.4.1.1Demonstrate understanding of the special places in our local communities		INDICATORS: K1.4.2.1.3 K1.4.2.1.4
		PERFORMANCE INDICATOR: Learners can interact with resource people from different occupation Learners can recognize the letter-sound learnt in the previous week in words
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
KEY WORDS:		
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	Have learners to sing songs and recite rhymes that relate to the lesson.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Show word cards out to students, have learners identify the letter sound /K/ [k] in the list of words. [Kwasi (Yes) mama (no), Kofi] etc. Learners put their hands on the head when there is the target letter-sound in the word, if not they put their hands down. In groups, learners do a treasure hunt for words beginning with the target word in the classroom. The group that finds more words with the target letter wins the game. Copy selected words on the board for learners write into their exercise books Assessment: let learners identify the letter-sound learnt in the previous week in words	Poster/ cut out picture Cut out shapes, big books, counters, crayons
PHASE 3: REFLECTION 10MINS (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it	

DATE: DAY: Wednesday CLASS: KG 1		STRAND: MY LOCAL COMMUNITY SUB STRAND: : KNOWING (WHO) THE IMPORTANT PEOPLE / OCCUPATION IN MY COMMUNITY	
CONTENT STANDARD: K1.4.1.1Demonstrate understanding of the special places in our local communities		INDICATORS: K1.4.2.1.5	
		PERFORMANCE INDICATOR: Learners can write boldly and legibly the target letter for the week and add a name of a friend to it	
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving			
KEY WORDS:			
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES	
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	Have learners to sing songs and recite rhymes that relate to the lesson.		
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Have learners practise exercising the fingers. Refer to the previous writing lesson, and have learners practise in the air, on the other surfaces and on paper. Have learners give examples of words that contain the letter of the week. Have learners form sentences with the selected words and count the words in their sentences. Learners in pairs sum up the number of words in their sentences. Assessment: let learners write boldly and legibly the target letter for the week and add a name of a friend to it	Poster/ cut out picture Cut out shapes, big books, counters, crayons	
PHASE 3: REFLECTION 10MINS (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it		

DATE: DAY: Thursday CLASS: KG 1		STRAND: MY LOCAL COMMUNITY SUB STRAND: : KNOWING (WHO) THE IMPORTANT PEOPLE / OCCUPATION IN MY COMMUNITY	
CONTENT STANDARD: K1.4.1.1Demonstrate understanding of the special places in our local communities		INDICATORS: K1. 4.2.1.6	
		PERFORMANCE INDICATOR: Learners can draw themselves in the uniform of their aspired future job, colour it nicely and write the name of the job underneath.	
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving			
KEY WORDS:			
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES	
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	Have learners to sing songs and recite rhymes that relate to the lesson.		
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Show poster and/or pictures depicting professionals in informs. Learners choose their future jobs and talk to each other about why they made that selection. Learners draw and colour themselves and paste it all round the classroom. Have learners be in groups according to their chosen profession and count the members in each group. Represent the number visually Assessment: let learners draw themselves in the uniform of their aspired future job, colour it nicely and write the name of the job underneath.	Poster/ cut out picture Cut out shapes, big books, counters, crayons	
PHASE 3: REFLECTION 10MINS (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it		

DATE: DAY: Friday CLASS: KG 1		STRAND: MY LOCAL COMMUNITY SUB STRAND: : KNOWING (WHO) THE IMPORTANT PEOPLE / OCCUPATION IN MY COMMUNITY
CONTENT STANDARD: K1.4.1.1 Demonstrate understanding of the special places in our local communities		INDICATORS: K1.4.1.1.6 PERFORMANCE INDICATOR: Learners can demonstrate their understanding of the concept of subtraction as separating and finding out how many is left
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
KEY WORDS:		
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	Have learners to sing songs and recite rhymes that relate to the lesson.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Learners review the concept of addition and concentrate on Subtraction this week. Create a market scene where learners buy and sell different items in the community and use their understanding of the subtraction concept to buy with money and ask for a change. The buyer asks the seller a question “how much is left”. Create different everyday situations and scaffold learners to subtract numbers. Assessment: Let learners work in pairs and individually to solve problems in their exercise books.	Poster/ cut out picture Cut out shapes, big books, counters, crayons
PHASE 3: REFLECTION 10MINS (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it	

TERM TWO
KG 1
WEEK NINE

WEEKLY LESSON PLAN FOR KG 1- WEEK NINE

Name of School.....

