# THE GODFATHER TERM ONE SAMPLE KG ONE ANNUAL SCHEME OF LEARNING TERMLY SCHEME OF LEARNING WEEK 1 - 12

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## TERM ONE KG ONE ANNUAL SCHEME OF LEARNING TERMLY SCHEME OF LEARNING WEEK 1 - 12

#### **GENERAL INFORMATION**

Name of school
District
Management Unit
Name of Class Teacher
Class Teachers Reg. No
Class
Boys
Girls
Average age of pupils

#### YEARLY SCHEME OF LEARNING

WEEKS	TERM ONE	TERM TWO	TERM THREE
1	I AM A WONDERFUL AND UNIQUE CREATION	OUR FAMILY VALUES	LIVING AND NON-LIVING THING
2	THE PARTS OF THE HUMAN BODY AND THEIR FUNCTIONS	OUR FAMILY VALUES	LIVING THINGS: ANIMALS (DOMESTIC AND WILD)
3	CARING FOR THE PARTS OF MY BODY	MY CULTURAL VALUES	LIVING THINGS: ANIMALS (DOMESTIC AND WILD)
4	KEEPING MY BODY HEALTHY BY EATING GOOD FOOD AND TAKING MY VACCINATION	OUR RELIGIOUS VALUES	WATER
5	KEEPING MY BODY HEALTHY BY EATING GOOD FOOD AND TAKING MY VACCINATION	OUR BELIEFS	AIR
6	MY ENVIRONMENT AND MY HEALTH	OUR BELIEFS	PLANTS -1
7	PROTECTING OURSELVES FROM HOME AND ROAD ACCIDENTS	KNOWING THE SPECIAL PLACES IN MY LOCAL COMMUNITY	PLANTS - 2
8	PROTECTING OURSELVES FROM HOME AND ROAD ACCIDENTS	KNOWING (WHO) THE IMPORTANT PEOPLE / OCCUPATION IN MY COMMUNITY	GARDENING
9	TYPES AND MEMBERS OF MY FAMILY	KNOWING (WHO) THE IMPORTANT PEOPLE / OCCUPATION IN MY COMMUNITY	LIGHT - DAY AND NIGHT
10	ORIGIN AND HISTORY OF MY FAMILY	KNOWING THE SPECIAL LEADERS IN MY COMMUNITY	CHANGING WEATHER CONDITIONS
11	FAMILY CELEBRATIONS AND FESTIVALS	HISTORY AND CELEBRATION OF GHANA'S INDEPENDENCE	CONNECTING AND COMMUNICATING WITH THE GLOBAL COMMUNITY
12	MY SCHOOL RULES AND REGULATIONS	HISTORY AND CELEBRATION OF GHANA'S INDEPENDENCE	CONNECTING AND COMMUNICATING WITH THE GLOBAL COMMUNITY

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#### YEARLY SCHEME OF LEARNING- GHANAIAN LANGUAGE

WEEKS	TERM ONE	TERM TWO	TERM THREE
1	SONGS	CONVERSATION	LISTENING COMPREHENSION
2	SONGS	CONVERSATION	ASKING AND ANSWERING QUESTIONS
3	RHYMES	TALKING ABOUT ONESELF, FAMILY, PEOPLE AND PLACES	GIVING AND FOLLOWING COMMANDS/INSTRUCTIONS
4	RHYMES	LISTENING COMPREHENSION	PRESENTATION
5	LISTENING AND STORY TELLING	LISTENING COMPREHENSION	PRINT CONCEPT
6	DRAMATISATION AND ROLE PLAY	LISTENING COMPREHENSION	PRINT CONCEPT
7	PRE-READING ACTIVITIES	PRINT CONCEPT	PHONICS: LETTER SOUND KNOWLEDGE (BLEND AND CONNECT SOUNDS)
8	PRE-READING ACTIVITIES	PRINT CONCEPT	PHONICS: LETTER SOUND KNOWLEDGE (BLEND AND CONNECT SOUNDS)
9	PRE-READING ACTIVITIES	PHONOLOGICAL AND PHONEMIC AWARENESS	PHONICS: LETTER SOUND KNOWLEDGE (BLEND AND CONNECT SOUNDS)
10	PHONICS: LETTER SOUND KNOWLEDGE (BLEND AND CONNECT SOUNDS)	PENMANSHIP/HANDWRITING	PHONICS: LETTER SOUND KNOWLEDGE (BLEND AND CONNECT SOUNDS)
11	SONGS	PENMANSHIP/HANDWRITING	PENMANSHIP/HANDWRITING
12	SONGS	PENMANSHIP/HANDWRITING	PENMANSHIP/HANDWRITING

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#### **TERMLY SCHEME OF LEARNING**

KG 1 Term 1

WEEK	STRAND	SUB STRAND	CONTENT	INDICATORS	RESOURCES
			STANDARD		
1	ALL	I am a wonderful and Unique	K1.1.1.1.1	K1.1.1.1	Poster/ cut out
	ABOUT	creation	K1.1.1.1.2	K1.1.1.1.2	picture.
	ME		K1.1.1.1.3	K1.1.1.1.3	Cut out shapes, big
			K1.1.1.1.4	K1.1.1.1.4	books, counters,
			K1.1.1.1.5	K1.1.1.1.5	crayons
			K1.1.1.1.6	K1.1.1.1.6	
			K1.1.1.1.7	K1.1.1.1.7	
2	ALL ABOUT	THE PARTS OF THE HUMAN BODY	K1.1.2.1.1	K1.1.2.1.1	Poster/ cut out
_	ME	AND THEIR FUNCTIONS	K1.1.2.1.1	K1.1.2.1.2	picture.
		7 WE THEIR TOTAL TOTAL	K1.1.2.1.3	K1.1.2.1.3	Cut out shapes, big
			K1.1.2.1.3	K1.1.2.1.4	books, counters,
			K1.1.2.1.5	K1.1.2.1.5	crayons
			K1.1.2.1.6	K1.1.2.1.6	crayons
			K1.1.2.1.7	K1.1.2.1.7	
3	ALL ABOUT	CARING FOR THE PARTS OF MY	K1.1.3.1.1	K1.1.3.1.1	Poster/ cut out
	ME	BODY	K1.1.3.1.2	K1.1.3.1.2	picture.
		5051	K1.1.3.1.3	K1.1.3.1.3	Cut out shapes, big
			K1.1.3.1.4	K1.1.3.1.4	books, counters,
			K1.1.3.1.5	K1.1.3.1.5	crayons
			K1.1.3.1.6	K1.1.3.1.6	Crayons
			K1.1.3.1.7	K1.1.3.1.7	
			K1.1.3.1.7	K1.1.3.1.8	
4 & 5	ALL ABOUT	Keeping my Body healthy by	K1.1.4.1.1	K1.1.4.1.1	Poster/ cut out
7 0 3	ME	eating good food and taking my	K1.1.4.1.2	K1.1.4.1.2	picture.
		vaccination	K1.1.4.1.3	K1.1.4.1.3	Cut out shapes, big
		1230340	K1.1.4.1.4	K1.1.4.1.4	books, counters,
			K1.1.4.1.5	K1.1.4.1.5	crayons
			K1.1.4.1.6	K1.1.4.1.6	3.3,3.13
			K1.1.4.1.7	K1.1.4.1.7	
			K1.1.4.1.8	K1.1.4.1.8	
6	ALL ABOUT	MY ENVIRONMENT AND MY	K1.1.5.1.1	K1.1.5.1.1	Poster/ cut out
	ME	HEALTH	K1.1.5.1.2	K1.1.5.1.2	picture
			K1.1.5.1.3	K1.1.5.1.3	Cut out shapes, big
			K1.1.5.1.4	K1.1.5.1.4	books, counters,
			K1.1.5.1.5	K1.1.5.1.5	crayons
			K1.1.5.1.6	K1.1.5.1.6	,
			K1.1.5.1.7	K1.1.5.1.7	
			K1.1.5.1.8	K1.1.5.1.8	
				1,1,1,5,1,0	

7 & 8	ALL ABOUT	Protecting ourselves from home	K1.1.6.1.1	K1.1.6.1.1	Poster/ cut out
	ME	and road accidents	K1.1.6.1.2	K1.1.6.1.2	picture.
			K1.1.6.1.3	K1.1.6.1.3	Cut out shapes, big
			K1.1.6.1.4	K1.1.6.1.4	books, counters,
			K1.1.6.1.5	K1.1.6.1.5	crayons
			K1.1.6.1.6	K1.1.6.1.6	,
			K1.1.6.1.7	K1.1.6.1.7	
9	MY	Types and members of my Family	K1.2.1.1.1	K1.2.1.1.1	Poster/ cut out
	FAMILY	, , ,	K1.2.1.1.2	K1.2.1.1.2	picture.
			K1.2.1.1.3	K1.2.1.1.3	Cut out shapes, big
			K1.2.1.1.4	K1.2.1.1.4	books, counters,
			K1.2.1.1.5	K1.2.1.1.5	crayons
			K1.2.1.1.6	K1.2.1.1.6	
			K1.2.1.1.7	K1.2.1.1.7	
10	MY	Origin and History of my Family	K1.2.2.1.1	K1.2.2.1.1	Poster/ cut out
	FAMILY		K1.2.2.1.2	K1.2.2.1.2	picture.
			K1.2.2.13	K1.2.2.13	Cut out shapes, big
			K1.2.2.14	K1.2.2.14	books, counters,
			K1.2.2.15	K1.2.2.15	crayons
			K1.2.2.16	K1.2.2.16	
			K1.2.2.17	K1.2.2.17	
11	MY	FAMILY CELEBRATIONS AND	K1.2.3.1.1	K1.2.3.1.1	Poster/ cut out
	FAMILY	FESTIVALS	K1.2.3.1.2	K1.2.3.1.2	picture.
			K1.2.3.1.3	K1.2.3.1.3	Cut out shapes, big
			K1.2.3.1.4	K1.2.3.1.4	books, counters,
			K1.2.3.1.5	K1.2.3.1.5	crayons
			K1.2.3.1.6	K1.2.3.1.6	
12	MY	MY SCHOOL RULES AND	K1.2.4.1.1	K1.2.4.1.1	Poster/ cut out
ı	FAMILY	REGULATIONS	K1.2.4.1.2	K1.2.4.1.2	picture.
			K1.2.4.1.3	K1.2.4.1.3	Cut out shapes, big
			K1.2.4.1.4	K1.2.4.1.4	books, counters,
			K1.2.4.1.5	K1.2.4.1.5	crayons
			K1.2.4.1.6	K1.2.4.1.6	
13	MY	MY SCHOOL RULES AND	K1.2.4.1.1	K1.2.4.1.1	Poster/ cut out
	FAMILY	REGULATIONS	K1.2.4.1.2	K1.2.4.1.2	picture.
			K1.2.4.1.3	K1.2.4.1.3	Cut out shapes, big
			K1.2.4.1.4	K1.2.4.1.4	books, counters,
			K1.2.4.1.5	K1.2.4.1.5	crayons
İ			K1.2.4.1.6	K1.2.4.1.6	

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#### **TERMLY SCHEME OF LEARNING**

#### KG 1 Ghanaian Language Term 1

Week	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Oral Language	SONGS	KG1.1.1.1.1	KG1.1.1.1.1	Drums, drum sticks, recorded audios,
2.	Oral Language	SONGS	KG1.1.1.1.1	KG1.1.1.1.1	Manila cards, recorded audio visuals
3.	Oral Language	Rhymes	KG1.1.2.1.1	KG1.1.2.1.1	Pictures of animals, Manila cards, markers, recorded audiovisual
4.	Oral Language	Rhymes	KG1.1.1.1.1	KG1.1.2.1.1	Manila cards, markers, recorded audio- visual
5.	Oral Language	Listening and Story Telling	KG1.1.4.1.1	KG1.1.4.1.1	Manila cards, markers, recorded audio- visual
6.	Oral Language	Dramatisation and Role Play	KG1.1.5.1.1	KG1.1.5.1.1	Manila Cards, Class reader
7.	Reading	Pre-Reading Activities	KG1.2.1.1.1	KG1.2.1.1.1	Manila Cards, Markers
8.	Reading	Pre-Reading Activities	KG1.1.1.1.2	KG1.1.1.1.2	Word cards, Manila card Markers Word cards Manila card Markers
9.	Reading	Pre-Reading Activities	KG1.1.1.3	KG1.1.1.3	Word cards, Manila card Markers Word Cards, Manila card,

10.	Writing	Phonics: Letter Sound Knowledge (Blend and Connect Sounds)	KG1.3.1.1.1	KG1.3.1.1.1	Word cards, Manila card Markers Word Cards, Manila card,
11.	Writing	Penmanship/Handwriting	KG1.3.1.1.1	KG1.3.1.1.1	Reading materials
12.	Writing	Penmanship/Handwriting	KG1.3.1.1.1	KG1.3.1.1.1	Manila Cards, Markers

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## TERM ONE KG ONE WEEK 1



LESSON PLAN
 LESSON PLAN

Week Ending:					Class size:		
Day: Tuesda	ау		Di	Date :			
Period :			Le	ess	on :		
Strand : ALL	ABOUT ME	Suk	b-strand :	:	am a wonderful and Uni	que creation	
Indicator (co	ode)	K1.1.1.1.1 K1.1.	1.1.2				
Content star	ndard (code)	K1.1.1.1					
		Demonstrate the und	derstandir	ng '	that all learners are won	derful and have unique	
		body features that ma	ake them	di	fferent from other peop	le and other God's	
		creation in the enviro	onment.				
Performance	e Indicator	Learners can i	identify a	ind	talk in simple sentence	s, about the features of	
		our body that	t make us	ur	nique and different from	other God's creation.	
		E.g. animals.					
		<ul> <li>Learners can :</li> </ul>	sing an ac	ctio	on song that helps learn	ers name the parts of the	
		body and poir				·	
Core Compe	tencies: Crea	tivity and Innovation C	Communic	cat	ion and Collaboration Pe	ersonal Development and	
		ng and Problem Solving				·	
Keywords							
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons					
D- C	W	n Curriculum Page					
Ref:	Kindergarte	n Curriculum Page					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
DAT	Starter	(new learning including	na accacc	m	ant)	Plenary / Reflections	
	(preparing	(new learning including	iig assess	5111	entj	rienary / Nenections	
the brain							
	for learning)						
Tuesday	Have	With learners seated in a big circle outside the Review lesson with					
	learners to	classroom, and using				Learners by singing	
sing songs learners pass a ball to			their frie	end	ds),	songs in relation to it	
	rhymes	learners take turns to	use posit	tiv	e language to describe		
	that relate	and appreciate thems	selves.				
	to the						
lesson.							

Have them talk about themselves focusing on the uniqueness of their names, the homes they are from, their physical bodies, how tall or short, big or small.

Use the following questions to guide the learners who cannot talk fluently. E.g. What is your name? age? Gender? height? What are your likes and dislikes? etc. The teacher must model the description and scaffold the learners to do so.

Have learners sing different songs in their local language and/or in the English language that identify parts of the body and perform actions on it.

E.g. Learners point to the parts of their bodies as they sing e.g.

Head, shoulders knees and toes

Knees and toes 2x

And eyes and ears

And mouth and nose...

Other examples of action songs are My head, my shoulder, my knees,

I have one head, two eyes. I am black and beautiful, someone is fair.

Have learners follow the model of the teacher in clapping on the rhythm of the song, putting more stress on the names of the body parts.

Assessment: let learners sing an action song that helps learners name the parts of the body and point to them

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#### SUBJECT: GHANAIAN LANGUAGE

Week Ending:				Class size:			
Day:				Date:			
Period :				Lesson:			
<b>Strand</b> : Ora	l Language		Sub-stran	d : SONGS			
Indicator (co	ode)	KG1.1.1.1:					
Content star	ndard (code)	KG1.1.1.1.					
Performance		things heard in the	e song.		lines and recognise names of		
	tencies: Com	nmunication and co	llaboratio	n Personal development	and leadership.		
Keywords							
T. L .R. (s)		Manila cards, markers, recorded audios visual					
Ref:	Ghanaian La	anguage curriculun	n				
DAY	Phase 1:	Phase 2: Main			Phase 3:		
	Starter	(new learning incl	uding ass	essment)	Plenary / Reflections		
	(preparing the brain for learning)						
	Engage	Ask learners to s	ing a song	they know.	What have we learnt		
	leaners to	• Let learners say	today?				
	sing songs	Sing a song for le	ld				
	and recite	have names of cor	mmon ani	mals in the community.			
	familiar	• Lead learners to	Review the lesson with				
	rhymes	heard in the song.	Lead lear	ners to sing popular song	s learners		
		in the community.					
		<ul> <li>Let learners sing</li> </ul>					
		E.g.: Ga: jata, onuf					
		Twi/ Fante: gyata,	abowatse	ena etc			

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		Assessment: let learners sing familiar songs of about	
		three lines and mention names of things heard in the	
		song	
	Engage leaners to sing songs and recite familiar rhymes	<ul> <li>Ask learners to sing a song they know.</li> <li>Let learners say words they heard in the song.</li> <li>Sing a song for learners to listen and this song should have names of common animals in the community.</li> <li>Lead learners to mention names of animals they heard in the song. Lead learners to sing popular songs in the community.</li> <li>Let learners sing and dance to the songs</li> <li>E.g.: Ga: jata, onufu</li> <li>Twi/ Fante: gyata, abowatsena etc</li> </ul>	What have we learnt today?  Review the lesson with learners
		Assessment: let learners sing familiar songs of about three lines and mention names of things heard in the song	
	Engage	<ul> <li>Ask learners to sing a song they know.</li> </ul>	What have we learnt
	leaners to	<ul> <li>Let learners say words they heard in the song.</li> </ul>	today?
	sing songs and recite	• Sing a song for learners to listen and this song should	
	familiar	have names of common animals in the community.	
	rhymes	Lead learners to mention names of animals they	Review the lesson with
	<b>,</b>	heard in the song. Lead learners to sing popular songs in the community.	learners
		<ul> <li>Let learners sing and dance to the songs</li> </ul>	
		E.g.: Ga: jata, onufu	
		Twi/ Fante: gyata, abowatsena etc	
		Assessment: let learners sing familiar songs of about	
		three lines and mention names of things heard in the	
1		song	

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•	LESSON PLAN
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Week Ending:				Class size:			
Day: Wedne	esday			Date:			
Period :				Lesson:			
Strand : ALL	ABOUT ME		Sub-strand	d: I am a wonderful and Uni	ique creation		
Indicator (co	ode)	K1.1.1.1.3 K1.1	1.1.1.4				
Content star	ndard (code)	K1.1.1.1					
		Demonstrate the understanding that all learners are wonderful and have unique body features that make them different from other people and other God's creation in the environment.					
Performance Indicator		<ul> <li>Learners can recognize and talk about the different parts of book, (the front/ cover page of a book and back of a book) and relate the content of the text to our body parts.</li> <li>Learners can use new and positive expressions/vocabulary related to the parts of the body.</li> </ul>					
		tivity and Innovationg and Problem Solv		nication and Collaboration Pe	ersonal Development and		
Keywords							
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons					
Ref:	Kindergarte	n Curriculum Page					
DAY	Phase 1: Starter (preparing the brain for learning)				Phase 3: Plenary / Reflections		
Wednesday Have learners to sing songs and recite rhymes  As part of the process of have learners talk about page of a book, and ask their own body. Just as		about the lid ask them list as we hi	daily read aloud lesson, front/cover and the back to make connections to uman being have unique boks have a front cover and	Review lesson with Learners by singing songs in relation to it			

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Guide learners do a picture walk through the text. Point to the pictures and let the learners tell stories about the pictures. Show the pages to the class and read the text aloud. Help learners learn more positive words to describe themselves. Read the text again and have learners pay attention to the correct names of the parts of the body. Have learners watch a displayed conversational poster on the wall (parts of the human body) and use the positive descriptive words and expression they learnt to describe themselves. Direct their discussions with questions like (how do you look? How tall are you? E.g. I am fair Assessment: let learners and use the positive

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descriptive words and expression they learnt to

describe themselves.

