

**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**

NANA FIIFI ACQUAH SCHOOL

## 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**

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

KG 1 Term 1

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

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7 & 8	ALL ABOUT ME	Protecting ourselves from home and road accidents	K1.1.6.1.1 K1.1.6.1.2 K1.1.6.1.3 K1.1.6.1.4 K1.1.6.1.5 K1.1.6.1.6 K1.1.6.1.7	K1.1.6.1.1 K1.1.6.1.2 K1.1.6.1.3 K1.1.6.1.4 K1.1.6.1.5 K1.1.6.1.6 K1.1.6.1.7	Poster/ cut out picture. Cut out shapes, big books, counters, crayons
9	MY FAMILY	Types and members of my Family	K1.2.1.1.1 K1.2.1.1.2 K1.2.1.1.3 K1.2.1.1.4 K1.2.1.1.5 K1.2.1.1.6 K1.2.1.1.7	K1.2.1.1.1 K1.2.1.1.2 K1.2.1.1.3 K1.2.1.1.4 K1.2.1.1.5 K1.2.1.1.6 K1.2.1.1.7	Poster/ cut out picture. Cut out shapes, big books, counters, crayons
10	MY FAMILY	Origin and History of my Family	K1.2.2.1.1 K1.2.2.1.2 K1.2.2.1.3 K1.2.2.1.4 K1.2.2.1.5 K1.2.2.1.6 K1.2.2.1.7	K1.2.2.1.1 K1.2.2.1.2 K1.2.2.1.3 K1.2.2.1.4 K1.2.2.1.5 K1.2.2.1.6 K1.2.2.1.7	Poster/ cut out picture. Cut out shapes, big books, counters, crayons
11	MY FAMILY	FAMILY CELEBRATIONS AND FESTIVALS	K1.2.3.1.1 K1.2.3.1.2 K1.2.3.1.3 K1.2.3.1.4 K1.2.3.1.5 K1.2.3.1.6	K1.2.3.1.1 K1.2.3.1.2 K1.2.3.1.3 K1.2.3.1.4 K1.2.3.1.5 K1.2.3.1.6	Poster/ cut out picture. Cut out shapes, big books, counters, crayons
12	MY FAMILY	MY SCHOOL RULES AND REGULATIONS	K1.2.4.1.1 K1.2.4.1.2 K1.2.4.1.3 K1.2.4.1.4 K1.2.4.1.5 K1.2.4.1.6	K1.2.4.1.1 K1.2.4.1.2 K1.2.4.1.3 K1.2.4.1.4 K1.2.4.1.5 K1.2.4.1.6	Poster/ cut out picture. Cut out shapes, big books, counters, crayons
13	MY FAMILY	MY SCHOOL RULES AND REGULATIONS	K1.2.4.1.1 K1.2.4.1.2 K1.2.4.1.3 K1.2.4.1.4 K1.2.4.1.5 K1.2.4.1.6	K1.2.4.1.1 K1.2.4.1.2 K1.2.4.1.3 K1.2.4.1.4 K1.2.4.1.5 K1.2.4.1.6	Poster/ cut out picture. Cut out shapes, big books, counters, crayons

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**TERM 1 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	KG1.1.1.1.3	KG1.1.1.1.3	Word cards, Manila card Markers Word Cards, Manila card,



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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**

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## KINDERGARTEN ONE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Tuesday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL ABOUT ME		<b>Sub-strand :</b> I am a wonderful and Unique creation	
<b>Indicator (code)</b>	K1.1.1.1.1      K1.1.1.1.2		
<b>Content standard (code)</b>	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.		
<b>Performance Indicator</b>	<ul style="list-style-type: none"><li>• Learners can identify and talk in simple sentences, about the features of our body that make us unique and different from other God’s creation. E.g. animals.</li><li>• Learners can sing an action song that helps learners name the parts of the body and point to them.</li></ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Poster/ cut out picture , Cut out shapes, big books, counters, crayons	
<b>Ref:</b>	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Have learners to sing songs and recite rhymes that relate to the lesson.	With learners seated in a big circle outside the classroom, and using “pass a ball” game, (in which learners pass a ball to their friends), learners take turns to use positive language to describe and appreciate themselves.	Review lesson with Learners by singing songs in relation to it