DATE:		STRAND: MY LOCAL COMMUNITY	
DAY: Monday		SUB STRAND: : KNOWING (WHO) THE IMPORTANT PEOPLE / OCCUPATION IN MY COMMUNITY	
CLASS: KG 1			
CONTENT STANDARD: K1.4.1.1Demonstrate understanding of the special places in our local communities		INDICATORS: K1.4.2.1.1 K1. 4.2.1.2	
		PERFORMANCE INDICATOR: <ul style="list-style-type: none">• Learners can talk about who the neighbours are, the work they do and how important their profession are in the community• Learners can demonstrate that sentences are made of words and that words are separated in print.	
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving			
KEY WORDS:			
PHASE/DURATION		LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)		Have learners to sing songs and recite rhymes that relate to the lesson.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)		Use the Community Circle time strategy as described in K1.3.2.1.1 for the theme introduction. Give learners the opportunity to talk freely with the teacher and their peers about the people in their neighbourhood and the work they do. Learners should first talk about the occupation of their parents. e.g. My parents are both farmers. Ask leading questions and job terminologies to guide the discussion on the theme (teacher, nurse, doctor, police officer, trader, fisherman, fishmonger, etc.).	Poster/ cut out picture Cut out shapes, big books, counters, crayons

	<p>Play some songs and let learners sing it along with the tape. Talk about each profession and how important they are to the community. Learners select the work they want to do when they grow up and draw themselves their uniform.</p> <p>Sort the occupations into sets of formal and informal. Match the sets with their correct number</p> <p>Use the “Be the word” game to demonstrate the concept.</p> <p>Cut up a sentence into individual words. Call a group of learners to rearrange the words to form the sentence.</p> <p>Each child picks a word and be that word when the sentence is being rebuild. Call the learners to rearrange the words to form the sentence.</p> <p>Make sure learners leave a space in between them when rearranging the words to form the sentence.</p> <p>Scaffold them to see how words are separated in print.</p> <p>Assessment: let learners rearrange the words to form the sentence.</p>	
PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it	

DATE:		STRAND: MY LOCAL COMMUNITY SUB STRAND: : KNOWING (WHO) THE IMPORTANT PEOPLE / OCCUPATION IN MY COMMUNITY
DAY: Tuesday		
CLASS: KG 1		
CONTENT STANDARD: K1.4.1.1Demonstrate understanding of the special places in our local communities		INDICATORS: K1.4.2.1.3 K1.4.2.1.4
		PERFORMANCE INDICATOR: Learners can interact with resource people from different occupation Learners can recognize the letter-sound learnt in the previous week in words
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
KEY WORDS:		
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	Have learners to sing songs and recite rhymes that relate to the lesson.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Show word cards out to students, have learners identify the letter sound /K/ [k] in the list of words. [Kwasi (Yes) mama (no), Kofi] etc. Learners put their hands on the head when there is the target letter-sound in the word, if not they put their hands down. In groups, learners do a treasure hunt for words beginning with the target word in the classroom. The group that finds more words with the target letter wins the game. Copy selected words on the board for learners write into their exercise books Assessment: let learners identify the letter-sound learnt in the previous week in words	Poster/ cut out picture Cut out shapes, big books, counters, crayons
PHASE 3: REFLECTION 10MINS (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it	

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DATE: DAY: Wednesday CLASS: KG 1		STRAND: MY LOCAL COMMUNITY SUB STRAND: : KNOWING (WHO) THE IMPORTANT PEOPLE / OCCUPATION IN MY COMMUNITY	
CONTENT STANDARD: K1.4.1.1Demonstrate understanding of the special places in our local communities		INDICATORS: K1.4.2.1.5	
		PERFORMANCE INDICATOR: Learners can write boldly and legibly the target letter for the week and add a name of a friend to it	
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving			
KEY WORDS:			
PHASE/DURATION		LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)		Have learners to sing songs and recite rhymes that relate to the lesson.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)		Have learners practise exercising the fingers. Refer to the previous writing lesson, and have learners practise in the air, on the other surfaces and on paper. Have learners give examples of words that contain the letter of the week. Have learners form sentences with the selected words and count the words in their sentences. Learners in pairs sum up the number of words in their sentences. Assessment: let learners write boldly and legibly the target letter for the week and add a name of a friend to it	Poster/ cut out picture Cut out shapes, big books, counters, crayons
PHASE 3: REFLECTION 10MINS (Learner and Teacher)		Review lesson with Learners by singing songs in relation to it	