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.: LESSON PLAN	

Week Ending:				Class size:			
Day: Thursd	lay			Dat	Date :		
Period :				Les	son:		
Strand: ALL	ABOUT ME		Sub-stran	id : 1	am a wonderful and Un	ique creation	
Indicator (co	ode)	K1.3.1.5	1.1.1.1.6			$\lambda \cup$	
Content star	ndard (code)	K1.1.1.1					
		Demonstrate the	understan	ding	that all learners are wor	nderful and have unique	
		body features tha	t make the	em d	ifferent from other peop	le and other God's	
		creation in the en	vironment				
Performance	e Indicator	• Lea	rners can s	ing s	ongs about the body parts	and the letters of the	
		alp	habet and o	clap ł	nands on the rhythm of the	songs.	
		• Lea	rners can	draw	a beautiful picture of the	mselves and scribble freely	
					ture paper.		
				nica <sup>-</sup>	tion and Collaboration Pe	ersonal Development and	
Leadership (	Critical Thinkir	ng and Problem Sol	ving.				
Keywords							
Reywords							
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons					
		rester, eaceat protaine, eaceat shapes, and account of a agent					
Ref:	Kindergarte	n Curriculum Page					
_							
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning incl	luding asso	essm	ient)	Plenary / Reflections	
	(preparing						
	the brain for learning)						
Thursday	Have	Have learners sit i	in a semi-c	irclo	, using pictures and	Review lesson with	
mursuay	learners to				ent parts of their body.	Learners by singing	
sing songs				one parto or thom body.	songs in relation to it		
and recite In pairs, have pupils count			oils count e	each	other's fingers, toes.		
			on the board, and individually have pupils				
	that relate				dies and write it down		
	to the	on the board as th	ney sing an	nd cla	p their hands to the		
	lesson.	rhythm.					
		E.g. my head, my	shoulders,	my	knees, my toe		

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	Have learners sing Alphabet song and follow the sequence of the letters as it is written on the wall.
	Learners are asked to draw themselves, colour it nicely, after which they scribble freely underneath.
	Let them talk about what they have written with friends sitting next to them in the classroom.
	Ask learners what they have drawn and write them on the board. e.g. What did you draw? and write it on the board or under their drawing.
	Assessment: let learners draw a beautiful picture of
	themselves and scribble freely underneath the picture
	paper.

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vetted by	Signature	Date

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	•	LESSON PLAI

Week Ending:			Class size:		
Day: Friday			Date:		
Period :			Lesson:		
Strand: ALL ABOUT ME	S	Sub-stran	d: I am a wonderful and Uni	que creation	
Indicator (code)	K1.1.1.7				
Content standard (code)	K1.1.1.1				
	Demonstrate the ι	understar	nding that all learners are wo	nderful and have unique	
	body features that	make the	em different from other peop	le and other God's	
	creation in the env	ironment			
Performance Indicator	Learners ca	n create s	sets of human parts that are similar and represent them		
	with numbe	ers up to	5.		
			nication and Collaboration Pe	ersonal Development and	
Leadership Critical Thinkir	ng and Problem Solv	ing.			
Keywords					
T. L.R. (s) Poster/ cut out picture, Cut out sh		it out shapes, big books, cour	iters, crayons		
Ref: Kindergarte	ndergarten Curriculum Page				
DAY Phase 1:	Phase 2: Main			Phase 3:	
Starter	(new learning inclu	ding ass	essment)	Plenary / Reflections	
(preparing the brain					
for learning)					

Friday	Have	In pairs, the learners check on the body parts that are	Review lesson with
	learners to	similar and draw them in Sets, count them and	Learners by singing
	sing songs and recite	represent them with numbers one to five (1-5).	songs in relation to it
	rhymes that relate	Pose story problems about what total number you will get if you put different number of learners together.	
	to the lesson.	What will be the total no of eyes?	
	1633011.	What will the total number of hands?	
		Give opportunity to learners to count parts of group	
		members and their parts.	
		Assessment: let learners create sets of human parts	
		that are similar and represent them with numbers up to	
		5.	

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## TERM ONE KG ONE WEEK 2



 LESSON PLAN

Week Endin	g:			Class size:		
Day: Monday				Date :		
Period :			I	Lesson:		
Strand: ALL	ABOUT ME	Sub	-strand	I : THE PARTS OF THE HUMA	N BODY AND THEIR	
		FUN	NCTION	S		
Indicator (co	ode)	K1.1.2.1.1 K	<b>&lt;1.1.2.1</b>	2	$\lambda \setminus \cup$	
Content star	ndard (code)	K1.1.2.1.				
				ing of appropriate names of	the parts of the body	
		and describe the funct	tions of	each part.		
Performance	e Indicator			, \		
Core Compe	tencies: Crea	tivity and Innovation Co	ommun	ication and Collaboration Pe	ersonal Development and	
Leadership C	Critical Thinkin	ng and Problem Solving.				
17						
Keywords						
T. L .R. (s)		Poster/ cut out picture	e, Cut	out shapes, big books, cour	nters, crayons	
Ref:	Kindergarte	n Curriculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning includin	ng asses	ssment)	Plenary / Reflections	
	(preparing					
	the brain for learning)					
Monday	Have	Have learners sing the	song a	bout the body parts and	Poster/ cut out picture	
	learners to	what they do.		, continue sout, par to arra	r coto., cat cat protar c	
	sing songs	e.g. " what can the e	eyes do	? They can see, they can	Cut out shapes, big	
	and recite	see,			books, counters,	
	rhymes		•	showing the human body	crayons	
	that relate	parts that we can see.				
	to the	Ask them if they can tell you some parts of the human				
·	lesson.	parts that are inside u				
		parts that are miside u	J and th	iat we carmot see.		
		Give it to them as a pr	oject fo	or the future.		
		Have them repeat two	o of the	songs that teach the		
		functions of the body	parts.			

Have learners perform different activities to enable them to identify the functions of the body parts, E.g. Activity

- 1. Blindfold learners and let them search for objects e.g. ball,
- 2. Cover their mouth and ask them to sing or talk or eat.
- 3. Fold their arms and ask them what they would do if they are to pick something from the floor.

Through "Pick and act" activity, have learners pick cutout body part and act their functions

Guide learners demonstrate to how books are read from left to right and top to bottom.

Have learners think critically about the illustrations on the cover page of the Big book on body parts and share what the book will be about.

They do picture reading and share what they think the pictures are saying about the functions of the body parts.

They listen attentively to the text and share what they have learnt about the functions of the parts of the Human body.

Focus on a letter and its corresponding sound and stress on words that the sound appears in the "during reading" stage of the reading

Assessment: let learners use new /vocabulary related to what they do with the parts of the body

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LESSON PLAN
 LESSON PLAN

Week Ending	g:			Class size:	
Day: Tuesday			Date :		
Period :				Lesson:	
Strand : ALL	AROUT ME		Sub-stran	d: THE PARTS OF THE HUM	AN RODY AND THEIR
Julia . ALL	ABOUT WIL		FUNCTION		AN DOD! AND THEM
Indicator (co	ode)	K1.2.1.3 K1.1.			
Content star	ndard (code)	K1.1.2.1.			
		Demonstrate the	understan	ding of appropriate names o	f the parts of the body
		and describe the	functions c	of each part.	
Performance	e Indicator	• Lea	arners can	learn and use new /vocabula	ry related to what they do
		with the p	arts of the	body.	
		• Lea	arners can	count the number of the n	ames of the body parts in
		songs thro	ough clappi	ing on the rhythm.	
				nication and Collaboration P	ersonal Development and
Leadership C	ritical Thinkir	ng and Problem So	lving.		
Keywords					
•					
T. L .R. (s)		Poster/ cut out pi	icture , Cu	t out shapes, big books, cou	nters, crayons
Ref:	Kindergarte	n Curriculum Page			
					T .
DAY	Phase 1:	Phase 2: Main		,	Phase 3:
	Starter (preparing	(new learning inc	luding asso	essment)	Plenary / Reflections
	the brain				
	for learning)				
Tuesday	Have		•	part of the body to perform	Poster/ cut out picture
	learners to different actions and use new words learnt to describe				
sing songs what they are doing.			ing.		Cut out shapes, big books, counters,
	rhymes				crayons
	that relate	_	elated action	on songs. E.g what can	,
	to the	the legs do?			
	lesson.				

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	Learners sing three different songs, clap on the rhythm
	and count the number of parts they hear in the songs.
	E.g. My head, my shoulder, my knee. (3 names).
	Help them understand that the last number names is
	the number of object or items counted.
	Have learners act and count the functions of some
	selected body parts (legs, mouth, hands, etc.)
	Have them draw more sets, with different parts and match them with sets of same numbers
	Have learners match pictures of the parts of the body
	using arrows with pictures showing the functions
	Assessment: let learners count the number of the
	names of the body parts in songs through clapping on
	the rhythm

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LESSON PLAN

#### SUBJECT: GHANAIAN LANGUAGE

Week Ending	g:			Class size:	
Day:		Date :			
Period :				Lesson:	
Strand : Ora	l Language		Sub-stran	id : SONGS	
Indicator (co	ode)	KG1.1.1.1:			
Content star	ndard (code)	KG1.1.1.1.			
Performance	e Indicator	• The learne names of things he		sing familiar songs of about the song.	nree lines and recognise
Core Compe	tencies: Com	nmunication and col	laboratio	n Personal development and	leadership.
Keywords					
T. L .R. (s)		Manila cards, markers, recorded audios visual			
Ref:	Ghanaian La	anguage curriculum	ì		
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including assessment)		Plenary / Reflections	
	(preparing the brain for learning)				
	Engage	Ask learners to si	ng a song	they know.	What have we learnt
	leaners to	• Let learners say words they heard in the song.		today?	
	sing songs	•		listen and this song should	,
	and recite			mals in the community.	
familian				names of animals they	Review the lesson with
	rhymes			ners to sing popular songs	learners
		in the community.		O I - I	
		• Let learners sing	and danc	e to the songs	
		E.g.: Ga: jata, onufi		5	
		, ,			l

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	Twi/ Fante: gyata, abowatsena etc	
	Assessment: let learners sing familiar songs of about three lines and mention names of things heard in the song	
Engage leaners sing so and rec familian rhymes	<ul> <li>Let learners say words they heard in the song.</li> <li>Sing a song for learners to listen and this song should have names of common animals in the community.</li> <li>Lead learners to mention names of animals they</li> </ul>	What have we learnt today?  Review the lesson with learners
	Assessment: let learners sing familiar songs of about three lines and mention names of things heard in the song	
Engage leaners sing so and rec	<ul> <li>Let learners say words they heard in the song.</li> <li>Sing a song for learners to listen and this song should</li> </ul>	What have we learnt today?
familiai rhymes	<ul> <li>Lead learners to mention names of animals they heard in the song. Lead learners to sing popular songs in the community.</li> <li>Let learners sing and dance to the songs</li> </ul>	Review the lesson with learners
	E.g.: Ga: jata, onufu Twi/ Fante: gyata, abowatsena etc .	
	Assessment: let learners sing familiar songs of about three lines and mention names of things heard in the song	

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		LESSON PLAN

BOUT ME e) ard (code)		Date: Lesson: d:THE PARTS OF THE HUMA	N BODY AND THEIR	
e)	Sub-strand FUNCTION	d: THE PARTS OF THE HUMA	N BODY AND THEIR	
e)	FUNCTION		N BODY AND THEIR	
•	K1 2 1 5			
ard (code)	K1.Z.1.5		$\lambda \cup$	
	Demonstrate the understan	1.1.2.1. Demonstrate the understanding of appropriate names of the parts of the body and describe the functions of each part.		
ndicator	Learners can sing son actions on it.	ngs about functions of the bo	dy parts and perform the	
	tivity and Innovation Commur ng and Problem Solving.	nication and Collaboration Po	ersonal Development and	
Keywords				
L.R. (s) Poster/ cut out picture, Cut out shapes, big books, counters, crayons				
Kindergarte	n Curriculum Page			
thase 1: tarter preparing he brain	Phase 2: Main (new learning including assessment)		Phase 3: Plenary / Reflections	
lave earners to ing songs nd recite hymes hat relate	body parts and perform action do with your eyes, I can see I	ons on it. E.g. What do you I can see	Review lesson with Learners by singing songs in relation to it	
h ta or la ea in	ase 1: arter eparing brain learning) ve arners to g songs d recite ymes	(new learning including asserted paring brain learning)  ve Have learners sing songs related body parts and perform action do with your eyes, I can see the relate of the	ase 1: Phase 2: Main (new learning including assessment)  brain learning)  ve Have learners sing songs related to functions of the body parts and perform actions on it. E.g. What do you do with your eyes, I can see I can see  Call the body part and have learners perform what they	

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NANA FIIFI ACQUAH	
	LESSON PLAN

Week Endin	g:			Class size:	
Day: Thursday Date:					
Period :			Le	sson:	-0//
Strand : ALL	ABOUT ME		<b>Sub-strand:</b> FUNCTIONS	THE PARTS OF THE HUN	MAN BODY AND THEIR
Indicator (co	ode)	K1.2.1.6			
Content star	ndard (code)	K1.1.2.1.			
		Demonstrate the u	understandin	g of appropriate names	of the parts of the body
		and describe the f			
Performance	e Indicator	Learners ca function.	an colour an	outline of a part of the	body used in performing a
		tivity and Innovationg and Problem Solv		ation and Collaboration	Personal Development and
Keywords				7,	
T. L.R. (s) Poster/ cut out picture, Cut out shapes, big books, counters, crayons			unters, crayons		
Ref:	Kindergarte	n Curriculum Page			
DAY	Phase 1:	Phase 2: Main	•		Phase 3:
	Starter (preparing the brain for learning)	(new learning including assessment)		Plenary / Reflections	
Thursday	Have learners to sing songs and recite rhymes	colour and tell who with accuracy.	at the illustra to school. Ha	n a paper for pupils to ation is about to friends ave learners talk about	Review lesson with Learners by singing songs in relation to it
	that relate to the lesson.	Assessment: let let the body used in p		an outline of a part of function	

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NANA FIIFI ACQUAH	
	LESSON PLAN

Week Ending	g:				Class size:	
Day: Friday				Dat	e:	
Period :				Les	son :	
Strand : ALL	ABOUT ME		Sub-stran	<b>d</b> : T	HE PARTS OF THE HUM	AN BODY AND THEIR
			FUNCTION	NS		
Indicator (co	de)	K1.1.2.1.7				
Content star	ndard (code)	K1.1.2.1.				
		Demonstrate the ι	understand	ding	of appropriate names o	f the parts of the body
		and describe the fo	unctions o	of ea	ch part.	
Performance	Indicator	Learners ca	an compar	e lir	es and other shapes tha	t are same and different.
=		tivity and Innovationg and Problem Solv		nica	tion and Collaboration P	ersonal Development and
Keywords					7/	
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons				
Ref:	Kindergarte	n Curriculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inclu	uding asse	essm	nent)	Plenary / Reflections
	(preparing					
	the brain					
Friday	for learning) Have	Through think-nair	r-share ha	ων <sub>ο</sub> Ι	earners compare lines	Review lesson with
Tituay	learners to	_			-	Learners by singing
	sing songs	and analysis and any partition and any and any and any			songs in relation to it	
	and recite	circle, the arms are	e straight,	tile	manu looks like a line.	
	rhymes that relate	Compare length ar	nd size of (	diffe	rent lines.	
	to the	Assessment: let lea	arnors con	ททวเ	co lines and other	
	lesson.	shapes that are sa		-		
		Sinapes that die Sa	ilie aliu ul	11616		
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## TERM ONE KG ONE WEEK 3



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.: LESSON PLAN	

Week Ending:				Class size:	
Day : Monday	: Monday Date :				
Period :			Le	sson :	
Strand: ALL A	BOUT ME	Sub-	-strand :	CARING FOR THE PARTS C	OF MY BODY
Indicator (cod	le)	K1.1.3.1.1 K	1.1.3.1.2		
Content stand	dard (code)	K1.1.3.1.			
		Demonstrate understa	inding of	the importance of person	al hygiene and how to
		care for my body parts	e.g. har	nd, feet finger nails- washi	ng, face washing, nose
Performance I	Indicator	<ul> <li>Learners can sing songs and recite rhymes about how we take care of ear part of the body and demonstrate how to do it. e.g. This is the way we wash our face</li> <li>Learners can watch a short video clip and talk about how to care for the various parts of the body.</li> </ul>			
		tivity and Innovation Cong and Problem Solving.		ation and Collaboration Pe	ersonal Development and
Keywords					
T. L.R. (s) Poste		Poster/ cut out picture	e, Cut o	ut shapes, big books, cour	iters, crayons
Ref:	Kindergarte	n Curriculum Page			
DAY F	Phase 1:	Phase 2: Main			Phase 3:
`	Starter	(new learning including	g assess	ment)	Plenary / Reflections
	(preparing the brain				
	for learning)				
	Have	Have learners sit in a se	emi-circl	e (community circle	Review lesson with
	learners to	time), sing a song (This	s is the w	ay I brush my teeth,	Learners by singing
S	sing songs	brush my teeth, 2×) an	nd call ou	t parts of the body that	songs in relation to it.
	and recite	should be cared for an		earners touch that part	
	rhymes	to show comprehensio			
	that relate	E.g. I brush my teeth, I	cut my f	ingernalis snort, etc.	
	to the lesson.				
'	1033011.	Show a video clip and I	let the le	arners watch the correct	
		ways to care for each p			
		vocabulary learnt from			

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		(Use the ICT tool if available)	
		Guide learners to count the materials used to clean the body (e.g. soap, toothbrush, toothpaste, sponge, etc.) seen in the video clip and/or those listed on the board. Classify the cleaning materials according to their	
		colours	
		Assessment: let learners talk about how to care for the various parts of the body.	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

Week Endin	g:				Class size:	
Day: Tuesda	эу			Dat	e:	
Period :				Les	son :	
Strand : ALL	ABOUT ME	5	Sub-stran	<b>d</b> : (	CARING FOR THE PARTS (	OF MY BODY
Indicator (co	ode)	K1.1.3.1.3 K	(1.1.3.1.4			
Content star	ndard (code)	K1.1.3.1.				
		Demonstrate understanding of the importance of personal care for my body parts e. g. hand, feet finger nails- washing				, 0
Performance	e Indicator	<ul> <li>Learners can talk about what we use in caring for the human body in our everyday life as they listen to a read aloud text.</li> <li>Learners can show and explain why learners' books are open from right t left.</li> </ul>				
-		tivity and Innovation		nica	tion and Collaboration Pe	ersonal Development and
Keywords				>		
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons				
Ref:	Kindergarte	n Curriculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter (preparing the brain	(new learning inclu	iding asse	essn	nent)	Plenary / Reflections
	for learning)					
Tuesday	Have learners to sing songs and recite rhymes that relate to the lesson.	different parts of the hands, brush your to demonstrate the hands and other both	nd demor he body. I teeth, cut n the Big E e proper v ody parts.	nstra E.g. : you Book way	te how to care for the wash your face and ir finger nails etc.). and guide the learners of washing the face,	Review lesson with Learners by singing songs in relation to it
		Take learners thro demonstrate how t	•			

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Set different centres in the classroom and have them rotate to care for their body parts.