		<p>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.</p> <p>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.</p> <p>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.</p> <p>Head, shoulders knees and toes Knees and toes 2x And eyes and ears And mouth and nose...</p> <p>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.</p> <p>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.</p> <p>Assessment: let learners sing an action song that helps learners name the parts of the body and point to them</p>	
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SUBJECT: GHANAIAN LANGUAGE

KINDERGARTEN ONE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Oral Language		<b>Sub-strand :</b> SONGS	
<b>Indicator (code)</b>	KG1.1.1.1.1:		
<b>Content standard (code)</b>	KG1.1.1.1.		
<b>Performance Indicator</b>	The learner should sing familiar songs of about three lines and recognise names of things heard in the song.		
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Manila cards, markers, recorded audios visual	
<b>Ref:</b>	Ghanaian Language curriculum		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <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> </ul> E.g.: Ga: jata, onufu Twi/ Fante: gyata, abowatsena etc	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 learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <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> </ul> <p>E.g.: Ga: jata, onufu Twi/ Fante: gyata, abowatsena etc</p> <p>Assessment: let learners sing familiar songs of about three lines and mention names of things heard in the song</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <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> </ul> <p>E.g.: Ga: jata, onufu Twi/ Fante: gyata, abowatsena etc</p> <p>Assessment: let learners sing familiar songs of about three lines and mention names of things heard in the song</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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## KINDERGARTEN ONE

Week Ending:		Class size:	
Day : Wednesday		Date :	
Period :		Lesson :	
Strand : ALL ABOUT ME		Sub-strand : I am a wonderful and Unique creation	
Indicator (code)	K1.1.1.1.3      K1.1.1.1.4		
Content standard (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 style="list-style-type: none"><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>		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership 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		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Have learners to sing songs and recite rhymes that relate to the lesson.	As part of the process of the daily read aloud lesson, have learners talk about the front/cover and the back page of a book, and ask them to make connections to their own body. Just as we human being have unique features, books also have. Books have a front cover and also a back cover.	Review lesson with Learners by singing songs in relation to it

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

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Thursday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL ABOUT ME		<b>Sub-strand :</b> I am a wonderful and Unique creation	
<b>Indicator (code)</b>	K1.3.1.5	K1.1.1.1. 6	
<b>Content standard (code)</b>	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.		
<b>Performance Indicator</b>	<ul style="list-style-type: none"><li>Learners can sing songs about the body parts and the letters of the alphabet and clap hands on the rhythm of the songs.</li><li>Learners can draw a beautiful picture of themselves and scribble freely underneath the picture paper.</li></ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
<b>Ref:</b>	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Thursday	Have learners to sing songs and recite rhymes that relate to the lesson.	Have learners sit in a semi-circle, using pictures and toys, let pupils identify the different parts of their body.  In pairs, have pupils count each other’s fingers, toes, write it down on the board, and individually have pupils count the other parts of their bodies and write it down on the board as they sing and clap their hands to the rhythm.  E.g. my head, my shoulders, my knees, my toe...	Review lesson with Learners by singing songs in relation to it

		<p>Have learners sing Alphabet song and follow the sequence of the letters as it is written on the wall.</p> <p>Learners are asked to draw themselves, colour it nicely, after which they scribble freely underneath.</p> <p>Let them talk about what they have written with friends sitting next to them in the classroom.</p> <p>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.</p> <p>Assessment: let learners draw a beautiful picture of themselves and scribble freely underneath the picture paper.</p>	
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## KINDERGARTEN ONE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Friday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL ABOUT ME		<b>Sub-strand :</b> I am a wonderful and Unique creation	
<b>Indicator (code)</b>	K1.1.1.1.7		
<b>Content standard (code)</b>	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.		
<b>Performance Indicator</b>	Learners can create sets of human parts that are similar and represent them with numbers up to 5.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
<b>Ref:</b>	Kindergarten Curriculum Page		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

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Friday	Have learners to sing songs and recite rhymes that relate to the lesson.	<p>In pairs, the learners check on the body parts that are similar and draw them in Sets, count them and represent them with numbers one to five (1-5).</p> <p>Pose story problems about what total number you will get if you put different number of learners together. What will be the total no of eyes? What will the total number of hands?</p> <p>Give opportunity to learners to count parts of group members and their parts.</p> <p>Assessment: let learners create sets of human parts that are similar and represent them with numbers up to 5.</p>	Review lesson with Learners by singing songs in relation to it
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**TERM ONE**  
**KG ONE**  
**WEEK 2**