DATE: DAY: Thursday CLASS: KG 1		STRAND: MY LOCAL COMMUNITY SUB STRAND: : KNOWING (WHO) THE IMPORTANT PEOPLE / OCCUPATION IN MY COMMUNITY	
CONTENT STANDARD: K1.4.1.1Demonstrate understanding of the special places in our local communities		INDICATORS: K1. 4.2.1.6	
		PERFORMANCE INDICATOR: Learners can draw themselves in the uniform of their aspired future job, colour it nicely and write the name of the job underneath.	
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving			
KEY WORDS:			
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES	
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	Have learners to sing songs and recite rhymes that relate to the lesson.		
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Show poster and/or pictures depicting professionals in informs. Learners choose their future jobs and talk to each other about why they made that selection. Learners draw and colour themselves and paste it all round the classroom. Have learners be in groups according to their chosen profession and count the members in each group. Represent the number visually Assessment: let learners draw themselves in the uniform of their aspired future job, colour it nicely and write the name of the job underneath.	Poster/ cut out picture Cut out shapes, big books, counters, crayons	
PHASE 3: REFLECTION 10MINS (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it		

DATE: DAY: Friday CLASS: KG 1		STRAND: MY LOCAL COMMUNITY SUB STRAND: : KNOWING (WHO) THE IMPORTANT PEOPLE / OCCUPATION IN MY COMMUNITY	
CONTENT STANDARD: K1.4.1.1Demonstrate understanding of the special places in our local communities		INDICATORS: K1.4.1.1.6	
		PERFORMANCE INDICATOR: Learners can demonstrate their understanding of the concept of subtraction as separating and finding out how many is left	
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving			
KEY WORDS:			
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES	
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	Have learners to sing songs and recite rhymes that relate to the lesson.		
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Learners review the concept of addition and concentrate on Subtraction this week. Create a market scene where learners buy and sell different items in the community and use their understanding of the subtraction concept to buy with money and ask for a change. The buyer asks the seller a question “how much is left”. Create different everyday situations and scaffold learners to subtract numbers. Assessment: Let learners work in pairs and individually to solve problems in their exercise books.	Poster/ cut out picture Cut out shapes, big books, counters, crayons	
PHASE 3: REFLECTION 10MINS (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it		

TERM TWO
KG 1
WEEK TEN

WEEKLY LESSON PLAN FOR KG 1- WEEK TEN

Name of School.....

DATE:		STRAND: MY LOCAL COMMUNITY
DAY: Monday		
CLASS: KG 1		
CONTENT STANDARD: K1.4.1.1Demonstrate understanding of the special places in our local communities		INDICATORS: K1.4.3.1.1 K1.4.3.1.2
		PERFORMANCE INDICATOR: Learners can talk about and describe the traditional and religious leaders in our community Learners can
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
KEY WORDS:		
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	Have learners to sing songs and recite rhymes that relate to the lesson.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	<p>Using poster and/or pictures depicting special leaders in the community. Have learners talk about the religious leaders in their various religious groups. (E.g. Muslims – Imam, Christian churches-Pastors) and their roles. Talk about the traditional leaders and the role they play to support the community. Learners’ role play some activities of these leaders do to support the community. You can use a Big book and have learners role play turning of the pages of a story book to look at pictures on the left pages first then on the right and from top to bottom. Have learners count the community leaders identified during the picture walk.</p> <p>Use the KWL strategy and involve learners in the reading as much as possible.</p> <p>K-Learners talk about the leaders they know and what they do to support the community</p>	<p>Poster/ cut out picture</p> <p>Cut out shapes, big books, counters, crayons</p>

	<ul style="list-style-type: none"> W-Learners ask more question about the other leaders in the community and what they do? <p>Teacher reads the text aloud, pausing as often as possible to give opportunity to the learners to interact with peers and the teacher.</p> <p>L-Learners share what they have learnt with whole class.</p> <ul style="list-style-type: none"> Assessment: let learners describe the traditional and religious leaders in our community 	
PHASE 3: REFLECTION 10MINS (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it	

DATE: DAY: Tuesday CLASS: KG 1		STRAND: MY LOCAL COMMUNITY SUB STRAND: KNOWING THE SPECIAL LEADERS IN MY COMMUNITY	
CONTENT STANDARD: K1.4.1.1Demonstrate understanding of the special places in our local communities		INDICATORS: K1.4.3.1.3	
		PERFORMANCE INDICATOR: Learners can sing traditional songs, play rattle and shakers, clap and dance on the correct rhythm.	
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving			
KEY WORDS:			
PHASE/DURATION		LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)		Have learners to sing songs and recite rhymes that relate to the lesson.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)		In a whole class, teacher leads in singing familiar traditional songs, let half the class clap and other play the shaker, while others dance. Learners take turns and change hands in playing and clapping so that everyone can practice the shakers on the correct rhythm. Have them talk about their experience in performing this activity . Assessment: let learners sing traditional songs, play rattle and shakers, clap and dance on the correct rhythm	Poster/ cut out picture Cut out shapes, big books, counters, crayons
PHASE 3: REFLECTION 10MINS (Learner and Teacher)		Review lesson with Learners by singing songs in relation to it	