Give opportunity to as many learners.

Let learners talk about the front/cover page of the big book to be read.

Do a picture walk through the book going page by page with the learners.

Have the learners tell you the direction you are going as you open the pages.

Run a pointer under the pictures as you do the picture walk to buttress the left-right and top-bottom directionality.

Using "Pair share repeat" have learners classify the pictures according to size in their rows

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Assessment: let learners explain why learners' books

are open from right to left.

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	•	LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE KINDERGARTEN ONE

Week Ending:				Class size:		
Day:			Dat	Date:		
Period:			Les	Lesson:		
Strand : Oral Language		Sub	Sub-strand : Rhymes			
Indicator (co	ode)	KG1.1.2.1.1				
Content standard (code)		KG1.1.2.1.				
			should explore familiar rhymes of about four lines and discuss of things heard in them			
Core Competencies: Communication and collaboration Personal development and leadership.						
Keywords						
T. L .R. (s)		Manila cards, markers, recorded audios visual				
Ref:	Ghanaian La	nguage curriculum				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter (preparing the brain for learning)	(new learning including assessment)		nent)	Plenary / Reflections	
	Engage leaners to sing songs and recite familiar rhymes	<ul> <li>Do the gestures that the learners to do sar</li> <li>Ask learners to say a</li> </ul>	kplore popu It accompa me. a rhyme th	ular rhymes in the  ny the rhyme and allow  ey know.	What have we learnt today?  Review the lesson with learners	
		• Let the whole class	say the rhy	me again.		

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	<ul> <li>Explore a rhyme for learners to listen. e.g. the rhyme should have names of common animals in the community.</li> <li>Let learners mention some of the animals they heard in the rhyme.</li> <li>E.g.: Tiger, lion, snake, tortoise, ant, etc</li> </ul>	
	Assessment: let learners sing familiar songs of about four lines and mention names of things heard in the song	
Engage leaners to sing songs and recite familiar rhymes	<ul> <li>Explore a rhyme for learners to listen.</li> <li>Allow learners to explore popular rhymes in the community.</li> <li>Do the gestures that accompany the rhyme and allow the learners to do same.</li> <li>Ask learners to say a rhyme they know.</li> <li>Let the whole class say the rhyme again.</li> <li>Explore a rhyme for learners to listen. e.g. the rhyme should have names of common animals in the community.</li> <li>Let learners mention some of the animals they heard in the rhyme.</li> <li>E.g.: Tiger, lion, snake, tortoise, ant, etc</li> </ul>	What have we learnt today?  Review the lesson with learners
	Assessment: let learners sing familiar songs of about four lines and mention names of things heard in the song	
Engage leaners to sing songs and recite	<ul> <li>Explore a rhyme for learners to listen.</li> <li>Allow learners to explore popular rhymes in the community.</li> <li>Do the gestures that accompany the rhyme and allow</li> </ul>	What have we learnt today?
rhymes	<ul> <li>the learners to do same.</li> <li>Ask learners to say a rhyme they know.</li> <li>Let the whole class say the rhyme again.</li> <li>Explore a rhyme for learners to listen. e.g. the rhyme should have names of common animals in the community.</li> <li>Let learners mention some of the animals they heard in the rhyme.</li> <li>E.g.: Tiger, lion, snake, tortoise, ant, etc</li> <li>.</li> </ul>	Review the lesson with learners
	leaners to sing songs and recite familiar rhymes  Engage leaners to sing songs and recite familiar	should have names of common animals in the community.  • Let learners mention some of the animals they heard in the rhyme.  E.g.: Tiger, lion, snake, tortoise, ant, etc  Assessment: let learners sing familiar songs of about four lines and mention names of things heard in the song  Engage eleaners to songs and recite familiar rhymes  • Explore a rhyme for learners to listen. • Allow learners to explore popular rhymes in the community. • Do the gestures that accompany the rhyme and allow the learners to do same. • Ask learners to say a rhyme they know. • Let the whole class say the rhyme again. • Explore a rhyme for learners to listen. e.g. the rhyme should have names of common animals in the community. • Let learners mention some of the animals they heard in the rhyme. E.g.: Tiger, lion, snake, tortoise, ant, etc  Assessment: let learners sing familiar songs of about four lines and mention names of things heard in the song  Engage leaners to a same. • Allow learners to explore popular rhymes in the community. • Do the gestures that accompany the rhyme and allow the learners to do same. • Ask learners to say a rhyme they know. • Let the whole class say the rhyme again. • Explore a rhyme for learners to listen. e.g. the rhyme should have names of common animals in the community. • Let learners mention some of the animals they heard in the rhyme.

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	Assessment: let learners sing familiar songs of about four lines and mention names of things heard in the song	
NANA FIIFI ACQUAH		

. IECCONIDIAN	
.: LESSON PLAN	

Week Ending	g:			Class size:			
Day: Wednesday Da		Date :					
Period : Lesson			Lesson:				
Strand : ALL	ABOUT ME		Sub-stran	d: CARING FOR THE PARTS	OF MY BODY		
Indicator (co	ode)	K1.1.3.1.5	K1.1	.3.1.6			
Content star	ndard	K1.1.3.1.					
(code)		Demonstrate unde	erstanding	of the importance of person	nal hygiene and how to		
		care for my body p	oarts e. g. l	nand, feet finger nails- wash	ing, face washing, nose		
Performance		<ul> <li>Learners can stress the words that show caring for the body as learners sing songs about personal care of the body parts and clap hands on the rhythm of the songs E.g. wash, brush, cut nails.</li> <li>Learners can match the parts of the body to the tools we use in caring for the body and colour them with same colour. E.g. soap matched with the hand and brush with the teeth.</li> </ul>					
and Leaders		tivity and Innovatio inking and Problem		nication and Collaboration P	ersonal Development		
Keywords							
T. L .R. (s)		Poster/ cut out pic	cture, Cut	t out shapes, big books, cou	nters, crayons		
Ref:	Kindergarte	n Curriculum Page					
DAY	Phase 1:	Phase 2: Main			Phase 3:		
	Starter (preparing the brain for learning)	(new learning including assessment)  Plenary / Reflections					
Wednesda	Have	Have learners repeat the song: this is the way I wash Review lesson with					
У	learners to sing songs and recite	my face, clapping the rhythm to stress on the care words.  Learners by singing songs in relation to it					
	rhymes that relate to the lesson.	them follow along	Model for them how to stress the words and have them follow along just doing the actions. Repeat the lines several times.				

With the aid of cut-out pictures of body cleaning tools,
have learners pick and demonstrate appropriate way of
how that tool is used to clean the body.
Introduce the letter of the week activity (one letter a week)
Display an outline of drawing on a paper for pupils to
match the tools with the body part and use same
colour for each body part and its tool.
Talk about the colouring with their friends.
Tell what the illustration is about to friends with
accuracy.
E.g. An outline of soap, toothbrush, toothpaste, etc.
Assessment: let learners match the parts of the hody to

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the tools we use in caring for the body and colour them

with same colour.

NANA FIIFI ACQUAH	
	LESSON PLAN

Week Endin	g:			Class size:		
Day: Thursd	ay		Dat	Date:		
Period :			Les	Lesson:		
Strand : ALL	ABOUT ME	Sub-stra	nd : (	CARING FOR THE PARTS C	OF MY BODY	
Indicator (code) K1.1.3.1.7						
Content star	ndard (code)	K1.1.3.1.				
		Demonstrate understanding of the importance of personal hygiene and how to				
		care for my body parts e. g	e for my body parts e. g. hand, feet finger nails- washing, face washing, nose			
Performance	e Indicator	Learners can use number r	ames	to count, find out how m	any and match body parts	
		with other part with same	numk	oer (1- 5).		
Core Compe	tencies: Crea	tivity and Innovation Comm	unica	tion and Collaboration Pe	ersonal Development and	
Leadership (	Critical Thinkir	ng and Problem Solving.				
Keywords				7,		
T. L .R. (s)		Poster/ cut out picture , (	ut ou	t shapes, big books, cour	nters, crayons	
Ref:	Kindergarte	n Curriculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including as	sessn	nent)	Plenary / Reflections	
	(preparing the brain					
	for learning)					
Thursday	Have	Show picture of different	arts	out in a set e.g. two	Review lesson with	
	learners to	eyes, one mouth, two han	ds, fiv	e fingers matched with	Learners by singing	
	sing songs	5 toes. songs in relation to it				
	and recite					
	rhymes that relate	Model how to match and have learners in small groups match body parts with the same number.				
	to the	match body parts with the	same	e number.		
	lesson.	Repeat the activity with bo	dy na	arts and encourage		
		learners to describe their		•		

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	Extend the activity using other non-body parts objects in the given sets. Have learners match similar activity/task in their workbook	
	Assessment: let learners use number names to count, find out how many and match body parts with other part with same number (1-5).	

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		LESSON PLAN

Week Ending:				Class size:	
Day: Friday			Dat	te:	
Period :			Les	son:	-0/
Strand : ALL	ABOUT ME	Sub-stra	nd : (	CARING FOR THE PARTS (	OF MY BODY
Indicator (co	de)	K1.1.3.1.8			
Content standard (code) K1.1.3.1.  Demonstrate understanding of the importance of personal hygiene and care for my body parts e. g. hand, feet finger nails- washing, face washing.				, -	
Performance	e Indicator			er names to count, find our twith same number (1-	out how many and match · 5)
		tivity and Innovation Comm ng and Problem Solving.	unica	tion and Collaboration P	ersonal Development and
Keywords					
T. L .R. (s)		Poster/ cut out picture, (	ut ou	t shapes, big books, cou	nters, crayons
Ref:	Kindergarte	n Curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)			Phase 3: Plenary / Reflections
Friday	Have learners to sing songs and recite rhymes that relate to the lesson.	Show picture of different parts put in a set e.g. two eyes, one mouth, two hands, five fingers matched with 5 toes.  Model how to match and have learners match them in their workbook.		Review lesson with Learners by singing songs in relation to it	
		Assessment: let learners use number names to count, find out how many and match body parts with other part with same number (1-5)			

# TERM ONE KG ONE WEEK 4



LESSON PLAN
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Week Ending	g:			Class size:	
Day : Monda	ny		D	ate:	
Period :			Le	esson :	
Strand : ALL	ABOUT ME	Suk	o-strand	: Keeping my Body healthy	by eating good food and
		tak	ing my va	accination	
Indicator (co	ode)	K1.1.4.1.1	K1.1.4.	1.2	
Content star	ndard (code)	K1.1.4.1			
				ng that eating good food ar	nd taking all my
		childhood vaccination			
Performance	e Indicator			niliar rhymes of about four	lines and discuss the
Coro Compo	toncios: Cros	names of things heard		cation and Collaboration Pe	orcanal Davalanment and
		ng and Problem Solving		cation and Conaporation Fe	ersonal Development and
Leadership	arerear rimina	ig and i robiem bowing			
Keywords					
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons			
Ref:	Kindergarte	n Curriculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including	ng assess	sment)	Plenary / Reflections
	(preparing the brain				
	for learning)				
	Have	Learners sit in a semi-	circle (co	ommunity circle time) and	Review lesson with
	learners to	talk about the subthe			Learners by singing
sing songs					songs in relation to it.
	and recite	Through questions an	d answei	rs, find out from learners	
rhymes		the things we have to do to keep healthy and strong.			
	that relate to the	Ü		. ,	
	lesson.	Show them two conve	ersationa	l posters, one on	
				e at the hospital. With	
		• •		talk about the types of	
		balanced food we nee		• •	
		Dalanced rood we nee	eu to eat	to neip us grow.	

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- 1. Fats and Oil Foods: Such foods are high in fat and sugar
- 2. Protein (beef, chicken),
- 3. Carbohydrates (starchy food, bread, cereal and rice group),
- 4. Calcium Rich Foods help the bones,
- 5. Fruit and Vegetable,
- 6. Whole Grain food such as bread, wheat,
- 7. Food and drinks high sugar. Encourage learners to share experiences

Another day you can let them talk about the importance of taking all their childhood vaccination.

Have learners talk about the pictures in the book and ask them to make connections to the written symbols.

Learners retell story read to.

Using word of the day, encourage learners to give examples of words that contain the prominent sound in the word of the day e.g. mug: jug, hug, tug, etc.

Assessment: let learners tell their own short stories about pictures in the Big book to be read.

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Week Endin	g:				Class size:	
Day: Tuesday			Date :			
Period :				Les	son :	
Strand: ALL	ABOUT ME		Sub-stran	<b>d</b> : k	Ceeping my Body healthy	by eating good food and
			taking my	vac	cination	
Indicator (co	ode)	K1.1.4.1.3	K1.1.4.	1.4		$\lambda \cup$
Content star	ndard (code)	K1.1.4.1				
		Demonstrate the	understand	ding	that eating good food ar	nd taking all my
		childhood vaccina	itions will k	кеер	me growing	
Performance	e Indicator	we eat to l sentence (	keep healt orally) on l	hy a how		rmation text about foods ds learnt to create simple gs about types of food.
Core Compe	tencies: Crea	tivity and Innovation	on Commu	nica	tion and Collaboration Pe	ersonal Development and
Leadership (	Critical Thinkir	ng and Problem Sol	ving.			
Keywords				)-		
T. L .R. (s)	T. L.R. (s) Poster/ cut out picture, Cut out shapes, big books, counters, crayons				iters, crayons	
Ref:	Kindergarte	n Curriculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter (preparing the brain for learning)	(new learning incl	uding asse	essm	nent)	Plenary / Reflections
Tuesday	Have				(community circle	Review lesson with
learners to time), as they listen attentively			•	o the Teacher -read-	Learners by singing	
sing songs aloud text on balanced diet. songs in relation to					songs in relation to it	
rhymes				·	at facel toward become	
	that relate				nt food types we have	
	to the	•		anc	I on the conversational	
	lesson.	poster you show t	to them.			

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Have learners count the examples of foods identified under the given food group/types and represent them in sets. Guide learners to examine the food they eat at home and/or bring to school, to find out whether they are eating a balanced meal. Talk about some food items that are not very healthy, e.g. sugar drinks. Mention some food items in the environment that they need to be eating and draw their favourite. E.g. They should add kontomire and other green leaf to their food and also eat a lot of different types of fruit. Have learners use the new words learnt to construct simple sentences orally in relation to keeping healthy. In whole class group, model how to sing and clap and count words in a song. Learners follow your example and sing, clap and count number of words in the song about food They can also jump on each word and count and share with their friends the number of the keywords in the song.

Assessment: let learners count and clap the keywords in

songs about types of food.

•	LESSON PLAN
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Week Ending	g:			Class size:	
Day: Wedne	esday			Date:	
Period :				Lesson:	
Strand: ALL	ABOUT ME		Sub-stran	<b>d</b> : Keeping my Body healthy	by eating good food and
			taking my	vaccination	
Indicator (co	ode)	K1.1.4.1.5	K1.1.	4.1.6	$\lambda \cup$
Content star	ndard (code)	K1.1.4.1			
		Demonstrate the	understand	ding that eating good food a	nd taking all my
		childhood vaccina	tions will k	eep me growing	
Performance	e Indicator	<ul> <li>Learners can sing alphabet song about food and identify the beginning letter of the most common food item in season in the environment. E.g. Banana begins with /b/</li> <li>Learners can draw a picture of any food item that has its name beginning with the letter B and write the letter underneath.</li> </ul>			
		tivity and Innovationg and Problem Sol		nication and Collaboration Po	ersonal Development and
Keywords					
T. L .R. (s)		Poster/ cut out pi	cture, Cu	t out shapes, big books, cour	nters, crayons
Ref:	Kindergarte	n Curriculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing the brain for learning)	(new learning incl	uding asse	essment)	Plenary / Reflections
Tuesday	Wednesda	Learners sing an a	lphabet so	ng and identify the letter	Review lesson with
	У	that begins the na	ime of the	food item.	Learners by singing songs in relation to it
		Create letter card	s with the	letter and picture of the	
		food item.			
		Play a memory ga	me where	the learners will pick the	
		letter card that m	atches with	n other food items with the	

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same beginning letter [E.g. banana, beans, banku, bread, boodoo,] Mix the picture cards of food items that do not have /b/ starting their names with other cards. Through "Show and Tell" have learners pick the picture card that matches with a 'B' food item and show it to the class. Have them pronounce the names of the food item first and if it does not begin with the letter for the week, they put the picture aside. Have them group words in sets according to the following: Set A: Words that begin with the letter of the week Set B: Words that do not begin with the letter of the week The teacher models how to write the letter in the air and have the learners do same. After much practice as a whole class and in small groups, the learners write the letter in the sand and finally use crayon to draw a food item and write the letter underneath it. Have learners talk about their work

Assessment: let learners draw a picture of any food item that has its name beginning with the letter B and

write the letter underneath.