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## KINDERGARTEN ONE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Monday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL ABOUT ME		<b>Sub-strand :</b> THE PARTS OF THE HUMAN BODY AND THEIR FUNCTIONS	
<b>Indicator (code)</b>	K1.1.2.1.1                      K1.1.2.1.2		
<b>Content standard (code)</b>	K1.1.2.1. Demonstrate the understanding of appropriate names of the parts of the body and describe the functions of each part.		
<b>Performance Indicator</b>			
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
<b>Ref:</b>	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Have learners to sing songs and recite rhymes that relate to the lesson.	Have learners sing the song about the body parts and what they do. e.g. "... what can the eyes do? They can see, they can see, Post a Conversational poster showing the human body parts that we can see.  Ask them if they can tell you some parts of the human parts that are inside us and that we cannot see.  Give it to them as a project for the future.  Have them repeat two of the songs that teach the functions of the body parts.	Poster/ cut out picture  Cut out shapes, big books, counters, crayons

		<p>Have learners perform different activities to enable them to identify the functions of the body parts, E.g. Activity</p> <ol style="list-style-type: none"> <li>1. Blindfold learners and let them search for objects e.g. ball,</li> <li>2. Cover their mouth and ask them to sing or talk or eat.</li> <li>3. Fold their arms and ask them what they would do if they are to pick something from the floor.</li> </ol> <p>Through “Pick and act” activity, have learners pick cut-out body part and act their functions</p> <p>Guide learners demonstrate to how books are read from left to right and top to bottom.</p> <p>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.</p> <p>They do picture reading and share what they think the pictures are saying about the functions of the body parts.</p> <p>They listen attentively to the text and share what they have learnt about the functions of the parts of the Human body.</p> <p>Focus on a letter and its corresponding sound and stress on words that the sound appears in the “during reading” stage of the reading</p> <p>Assessment: let learners use new /vocabulary related to what they do with the parts of the body</p>	
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## KINDERGARTEN ONE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Tuesday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL ABOUT ME		<b>Sub-strand :</b> THE PARTS OF THE HUMAN BODY AND THEIR FUNCTIONS	
<b>Indicator (code)</b>	K1.2.1.3      K1.1.2.1.4		
<b>Content standard (code)</b>	K1.1.2.1. Demonstrate the understanding of appropriate names of the parts of the body and describe the functions of each part.		
<b>Performance Indicator</b>	<ul style="list-style-type: none"><li>• Learners can learn and use new /vocabulary related to what they do with the parts of the body.</li><li>• Learners can count the number of the names of the body parts in songs through clapping on the rhythm.</li></ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Poster/ cut out picture ,   Cut out shapes, big books, counters, crayons	
<b>Ref:</b>	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Have learners to sing songs and recite rhymes that relate to the lesson.	Have learners use different part of the body to perform different actions and use new words learnt to describe what they are doing.  Have them sing related action songs. E.g. ... what can the legs do?	Poster/ cut out picture  Cut out shapes, big books, counters, crayons



		<p>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).</p> <p>Help them understand that the last number names is the number of object or items counted.</p> <p>Have learners act and count the functions of some selected body parts (legs, mouth, hands, etc.)</p> <p>Have them draw more sets, with different parts and match them with sets of same numbers</p> <p>Have learners match pictures of the parts of the body using arrows with pictures showing the functions</p> <p>Assessment: let learners count the number of the names of the body parts in songs through clapping on the rhythm</p>	
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Vetted by : ..... Signature: ..... Date : .....

SUBJECT: GHANAIAN LANGUAGE

KINDERGARTEN ONE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Oral Language		<b>Sub-strand :</b> SONGS	
<b>Indicator (code)</b>	KG1.1.1.1.1:		
<b>Content standard (code)</b>	KG1.1.1.1.		
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>The learner should sing familiar songs of about three lines and recognise names of things heard in the song.</li> </ul>		
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Manila cards, markers, recorded audios visual	
<b>Ref:</b>	Ghanaian Language curriculum		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <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> </ul> E.g.: Ga: jata, onufu	What have we learnt today?  Review the lesson with learners

		<p>Twí/ Fante: gyata, abowatsena etc</p> <p>Assessment: let learners sing familiar songs of about three lines and mention names of things heard in the song</p>	
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <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> </ul> <p>E.g.: Ga: jata, onufu Twí/ Fante: gyata, abowatsena etc</p> <p>Assessment: let learners sing familiar songs of about three lines and mention names of things heard in the song</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <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> </ul> <p>E.g.: Ga: jata, onufu Twí/ Fante: gyata, abowatsena etc</p> <p>Assessment: let learners sing familiar songs of about three lines and mention names of things heard in the song</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