DATE:		STRAND: MY LOCAL COMMUNITY
DAY: Wednesday		
CLASS: KG 1		
CONTENT STANDARD: K1.4.1.1Demonstrate understanding of the special places in our local communities	INDICATORS: K1. 4.3.1.4	
	PERFORMANCE INDICATOR: Learners can recognize and identify target letter name and the sound in items and names of words in the home	
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
KEY WORDS:		
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	Have learners to sing songs and recite rhymes that relate to the lesson.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	<p>Follow the procedure under indicator and Exemplar K1.4.1.1.4 as you teach the new letter sound for the week.</p> <p>Start with a tongue twister, introduce the letter-sound (a vowel).</p> <p>Write in on the chalkboard and have learners pronounce the words after you.</p> <p>Have them write in the air and on other surfaces before they write into their exercise book.</p> <p>how different word cards and have learners identify the letter sound in the words.</p> <p>Assessment: let learners identify target letter name and the sound in items and names of words in the home</p>	<p>Poster/ cut out picture</p> <p>Cut out shapes, big books, counters, crayons</p>

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PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it	
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DATE: DAY: Thursday CLASS: KG 1		STRAND: MY LOCAL COMMUNITY SUB STRAND: KNOWING THE SPECIAL LEADERS IN MY COMMUNITY	
CONTENT STANDARD: K1.4.1.1Demonstrate understanding of the special places in our local communities		INDICATORS: K1.4.3.1.5.	
		PERFORMANCE INDICATOR: Learners can role play the various leaders and what they do in the community. Learners can	
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving			
KEY WORDS:			
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES	
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	Have learners to sing songs and recite rhymes that relate to the lesson.		
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Learners play the roles of e.g. the traditional chief, the queen mother, the assemblyman and the PTA chairman at a meeting to improve on the conditions of the school. The class teacher should create more innovative ideas for this role play. (Dress students in Full regalia. Create different Adinkra symbols e.g. Gye Nyame, Sankofa, etc. for the chief’s umbrella Assessment: let learner’s role play the various leaders and what they do in the community.	Poster/ cut out picture Cut out shapes, big books, counters, crayons	
PHASE 3: REFLECTION 10MINS (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it		

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DATE:		STRAND: MY LOCAL COMMUNITY
DAY: Friday		
CLASS: KG 1		
CONTENT STANDARD: K1.4.1.1Demonstrate understanding of the special places in our local communities		INDICATORS: K1.4.1.1.6
		PERFORMANCE INDICATOR: Learners can demonstrate their understanding of the concept of subtraction as separating and finding out how many is left.
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
KEY WORDS:		
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	Have learners to sing songs and recite rhymes that relate to the lesson.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Learners review the concept of subtraction. Create different scenarios and story problems to help learners practise subtraction in a real-life situation. The chief came to the schools with 7 boxes of books and donate 5 boxes to our school. How many more are left? Repeat this with sharing of school materials, market scene where learners buy and sell different items in the community, etc. Assessment: let learners The chief came to the schools with 7 boxes of books and donate 5 boxes to our school. How many more are left?	Poster/ cut out picture Cut out shapes, big books, counters, crayons
PHASE 3: REFLECTION 10MINS (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it	

TERM TWO
KG 1
WEEK ELEVEN

WEEKLY LESSON PLAN FOR KG 1- WEEK ELEVEN

Name of School.....

DATE: DAY: Monday CLASS: KG 1	STRAND: MY NATION GHANA SUB STRAND: HISTORY AND CELEBRATION OF GHANA’S INDEPENDENCE	
CONTENT STANDARD K1.5.1.1 Demonstrate knowledge of the history and independence of Ghana	INDICATORS: K1.5.1.1.1 K1.5.1.1.	
	PERFORMANCE INDICATOR: <ul style="list-style-type: none">• Learners can locate their home regions on an outline map of Ghana and talk about the history behind their festivals.• Learners can retell the story about Ghana’s independence	
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
KEY WORDS:		
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	Have learners to sing songs and recite rhymes that relate to the lesson.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Display a big poster of the map of Ghana showing the 16 regions in different colours on the board. Guide learners to talk about their regions they come from and the festival they celebrate. Using cut out colour papers depicting the respective colours of the regions, model the location of your home region and the telling of behind your festival. Have learners take turns to pick the colour from the cut-out papers that is the same as the colour of their region, locate their region on the map and then tell a short history/what they know about their festivals. Have learners group cut out papers picked during the activity into colours and count. Have learners do addition and/or subtraction activities with the cut-out papers	Poster/ cut out picture Cut out shapes, big books, counters, crayons