SUBJECT: GHANAIAN LANGUAGE

Week Ending:				Class size:		
Day:			Date	:		
Period :			Less	on:		
Strand : Ora	l Language	Sub-strand : Rhymes				
Indicator (co	ode)	KG1.1.2.1.1				
Content star	ndard (code)	KG1.1.2.1.				
Performance	e Indicator	The learner should explore familiar rhymes of about four lines and discuss				
		the names of things heard in them				
Core Compe	tencies: Com	munication and collaboration Personal development and leadership.				
Keywords						
T. L .R. (s)		Manila cards, markers, recorded audios visual				
Ref:	Ghanaian La	anguage curriculum				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter (preparing the brain for learning)	(new learning including asso	sessmo	ent)	Plenary / Reflections	
	Engage	• Explore a rhyme for learners			What have we learnt	
	leaners to	• Allow learners to explore p	popul	ar rhymes in the	today?	
sing songs community.		community.				
	and recite	<ul> <li>Do the gestures that accor</li> </ul>	mpan	y the rhyme and allow		
	familiar	the learners to do same.			Review the lesson with	
	rhymes	Ask learners to say a rhyme they know.			learners	

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		Let the whole class say the rhyme again.	
		Explore a rhyme for learners to listen. e.g. the rhyme	
		should have names of common animals in the	
		community.	
		• Let learners mention some of the animals they heard in the rhyme.	
		E.g.: Tiger, lion, snake, tortoise, ant, etc	
		Assessment: let learners sing familiar songs of about	
		four lines and mention names of things heard in the	
		song	
	Engage	Explore a rhyme for learners to listen.	What have we learnt
	leaners to	Allow learners to explore popular rhymes in the	today?
	sing songs	<ul><li>community.</li><li>Do the gestures that accompany the rhyme and allow</li></ul>	
	and recite familiar	the learners to do same.	Review the lesson with
	rhymes	Ask learners to say a rhyme they know.	learners
	mymes	Let the whole class say the rhyme again.	
		• Explore a rhyme for learners to listen. e.g. the rhyme	
		should have names of common animals in the	
		<ul><li>community.</li><li>Let learners mention some of the animals they heard</li></ul>	
		in the rhyme.	
		E.g.: Tiger, lion, snake, tortoise, ant, etc	
		A Landau Carrier Carrier	
		Assessment: let learners sing familiar songs of about four lines and mention names of things heard in the	
		song	
	Engage	Explore a rhyme for learners to listen.	What have we learnt
	leaners to	Allow learners to explore popular rhymes in the	today?
	sing songs	community.	
	and recite	Do the gestures that accompany the rhyme and allow	
	familiar	the learners to do same.	Review the lesson with
	rhymes	Ask learners to say a rhyme they know.	learners
		Let the whole class say the rhyme again.	
		Explore a rhyme for learners to listen. e.g. the rhyme	
		should have names of common animals in the	
		community.	
		Let learners mention some of the animals they heard	
		in the rhyme.	
		E.g.: Tiger, lion, snake, tortoise, ant, etc	

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	Assessment: let learners sing familiar songs of about four lines and mention names of things heard in the song	

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Week Ending:			Class size:			
Day: Thursd	ay			Date:		
Period :				Lesson:		
Strand: ALL	ABOUT ME	S	ub-stranc	: Keeping my Body healthy	by eating good food and	
		ta	aking my	vaccination		
Indicator (co	-	K1.1.4.1.7				
Content star	ndard (code)	K1.1.4.1				
				ling that eating good food ar	nd taking all my	
		childhood vaccinati				
Performance	e Indicator			classify different food items	• .	
				ns that keep the body health	·	
=		tivity and Innovation ng and Problem Solvi		nication and Collaboration Pe	ersonal Development and	
Keywords				$/\mathcal{O}_{\prime}$		
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons				
Ref:	Kindergarte	n Curriculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter (preparing the brain for learning)	(new learning include	ding asse	ssment)	Plenary / Reflections	
Thursday	Have learners to sing songs and recite rhymes that relate to the lesson.	In small groups, let six food groups.  Have learners sort fhealthy into shapes	them class	the class. Explain the food sifty the food items into the sthat keep the body about them.	Review lesson with Learners by singing songs in relation to it	
		chairs, cups, etc.).	to other h	ion rood items (e.g. tables,		

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	Have them compare the quantities and work on "less than" and "more than" at the centres.	
	Assessment: let learners sort and classify different food items under the six food groups and sort the food items that keep the body healthy into shapes	

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	LESSON PLAN

Week Ending:			Class size:			
Day : Friday				Date :		
Period :				Les	son:	- ()
Strand: ALL	ABOUT ME		Sub-stran	<b>d</b> : k	Geeping my Body health	y by eating good food and
			taking my	vac	cination	
Indicator (co	ode)	K1.1.4.1.8				
Content sta	ndard (code)	K1.1.4.1				
		Demonstrate the	understan	ding	that eating good food a	nd taking all my
		childhood vaccina	itions will k	кеер	me growing	
Performanc	e Indicator	Learners c	an sing and	d da	nce to traditional songs	about foods.
Core Competencies: Crea Leadership Critical Thinkin		civity and Innovation Communication and Collaboration Personal Development and g and Problem Solving.				
Keywords					7/	
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons				
Ref:	Kindergarte	n Curriculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter (preparing the brain for learning)	(new learning including assessment)				Plenary / Reflections
Friday	Have learners to sing songs and recite rhymes that relate to the lesson.	locality, play diffe the tunes to keep Have learners do in songs under the	rent music the body l oral classi e food grou earners sing	al in heal ficat ups	ngs about food in your strument and dance to thy.  ion of foods mentioned dance to traditional	Review lesson with Learners by singing songs in relation to it

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# TERM ONE KG ONE WEEK 5



·	LESSON PLAN

Week Ending:			Class size:			
Day : Monday			Date :			
Period :			Lesson:			
Strand: ALL	ABOUT ME	:	Sub-stran	<b>d</b> : Keeping my Body healthy	by eating good food and	
		1	taking my	vaccination		
Indicator (co	ode)	K1.1.4.1.1	K1.1.	4.1.2	$\lambda \cup$	
Content star	ndard (code)					
		Demonstrate the understanding that eating good food and taking all my				
Performance	n Indicator	childhood vaccinat		keep me growing but different types of food th	ov oat at home and	
Periorinance	Ellidicator			n make them grow healthy.	•	
		energy givi		_	(Dody Danamig 100d)	
		<ul> <li>Learners ca</li> </ul>	n tell thei	ir own short stories about pic	ctures in the Big book to	
		be read.				
				nication and Collaboration Po	ersonal Development and	
Leadership C	TILICAI ITIITIKII	ng and Problem Solv	ing.			
Keywords						
T. L .R. (s)		Poster/ cut out picture , Cut out shapes, big books, counters, crayons				
Ref:	Kindergarte	n Curriculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning inclu	uding asse	essment)	Plenary / Reflections	
	(preparing the brain					
	for learning)					
Monday	Have	Learners sit in a se	mi-circle (	community circle time) and	Review lesson with	
	learners to	talk about the subt	theme for	the week.	Learners by singing	
	sing songs and recite				songs in relation to it.	
rhymes Inrough qu		Through questions	and answ	vers, find out from learners		
		the things we have	to do to	keep healthy and strong.		
	to the					
	lesson.			nal posters, one on		
		different types of f	food and o	one at the hospital.		

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With the aid of pictures, have them talk about the types of balanced food we need to eat to help us grow. For instance: We have 1. Fats and Oil Foods: Such foods are high in fat and sugar 2. Protein (beef, chicken), 3. Carbohydrates (starchy food, bread, cereal and rice group), 4. Calcium Rich Foods help the bones, 5. Fruit and Vegetable, 6. Whole Grain food such as bread, wheat, 7. Food and drinks high sugar. Encourage learners to share experiences Another day you can let them talk about the importance of taking all their childhood vaccination. Have learners talk about the pictures in the book and ask them to make connections to the written symbols. Learners retell story read to. Using word of the day, encourage learners to give examples of words that contain the prominent sound in the word of the day e.g. mug: jug, hug, tug, etc.

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Assessment: let learners tell their own short stories

about pictures in the Big book to be read

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Week Endin	g:				Class size:	
Day: Tuesda	ау			Dat	e:	
Period :				Les	son :	- (()
Strand: ALL	ABOUT ME		Sub-stran	<b>d</b> : k	Ceeping my Body healthy	by eating good food and
			taking my	vac	cination	
Indicator (co	ode)	K1.1.4.1.3	K1.1.4	1.1.4		
Content star	ndard (code)					
		Demonstrate the	understan	ding	that eating good food ar	nd taking all my
		childhood vaccina	tions will k	кеер	me growing	
Performance	e Indicator	<ul> <li>Learners can listen attentively, respond to an information text about foo we eat to keep healthy and use new content words learnt to create simp sentence (orally) on how to keep healthy.</li> <li>Learners can count and clap the keywords in songs about types of food.</li> </ul>			ds learnt to create simple	
Core Compe	tencies: Crea	tivity and Innovation	on Commu	nica	tion and Collaboration Pe	ersonal Development and
Leadership Critical Thinking and Problem Solving.						
Keywords				)-		
T. L.R. (s) Poster/ cut out picture, Cut out shapes, big books, counters, crayons		iters, crayons				
Ref:	Kindergarte	n Curriculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter (preparing the brain for learning)	(new learning incl	uding asse	essm	nent)	Plenary / Reflections
Tuesday	Have				(community circle	Review lesson with
	learners to	.,		•	o the Teacher -read-	Learners by singing
	sing songs and recite	aloud text on bala	inced diet.			songs in relation to it
	rhymes	Mention and disci	uss the diff	ferei	nt food types we have	
	that relate				on the conversational	
	to the lesson.	poster you show t		and	on the conversational	

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Have learners count the examples of foods identified under the given food group/types and represent them in sets. Guide learners to examine the food they eat at home and/or bring to school, to find out whether they are eating a balanced meal. Talk about some food items that are not very healthy, e.g. sugar drinks. Mention some food items in the environment that they need to be eating and draw their favourite. E.g. They should add kontomire and other green leaf to their food and also eat a lot of different types of fruit. Have learners use the new words learnt to construct simple sentences orally in relation to keeping healthy. In whole class group, model how to sing and clap and count words in a song. Learners follow your example and sing, clap and count number of words in the song about food T hey can also jump on each word and count and share with their friends the number of the keywords in the song.

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Assessment: let learners count and clap the keywords in

songs about types of food.

NANA FIIFI ACQUAH	
	LESSON PLAN

## SUBJECT: GHANAIAN LANGUAGE

Week Ending	g:			Class size:	
Day:			Dat	e:	
Period :		Les	son:		
Strand : Ora	l Language	Sub-strar	<b>nd</b> : l	istening and Story Telling.	3
Indicator (co	ode)	KG1.1.4.1.1			
Content star	ndard (code)				
Performance	e Indicator	The learner should d	liscu	ss the characters in a give	en story
Core Compe	tencies: Com	nmunication and collaboratio	n Pe	rsonal development and	leadership.
Keywords			<b>)</b>		
T. L .R. (s) Manila cards, markers		Manila cards, markers, reco	rded	l audios visual	
Ref:	Ghanaian La	anguage curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including ass	essn	nent)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes		es o ong. a st for le	ory about any of the earners to listen.	What have we learnt today?  Review the lesson with learners

## NANA FIIFI ACQUAH

	Assessment: let learners describe the characters in a	
	given story	
Engage leaners to sing songs and recite familiar rhymes	<ul> <li>Let learners sing a song and dance to it.</li> <li>Let learners mention names of some of the names of animals they heard in the song.</li> <li>Ask if learners have heard a story about any of the animals. Tell a simple story for learners to listen.</li> <li>Ask learners to mention the name of a character in the story.</li> </ul>	What have we learnt today?  Review the lesson with learners
	Assessment: let learners describe the characters in a given story	
Engage leaners to sing songs and recite	animals they heard in the song.	What have we learnt today?
familiar rhymes	<ul> <li>Ask if learners have heard a story about any of the animals. Tell a simple story for learners to listen.</li> <li>Ask learners to mention the name of a character in the story.</li> <li>.</li> </ul>	Review the lesson with learners
	Assessment: let learners describe the characters in a given story	

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LESSON PLAN
 LESSON PLAN

Week Ending:			Class size:			
Day: Wednesday			Date:			
Period :				Lesson:		
Strand : ALL	ABOUT ME			d: Keeping my Body healthy	by eating good food and	
				vaccination		
Indicator (co		: K1.1.4.1.5	K1.1	1.4.1.6		
Content star	ndard (code)					
				ding that eating good food a	nd taking all my	
		childhood vaccina		, , ,		
Performance	e Indicator			phabet song about food and		
				ommon food item in season i	n the environment. E.g.	
			egins with			
				picture of any food item the	0 0	
Caus Causus				write the letter underneath.		
		ng and Problem Sol		nication and Collaboration Po	ersonal Development and	
Keywords						
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons				
. ,						
Ref:	Kindergarte	n Curriculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning incl	uding asso	essment)	Plenary / Reflections	
	(preparing the brain					
	for learning)					
Wednesday		Learners sing an a	ılphabet so	ong and identify the letter	Review lesson with	
learners to that begins the name of the			food item.	Learners by singing		
					songs in relation to it	
and recite Create letter cards with the		s with the	letter and picture of the			
	rhymes that relate	food item.				
	to the					
	lesson.	Play a memory ga	me where	the learners will pick the		
		letter card that m	atches wit	h other food items with the		

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same beginning letter [E.g. banana, beans, banku, bread, boodoo,] Mix the picture cards of food items that do not have /b/ starting their names with other cards. Through "Show and Tell" have learners pick the picture card that matches with a 'B' food item and show it to the class. Have them pronounce the names of the food item first and if it does not begin with the letter for the week, they put the picture aside. Have them group words in sets according to the following: Set A: Words that begin with the letter of the week Set B: Words that do not begin with the letter of the week The teacher models how to write the letter in the air and have the learners do same. After much practice as a whole class and in small groups, the learners write the letter in the sand and finally use crayon to draw a food item and write the letter underneath it. Have learners talk about their work Assessment: let learners draw a picture of any food

item that has its name beginning with the letter B and

write the letter underneath.

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	LESSON PLAN
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Week Endin	g:			Class size:		
Day: Thursday				Date:		
Period :				Lesson:		
Strand : ALL	ABOUT ME		Sub-stran	<b>d</b> : Keeping my Body healthy	by eating good food and	
			taking my	vaccination		
Indicator (co	ode)	K1.1.4.1.7			$\lambda \cup$	
Content star	ndard (code)	K1.1.4.1				
		Demonstrate the understanding that eating good food and taking all my childhood vaccinations will keep me growing				
Performance	e Indicator	Learners ca	an sort and	classify different food items	under the six food groups	
		and sort th	ne food ite	ms that keep the body health	ny into shapes	
=		tivity and Innovationg and Problem Sol		nication and Collaboration Pe	ersonal Development and	
Keywords						
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons				
Ref:	Kindergarte	n Curriculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning incl	uding asse	essment)	Plenary / Reflections	
	(preparing the brain					
	for learning)					
Thursday	Have	Bring different foc	od items to	the class.	Review lesson with	
	learners to	_			Learners by singing	
	sing songs and recite	Explain the food g	roups to th	nem again.	songs in relation to it	
	rhymes that relate to the	In small groups, le six food groups.	et them cla	ssify the food items into the		
	lesson.	Have learners sor healthy into shape		ns that keep the body about them.		
		Extend the activit chairs, cups, etc.).	=	non-food items (e.g. tables,		

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		Have them compare the quantities and work on "less than" and "more than" at the centres.	
		Assessment: let learners sort and classify different food items under the six food groups and sort the food items that keep the body healthy into shapes	

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	LESSON PLAN

Week Ending:				Class size:		
Day: Friday				Date :		
Period :				Les	son:	
Strand : ALL	ABOUT ME					by eating good food and
			taking my	vac	cination	
Indicator (co		K1.1.4.1.8				
Content star	ndard (code)	K1.1.4.1				
		Demonstrate the understanding that eating good food and taking all my				
		childhood vaccinat	ions will k	еер	me growing	
Performance	e Indicator	Learners ca	n sing and	d da	nce to traditional songs a	about foods.
		tivity and Innovation		nica	tion and Collaboration Po	ersonal Development and
Keywords						
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons				
Ref:	Kindergarte	n Curriculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inclu	ıding asse	essm	ent)	Plenary / Reflections
	(preparing					
	the brain for learning)					
Friday	Have	Have learners sing	traditiona	al so	ngs about food in your	Review lesson with
,	learners to				strument and dance to	Learners by singing
					songs in relation to it	
	and recite	the tailes to keep the body healthy.				
that relate		Have learners do o	ral classifi	icati	on of foods mentioned	
		in songs under the			on or roods mentioned	
	to the	יוו שטווהש מוומכו נוופ	1000 5100	νþ3		
	lesson.	Assessment: let les	arners sing	tra	ditional songs about	
		foods.	4111C13 3111E	5 0	antional songs about	
		10003.				

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# TERM ONE KG ONE WEEK 6



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·	LESSON PLAN

Week Ending:			Class size:		
Day : Monday			Date :		
Period :				Lesson :	-0/
Strand: ALL ABOUT ME		Sub-strand: MY ENVIRONMENT AND MY HEALTH			
Indicator (co	ode)	K1.1.5.1.1 K1.1.5.1.2			
Content standard (code)		K1.1.5.1  Demonstrate understanding of how keeping our home and school environment clean can keep us healthy and strong.			
Performance Indicator		Learners can talk about how we can keep our environment clean in order to avoid getting sick.  Learners can recognize that written symbols in books carry important information about the pictures.			
		tivity and Innovation ng and Problem Solvir		nication and Collaboration	Personal Development and
Keywords		7.		)	
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons			
Ref:	Kindergarte	n Curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)			Phase 3: Plenary / Reflections	
: Monday	Have learners to sing songs and recite rhymes that relate to the lesson.	time) and sing a son environment clean. Show them a conver defecating around the	ng related rsational heir hom	poster with people	Review lesson with Learners by singing songs in relation to it.