## KINDERGARTEN ONE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Wednesday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL ABOUT ME		<b>Sub-strand :</b> THE PARTS OF THE HUMAN BODY AND THEIR FUNCTIONS	
<b>Indicator (code)</b>	K1.2.1.5		
<b>Content standard (code)</b>	K1.1.2.1. Demonstrate the understanding of appropriate names of the parts of the body and describe the functions of each part.		
<b>Performance Indicator</b>	Learners can sing songs about functions of the body parts and perform the actions on it.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
<b>Ref:</b>	Kindergarten Curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Wednesday	Have learners to sing songs and recite rhymes that relate to the lesson.	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 use it for. Sing an Alphabet song to conclude the lesson.  Assessment: let learners sing songs about functions of the body parts and perform the actions on it.	Review lesson with Learners by singing songs in relation to it

## KINDERGARTEN ONE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Thursday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL ABOUT ME		<b>Sub-strand :</b> THE PARTS OF THE HUMAN BODY AND THEIR FUNCTIONS	
<b>Indicator (code)</b>	K1.2.1.6		
<b>Content standard (code)</b>	K1.1.2.1. Demonstrate the understanding of appropriate names of the parts of the body and describe the functions of each part.		
<b>Performance Indicator</b>	Learners can colour an outline of a part of the body used in performing a function.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
<b>Ref:</b>	Kindergarten Curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Thursday	Have learners to sing songs and recite rhymes that relate to the lesson.	Display an outline of drawing on a paper for pupils to colour and tell what the illustration is about to friends with accuracy. E.g. A boy running to school. Have learners talk about their art work with friends  Assessment: let learners colour an outline of a part of the body used in performing a function	Review lesson with Learners by singing songs in relation to it

## KINDERGARTEN ONE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Friday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL ABOUT ME		<b>Sub-strand :</b> THE PARTS OF THE HUMAN BODY AND THEIR FUNCTIONS	
<b>Indicator (code)</b>	K1.1.2.1.7		
<b>Content standard (code)</b>	K1.1.2.1. Demonstrate the understanding of appropriate names of the parts of the body and describe the functions of each part.		
<b>Performance Indicator</b>	Learners can compare lines and other shapes that are same and different.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
<b>Ref:</b>	Kindergarten Curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Friday	Have learners to sing songs and recite rhymes that relate to the lesson.	Through think-pair-share, have learners compare lines and shape of their body parts. E.g. the head looks like a circle, the arms are straight, the hand looks like a line.  Compare length and size of different lines.  Assessment: let learners compare lines and other shapes that are same and different.	Review lesson with Learners by singing songs in relation to it

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**TERM ONE**  
**KG ONE**  
**WEEK 3**

NANA FIIFI ACQUAH SCHOOL

## KINDERGARTEN ONE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Monday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL ABOUT ME		<b>Sub-strand :</b> CARING FOR THE PARTS OF MY BODY	
<b>Indicator (code)</b>	K1.1.3.1.1	K1.1.3.1.2	
<b>Content standard (code)</b>	K1.1.3.1. Demonstrate understanding of the importance of personal hygiene and how to care for my body parts e. g. hand, feet finger nails- washing, face washing, nose		
<b>Performance Indicator</b>	<ul style="list-style-type: none"><li>Learners can sing songs and recite rhymes about how we take care of each 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>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Poster/ cut out picture , Cut out shapes, big books, counters, crayons	
<b>Ref:</b>	Kindergarten Curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	Have learners to sing songs and recite rhymes that relate to the lesson.	Have learners sit in a semi-circle (community circle time), sing a song (This is the way I brush my teeth, brush my teeth, 2×) and call out parts of the body that should be cared for and have learners touch that part to show comprehension. E.g. I brush my teeth, I cut my fingernails short, etc.  Show a video clip and let the learners watch the correct ways to care for each part of the body using the vocabulary learnt from the book	Review lesson with Learners by singing songs in relation to it.