	<p>Community Circle time: Use KWL strategy to deliver this lesson.</p> <p>K; Learners talk about any family or regional celebrations they know about, when they celebrate, why and what they do.</p> <p>They also share anything they know about Ghana's Independence Day celebration</p> <p>W-they are given the opportunity to ask questions related to what they want to know about the Independence Day celebration.</p> <p>Displaying a conversational poster, on Independence Day, teacher tells a short history about the Independence Day of Ghana and why we celebrate it on 6th March.</p> <p>L-Learners are given the chance to retell the story behind 6th March. Involve all learners in the talking by using the "pass the ball" (Learners pass a small ball round; the learner with the ball is the only one to talk).</p> <p>Have learners watch a video on 6th march celebration and/or role play a simple speech on what they will do to help advancement of Ghana at a 6th March celebration</p> <p>Assessment: let learners retell the story about Ghana's independence</p>	
PHASE 3: REFLECTION 10MINS (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it	

DATE: DAY: Tuesday CLASS: KG 1		STRAND: MY NATION GHANA SUB STRAND: HISTORY AND CELEBRATION OF GHANA’S INDEPENDENCE	
CONTENT STANDARD K1.5.1.1 Demonstrate knowledge of the history and independence of Ghana		INDICATORS: K1.5.1.1.2 K1.5.1.1.3	
		PERFORMANCE INDICATOR: <ul style="list-style-type: none">Learners can show peers that sentences are made of words and that words are separated in print.Learners can listen attentively and interact with peers during a teacher-read-aloud session about the Independence Day of Ghana	
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving			
KEY WORDS:			
PHASE/DURATION	LEARNERS ACTIVITIES		RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	Have learners to sing songs and recite rhymes that relate to the lesson.		
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Play the “Be the word” game as described in K1. 4.2.1.2, using cut-up sentences to show that sentences are made up of words. Guide learners to rearrange the words to form sentences. Assist learners to demonstrate that writers have to leave spaces between the words. Play the games in small groups with different sentence strips. Call on group to demonstrate to whole class. Have learners form a simple sentence from the cut-up words and it write into their exercise books. Have learners count the letters in selected words and use them to do addition and/or subtraction activities. Extend this numeracy activities using other objects/word problem Refer to the Reading instruction procedure in K1.3.4.1.3. Encourage the learners to interact actively with peers during the teacher read aloud session on the theme.		Poster/ cut out picture Cut out shapes, big books, counters, crayons

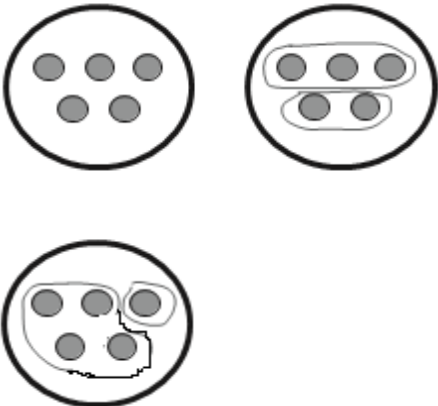

	<p>Ask leading questions and have learners answer to bring out the main points in the text.</p> <p>Assist learners to use illustrations and picture to enable them to understand unfamiliar words.</p> <p>Learners use new vocabulary in describing activities that go on during the celebration of the Independence Day.</p> <p>Have learners use selected words to perform addition and subtraction activities.</p> <p>Extend the activities using different objects/materials</p> <p>Assessment: let learners draw Independence Day celebration scene</p>	
PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)	<p>Review lesson with Learners by singing songs in relation to it</p>	