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Teacher asks the learners how our environment can cause us to be sick. Using think-pair-share, have learners contribute to how we make the environment dirty. E.g. Some ideas can be: when we throw papers/rubbish about, bushy and gutters are choked., Animals walking through rivers, learners walking in the garbage area, people washing in the rivers. etc. Create more situations of a dirty village and ask learners to think about how to change the situation and avoid sickness.eg. What do we do make our classroom/school compound clean from litter? What do we do to stop people from going to toilet all around our home and the school compound? What do we do to avoid getting sick? E.g. Washing hand with soap and water, put rubbish or unwanted papers and rubbish in bins, etc. Teacher and people do a picture walk through the Big book page by page. Ask learners to tell a story about the pictures they see. Through interactive reading of a big book, have learners compare their story to the author's version to see if they are similar or different. Assessment: let learners tell a story about the pictures they see

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Assessment: let learners

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: LESSON PLAN	

Week Ending:			Class size:		
Day: Tuesday			Date:		
Period :			Lesson:		
Strand: ALL ABOUT ME		Sub-strand: MY ENVIRONMENT AND MY HEALTH			
Indicator (code)	K1.1.5.1.3 K1.1.5.1.4				
Content standard (code)	K1.1.5.1				
	Demonstrate understanding of how keeping our home and school environment				
	clean can keep us healthy and strong.				
Performance Indicator	Learners can listen attentively to the read aloud text and share what they				
	have learnt about diseases we can get from dirty environments				
	Learners can compose their stories about pictures in the book to be read to				
	enable them to understand that important messages are hidden in books.				
Core Competencies: Crea Leadership Critical Thinki			nication and Collaboration Pe	ersonal Development and	
Keywords			)		
T. L .R. (s)	Poster/ cut out picture, Cut out shapes, big books, counters, crayons				
Ref: Kindergarte	en Curriculum Page	n Curriculum Page			
DAY Phase 1:	Phase 2: Main			Phase 3:	
Starter	(new learning inc	luding asse	essment)	Plenary / Reflections	
(preparing					
the brain for learning)					
Tuesday Have	Introduce learner	s to KWL st	trategy as you read the	Review lesson with	
learners to			iseases we get from the	Learners by singing	
sing songs	environment.		C	songs in relation to it	
and recite					
rhymes that relate	Explain the KWL s	strategy as	K: What do you know, W:		
to the	What do you war	nt to know a	and L: What have you learnt		
lesson.	K- Before reading	, have lear	ners tell you all they know		
	about how dirty	environmer	nt can make people sick.		
	W- Ask learners v	vhat they w	vant to know about how the		
	environment affe	cts our hea	ılth		

During the reading: Have learners listen attentively as you read aloud, pause often to allow them to share their understanding of the text. (BIG BOOK).

L- Have learners share what they have learnt about the theme

Learners should be given the opportunity to walk round the school campus and clean, throwing away tins and empty cans with water that could breed mosquitoes which could make people sick of Malaria.

Learners create their own stories about the pictures in the Big book before it is read aloud to them.

Stress on cleanliness words during the reading activity (e.g. neat, clean, tidy, clear, etc.).

Learners come up with rules about how to take good care of books because books contain important information.

Have learners draw clean classroom and talk about their drawing.

Help learners sound out cleanliness words on word card and have them fill in the missing letters of selected ones written on the board.

They can also have vocabulary games with cut out words and letters on cleanliness words.

Have learners count and classify words by colour and length

Assessment: let learners create their own stories about the pictures in the Big book

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	LESSON PLAN

## SUBJECT: GHANAIAN LANGUAGE

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Week Ending:			Class size:		
Day:			Dat	e:	
Period :			Les	son:	
Strand : Ora	l Language	Sub-stran	<b>d</b> : [	Pramatisation and Role P	ay
Indicator (co	ode)	KG1.1.5.1.1			
Content star	ndard (code)	KG1.1.5.1.			
Performance	e Indicator	The learner should p	erfo	rm a sketch of a story.	
Core Compe	tencies: Com	nmunication and collaboration	ı Pe	rsonal development and	leadership.
Keywords			)-		
T. L .R. (s)		Manila cards, markers, reco	rded	audios visual	
Ref:	Ghanaian La	anguage curriculum	nguage curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)			Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	<ul> <li>Ask learners to tell a movie</li> <li>Ask learners to mention so movie.</li> <li>Lead learners to discuss who Tell a short story and direct story.</li> </ul> Assessment: let learners per	ome hat t	of the characters in the they saw in the movie.	What have we learnt today?  Review the lesson with learners
		Assessificite legitiers per	1011	ii a sketeli oi a stoly	

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Engage	<ul> <li>Ask learners to tell a movie they have watched.</li> </ul>	What have we learnt
leaners to	• Ask learners to mention some of the characters in the	today?
sing songs	movie.	
and recite	• Lead learners to discuss what they saw in the movie.	Review the lesson with
familiar	• Tell a short story and direct learners to dramatise the	learners
rhymes	story	icarriers
, ,		
	Assessment: let learners perform a sketch of a story	
Engage	• Ask learners to tell a movie they have watched.	What have we learnt
leaners to	• Ask learners to mention some of the characters in the	today?
sing songs	movie.	
and recite	<ul> <li>Lead learners to discuss what they saw in the movie.</li> </ul>	
familiar	Tell a short story and direct learners to dramatise the	Review the lesson with
rhymes		
	story.	learners
	Assessment: let learners perform a sketch of a story	

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	LESSON PLAN
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Week Ending:			Class size:			
Day: Wednesday		Date :				
Period :			Les	son:		
Strand: ALL	ABOUT ME		Sub-strar	nd : N	/IY ENVIRONMENT AND I	MY HEALTH
Indicator (co	ode)	K1.1.5.1.5	K1.1	.5.1.	6	
Content star	ndard (code)	K1.1.5.1				
		Demonstrate understanding of how keeping our home and school environment				
		clean can keep us	healthy a	nd st	rong.	
Performance	e Indicator	• Lea	arners can	sing a	alphabet songs that contain	the letter of the week
		• Lea	arners can	begir	to write letters of the alph	nabet
-		tivity and Innovationg and Problem Solv		ınica	tion and Collaboration Pe	ersonal Development and
Keywords						
T. L.R. (s) Poster/ cut out picture,		cture, Cu	re, Cut out shapes, big books, counters, crayons			
Ref:	Kindergarte	n Curriculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inclu	uding ass	essm	ent)	Plenary / Reflections
	(preparing the brain					
	for learning)					
Wednesday	Have	Introduce the lette	er for the	weel	k, e.g. the lower case of	Review lesson with
	learners to	the vowel /a/				Learners by singing
	sing songs					songs in relation to it
	and recite	Write it boldly on	the white	boar	d or chalkboard.	
	rhymes that relate	Introduce a key word in which they can find the letter				
	to the	of the week.				
lesson. The word should b			oe related	to a	disease from the	
		environment such as malaria, cholera, etc.				
					epeat it three times	
		after you. Hold let	ter cards	of di	ferent names and	
		words for learners to identify the letter 'a' in it.				

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	Ask learners who have the two letters /b/ and /a/ in their names to stand and mention their names.
	Learners exercise their wrist and fingers by clapping and shaking them as they sing a local song.
	Model how to write the letter in the air and have the learners practice with you in the air, the sand and then onto a slate.
	Have them practice writing the letter on the back of their friends. Have them talk about their experience
	Assessment: let learners write letters of the alphabet
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·	LESSON PLAN

Week Ending:		Class size:			
Day: Thursday			Date :		
Period:			Lesson :		
Strand : ALL	ABOUT ME		Sub-strand	d : MY ENVIRONMENT AND	MY HEALTH
Indicator (co	ode)	K1.1.5.1.7			
Content star	ndard (code)	K1.1.5.1			
		Demonstrate understanding of how keeping our home and school environment			
		clean can keep us	healthy an	d strong.	
Performanc		newspape place dirty	ers to post in	re posters with pictures n the environment cautionir	g people not to make the
•		tivity and Innovations and Problem Sol		nication and Collaboration Po	ersonal Development and
Keywords					
T. L.R. (s) Poster/ cut out picture,		cture, Cut	t out shapes, big books, cour	nters, crayons	
Ref:	Kindergarte	n Curriculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing the brain for learning)	(new learning incl	luding asse	essment)	Plenary / Reflections
Thursday	Have learners to sing songs and recite rhymes that relate to the lesson.	showing what peo have pupils (in sm big "NO" on each one colour from t	ople do to r nall groups) poster with the three se	works into same colours	Review lesson with Learners by singing songs in relation to it

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		Take learners for a walk outside and have them post "NO" poster all over the school compound to encourage cleanliness practice.	
		Assessment: let learners prepare posters with pictures cut from calendar and newspapers	

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Week Ending:			Class size:			
Day: Friday			Date :			
Period :			Les	son :		
Strand : ALL	ABOUT ME	Su	ıb-stran	<b>d</b> : N	1Y ENVIRONMENT AND	MY HEALTH
Indicator (co	ode)	K1.1.5.1.8				
Content star	ndard (code)	K1.1.5.1				
		Demonstrate unders	standing	of h	ow keeping our home a	nd school environment
		clean can keep us he	althy ar	nd st	rong.	
Performance	e Indicator	Learners can	describ	e the	e attributes of 3-D object	s and draw them.
-		tivity and Innovation ( ng and Problem Solvin		nica	ion and Collaboration Pe	ersonal Development and
Keywords						
T. L .R. (s)		Poster/ cut out picture , Cut out shapes, big books, counters, crayons				
Ref:	Kindergarte	n Curriculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter (preparing the brain for learning)	(new learning includi	ing asse	essm	ent)	Plenary / Reflections
Friday	Have	Describe the attribut	tes and	shov	v examples of 3-D	Review lesson with
	learners to sing songs and recite rhymes that relate	objects to learners.				Learners by singing songs in relation to it
		Learners go for a nat	ture wal	k ard	ound the school	
		compound and bring	g other e	exam	ples (e.g. stone, leaf,	
	to the	empty cans, etc.).				
	lesson.					
		Have each child desc	cribe the	3-D	materials he/she has	
		brought using words	like big	, litt	e, round like a box or a	
		can.				

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	Learners assess each other whether all the objects	
	brought are truly 3-D materials.	
	Assessment: let learners describe the attributes of 3-D objects	

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# TERM ONE KG ONE WEEK 7



LESSON PLAN
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Week Ending:			Class size:		
Day : Monday			Date :		
Period :				Lesson:	-0/
Strand: ALL	ABOUT ME		Sub-stran	<b>d</b> : Protecting ourselves from	home and road
			accidents		
Indicator (co	-	K1.1.6.1.1	K1.1	6.1.2	
Content star	ndard (code)	K1.1.6.1			
		Demonstrate unden hurts, and harms).	_	g of measures to take to keep	safe (from accidents,
Performance	e Indicator		•	sible accidents we can have a	t home and at school and
		safety measures, v			
		Learners can recog books.	gnize that	spoken words are represente	ed in written language in
Core Competencies: Crea Leadership Critical Thinkin		tivity and Innovatio		nication and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons			
Ref:	Kindergarte	n Curriculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inclu	uding asso	essment)	Plenary / Reflections
	(preparing the brain				
for learning)					
Monday	Have	During the commu	unity circle	e time, when learners sit in a	Review lesson with
	learners to	semi-circle,			Learners by singing
	sing songs and recite rhymes	introduce the sub	-theme ar	nd have them talk about the	songs in relation to it.
		possible home and	d/or road	accidents that occur.	
	that relate	Dut tham in throa	cmaller a	rouns and ask thom to	
	to the			roups and ask them to	
	lesson.	•		nples of how such accidents	
		nappen at nome, a	at SCNOOI,	and on the way to school.	

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Have them present their findings by role-playing the various accidents and how to avoid them. Have learners suggest safety measures we can take to avoid such accidents Teach the rhyme "if you see a traffic light, there is something you should know, red means stop..." and have learners recite it with you with actions. Teacher and learners do a picture walk through the Big book, page by page. Ask learners to tell their story about the pictures. Using LEA (Language Experience Approach) have learners dictate their stories to you and write it down. Read it and have learners echo you word by word. Read the story to them and have learners compare their story to the author's version to see if they are similar or different. Through art work, have learners indicate the part of the story they liked most Assessment: let learners indicate the part of the story they liked most

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·	LESSON PLAN

Week Ending	g:			Class size:		
Day: Tuesda	ау			Date :		
Period :				Lesson:		
Strand : ALL	ABOUT ME		Sub-stran	<b>d</b> : Protecting ourselves from	home and road	
		accidents				
Indicator (co	-	K1.1.6.1.3				
Content star	ndard (code)	K1.1.6.1				
		Demonstrate understanding of measures to take to keep safe (from accidents,				
		hurts, and harms).				
Performance	e Indicator	Learners can listen to and respond to a read aloud text about keeping safe in the environment.				
Core Compe	t <b>ancias:</b> Craz			syllables in longer words. nication and Collaboration Pe	erconal Development and	
		ng and Problem Solv		ilication and conaboration re	ersonal Development and	
Keywords				7		
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons				
Ref:	Kindergarte	n Curriculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning inclu	uding asse	essment)	Plenary / Reflections	
	(preparing the brain					
	for learning)					
Tuesday	Have	Using the KWL stra	ategy as in	the previous lesson, let the	Review lesson with	
	learners to	Learners tell you w	vhat learn	ers know about the sub-	Learners by singing	
sing songs and recite rhymes that relate		theme, what they want to know, before you read (the songs in relation to it				
		BIG BOOK) to them.				
	to the	Let learners share	what the	y have learnt about safety		
	lesson.	measures we need	d to take to	prevent accidents (hurts,		
		and harm from sha	arp object:	s, electricity, boiling water,		
		etc.).				

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Practice some safety measures of how to cross the road, how to hold a knife. Learners role play using these safety measures at home. (Reference: A big book on protection against hurt, harms, sharp objects, strangers, electricity and hot water.) Introduce learners to reading longer words such as objects (2 syllables), strangers (2 syllables), electricity (5 syllables) and water (2 syllables), Traffic (2 syllables) etc. Let them know that we break words according to the syllables. Practice clapping these words and counting the number of syllables in them. Have learners add the syllables in some selected words e.g. water and understand (2 syllables + 3 syllables = 5 syllables). Extend the activity to include other objects. Assessment: let learners clap and count syllables in longer words.

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	•	LESSON PLAN

## SUBJECT: GHANAIAN LANGUAGE

Week Endin	g:		Class size:	
Day:			Pate :	
Period :		L	esson :	
<b>Strand</b> : Rea	ding	Sub-strand	: Pre-Reading Activities	
Indicator (co	ode)	KG1.2.1.1.1		
Content star	ndard (code)	KG1.2.1.1.		
Performance	e Indicator	The learner should sort out n	naterials and objects by cold	ours.
Core Compe	tencies: Com	nmunication and collaboration	Personal development and	leadership.
Keywords				
T. L .R. (s)		Manila cards, markers, record	led audios visual	
Ref:	Ghanaian La	nnguage curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including asses	ssment)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes		ects.  names of the colours e.g.  nects by colour.	What have we learnt today?  Review the lesson with learners

## NANA FIIFI ACQUAH

	A Laborate and	
	Assessment: let learners sort out materials and objects	
	by colours.	
Engage	Show objects of different colours to learners to	What have we learnt
leaners	mention the names of the objects.	today?
sing son	• Lead learners to recognise names of the colours e.g.	
and recite		Review the lesson with
familiar	• Let learners sort out the objects by colour.	learners
rhymes	Let learners draw any of the objects and choose a	icanicis
	colour to colour it.	
	Assessment: let learners sort out materials and objects	$\lambda \cup$
Граза	by colours.	What have we learnt
Engage leaners	Show objects of different colours to learners to	today?
	memory and named of and disjection	todayr
sing son and recite	Lead learners to recognise names of the colours e.g.	
	red, white and black.	
familiar	• Let learners sort out the objects by colour.	Review the lesson with
rhymes	• Let learners draw any of the objects and choose a	learners
	colour to colour it.	
	Assessment: let learners sort out materials and objects	
	by colours.	

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LESSON PLAN
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Week Ending:			Class size:			
Day: Wednesday				Date:		
Period :				Les	son:	
Strand: ALL	ABOUT ME	:	Sub-stran	ıd : F	Protecting ourselves from	n home and road
			accidents			
Indicator (co	ode)	: K1.1.6.1.5				
Content star	ndard (code)	: K1.1.6.1				
		Demonstrate unde	erstanding	g of i	measures to take to keep	safe (from accidents,
		hurts, and harms).				
Performance	e Indicator	Learners ca	an use vo	ocab	ulary learnt to express	and demonstrate how to
		protect the	emselves	fron	n hurt, harm, strangers,	sharp objects, electricity
		and water.				
=		=		nica	tion and Collaboration Po	ersonal Development and
Leadership (	Critical Thinkin	ng and Problem Solv	ring.			
Keywords						
Reywords						
T. L .R. (s)		Poster/ cut out nic	ture Ci	ıt ou	t shapes, big books, cour	nters cravons
(0)		, , , , , , , , , , , , , , , , , , , ,				
Ref:	Kindergarte	n Curriculum Page				
	Turia er gar ce	ii caimeaiaiii age				
DAY	Phase 1:	Phase 2: Main	Phase 2: Main			Phase 3:
	Starter	(new learning inclu	uding ass	essn	nent)	Plenary / Reflections
	(preparing					
	the brain for learning)					
Wednesday		In pairs, learners u	se words	acqı	uired from the read-	Review lesson with
	learners to	•		•	ow to avoid accidents	Learners by singing
	sing songs	occurring from fire	e, electrici	ty, s	harp objects, crossing	songs in relation to it
and recite		the road.				
	rhymes that relate	E.g. Don't go near,	,			
	to the	Don't touch electri	ical wires.			
·	lesson.					
		Using "Show and t	tell" have	lear	ners pick drawn cut out	
		objects that can ca	use accid	ents	and tell how they can	
		keep safe from tha	nt object.		·	

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	Have learners match objects with their related	
	accidents they can cause	
	Assessment: let learners use vocabulary learnt to	
	express and demonstrate how to protect themselves	
	from hurt, harm, strangers, sharp objects, electricity	
	and water.	