		<p>(Use the ICT tool if available)</p> <p>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</p> <p>Assessment: let learners talk about how to care for the various parts of the body.</p>	
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## KINDERGARTEN ONE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Tuesday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL ABOUT ME		<b>Sub-strand :</b> CARING FOR THE PARTS OF MY BODY	
<b>Indicator (code)</b>	K1.1.3.1.3                      K1.1.3.1.4		
<b>Content standard (code)</b>	K1.1.3.1. Demonstrate understanding of the importance of personal hygiene and how to care for my body parts e. g. hand, feet finger nails- washing, face washing, nose		
<b>Performance Indicator</b>	<ul style="list-style-type: none"><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 to left.</li></ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Poster/ cut out picture , Cut out shapes, big books, counters, crayons	
<b>Ref:</b>	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Have learners to sing songs and recite rhymes that relate to the lesson.	Have learners listen to the (BIG BOOK) again as you read aloud again and demonstrate how to care for the different parts of the body. E.g. wash your face and hands, brush your teeth, cut your finger nails etc.). how the pictures in the Big Book and guide the learners to demonstrate the proper way of washing the face, hands and other body parts.  Take learners through different activities to demonstrate how to take care of their body.	Review lesson with Learners by singing songs in relation to it

		<p>Set different centres in the classroom and have them rotate to care for their body parts. Give opportunity to as many learners.</p> <p>Let learners talk about the front/cover page of the big book to be read.</p> <p>Do a picture walk through the book going page by page with the learners.</p> <p>Have the learners tell you the direction you are going as you open the pages.</p> <p>Run a pointer under the pictures as you do the picture walk to buttress the left-right and top-bottom directionality.</p> <p>Using “Pair share repeat” have learners classify the pictures according to size in their rows</p> <p>Assessment: let learners explain why learners’ books are open from right to left.</p>	
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SUBJECT: GHANAIAN LANGUAGE

KINDERGARTEN ONE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Oral Language		<b>Sub-strand :</b> Rhymes	
<b>Indicator (code)</b>	KG1.1.2.1.1		
<b>Content standard (code)</b>	KG1.1.2.1.		
<b>Performance Indicator</b>	The learner should explore familiar rhymes of about four lines and discuss the names of things heard in them		
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>	Manila cards, markers, recorded audios visual		
<b>Ref:</b>	Ghanaian Language curriculum		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <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> </ul>	What have we learnt today?  Review the lesson with learners

		<ul style="list-style-type: none"><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></ul> 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 learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"><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></ul> 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	What have we learnt today?  Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"><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></ul> E.g.: Tiger, lion, snake, tortoise, ant, etc	What have we learnt today?  Review the lesson with learners

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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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NANA FIIFI ACQUAH SCHOOL

## KINDERGARTEN ONE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Wednesday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL ABOUT ME		<b>Sub-strand :</b> CARING FOR THE PARTS OF MY BODY	
<b>Indicator (code)</b>	K1.1.3.1.5	K1.1.3.1.6	
<b>Content standard (code)</b>	K1.1.3.1. Demonstrate understanding of the importance of personal hygiene and how to care for my body parts e. g. hand, feet finger nails- washing, face washing, nose		
<b>Performance Indicator</b>	<ul style="list-style-type: none"><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>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Poster/ cut out picture , Cut out shapes, big books, counters, crayons	
<b>Ref:</b>	Kindergarten Curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Wednesday	Have learners to sing songs and recite rhymes that relate to the lesson.	Have learners repeat the song: this is the way I wash my face..., clapping the rhythm to stress on the care words.  Model for them how to stress the words and have them follow along just doing the actions. Repeat the lines several times.	Review lesson with Learners by singing songs in relation to it

		<p>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.</p> <p>Introduce the letter of the week activity (one letter a week)</p> <p>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.</p> <p>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.</p> <p>Assessment: let learners match the parts of the body to the tools we use in caring for the body and colour them with same colour.</p>	
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## KINDERGARTEN ONE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Thursday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL ABOUT ME		<b>Sub-strand :</b> CARING FOR THE PARTS OF MY BODY	
<b>Indicator (code)</b>	K1.1.3.1.7		
<b>Content standard (code)</b>	K1.1.3.1. Demonstrate understanding of the importance of personal hygiene and how to care for my body parts e. g. hand, feet finger nails- washing, face washing, nose		
<b>Performance Indicator</b>	Learners can use number names to count, find out how many and match body parts with other part with same number (1- 5).		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
<b>Ref:</b>	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Thursday	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 in small groups match body parts with the same number.  Repeat the activity with body parts and encourage learners to describe their answers.	Review lesson with Learners by singing songs in relation to it