DATE: DAY: Wednesday CLASS: KG 1		STRAND: MY NATION GHANA SUB STRAND: HISTORY AND CELEBRATION OF GHANA’S INDEPENDENCE	
CONTENT STANDARD K1.5.1.1 Demonstrate knowledge of the history and independence of Ghana		INDICATORS: K1.5.1.1.4 K1.5.1.1.5	
		PERFORMANCE INDICATOR: <ul style="list-style-type: none">• Learners can demonstrate respect for the symbols and songs of our nation• Learners can sing alphabet song and point to the letters of the alphabet in the classroom	
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving			
KEY WORDS:			
PHASE/DURATION	LEARNERS ACTIVITIES		RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	Have learners to sing songs and recite rhymes that relate to the lesson.		
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Learners sing the national anthem along with a tape recording and recite the pledge with the necessary postures and gestures, i.e. Standing at attention, hand on chest, etc. In small groups, the learners use glue and pieces of materials in the colours of the national flag to build a large collage of the Ghana Flag. Learners sing different alphabet songs and perform actions on them, picking and showing the letters in turns Have learners use some of the selected words to make sentences Recapping previous subtraction lessons, have the learners subtract the number of the focus letter from the other letters in a word. Extend the activities using other objects Assessment: let learners sing alphabet song and point to the letters of the alphabet in the classroom		Poster/ cut out picture Cut out shapes, big books, counters, crayons

PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it	
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DATE: DAY: Thursday CLASS: KG 1		STRAND: MY NATION GHANA SUB STRAND: HISTORY AND CELEBRATION OF GHANA'S INDEPENDENCE	
CONTENT STANDARD K1.5.1.1 Demonstrate knowledge of the history and independence of Ghana		INDICATORS: K1.5.1.1.6	
		PERFORMANCE INDICATOR: Learners can create and perform dance movements and music inspired by Ghanaian history and other cultures	
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving			
KEY WORDS:			
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES	
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	Have learners to sing songs and recite rhymes that relate to the lesson.		
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Learners listen to a music on Ghanaian history and dance to it (You can let them watch a video to) e.g. Hen ara asaase ni Teach the keywords and discuss the lyrics of the song with the learners Learners use improvised musical instrument to play their own music, accompanied by dance movements. Learners should organize a Kiddies march past. Let them sing some patriotic songs and march on it while others play instruments. One child can post as the President of Ghana whiles others salute. Assessment: let learners create and perform dance movements and music inspired by Ghanaian history	Poster/ cut out picture Cut out shapes, big books, counters, crayons	
PHASE 3: REFLECTION 10MINS (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it		

DATE: DAY: Friday CLASS: KG 1		STRAND: MY NATION GHANA SUB STRAND: HISTORY AND CELEBRATION OF GHANA'S INDEPENDENCE
CONTENT STANDARD K1.5.1.1 Demonstrate knowledge of the history and independence of Ghana		INDICATORS: K1.5.1.1 PERFORMANCE INDICATOR: Learners can compose and decompose numbers up to ten
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
KEY WORDS:		
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	Have learners to sing songs and recite rhymes that relate to the lesson.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	<p>Learners decompose a group 10 bottle tops, e.g. 6 and 4 or 5 plus 5.</p> <p>Teacher Scaffold learners to understand the terms Decomposing and composing numbers.</p> <p>Composing means putting numbers together to make a whole and Decomposing means breaking down numbers into their sub-parts.</p> <p>Learners also use dot cards to decompose numbers (0-10), Learners look at a dot card (e.g. with 5 dots) and say how many dots they see' If the teacher asks, how many dots do you see? The child says, 'I see 3 and 2 dots</p> <p>Have learners draw a line to join or circle the 3 dots and 2 dots separately e.g. Learners repeat activity with different number of dots</p>	<p>Poster/ cut out picture</p> <p>Cut out shapes, big books, counters, crayons</p>

	<div data-bbox="516 113 951 516">  </div> <p data-bbox="500 531 1089 758">Give learners cards with different number of dots e.g. 5, 6, 9, etc. and in pairs let them play the game “Pick and circle” (cut out cards with different number of dots. Write two figures under each circled dots into which the dots should be decomposed.</p> <p data-bbox="500 804 1089 989">Have learners decompose the dots in different forms and talk about their work e.g. 6 (2 and 4, 3 and 3, 5 and 1), 7(2 and 5, 3 and 4, 6 and 1), etc. e.g. 5 (3 and 2, 4 and 2)</p> <div data-bbox="516 1010 711 1178">  </div> <p data-bbox="500 1213 997 1283">Assessment: let learners compose and decompose numbers up to ten</p>	
PHASE 3: REFLECTION 10MINS (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it	

TERM TWO
KG 1
WEEK TWELVE

WEEKLY LESSON PLAN FOR KG 1- WEEK TWELVE

Name of School.....