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•	LESSON PLAN
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Week Endin	g:			Class size:		
Day: Thursd	nursday Date:					
Period : Lesson :						
Strand : ALL	ABOUT ME		Sub-stran	d: Protecting ourselves from	n home and road	
acc			accidents			
Indicator (co	ode)	K1.1.6.1.6			$\lambda \cup$	
Content star	ndard (code)	K1.1.6.1				
		Demonstrate unden hurts, and harms).	_	of measures to take to keep	safe (from accidents,	
Performance	e Indicator	Learners ca	an describ	e the attributes of 3-D obje	ects and sort objects into	
		planes and	3-D object	ts.		
	ompetencies: Creativity and Innovation Communication and Collaboration Personal Developmentship Critical Thinking and Problem Solving.					
Keywords						
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons				
Ref:	Kindergarte	n Curriculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning inclu	uding asse	essment)	Plenary / Reflections	
	(preparing the brain					
	for learning)					
Thursday	Have	Revise the descrip	tion of the	attributes of 3-D and call	Review lesson with	
	learners to	learners to show y	ou show e	xamples of 3-D objects in	Learners by singing	
	sing songs and recite	the classroom.			songs in relation to it	
	rhymes	Ack loarners to ser	+ tha diffa	rent objects they brought		
	that relate			BD objects and bring other		
	to the lesson.	examples.				
		Have each child dr	aw two 3D	objects e.g. A Tin and box.		
		Learners review th	e definitio	on of a 3-D object.		
					•	

	objects	ners describe the attri	butes of 3-D	
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	•	LESSON PLAN

Week Ending	g:				Class size:	
Day: Friday				Dat	e:	
Period:				Less	son :	- ()
Strand: ALL	ABOUT ME	!	Sub-stran	<b>d</b> : P	rotecting ourselves from	n home and road
		:	accidents			
Indicator (co	ode)	K1.1.6.1.7				
Content star	ndard (code)	K1.1.6.1				
		Demonstrate understanding of measures to take to keep safe (from accidents,				
		hurts, and harms).				
Performance	Performance Indicator Learners can draw and colour five harmful objects that can cause a			that can cause accidents.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Developme Leadership Critical Thinking and Problem Solving.					ersonal Development and	
Keywords					7/	
T. L .R. (s)		Poster/ cut out pic	ture, Cu	it ou	t shapes, big books, cour	nters, crayons
Ref:	Kindergarte	n Curriculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inclu	uding asse	essm	ient)	Plenary / Reflections
	(preparing					
	the brain for learning)					
Friday	Have	Give learners an outline of harmful objects to colour or Re		Review lesson with		
learners to sing songs and recite		(if you don't have) ask learners to draw and colour			Learners by singing	
		harmful objects and situations around their homes. E.g.			songs in relation to it	
		•			n crossing the road.	
	rhymes	., μ	, -, -  -		0 1 1 1 1	
	that relate to the	Have learners talk	about the	eir dr	awings.	
	lesson.				J	
		Assessment: let lea	arners dra	w ar	nd colour five harmful	
		objects that can ca	use accid	ents		
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# TERM ONE KG ONE WEEK 8



·	LESSON PLAN

Week Ending	g:			Class size:	
Day: Monday Date:					
Period :				Lesson:	- (()
Strand: ALL	ABOUT ME	Sı	ub-stran	<b>d</b> : Protecting ourselves from	home and road
accidents			ccidents		
Indicator (co	-	K1.1.6.1.1	K1.	1.6.1.2	
Content star	ndard (code)				
		Demonstrate unders hurts, and harms).	standing	of measures to take to keep	safe (from accidents,
Performance	e Indicator	Learners can talk ab	out poss	ible accidents we can have a	t home and at school and
		safety measures we			
		Learners can recogn books.	nize that	spoken words are represente	ed in written language in
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development Leadership Critical Thinking and Problem Solving.					ersonal Development and
Keywords					
T. L.R. (s) Poster/ cut out			ure, Cu	t out shapes, big books, cour	iters, crayons
Ref:	Kindergarte	n Curriculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning includ	ding asse	essment)	Plenary / Reflections
(preparing the brain					
	for learning)				
Monday	Have	During the commun	nity circle	time, when learners sit in a	Review lesson with
learners to sing songs		semi-circle, introduc	ce the su	b-theme and have them	Learners by singing
		talk about the possil	ble home	e and/or road accidents	songs in relation to it.
	and recite	that occur.			
	rhymes that relate				
	to the	Put them in three sn	maller gr	oups and ask them to come	
	lesson.	up with practical exa	amples o	of how such accidents	
			•	and on the way to school.	

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Have them present their findings by role-playing the various accidents and how to avoid them. Have learners suggest safety measures we can take to avoid such accidents

Teach the rhyme "if you see a traffic light, there is something you should know, red means stop..." and have learners recite it with you with actions.

Teacher and learners do a picture walk through the Big book, page by page. A

sk learners to tell their story about the pictures. Using LEA (Language Experience Approach) have learners dictate their stories to you and write it down.

Read it and have learners echo you word by word. Read the story to them and have learners compare their story to the author's version to see if they are similar or different.

Through art work, have learners indicate the part of the story they liked most

Assessment: let learners indicate the part of the story they liked most

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Week Ending	g:	Class size:				
Day: Tuesda	ny	Date :				
Period :			Le	esson :		
Strand: ALL	ABOUT ME	Sul	b-strand	Protecting ourselves from	home and road	
		acc	cidents			
Indicator (code) K1.1.6.1.3 K1.1.6			K1.1.6.1.	4		
Content star	ndard (code)	K1.1.6.1				
			tanding o	f measures to take to keep	safe (from accidents,	
		hurts, and harms).				
Performance	e Indicator			sten to and respond to a	a read aloud text about	
		keeping safe i				
				p and count syllables in lo		
-		tivity and Innovation C ng and Problem Solving		cation and Collaboration Pe	ersonal Development and	
Keywords		. (				
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons				
Ref:	Kindergarte	n Curriculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including	ng assess	sment)	Plenary / Reflections	
	(preparing the brain					
	for learning)					
Tuesday	Have	Using the KWL strates	gy as in th	ne previous lesson, let the	Review lesson with	
	learners to	Learners tell you wha	at learner	s know about the sub-	Learners by singing	
sing songs and recite rhymes		theme, what they want to know, before you read (the songs in relation to			songs in relation to it	
		BIG BOOK) to them.				
	that relate					
	to the		-	ave learnt about safety		
	lesson.		-	prevent accidents (hurts,		
		-	objects,	electricity, boiling water,		
		etc.).				

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Practice some safety measures of how to cross the road, how to hold a knife. Learners role play using these safety measures at home. (Reference: A big book on protection against hurt, harms, sharp objects, strangers, electricity and hot water.) Introduce learners to reading longer words such as objects (2 syllables), strangers (2 syllables), electricity (5 syllables) and water (2 syllables), Traffic (2 syllables) etc. Let them know that we break words according to the syllables. Practice clapping these words and counting the number of syllables in them. Have learners add the syllables in some selected words e.g. water and understand (2 syllables + 3 syllables = 5 syllables). Extend the activity to include other objects. Assessment: let learners clap and count syllables in

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longer words

,	LESSON PLAN
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Week Ending	g:			Class size:	
Day: Wedne	esday			Date :	
Period :				Lesson:	
Strand: ALL	ABOUT ME		Sub-stran	<b>d</b> : Protecting ourselves fr	om home and road
			accidents		
Indicator (co	ode)	K1.1.6.1.5			
Content star	ndard (code)	K1.1.6.1			
		Demonstrate und	lerstanding	g of measures to take to k	eep safe (from accidents,
		hurts, and harms).	•		
Performance	e Indicator	Learners c	an use vo	cabulary learnt to expres	s and demonstrate how to
		protect the	emselves	from hurt, harm, strange	rs, sharp objects, electricity
		and water.			
Core Compe	tencies: Crea	tivity and Innovatio	n Commu	nication and Collaboration	Personal Development and
Leadership C	Critical Thinkir	ng and Problem Solv	ving.		
Vountords					
Keywords					
T. L .R. (s)		Poster/ cut out nic	cture Cu	t out shapes, big books, co	nunters cravens
1. L .N. (3)		roster/ cut out pit	cture, cu	t out snapes, big books, co	ounters, crayons
Ref:	Kindergarte	n Curriculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning incl	uding asse	essment)	Plenary / Reflections
	(preparing the brain				
	for learning)				
Wednesday	Have	In pairs, learners u	use words	acquired from the read-	Review lesson with
	learners to	aloud text to teacl	h each oth	er how to avoid accidents	Learners by singing
	sing songs	occurring from fire	e, electrici	ty, sharp objects, crossing	songs in relation to it
	and recite	the road. E.g.			
	rhymes that relate	Don't go near,			
	to the	Don't touch electr	rical wires.		
	lesson.				
		Using "Show and t	tell" have l	earners pick drawn cut ou	t
		objects that can ca	ause accid	ents and tell how they car	
		keep safe from the	at object.		

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	Have learners match objects with their related accidents they can cause	
	Assessment: let learners use vocabulary learnt to express and demonstrate how to protect themselves from hurt, harm, strangers, sharp objects, electricity and water.	

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	•	LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE KINDERGARTEN ONE

Week Ending	g:			Class size:	
Day:			Dat	e:	
Period :			Les	son:	
Strand : Rea	ding	Sub-strar	nd : F	Pre-Reading Activities	
Indicator (co	ode)	KG1.1.1.1.2			
Content star	ndard (code)	KG1.1.1.1.			
Performance	e Indicator	The learner should s	ort c	out materials and objects	by shapes.
Core Compe	tencies: Com	nmunication and collaboratio	n Pe	rsonal development and	leadership.
Keywords			<u>}</u>		
T. L .R. (s)		Manila cards, markers, reco	rdec	audios visual	
Ref:	Ghanaian La	nnguage curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including ass	essn	nent)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	<ul> <li>Display objects of different</li> <li>Lead learners to recognise</li> <li>Let learners sort them out square, triangle and rectang</li> <li>Let them draw shapes of the displayers</li> </ul> Assessment: let learners sort by shapes.	the bys gle. heir	names of the objects. shapes. E.g. Round, choice and colour them	What have we learnt today?  Review the lesson with learners

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<ul> <li>Display objects of different shapes in the classroom.</li> <li>Lead learners to recognise the names of the objects.</li> <li>Let learners sort them out by shapes. E.g. Round, square, triangle and rectangle.</li> <li>Let them draw shapes of their choice and colour them</li> </ul>	What have we learnt today?  Review the lesson with learners
Assessment: let learners sort out materials and objects by shapes.	
<ul> <li>Display objects of different shapes in the classroom.</li> <li>Lead learners to recognise the names of the objects.</li> <li>Let learners sort them out by shapes. E.g. Round, square, triangle and rectangle.</li> </ul>	What have we learnt today?
<ul> <li>Let them draw shapes of their choice and colour them</li> <li>Assessment: let learners sort out materials and objects by shapes.</li> </ul>	Review the lesson with learners
	<ul> <li>Lead learners to recognise the names of the objects.</li> <li>Let learners sort them out by shapes. E.g. Round, square, triangle and rectangle.</li> <li>Let them draw shapes of their choice and colour them</li> <li>Assessment: let learners sort out materials and objects by shapes.</li> <li>Display objects of different shapes in the classroom.</li> <li>Lead learners to recognise the names of the objects.</li> <li>Let learners sort them out by shapes. E.g. Round, square, triangle and rectangle.</li> <li>Let them draw shapes of their choice and colour them</li> <li>Assessment: let learners sort out materials and objects</li> </ul>

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Week Endin	g:			Class size:		
Day: Thursday			Date :			
Period :			Lesson:			
Strand: ALL	ABOUT ME		Sub-stran	<b>d</b> : Protecting ourselve	es from	home and road
			accidents			
Indicator (co	ode)	K1.1.6.1.6				$\lambda \cup$
Content star	ndard (code)	K1.1.6.1				
		Demonstrate und	erstanding	of measures to take t	o keep	safe (from accidents,
		hurts, and harms)	).			
Performance	e Indicator	Learners o	can describ	e the attributes of 3-	-D obje	cts and sort objects into
		planes and	d 3-D objec	ts		
Core Compe	tencies: Crea	tivity and Innovation	on Commu	nication and Collabora	ation Pe	ersonal Development and
Leadership (	Critical Thinkin	ng and Problem Sol	ving.			
Vormondo						
Keywords						
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons				
1. L .R. (S)		roster, cut out picture, cut out strapes, big books, counters, trayons				
Ref:	Vindorgarto	n Curriculum Page				
Nei.	Killueigaite	ii cui iicuiuiii rage				
DAY	Phase 1:	Phase 2: Main	Phase 2: Main			Phase 3:
	Starter	(new learning incl	luding asse	essment)		Plenary / Reflections
	(preparing		J	•		•
	the brain					
Thursday	for learning)	Davisa the descrip	ation of the	attributes of 3-D and	Looll	Review lesson with
Thursday	Have learners to					Learners by singing
learners to learners to show you show sing songs the classroom.		you snow (	.xamples of 5 b object	13 111	songs in relation to it	
	and recite					<b>G</b>
	rhymes	Ask learners to so	rt the diffe	rent objects they brou	ught	
that relate from home into planes and examples.		lanes and	BD objects and bring o	ther		
	lesson.					
			draw two 3	D objects e.g. A Tin an	ıd	
		box.				
		Learners review t	he definitio	on of a 3-D object.		

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	Assessment: let learners describe the a objects	attributes of 3-D
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	LESSON PLAN

Week Ending:					Class size:		
Day : Friday		Da		Dat	ate:		
Period :				Les	son :	- ()	
Strand : ALL	ABOUT ME		<b>Sub-strand :</b> Protecting ourselves from home and road accidents				
Indicator (co	ode)	K1.1.6.1.7					
Content standard (code)		:K1.1.6.1  Demonstrate understanding of measures to take to keep safe (from accidents, hurts, and harms).					
Performance	e Indicator	Learners c	an draw ar	nd co	lour five harmful objects	that can cause accidents.	
-		tivity and Innovations and Problem Sol		nica	cion and Collaboration Po	ersonal Development and	
Keywords							
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons					
Ref:	Kindergarte	n Curriculum Page	n Curriculum Page				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)		Phase 3: Plenary / Reflections			
Friday	Have learners to sing songs and recite rhymes that relate to the lesson.	Give learners an outline of harmful objects to colo (if you don't have) ask learners to draw and colour harmful objects and situations around their homes knife, pointed stick, fire, a person crossing the road Have learners talk about their drawings.  Assessment: let learners draw and colour five harmobjects that can cause accidents.			o draw and colour round their homes. E.g. n crossing the road. rawings.	Review lesson with Learners by singing songs in relation to it	

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# TERM ONE KG ONE WEEK 9



LESSON PLAN
 LESSON PLAN

Week Ending:			Class size:			
Day: Monday			1	Date :		
Period :				Lesson :		
Strand : MY	FAMILY	Sub	o-strand	l: Types and members of m	y Family	
Indicator (co	ode)	K1.2.1.1.1	K1.2.1.1	.2		
Content star	ndard (code)	K1.2.1.1				
		Demonstrate understanding of the importance, roles and responsibilities of family members				
Performance Indicator		Learners can discuss different types of family they have at home, their roles and responsibilities.  Learners can demonstrate that print matches with illustration in a book.				
Core Compe	tencies: Crea			ication and Collaboration Pe		
		ng and Problem Solving			, , , , , , , , , , , , , , , , , , ,	
Keywords				///		
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons				
Ref:	Kindergarte	n Curriculum Page				
DAY	Phase 1:	Phase 2: Main	Phase 2: Main		Phase 3:	
	Starter	(new learning including	ng asses	ssment)	Plenary / Reflections	
	(preparing					
	the brain for learning)					
Monday	Have	In a community circle, learners mention the people in			Review lesson with	
				• •	Learners by singing	
	sing songs	their families and what they see each person do.  Learners by singing songs in relation to				
	and recite	Explain to them that v	we all ha	ave different neonle in our	_	
rhymes that relate to the lesson.		Explain to them that we all have different people in our families but the important thing is the role of the				
		members and what they do to help the family.				
		members and what th	icy do t	o neip the family.		
		Show a conversationa	ıl poster	on Extended families,		
		have learners observe	the pic	ture and using a think-pair		
		share strategy, have le	earners	talk about what they see		
		the members of famili	ies do.			

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Put learners into smaller groups and let them role play the roles and responsibilities of different families, the nuclear, the single where learners are staying with only one of the parents and the extended home.

Help learners identify the key elements of a book's front matter (Title, Author/Writer, and Illustrator). Using interactive reading, have learners track the text as you read.

Run a pointer under the words as you read. Pause often and have learners tell you the number of words in a sentence.

Have learners identify the illustration(s) that matched well with the print (illustration that made them understand the print better).

Have them draw (replicate) their favourite illustration.

Assessment: let learners identify the illustration(s) that matched well with the print

Assessment: let learners

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LESSON PLAN
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Week Ending:			Class size:		
Day: Tuesday Date:					
Period:				Lesson :	
Strand : MY	FAMILY	S	Sub-stranc	: Types and members of m	y Family
Indicator (co	ode)	K1.2.1.1.3	K1.2.1.	1.4	
Content star	ndard (code)	K1.2.1.1			
		Demonstrate under members.	rstanding	of the importance, roles and	d responsibilities of family
Performance	e Indicator	about famili and respons	ies, and us sibilities of	teract actively in a read alouse the new vocabulary learns f their family members. the names and words with s	t to describe the roles
=		tivity and Innovation ng and Problem Solvi		ication and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Poster/ cut out pict	ure , Cut	out shapes, big books, cour	iters, crayons
Ref:	Kindergarte	n Curriculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning include	ding asse	ssment)	Plenary / Reflections
1	(preparing the brain for learning)				
Tuesday	Have learners to sing songs and recite rhymes that relate to the lesson.	story will be about. appropriate titles of learners. Use the title to have	Introduce f extended e them ta	earners predict what the earners predict what the earners predict what the earners to the distribution of the earners in the e	Review lesson with Learners by singing songs in relation to it
		have learners talk a	bout fami o help the	ily members mentioned family and the learners.	

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Have learners count all the members of the family read about. Assist them to subtract (take away) the learners from the number and tell how many members will be left? Repeat the activity using other criteria e.g. males, females, young, old, etc. Sing a song "All those born on Monday, stand up, and dance.." and perform actions on it. Ask learners to mention their names and that of their family members. List them on the board. Pronounce them and have them listen to those beginning with similar sounds. Eg. Kosi, Kofi, Kafui, Kakra. Learners divide into groups according to letters beginning their names and count the number of pupils in each group. ntroduce the letter of the week. Have learners do a "Letter hunt" game with the letter of the week

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Assessment: let learners identify the names and words

with similar beginning sounds.

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	LESSON PLAN

## SUBJECT: GHANAIAN LANGUAGE

<b>Week Endin</b>	g:			Class size:	
Day :			Dat	e:	
Period :			Lesson:		
Strand : Rea	ding	Sub-strai	nd: Pre-Reading Activities		
Indicator (co	ode)	KG1.1.1.1.3			
Content star	ndard (code)	KG1.1.1.1.			
Performance	e Indicator	The learner should sort out	mate	erials and objects by size	5.
Core Compe	tencies: Com	nmunication and collaboration	n Pe	rsonal development and	leadership.
Keywords			<b>)</b>		
T. L.R. (s) Manila cards, markers, red			rded	audios visual	
Ref:	Ghanaian La	anguage curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including ass	essn	nent)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes			learners. es in the classroom and ding to their sizes. E.g.	What have we learnt today?  Review the lesson with learners

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Engage leaners to sing songs	<ul> <li>Display objects of different sizes in the</li> </ul>	What have we learnt today?
and recite familiar rhymes	classroom and let learners sort them out according to their sizes. E.g. Small, big, large.	Review the lesson with learners
	Assessment: let learners sort out materials and objects by sizes.	
Engage	Show objects of different sizes on a manila card and	What have we learnt
leaners to	discuss the concept of size with learners.	today?
sing songs and recite	• Display objects of different sizes in the classroom and let learners sort them out according to their sizes. E.g.	
familiar rhymes	Small, big, large.	Review the lesson with learners
	Assessment: let learners sort out materials and objects	
	by sizes.	