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

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Friday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL ABOUT ME		<b>Sub-strand :</b> CARING FOR THE PARTS OF MY BODY	
<b>Indicator (code)</b>	K1.1.3.1.8		
<b>Content standard (code)</b>	K1.1.3.1. Demonstrate understanding of the importance of personal hygiene and how to care for my body parts e. g. hand, feet finger nails- washing, face washing, nose		
<b>Performance Indicator</b>	Learners can use number names to count, find out how many and match body parts with other part with same number (1- 5)		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
<b>Ref:</b>	Kindergarten Curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> 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.  Assessment: let learners use number names to count, find out how many and match body parts with other part with same number (1- 5)	Review lesson with Learners by singing songs in relation to it

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**TERM ONE**  
**KG ONE**  
**WEEK 4**

NANA FIIFI ACQUAH SCHOOL

## KINDERGARTEN ONE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Monday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL ABOUT ME		<b>Sub-strand :</b> Keeping my Body healthy by eating good food and taking my vaccination	
<b>Indicator (code)</b>	K1.1.4.1.1	K1.1.4.1.2	
<b>Content standard (code)</b>	K1.1.4.1 Demonstrate the understanding that eating good food and taking all my childhood vaccinations will keep me growing		
<b>Performance Indicator</b>	The learner should explore familiar rhymes of about four lines and discuss the names of things heard in them		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Poster/ cut out picture , Cut out shapes, big books, counters, crayons	
<b>Ref:</b>	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Have learners to sing songs and recite rhymes that relate to the lesson.	Learners sit in a semi-circle (community circle time) and talk about the subtheme for the week.  Through questions and answers, find out from learners the things we have to do to keep healthy and strong.  Show them two conversational posters, one on different types of food and one at the hospital. 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	Review lesson with Learners by singing songs in relation to it.

		<p>1. Fats and Oil Foods: Such foods are high in fat and sugar</p> <p>2. Protein (beef, chicken),</p> <p>3. Carbohydrates (starchy food, bread, cereal and rice group),</p> <p>4. Calcium Rich Foods help the bones,</p> <p>5. Fruit and Vegetable,</p> <p>6. Whole Grain food such as bread, wheat,</p> <p>7. Food and drinks high sugar. Encourage learners to share experiences</p> <p>Another day you can let them talk about the importance of taking all their childhood vaccination.</p> <p>Have learners talk about the pictures in the book and ask them to make connections to the written symbols.</p> <p>Learners retell story read to.</p> <p>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.</p> <p>Assessment: let learners tell their own short stories about pictures in the Big book to be read.</p>	
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## KINDERGARTEN ONE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Tuesday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL ABOUT ME		<b>Sub-strand :</b> Keeping my Body healthy by eating good food and taking my vaccination	
<b>Indicator (code)</b>	K1.1.4.1.3                      K1.1.4.1.4		
<b>Content standard (code)</b>	K1.1.4.1 Demonstrate the understanding that eating good food and taking all my childhood vaccinations will keep me growing		
<b>Performance Indicator</b>	<ul style="list-style-type: none"><li>• Learners can listen attentively, respond to an information text about foods we eat to keep healthy and use new content words learnt to create simple sentence (orally) on how to keep healthy.</li><li>• Learners can count and clap the keywords in songs about types of food.</li></ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Poster/ cut out picture , Cut out shapes, big books, counters, crayons	
<b>Ref:</b>	Kindergarten Curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Tuesday	Have learners to sing songs and recite rhymes that relate to the lesson.	Have learners sit in a semi-circle (community circle time), as they listen attentively to the Teacher -read-aloud text on balanced diet.  Mention and discuss the different food types we have as it is explained in the book and on the conversational poster you show to them.	Review lesson with Learners by singing songs in relation to it

		<p>Have learners count the examples of foods identified under the given food group/types and represent them in sets.</p> <p>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.</p> <p>Talk about some food items that are not very healthy, e.g. sugar drinks.</p> <p>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.</p> <p>Have learners use the new words learnt to construct simple sentences orally in relation to keeping healthy.</p> <p>In whole class group, model how to sing and clap and count words in a song.</p> <p>Learners follow your example and sing, clap and count number of words in the song about food</p> <p>They can also jump on each word and count and share with their friends the number of the keywords in the song.</p> <p>Assessment: let learners count and clap the keywords in songs about types of food.</p>	
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## KINDERGARTEN ONE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Wednesday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL ABOUT ME		<b>Sub-strand :</b> Keeping my Body healthy by eating good food and taking my vaccination	
<b>Indicator (code)</b>	K1.1.4.1.5	K1.1.4.1.6	
<b>Content standard (code)</b>	K1.1.4.1 Demonstrate the understanding that eating good food and taking all my childhood vaccinations will keep me growing		
<b>Performance Indicator</b>	<ul style="list-style-type: none"><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>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Poster/ cut out picture , Cut out shapes, big books, counters, crayons	
<b>Ref:</b>	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Wednesda y	Learners sing an alphabet song and identify the letter that begins the name of the food item.  Create letter cards with the letter and picture of the food item.  Play a memory game where the learners will pick the letter card that matches with other food items with the	Review lesson with Learners by singing songs in relation to it