DATE:		STRAND: MY NATION GHANA	
DAY: Monday		SUB STRAND: HISTORY AND CELEBRATION OF GHANA'S INDEPENDENCE	
CLASS: KG 1			
CONTENT STANDARD K1.5.1.1 Demonstrate knowledge of the history and independence of Ghana		INDICATORS: K1.5.1.1.1 K1.5.1.1.	
		PERFORMANCE INDICATOR: <ul style="list-style-type: none">• Learners can locate their home regions on an outline map of Ghana and talk about the history behind their festivals.• Learners can retell the story about Ghana's independence	
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving			
KEY WORDS:			
PHASE/DURATION		LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)		Have learners to sing songs and recite rhymes that relate to the lesson.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)		Display a big poster of the map of Ghana showing the 16 regions in different colours on the board. Guide learners to talk about their regions they come from and the festival they celebrate. Using cut out colour papers depicting the respective colours of the regions, model the location of your home region and the telling of behind your festival. Have learners take turns to pick the colour from the cut-out papers that is the same as the colour of their region, locate their region on the map and then tell a short history/what they know about their festivals. Have learners group cut out papers picked during the activity into colours and count. Have learners do addition and/or subtraction activities with the cut-out papers	Poster/ cut out picture Cut out shapes, big books, counters, crayons

	<p>Community Circle time: Use KWL strategy to deliver this lesson.</p> <p>K; Learners talk about any family or regional celebrations they know about, when they celebrate, why and what they do.</p> <p>They also share anything they know about Ghana's Independence Day celebration</p> <p>W-they are given the opportunity to ask questions related to what they want to know about the Independence Day celebration.</p> <p>Displaying a conversational poster, on Independence Day, teacher tells a short history about the Independence Day of Ghana and why we celebrate it on 6th March.</p> <p>L-Learners are given the chance to retell the story behind 6th March. Involve all learners in the talking by using the "pass the ball" (Learners pass a small ball round; the learner with the ball is the only one to talk).</p> <p>Have learners watch a video on 6th march celebration and/or role play a simple speech on what they will do to help advancement of Ghana at a 6th March celebration</p> <p>Assessment: let learners retell the story about Ghana's independence</p>	
PHASE 3: REFLECTION 10MINS (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it	

DATE: DAY: Tuesday CLASS: KG 1		STRAND: MY NATION GHANA SUB STRAND: HISTORY AND CELEBRATION OF GHANA'S INDEPENDENCE
CONTENT STANDARD K1.5.1.1 Demonstrate knowledge of the history and independence of Ghana		INDICATORS: K1.5.1.1.2 K1.5.1.1.3 PERFORMANCE INDICATOR: <ul style="list-style-type: none"> Learners can show peers that sentences are made of words and that words are separated in print. Learners can listen attentively and interact with peers during a teacher-read-aloud session about the Independence Day of Ghana
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
KEY WORDS:		
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	Have learners to sing songs and recite rhymes that relate to the lesson.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	<p>Play the "Be the word" game as described in K1. 4.2.1.2, using cut-up sentences to show that sentences are made up of words.</p> <p>Guide learners to rearrange the words to form sentences.</p> <p>Assist learners to demonstrate that writers have to leave spaces between the words. Play the games in small groups with different sentence strips.</p> <p>Call on group to demonstrate to whole class. Have learners form a simple sentence from the cut-up words and it write into their exercise books.</p> <p>Have learners count the letters in selected words and use them to do addition and/or subtraction activities. Extend this numeracy activities using other objects/word problem</p> <p>Refer to the Reading instruction procedure in K1.3.4.1.3.</p> <p>Encourage the learners to interact actively with peers during the teacher read aloud session on the theme.</p>	<p>Poster/ cut out picture</p> <p>Cut out shapes, big books, counters, crayons</p>

	<p>Ask leading questions and have learners answer to bring out the main points in the text.</p> <p>Assist learners to use illustrations and picture to enable them to understand unfamiliar words.</p> <p>Learners use new vocabulary in describing activities that go on during the celebration of the Independence Day.</p> <p>Have learners use selected words to perform addition and subtraction activities.</p> <p>Extend the activities using different objects/materials</p> <p>Assessment: let learners draw Independence Day celebration scene</p>	
PHASE 3: REFLECTION 10MINS (Learner and Teacher)	<p>Review lesson with Learners by singing songs in relation to it</p>	