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Week Ending	g:			Class size:	
Day: Wednesday			Date:		
Period:				Lesson:	
Strand : MY	FAMILY		Sub-stran	<b>nd</b> : Types and members of n	ny Family
Indicator (co	ode)	: K1.2.1.1.5.			
Content star	ndard (code)	K1.2.1.1			XU
		Demonstrate und members.	erstanding	g of the importance, roles ar	d responsibilities of family
Performance	e Indicator	Learners can talk a bottom.	about the	basic concepts of writing, fr	om left to right, and top to
-		tivity and Innovationg and Problem Sol		inication and Collaboration F	Personal Development and
Keywords					
T. L.R. (s) Poster/ cut out picture, Cut out sha			ut out shapes, big books, cou	nters, crayons	
Ref:	Kindergarte	n Curriculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning incl	uding ass	essment)	Plenary / Reflections
	(preparing the brain for learning)				
Wednesday	Have learners to sing songs and recite rhymes	Learners have a warm up exercise. Have pupils tap their fingers one at a time on their thumb. Do one hand at a time and another.  Review lesson wi Learners by singing songs in relation			Review lesson with Learners by singing songs in relation to it
	that relate to the lesson.	strokes from top t	to down ai	riting vertical straight-line nd show them the direction om left to right in a model or	
		Have learners prac strokes on their ta		ng the vertical straight-line	

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		rs write the vertical straight-line	
Vetted by :		Signature:	Date :

NANA FIIFI ACQUAH	
	LESSON PLAN

Week Endin	g:			Class	size:	
Day: Thursd	lay		D	ate:		
Period :		Le	esson :		- 0	
Strand : MY	FAMILY	Sub-	strand	: Types a	nd members of m	y Family
Indicator (co	ode)	: K1.2.1.1.6.				
Content star	ndard (code)	K1.2.1.1 Demonstrate	underst	anding o	f the importance,	roles and responsibilities
		of family members.				
Performance	e Indicator	Learners can introduce puzzles with the conce		ncept "m	ore than" to learn	ers and solve some word
Core Compe	tencies: Crea	tivity and Innovation Co	mmunio	cation ar	d Collaboration Po	ersonal Development and
Leadership (	Critical Thinkir	ng and Problem Solving.				
Keywords	Keywords					
T. L.R. (s) Poster/ cut out picture, Cut out shapes, big books, counters, crayons		nters, crayons				
Ref:	Kindergarte	n Curriculum Page	n Curriculum Page			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter (preparing the brain for learning)	(new learning including assessment)		Plenary / Reflections		
Thursday	Have	Collect a quick data on	numbe	r of peop	ole with different	Review lesson with
	learners to sing songs and recite	week-day birthday names. Represent the numbers with milk tins.  Learners by singing songs in relation to its series.				Learners by singing songs in relation to it
rhymes Use this information to solve problems on "Which						
	that relate	group has more members than the other(s)?				
	to the lesson.	Ask the question: Which group has more members				
		Assessment: let learne	rs solve	some w	ord puzzles with	
		"more than"			•	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

Week Ending:			Class size:			
Day: Friday				Date:		
Period :				Less	on:	
Strand : MY	FAMILY	S	Sub-stran	ıd : ⊤	ypes and members of m	y Family
Indicator (co	ode)	K1.2.1.1.7				
Content star	ndard (code)	K1.2.1.1				
		Demonstrate unde	rstanding	g of t	ne importance, roles and	d responsibilities of family
		members				
Performance	e Indicator	Learners ca	n role-pla	y th	e responsibilities of fam	ily members
•		tivity and Innovation ng and Problem Solv		nicat	ion and Collaboration P	ersonal Development and
Keywords						
T. L .R. (s)		Poster/ cut out pict	ture , Cu	it ou	shapes, big books, cou	nters, crayons
Ref:	Kindergarte	n Curriculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter (preparing the brain for learning)	(new learning inclu	(new learning including assessment)		Plenary / Reflections	
Friday	Have	Read the Big book	again and	allo	w learners to role play	Review lesson with
	learners to sing songs	dad, mom and othe	,,,		Learners by singing songs in relation to it	
l rhymes		Guide learners to h	nighlight t	he re	esponsibilities of the	
		family members wi	ith specia	l atte	ention to that of	
	to the	learners.				
	lesson.					
		Assist them to use	the vocal	oular	y learnt in their	
		interaction				
						<u> </u>

ANA FIIFI ACQUAH	Assessment: let learners role family members	e-play the responsibilities	of
etted by :	Sig	gnature:	Date :
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# TERM ONE KG ONE WEEK 10



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LESSON PLAN
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Week Ending:			Class size:			
Day : Monday		Dat	Date :			
Period :				Les	son :	- ()
Strand : MY	FAMILY		Sub-stran	<b>d</b> : 0	Origin and History of my I	Family
Indicator (co	ode)	K1.2.2.1.1 K1	.2.2.1.2.			
Content star	ndard (code)		سامطحم ملاط	. مما ــــــــــــــــــــــــــــــــــ	wisin and biblion of a m	familia.
Performance		<ul> <li>Demonstrate knowledge of the origin and history of our families.</li> <li>Learners can listen and tell stories about origin and history of their family members.</li> <li>Learners can demonstrate that print matches with illustration in a book.</li> </ul>				nd history of their family hillustration in a book.
=		=		nica	tion and Collaboration Pe	ersonal Development and
Leadership (	ritical Ininkii	ng and Problem Solv	/ing.			
Keywords						
T. L .R. (s) Poster/ cut out picture, Cut out sha		t shapes, big books, cour	nters, crayons			
Ref:	Kindergarte	n Curriculum Page				
DAY	Phase 1:	Phase 2: Main	Phase 2: Main Pha		Phase 3:	
	Starter (preparing the brain for learning)	(new learning inclu	uding asse	essm	ent)	Plenary / Reflections
Monday	Have learners to sing songs and recite rhymes that relate to the lesson.	languages just to f classroom and who the languages they Introduce the ther one of the major t In Cape Coast, tall	rs to greet ind out th ether the y speak. me by telli ribes in yo k about th	e div leari ng tl		Review lesson with Learners by singing songs in relation to it.
		in Volta-the Ewes,				

NANA FIIFI ACQUAH		
	Kumasi -the Ashantis,	
	Accra-the Gas,	
	Tamale –the Dagombas or Gonjas etc.	
	Discuss the front matter of the book to be read with the learners.	
	Have learners use the front-page illustration to predict the story.	
	During the reading, have learners track the text as you read.	
	Pause often and let them count the words in the last sentences.	
	Write the number of words in the last sentence of each page on the board.	
	Compare and identify which of the sentences has more words than the other(s).	
	Assessment: let learners use the front-page illustration	
	to predict the story.	

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NANA FIIFI ACQUAH	
	LESSON PLAN

## SUBJECT: GHANAIAN LANGUAGE

Week Ending	g:			Class size:	
Day:			Dat	re:	
Period :			Les	son:	
<b>Strand :</b> Wri	ting	Sub-stra Connect		Phonics: Letter Sound Kno ds)	owledge (Blend and
Indicator (co	ode)	KG1.3.1.1.1			
Content star	ndard (code)	KG1.3.1.1.			
Performance	e Indicator	• The learner muscles.	sho	uld move the wrist up ar	nd down to develop their
Core Competencies: Comm		nmunication and collaboration	on Pe	rsonal development and	leadership.
Keywords					
T. L .R. (s)		Manila cards, markers, recorded audios visual			
Ref:	Ghanaian La	anguage curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including as	sessn	nent)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes		ir wri	st up and down.	What have we learnt today?  Review the lesson with learners

## NANA FIIFI ACQUAH

Engage leaners to		What have we learnt today?
sing songs and recite familiar rhymes	Ask learners to move their wrist up and down.  Assessment: let learners move the wrist up and down to develop their muscles.	Review the lesson with learners
Engage leaners to sing songs and recite familiar rhymes	<ul> <li>Demonstrate the movement of the wrist in front of learners.</li> <li>Ask learners to move their wrist up and down.</li> <li>Assessment: let learners move the wrist up and down to develop their muscles.</li> </ul>	What have we learnt today?  Review the lesson with learners

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	Class size:		
	Date :		
	Lesson:	- (()	
Sub-stra	nd: Origin and History of my	Family	
K1.2.2.1.3 K1.2	2.2.1.4	XV	
	f the origin and history of our	families	
about the origin and	<ul> <li>Learners can listen, interact actively in a read aloud session on a story about the origin and history of a child's family.</li> <li>Learners can identify the names and words with similar beginning sounds.</li> </ul>		
	unication and Collaboration P	ersonal Development and	
Poster/ cut out picture, Cut out shapes, big books, counters, crayons			
າ Curriculum Page			
Phase 2: Main		Phase 3:	
(new learning including ass	sessment)	Plenary / Reflections	
book.  Do a picture walk and have story will be about. Introdu major languages in Ghana a Show them the Ghana map	e learners predict what the lice the vocabulary related to and where they are in Ghana.	Review lesson with Learners by singing songs in relation to it	
	K1.2.2.1.3  K1.2.2.1  Demonstrate knowledge of Learners can listen, about the origin and Learners can identificativity and Innovation Comming and Problem Solving.  Poster/ cut out picture , Comming and Problem Solving.  Phase 2: Main (new learning including assistance)  Guide learners to talk about book.  Do a picture walk and have story will be about. Introduction and the story will be about. Introduction and the Show them the Ghana maps.	Sub-strand : Origin and History of my  K1.2.2.1.3 K1.2.2.1.4 K1.2.2.1  Demonstrate knowledge of the origin and history of our  Learners can listen, interact actively in a read alo about the origin and history of a child's family.  Learners can identify the names and words with activity and Innovation Communication and Collaboration Ping and Problem Solving.  Poster/ cut out picture , Cut out shapes, big books, coulen Curriculum Page  Phase 2: Main (new learning including assessment)  Guide learners to talk about the front matter of the	

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and string a thread to where they come from/hometown). Read the story, pausing often and have learners relate the story to their lives. Let them share their history as their parents told them. Have learners dance to a traditional music in their place they come from (Have a recorded collection of traditional music from different region in Ghana for this activity. You can use your mobile phone) Sing a song "All those from Kumasi, stand up, and dance..." and perform actions on it. Ask learners to mention the names of the hometowns of their family members. List them on the Chalkboard (Whiteboard). Pronounce them and have them listen and identify the towns with similar initial sounds. Eg. Kumasi, Konongo, Mankessim, Mamfe. Call learners to form a group according to the letter beginning the names of their towns. ave learners group and count towns with similar initial sounds. Compare the group with the highest number. Assessment: let learners identify the names and words

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with similar beginning sounds.

NANA FIIFI ACQUAH	
	LESSON PLAN

Week Ending:				Class size:	
Day: Wedne	esday		Da	te:	
Period :			Les	son :	- ()
Strand : MY	FAMILY	Sub-str	and :	Origin and History of my I	Family
Indicator (co	ode)	K1.2.2.1.5			
Content star	ndard (code)		of the	origin and history of our	families
Performance	e Indicator	<ul> <li>Demonstrate knowledge of the origin and history of our families</li> <li>Learners can talk about the basic concepts of writing: write from left to right, and top to bottom.</li> </ul>			
Core Competencies: Crea Leadership Critical Thinkin		tivity and Innovation Comr ng and Problem Solving.	nunica	tion and Collaboration Pe	ersonal Development and
Keywords				7,	
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons			
Ref:	Kindergarte	n Curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including a	ssessr	nent)	Phase 3: Plenary / Reflections
Wednesday	Have learners to sing songs and recite rhymes that relate to the lesson.	Learners have a warm up  Have pupils tap their fings thumb. Do one hand at a learn movement.  Introduce the learners to Model how you do it and of writing them on a line	ers one time a writin let the	e at a time on their nd another as they g curves on a straight. em follow the direction	Review lesson with Learners by singing songs in relation to it

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	Encourage more practice with learners writing in the
	sand and on their tablets.
	Have learners draw the heads of the members they are
	living with following the left to right and top to bottom direction.
	In pairs, have learners count the number of males and females in their drawings (Heads of their family members)
	Assessment: let learners write curves on a straight line from left to right

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 LESSON PLAN

Week Endin	g:			Class size:	
Day: Thursday			Date:		
Period :				Lesson:	
Strand : MY FAMILY Sub-stra			Sub-stran	d: Origin and History of my F	- Family
Indicator (co	ode)	K1.2.2.1.6			
Content star	ndard (code)	K1.2.2.1			
		Demonstrate kno	wledge of	the origin and history of our	families
Performance	e Indicator	• Lea	arners can	use comparative language/p	hrases "more than", "less
		than", or "	'same as" t	to describe relationship betw	een quantities
-		•		nication and Collaboration Pe	ersonal Development and
Leadership (	Critical Thinkin	ng and Problem Sol	ving.		
Keywords					
T. L .R. (s)		Poster/ cut out pi	cture , Cu	it out shapes, big books, cour	iters, crayons
Ref:	Kindergarte	n Curriculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning incl	luding ass	essment)	Plenary / Reflections
	(preparing the brain				
	for learning)				
Thursday	Have	Through interactive	ve read ald	oud, introduce the concept	Review lesson with
	learners to	"more than", "les	s than" or	"same as" in comparing	Learners by singing
	sing songs	objects.			songs in relation to it
	and recite			uee	
rhymes that relate		Collect a quick data on the different languages groups in the classroom. Represent the numbers with milk tins.			
	to the	in the classroom.	Kepresent	the numbers with milk tins.	
lesson.		Use comparative	language "	more than", "less than", or	
		-		elationship between the	
		milk tins collected		•	
		Ask the question			

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	"Which language group has more members? Or:	
	"Which groups have same members?	
	Assessment: let learners use comparative	
	language/phrases "more than", "less than", or "same	
	as" to describe relationship between quantities	
	as to accome relations in process quantities	

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		LESSON PLΔN

Day: Friday Period:  Strand: MY FAMILY  Sub-strand: Origin and History of my Family  Indicator (code) Indicator (code)  K1.2.2.1.7.  Content standard (code) Performance Indicator  • Learners can draw a family tree that includes of Grandma.  Core Competencies: Creativity and Innovation Communication and Collaboration Personal Develeadership Critical Thinking and Problem Solving.  Keywords  T. L. R. (s)  Poster/ cut out picture, Cut out shapes, big books, counters, crayons  Ref: Kindergarten Curriculum Page			
Strand : MY FAMILY  Sub-strand : Origin and History of my Family  Indicator (code)  K1.2.2.1.7.  Content standard (code)  Performance Indicator  • Learners can draw a family tree that includes of Grandma.  Core Competencies: Creativity and Innovation Communication and Collaboration Personal Develeadership Critical Thinking and Problem Solving.  Keywords  T. L.R. (s)  Poster/ cut out picture, Cut out shapes, big books, counters, crayons			
Indicator (code)  K1.2.2.1.7.  Content standard (code)  K1.2.2.1  Demonstrate knowledge of the origin and history of our families  Performance Indicator  • Learners can draw a family tree that includes of Grandma.  Core Competencies: Creativity and Innovation Communication and Collaboration Personal Deve Leadership Critical Thinking and Problem Solving.  Keywords  T. L.R. (s)  Poster/ cut out picture, Cut out shapes, big books, counters, crayons			
Content standard (code)  K1.2.2.1  Demonstrate knowledge of the origin and history of our families  Performance Indicator  • Learners can draw a family tree that includes of Grandma.  Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development Critical Thinking and Problem Solving.  Keywords  T. L.R. (s)  Poster/ cut out picture, Cut out shapes, big books, counters, crayons			
Performance Indicator  • Learners can draw a family tree that includes of Grandma.  Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development Critical Thinking and Problem Solving.  Keywords  T. L.R. (s)  Poster/ cut out picture, Cut out shapes, big books, counters, crayons			
Performance Indicator  • Learners can draw a family tree that includes Grandma.  Core Competencies: Creativity and Innovation Communication and Collaboration Personal Deve Leadership Critical Thinking and Problem Solving.  Keywords  T. L.R. (s)  Poster/ cut out picture, Cut out shapes, big books, counters, crayons			
Grandma.  Core Competencies: Creativity and Innovation Communication and Collaboration Personal Deve Leadership Critical Thinking and Problem Solving.  Keywords  T. L.R. (s) Poster/ cut out picture, Cut out shapes, big books, counters, crayons			
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Deve Leadership Critical Thinking and Problem Solving.  Keywords  T. L.R. (s) Poster/ cut out picture, Cut out shapes, big books, counters, crayons	Grandpa and		
Keywords         T. L.R. (s)       Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
T. L.R. (s)  Poster/ cut out picture, Cut out shapes, big books, counters, crayons	elopment and		
T. L.R. (s) Poster/ cut out picture, Cut out shapes, big books, counters, crayons			
Ref: Kindergarten Curriculum Page	Poster/ cut out picture, Cut out shapes, big books, counters, crayons		
DAY Phase 1: Phase 2: Main Phase 3:			
Starter (new learning including assessment) Plenary / Ro (preparing the brain for learning)	teflections		
Friday Have learners to learners to draw their own.  Sing songs and recite rhymes that relate to the Learners in small groups, count and compare their drawings.  Have a sample family tree on the board and guide Learners by songs in relate to the Learners to draw their own.  Learners by songs in relate to the Learners in small groups, count and compare the	y singing		
lesson.  number of girls and boys in their family tree using comparative language such as "more than", "less than" or "same as".  Assessment: let learners draw a family tree that includes Grandpa and Grandma.			

# TERM ONE KG ONE WEEK 11



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	LESSON PLAN
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Week Ending:			Class size:			
Day : Monda	ч			Date:		
Period :			L	esson :		
Strand : MY	FAMILY	Sub	-strand	: FAMILY CELEBRATIONS AN	ND FESTIVALS	
Indicator (co	ode)	K1.2.3.1.1	K1.2	.3.1.2		
Content star	ndard (code)	K1.2.3.1				
		Demonstrate the know families celebrate	wledge (	of celebrations and festivals	that the individual	
Performance	e Indicator	birthdays, nan	ning, fe	ut some special family days stivals, etc. trate the proper way to han	_	
Core Compe	tencies: Crea	tivity and Innovation Co	ommuni	cation and Collaboration Pe	ersonal Development and	
		ng and Problem Solving.			·	
Keywords						
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons				
Ref:	Kindergarte	n Curriculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning includin	g asses	sment)	Plenary / Reflections	
	(preparing			·		
	the brain for learning)					
Monday	Have	In a community circle.	show a	conversational poster of	Review lesson with	
	learners to	•		т т т т т т т т т т т т т т т т т т т	Learners by singing	
	sing songs	people delegiating a re	couran		songs in relation to it.	
	and recite	Have learners ohserve	the nic	ture and using a think-pair		
that relate			•	•		
		share strategy, talk about what they see the members				
	to the	of families do.				
	lesson.	Dut loomoon tata a 1	lau e	المسمورة		
			_	ps and let them talk about		
		•	ns to ea	ach other and then share		
		with the whole class.				