		<p>same beginning letter [E.g. banana, beans, banku, bread, boodoo,]</p> <p>Mix the picture cards of food items that do not have /b/ starting their names with other cards.</p> <p>Through “Show and Tell” have learners pick the picture card that matches with a ‘B’ food item and show it to the class.</p> <p>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.</p> <p>Have them group words in sets according to the following:</p> <p>Set A: Words that begin with the letter of the week Set B: Words that do not begin with the letter of the week</p> <p>The teacher models how to write the letter in the air and have the learners do same.</p> <p>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.</p> <p>Have learners talk about their work</p> <p>Assessment: let learners draw a picture of any food item that has its name beginning with the letter B and write the letter underneath.</p>	
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.....: LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE

KINDERGARTEN ONE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Oral Language		<b>Sub-strand :</b> Rhymes	
<b>Indicator (code)</b>	KG1.1.2.1.1		
<b>Content standard (code)</b>	KG1.1.2.1.		
<b>Performance Indicator</b>	The learner should explore familiar rhymes of about four lines and discuss the names of things heard in them		
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>	Manila cards, markers, recorded audios visual		
<b>Ref:</b>	Ghanaian Language curriculum		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <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> </ul>	What have we learnt today?  Review the lesson with learners

		<ul style="list-style-type: none"> <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> </ul> <p>E.g.: Tiger, lion, snake, tortoise, ant, etc</p> <p>Assessment: let learners sing familiar songs of about four lines and mention names of things heard in the song</p>	
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <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> </ul> <p>E.g.: Tiger, lion, snake, tortoise, ant, etc</p> <p>Assessment: let learners sing familiar songs of about four lines and mention names of things heard in the song</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <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> </ul> <p>E.g.: Tiger, lion, snake, tortoise, ant, etc</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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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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## KINDERGARTEN ONE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Thursday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL ABOUT ME		<b>Sub-strand :</b> Keeping my Body healthy by eating good food and taking my vaccination	
<b>Indicator (code)</b>	K1.1.4.1.7		
<b>Content standard (code)</b>	K1.1.4.1 Demonstrate the understanding that eating good food and taking all my childhood vaccinations will keep me growing		
<b>Performance Indicator</b>	Learners can sort and classify different food items under the six food groups and sort the food items that keep the body healthy into shapes		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Poster/ cut out picture , Cut out shapes, big books, counters, crayons	
<b>Ref:</b>	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Thursday	Have learners to sing songs and recite rhymes that relate to the lesson.	Bring different food items to the class. Explain the food groups to them again.  In small groups, let them classify the food items into the six food groups.  Have learners sort food items that keep the body healthy into shapes and talk about them.  Extend the activity to other non-food items (e.g. tables, chairs, cups, etc.).	Review lesson with Learners by singing songs in relation to it

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		<p>Have them compare the quantities and work on “less than” and “more than” at the centres.</p> <p>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</p>	
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## KINDERGARTEN ONE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Friday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL ABOUT ME		<b>Sub-strand :</b> Keeping my Body healthy by eating good food and taking my vaccination	
<b>Indicator (code)</b>	K1.1.4.1.8		
<b>Content standard (code)</b>	K1.1.4.1 Demonstrate the understanding that eating good food and taking all my childhood vaccinations will keep me growing		
<b>Performance Indicator</b>	Learners can sing and dance to traditional songs about foods.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
<b>Ref:</b>	Kindergarten Curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Friday	Have learners to sing songs and recite rhymes that relate to the lesson.	Have learners sing traditional songs about food in your locality, play different musical instrument and dance to the tunes to keep the body healthy.  Have learners do oral classification of foods mentioned in songs under the food groups  Assessment: let learners sing and dance to traditional songs about foods.	Review lesson with Learners by singing songs in relation to it