DATE: DAY: Wednesday CLASS: KG 1		STRAND: MY NATION GHANA SUB STRAND: HISTORY AND CELEBRATION OF GHANA'S INDEPENDENCE	
CONTENT STANDARD K1.5.1.1 Demonstrate knowledge of the history and independence of Ghana		INDICATORS: K1.5.1.1.4 K1.5.1.1.5	
		PERFORMANCE INDICATOR: <ul style="list-style-type: none">• Learners can demonstrate respect for the symbols and songs of our nation• Learners can sing alphabet song and point to the letters of the alphabet in the classroom	
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving			
KEY WORDS:			
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES	
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	Have learners to sing songs and recite rhymes that relate to the lesson.		
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	<p>Learners sing the national anthem along with a tape recording and recite the pledge with the necessary postures and gestures, i.e. Standing at attention, hand on chest, etc. In small groups, the learners use glue and pieces of materials in the colours of the national flag to build a large collage of the Ghana Flag.</p> <p>Learners sing different alphabet songs and perform actions on them, picking and showing the letters in turns</p> <p>Have learners use some of the selected words to make sentences</p> <p>Recapping previous subtraction lessons, have the learners subtract the number of the focus letter from the other letters in a word.</p> <p>Extend the activities using other objects</p> <p>Assessment: let learners sing alphabet song and point to the letters of the alphabet in the classroom</p>	<p>Poster/ cut out picture</p> <p>Cut out shapes, big books, counters, crayons</p>	

PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it	
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DATE: DAY: Thursday CLASS: KG 1		STRAND: MY NATION GHANA SUB STRAND: HISTORY AND CELEBRATION OF GHANA'S INDEPENDENCE	
CONTENT STANDARD K1.5.1.1 Demonstrate knowledge of the history and independence of Ghana		INDICATORS: K1.5.1.1.6	
		PERFORMANCE INDICATOR: Learners can create and perform dance movements and music inspired by Ghanaian history and other cultures	
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving			
KEY WORDS:			
PHASE/DURATION		LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)		Have learners to sing songs and recite rhymes that relate to the lesson.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)		Learners listen to a music on Ghanaian history and dance to it (You can let them watch a video to) e.g. Hen ara asaase ni Teach the keywords and discuss the lyrics of the song with the learners Learners use improvised musical instrument to play their own music, accompanied by dance movements. Learners should organize a Kiddies march past. Let them sing some patriotic songs and march on it while others play instruments. One child can post as the President of Ghana whiles others salute. Assessment: let learners create and perform dance movements and music inspired by Ghanaian history	Poster/ cut out picture Cut out shapes, big books, counters, crayons
PHASE 3: REFLECTION 10MINS (Learner and Teacher)		Review lesson with Learners by singing songs in relation to it	

DATE: DAY: Friday CLASS: KG 1		STRAND: MY NATION GHANA SUB STRAND: HISTORY AND CELEBRATION OF GHANA'S INDEPENDENCE
CONTENT STANDARD K1.5.1.1 Demonstrate knowledge of the history and independence of Ghana		INDICATORS: K1.5.1.1 PERFORMANCE INDICATOR: Learners can compose and decompose numbers up to ten
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
KEY WORDS:		
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	Have learners to sing songs and recite rhymes that relate to the lesson.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	<p>Learners decompose a group 10 bottle tops, e.g. 6 and 4 or 5 plus 5.</p> <p>Teacher Scaffold learners to understand the terms Decomposing and composing numbers.</p> <p>Composing means putting numbers together to make a whole and Decomposing means breaking down numbers into their sub-parts.</p> <p>Learners also use dot cards to decompose numbers (0-10), Learners look at a dot card (e.g. with 5 dots) and say how many dots they see' If the teacher asks, how many dots do you see? The child says, 'I see 3 and 2 dots</p> <p>Have learners draw a line to join or circle the 3 dots and 2 dots separately e.g. Learners repeat activity with different number of dots</p>	<p>Poster/ cut out picture</p> <p>Cut out shapes, big books, counters, crayons</p>

	<div data-bbox="516 113 951 281" data-label="Image"> </div> <div data-bbox="516 348 708 516" data-label="Image"> </div> <p>Give learners cards with different number of dots e.g. 5, 6, 9, etc. and in pairs let them play the game “Pick and circle” (cut out cards with different number of dots. Write two figures under each circled dots into which the dots should be decomposed.</p> <p>Have learners decompose the dots in different forms and talk about their work e.g. 6 (2 and 4, 3 and 3, 5 and 1), 7(2 and 5, 3 and 4, 6 and 1), etc. e.g. 5 (3 and 2, 4 and 2)</p> <div data-bbox="516 1010 708 1178" data-label="Image"> </div> <p>Assessment: let learners compose and decompose numbers up to ten</p>	
PHASE 3: REFLECTION 10MINS (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it	