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Have them talk about how they celebrate their birthdays. Have learners sing and dance to some of celebration songs e.g. Happy birthday to you.... Bronya aba o, afe pa ato hεn.... etc. Have learners observe and practise how to hold the book upright and open it cautiously as part of your prereading activities. Using a Big book, have some of the learners demonstrate the proper way of handling a book. During the interactive reading stage, call some of the learners to demonstrate how to open the pages. Repeat this activity throughout the reading. Have learners count the number of sheets or pages of the book read. Assessment: let learners demonstrate the proper way to handle a book.

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Assessment: let learners

NANA FIIFI ACQUAH		
	•	LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE KINDERGARTEN ONE

Week Ending	g:			Class size:	
Day:			Dat	ie :	
Period :		Les	Lesson:		
Strand : Wri	ting	S	ub-strand : F	Penmanship/Handwriting	
Indicator (co	ode)	KG1.3.1.1.1			
Content star	ndard (code)	KG1.3.1.1			
Performance	e Indicator				
Core Compe	tencies: Com	nmunication and colla	aboration Pe	rsonal development and	leadership.
Keywords					
T. L.R. (s) Manila cards, markers, reco			ers, recorded	l audios visual	
Ref:	Ghanaian La	anguage curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning include	ding assessn	nent)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	<ul> <li>Demonstrate the movement of the wrist in front of learners.</li> <li>Ask learners to move their wrist up and down.</li> </ul>		st up and down.	What have we learnt today?  Review the lesson with
	,	Assessment: let lead to develop their mu		he wrist up and down	learners

## NANA FIIFI ACQUAH

Engage	Demonstrate the movement of the wrist in front of	What have we learnt
leaners to	learners.	today?
sing songs	Ask learners to move their wrist up and down.	
and recite		Review the lesson with
familiar rhymes	Assessment: let learners move the wrist up and down to develop their muscles.	learners
Engage	Demonstrate the movement of the wrist in front of	What have we learnt
leaners to	learners.	today?
sing songs and recite	Ask learners to move their wrist up and down	
familiar		Review the lesson with
rhymes	Assessment: let learners move the wrist up and down	learners
	to develop their muscles.	) "

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LESSON PLAN
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Week Endin	g:			Class size:	
Day: Tuesday			D	ate:	
Period :			L	esson :	
Strand: MY FAMILY		Su	ub-strand	: FAMILY CELEBRATIONS AI	ND FESTIVALS
Indicator (co	ode)	K1.2.3.1.3			
Content star	ndard (code)	K1.2.3.1			
		Demonstrate the kno	owledge c	of celebrations and festivals	that the individual
		families celebrate.			
Performance	e Indicator	• Learn	ers can li	sten, interact actively in a	read aloud session on a
		story about	families, a	and use the new vocabula	ry learnt to describe the
		roles and res	ponsibiliti	es of their family members	
•		•		cation and Collaboration Pe	ersonal Development and
Leadership (	Critical Thinkir	ng and Problem Solvin	ng.		
Keywords		7,			
T. L .R. (s)		Poster/ cut out pictu	ure, Cut	out shapes, big books, cour	iters, crayons
Ref:	Kindergarte	n Curriculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning includ	ling assess	sment)	Plenary / Reflections
	(preparing the brain				
	for learning)				
Tuesday	Have	Using a KWL strategy	y for your	read aloud, have learners	Review lesson with
	learners to	say what they know	about sor	ne local festivals and	Learners by singing
	sing songs	what they want to k	now abou	t it.	songs in relation to it
	and recite				
	rhymes that relate	Explain the new voca	abulary ar	nd have learners use some	
	to the	of them to form sent	tences.		
	lesson.				
		During the reading s	tage, use	questions that will	
		highlight the new co	ncepts the	e learners want to know	
		the new vocabulary	as well.		

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	After the reading the book, have learners share what they have learnt.
	Learners use the vocabulary learnt to talk about family celebrations. i.e. birthday, gifts, happy, etc.
	Draw their favourite part of the book and tell why
	Assessment: let learners use the new vocabulary learnt to describe the roles and responsibilities of their family members.

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Vetted by : Signature: Signature:	Date :

 LESSON PLAN

Week Ending	g:			Class size:	
Day: Wednesday			Da	te:	
Period :			Le	sson :	
Strand: MY FAMILY		Sub	o-strand :	FAMILY CELEBRATIONS AI	ND FESTIVALS
Indicator (code)		K1.2.3.1.4			
Content star	ndard (code)	K1.2.3.1			
		Demonstrate the know	wledge of	celebrations and festivals	that the individual
		families celebrate.			
Performance	e Indicator	• Learner	rs can tal	k about the basic concep	ts of writing: from left to
		right, and top t	to botton	1	
=		tivity and Innovation Congressive and Problem Solving.		ation and Collaboration Pe	ersonal Development and
Keywords				2/	
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons			
Ref:	Kindergarte	n Curriculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning includin	ng assessi	ment)	Plenary / Reflections
	(preparing the brain				
	for learning)				
Wednesday		Learners have a warm	up exerc	ise.	Review lesson with
	learners to				Learners by singing
	sing songs	Have pupils snap thei	r fingers	one at a time on their	songs in relation to it
	and recite	thumb.			
	rhymes that relate				
	to the	Learners shake their h	ands in tl	ne air several times. Do	
	lesson.	one hand at a time an	d anothe	r.	
				g Vertical straight-line	
		-		how them the direction	
		of writing them on a li	ine from l	eft to right.	

NANA FIIFI ACQUA	vH	
	Have learners practice writing the vertical straight-line strokes on their tablets	
	Assessment: let learners write curves on a straight line from left to right	

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	LESSON PLAN
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Week Ending:			Class size:				
Day: Thursday				Date :			
Period :				Lesson:			
Strand : MY	FAMILY	Su	ub-stran	d: FAMILY C	ELEBRATIONS AI	ND FESTIVALS	
Indicator (co		K1.2.3.1.5					
Content star	ndard (code)						
		Demonstrate the kno	owledge	of celebration	ons and festivals	that the individual	
		families celebrate					
Performance	e Indicator					ss than", or "same as" to	
Coro Compo	toncios: Cros	show relation betwe	•			ersonal Development and	
		ng and Problem Solvin		ilication and	Collaboration Fe	ersonal Development and	
		.8	.6.				
Keywords							
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons					
Ref:	Kindergarte	n Curriculum Page	n Curriculum Page				
DAY	Phase 1:		Phase 2: Main		Phase 3:		
	Starter (preparing	(new learning includ	ling asse	essment)		Plenary / Reflections	
	the brain						
	for learning)						
Thursday	Have	Collect a quick data	on the n	nonths that t	he learners are	Review lesson with	
	learners to	born.				Learners by singing	
	sing songs and recite		songs in relation to it				
rhymes		Represent the numbers with empty cans/tins or any					
	that relate	other object.					
	to the	Use this information	to comi	nare learners	horn in		
	lesson.	different months.	1 10 00111	pare learners			
		Compare the grouping	ng, thos	e born on Jar	nuary, February		
		etc. finding out whic					
		the other using the o	compara	tive language	e:		

NANA FIIFI ACQUAH	
	"more than"," less than",
	or "same as"
	Use questions like "Which group has more number of people?
	"Which groups have the same number of people? etc. to guide learners.
	"Which group has more members?"
	Assessment: let learners use comparative language
	"more than"," less than", or "same as" to show relation
	between quantities/numbers

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NANA FIIFI ACQUAH	
	LESSON PLAN

Week Ending:				Class size:		
Day: Friday			D	Date :		
Period :			Lo	esson :	- (()	
Strand : MY	FAMILY	Sı	ub-strand	: FAMILY CELEBRATION	S AND FESTIVALS	
Indicator (co	ode)	K1.2.3.1.6				
Content star	ndard (code)	K1.2.3.1				
		Demonstrate the kr	nowledge (	of celebrations and fest	ivals that the individual	
		families celebrate.				
Performance	e Indicator	Learners can create and drawing tools.	special bir	thday cards for loved o	nes using different writing	
-		•		cation and Collaboratio	n Personal Development and	
•	Critical Thinkir	ng and Problem Solvir	ng.			
Keywords						
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons				
Ref:	Kindergarte	n Curriculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning includ	ding assess	sment)	Plenary / Reflections	
	(preparing the brain for learning)					
Friday	Have	Provide special card	ls with diff	erent colours and allow	Review lesson with	
learners to learners to use any writi		writing too	l to design different	Learners by singing		
	sing songs and recite	birthday cards for th	songs in relation to it			
rhymes that relate		Have learners classify into sets the designed birthday				
		cards according family members they designed for e.g.				
	to the lesson.	parents, siblings, gra	andparent	s, etc.		
				e special birthday cards writing and drawing too		

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# TERM ONE KG ONE WEEK 12



LESSON PLAN
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Week Ending:				Class size:		
Day: Monday				Date :		
Period :				Less	on:	- ()
Strand : MY	FAMILY		Sub-stran	nd : N	1Y SCHOOL RULES AND I	REGULATIONS
Indicator (co	ode)	K1.2.4.1.1 K1.	2.4.1.2			
Content star	ndard (code)	K1.2.4.1				
		Demonstrate undemembers of the se		g of t	ne rules and regulations	that governs the
Performance	e Indicator	create rule	es and regi	ulatio	ne members of the scho ons that should govern t e that print matches wit	
•		tivity and Innovationg and Problem Sol		inicat	ion and Collaboration P	ersonal Development and
Keywords			-			
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons				
Ref:	Kindergarte	n Curriculum Page	n Curriculum Page			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning incl	uding ass	essm	ent)	Plenary / Reflections
	(preparing					
	the brain for learning)					
Monday	Have	Use the Communi	tv Circle ti	ime s	trategy as described in	Review lesson with
	learners to		•		ne introduction. Give	Learners by singing
	sing songs	learners the oppo	rtunity to	talk 1	reely with the teacher	songs in relation to it.
	and recite	and peers about t	he theme.	•		
	rhymes					
	that relate		_		e discussion on the	
	to the	,			f the school family?	
	lesson.		the specia	al act	ivities that go on in	
		school?'	l		ala tha ada ad facili.	
			we create	e to f	nelp the school family	
		live in peace?	relevant r	noint	s for the classroom	
		rules.	i cicvarit p	Politi	5 101 the classiooni	
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NANA FIIFI ACQUAH		
	Using a book about rules and regulations with illustrated cover page, have learners predict the content of the book using the illustration on the cover.  Discuss the meaning of the keywords with learner.  During the reading, run a pointer under the words as you read to assist the learners track the text.  Pause often and encourage learners to use illustration to predict the content/print on the page.  Have leaners count and tell the number of words in a sentence and sum up words in some selected sentences.  Have learners draw a member of their school family and give a brief description of it.	

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NANA FIIFI ACQUAH	
	LESSON PLAN

## SUBJECT: GHANAIAN LANGUAGE

Week Ending:				Class size:		
Day:			Da	te:		
Period :			Les	Lesson:		
Strand : Wri	ting		Sub-strand: Penmanship/Handwriting			
Indicator (co	ode)	KG1.3.1.1.1				
Content star	ndard (code)	KG1.3.1.1.				
Performance	e Indicator					
Core Compe	tencies: Com	nmunication and co	llaboration Pe	ersonal development and	leadership.	
Keywords						
T. L .R. (s)		Manila cards, markers, recorded audios visual				
Ref:	Ghanaian La	anguage curriculur	n			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning incl	uding assessn	nent)	Phase 3: Plenary / Reflections	
	Engage leaners to sing songs and recite familiar rhymes  - Demonstrate the movemous learners.  - Ask learners to move their movemous learners.  - Ask learners to move their to develop their muscles.			ist up and down.	What have we learnt today?  Review the lesson with learners	

## NANA FIIFI ACQUAH

Engage	Demonstrate the movement of the wrist in front of	What have we learnt
leaners to	learners.	today?
sing songs	Ask learners to move their wrist up and down.	
and recite		Review the lesson with
familiar rhymes	Assessment: let learners move the wrist up and down to develop their muscles.	learners
Engage	Demonstrate the movement of the wrist in front of	What have we learnt
leaners to	learners.	today?
sing songs	Ask learners to move their wrist up and down.	
and recite		
familiar		Review the lesson with
rhymes	Assessment: let learners move the wrist up and down	learners
	to develop their muscles.	

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NANA FIIFI ACQUAH
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 LESSON PLAN

Week Ending:				C	Class size:		
Day: Tuesday				Date :			
Period :		Les	SC	n:			
Strand : MY	FAMILY	!	Sub-stran	<b>d</b> : N	M١	SCHOOL RULES AND I	REGULATIONS
Indicator (co	ode)	K1.2.4.1.3					
Content star	ndard (code)	K1.2.4.1					
		Demonstrate unde	erstandin	g of	th	e rules and regulations	that governs the
		members of the sc	chool				
Performance	e Indicator			-	•	cquired in the read alo	ud session to prepare
		rules and regulatio			-		
-		tivity and Innovation ng and Problem Solv		nica	atio	on and Collaboration P	ersonal Development and
Leadership C	TILICAI IIIIIKII	ig and Problem Solv	/irig.				
Keywords				1			
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons					
Ref:	Kindergarte	n Curriculum Page					
DAY	Phase 1:	Phase 2: Main					Phase 3:
	Starter	(new learning inclu	uding asso	essm	ne	nt)	Plenary / Reflections
	(preparing the brain						
	for learning)						
Tuesday	Have	In a community cir	cle, have	lear	ne	ers observe the	Review lesson with
	learners to	picture and use the	e title of t	he b	gic	book on the theme	Learners by singing
sing songs to predict what would				en ir	n t	he book.	songs in relation to it
	and recite rhymes						
	Pick out five new	words and	d hel	lp	learners understand		
that relate to the them using illustration and action.							
	lesson.						
		Read the text paus	sing often	and	d k	ave learners	
		•	-			t using the context	
		clues.				-	

NANA FIIFI ACQUAH	
	Let them answer factual questions on the text e.g. Who
	are the members of the school family?
	What rules govern their school?
	What do they do for the lawless learners who
	misbehave?
	Guide learners to create their own simple classroom
	rules for the using simple pictures and different colours
	to design the rules and post it on the classroom wall.
	Using the number line, have learners play "one more"
	to show the number of rules made guide behaviours in
	their classroom
	Assessment: let learners use the vocabulary acquired to
	prepare rules and regulations to govern your school.

Signature: .

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•	LESSON PLAN
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Week Ending:			Class size:			
Day: Wednesday				Date :		
Period :				Lesson:		
Strand : MY	FAMILY		Sub-stran	d: MY SCHOOL RULES AND R	EGULATIONS	
Indicator (co	ode)	K1.2.4.1.4				
Content star	ndard (code)	K1.2.4.1				
		Demonstrate understanding of the rules and regulations that governs the members of the school				
Performance	e Indicator	Learners can iden related to school.	•	ok for more rhyming words ir	different rhymes	
		tivity and Innovationg and Problem Sol		nication and Collaboration Pe	ersonal Development and	
Keywords			$\cap$			
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons				
Ref:	Kindergarte	n Curriculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter (preparing the brain for learning)	(new learning including assessment)			Plenary / Reflections	
Wednesday	Have	Talk about some of	of the diffe	rent activities we do at	Review lesson with	
learners to sing songs and recite rhymes that relate		school one of whi	ch is to lea	rn and recite rhymes.	Learners by singing songs in relation to it	
		Have learners rec	ite commo	n rhymes and identify some		
		common rhyming sounds at the end.				
	to the					
	lesson.		ish out the	rhyming words as new		
		vocabulary e.g.				
		Hey diddle, diddle				
		The cat and fiddle				
		The cow jumped of	over the m	oon;		

NANA FIIFI ACQUAH	
	The little dog laughed
	To see such sport,
	And the dish ran away with the spoon
	Have learners draw any object or animal mentioned in
	the rhyme. Have learners identify and group animals
	and other objects in two sets, one containing the
	animal(s) and one containing the other objects.
	Have learners count the number of items in each set and add them.
	Assessment: let learners look for more rhyming words
	in different rhymes related to school

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	LESSON PLAN
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Week Ending:			Class size:				
Day: Thursday			Date	Date :			
Period :				Lesso	Lesson:		
Strand : MY	FAMILY		Sub-stran	 n <b>d</b> : M	Y SCHOOL RULES A	ND R	REGULATIONS
Indicator (co	ode)	K1.2.4.1.5					
<del>-</del>	ndard (code)	K1.2.4.1					
		Demonstrate und members of the s	-	g of th	e rules and regulat	ions	that governs the
Performance	e Indicator	Learners can reco words related to t	_		fy the target letter	nam	e for the week in given
=		tivity and Innovationg and Problem Sol		unicati	on and Collaboration	on Pe	ersonal Development and
Keywords					)		
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons					
Ref:	Kindergarte	n Curriculum Page					
DAY	Phase 1:	Phase 2: Main					Phase 3:
	Starter (preparing the brain for learning)	(new learning including assessment)				Plenary / Reflections	
Thursday	Have learners to sing songs and recite rhymes that relate to the lesson.	keywords. E.g. /s/ Put up a chart an sound is located in middle or ending.  Demonstrate how	board. ciation and for schoo d have lea n the word to write t	nd show ol, sob- arners ds, eit	w where it is in the olo, suku etc. show you where ther at the initial,	ne	Review lesson with Learners by singing songs in relation to it
		take turns to prac	tise writin	ng in th	ne air with you.		

NANA FIIFI AC	CQUAH	
	Have them repeat this activity on other appropriate surfaces.	
	Learners should practise writing the letter 5 times on their table and/or in their book.	
	Learners who have this letter in their names should call out their names.	
	Assessment: let learners identify the target letter name in given words related to the school.	

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LESSON PLAN

Week Endin	g:			Class size:	
Day: Friday		Da	Date :		
Period :			Le	esson :	- (()
Strand : MY FAMILY Su		Sul	ub-strand: MY SCHOOL RULES AND REGULATIONS		
Indicator (co	ode)	K1.2.4.1.6			
Content star	ndard (code)	K1.2.4.1			
		Demonstrate understanding of the rules and regulations that governs the			
		members of the school			
Performance	e Indicator	Learners can solve story problems using comparative language "more than", "less than", or "same as" to show relation between quantities/numbers.			
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords				7/	
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons			
Ref:	Kindergarte	en Curriculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing the brain	(new learning including	ng assess	ment)	Plenary / Reflections
F . I	for learning)			1 1 1 1 1 1 1 1 1	B : 1 ::1
Friday	Have learners to			day birthday" song and	Review lesson with Learners by singing
11.	sing songs and recite	collect quick data on different days in the		er of people born on	songs in relation to it
	rhymes	Guide learners to solv	ve problei	ms on "Which group has	
	that relate to the	less members than th		. O	
	lesson.				
		Practice with differen	nt number	s and sets of people,	
				w the sign to learners and	
				e appropriate place in an	
		equation/inequality o	on Chalkb	oard.	

NANA FIIFI ACQUAH					
	Assessment: let learners solve story problems using comparative language "more than", "less than", or "same as" to show relation between quantities/numbers				

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