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**TERM ONE**  
**KG ONE**  
**WEEK 5**

NANA FIIFI ACQUAH SCHOOL

## KINDERGARTEN ONE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Monday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL ABOUT ME		<b>Sub-strand :</b> Keeping my Body healthy by eating good food and taking my vaccination	
<b>Indicator (code)</b>	K1.1.4.1.1	K1.1.4.1.2	
<b>Content standard (code)</b>	K1.1.4.1 Demonstrate the understanding that eating good food and taking all my childhood vaccinations will keep me growing		
<b>Performance Indicator</b>	<ul style="list-style-type: none"><li>• Learners can talk about different types of food they eat at home and classify those that can make them grow healthy. (Body building food, energy giving food etc.)</li><li>• Learners can tell their own short stories about pictures in the Big book to be read.</li></ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Poster/ cut out picture , Cut out shapes, big books, counters, crayons	
<b>Ref:</b>	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Have learners to sing songs and recite rhymes that relate to the lesson.	Learners sit in a semi-circle (community circle time) and talk about the subtheme for the week.  Through questions and answers, find out from learners the things we have to do to keep healthy and strong.  Show them two conversational posters, one on different types of food and one at the hospital.	Review lesson with Learners by singing songs in relation to it.

		<p>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</p> <ol style="list-style-type: none"> <li>1. Fats and Oil Foods: Such foods are high in fat and sugar</li> <li>2. Protein (beef, chicken),</li> <li>3. Carbohydrates (starchy food, bread, cereal and rice group),</li> <li>4. Calcium Rich Foods help the bones,</li> <li>5. Fruit and Vegetable,</li> <li>6. Whole Grain food such as bread, wheat,</li> <li>7. Food and drinks high sugar.</li> </ol> <p>Encourage learners to share experiences</p> <p>Another day you can let them talk about the importance of taking all their childhood vaccination.</p> <p>Have learners talk about the pictures in the book and ask them to make connections to the written symbols.</p> <p>Learners retell story read to.</p> <p>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.</p> <p>Assessment: let learners tell their own short stories about pictures in the Big book to be read</p>	
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## KINDERGARTEN ONE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Tuesday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL ABOUT ME		<b>Sub-strand :</b> Keeping my Body healthy by eating good food and taking my vaccination	
<b>Indicator (code)</b>	K1.1.4.1.3	K1.1.4.1.4	
<b>Content standard (code)</b>	K1.1.4.1 Demonstrate the understanding that eating good food and taking all my childhood vaccinations will keep me growing		
<b>Performance Indicator</b>	<ul style="list-style-type: none"><li>Learners can listen attentively, respond to an information text about foods we eat to keep healthy and use new content words learnt to create simple sentence (orally) on how to keep healthy.</li><li>Learners can count and clap the keywords in songs about types of food.</li></ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Poster/ cut out picture , Cut out shapes, big books, counters, crayons	
<b>Ref:</b>	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Have learners to sing songs and recite rhymes that relate to the lesson.	Have learners sit in a semi-circle (community circle time), as they listen attentively to the Teacher -read-aloud text on balanced diet.  Mention and discuss the different food types we have as it is explained in the book and on the conversational poster you show to them.	Review lesson with Learners by singing songs in relation to it

		<p>Have learners count the examples of foods identified under the given food group/types and represent them in sets.</p> <p>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.</p> <p>Talk about some food items that are not very healthy, e.g. sugar drinks.</p> <p>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.</p> <p>Have learners use the new words learnt to construct simple sentences orally in relation to keeping healthy.</p> <p>In whole class group, model how to sing and clap and count words in a song.</p> <p>Learners follow your example and sing, clap and count number of words in the song about food T</p> <p>hey can also jump on each word and count and share with their friends the number of the keywords in the song.</p> <p>Assessment: let learners count and clap the keywords in songs about types of food.</p>	
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SUBJECT: GHANAIAN LANGUAGE

KINDERGARTEN ONE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Oral Language		<b>Sub-strand :</b> Listening and Story Telling	
<b>Indicator (code)</b>	KG1.1.4.1.1		
<b>Content standard (code)</b>			
<b>Performance Indicator</b>	The learner should discuss the characters in a given story		
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>	Manila cards, markers, recorded audios visual		
<b>Ref:</b>	Ghanaian Language curriculum		
<b>DAY</b>	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 style="list-style-type: none"> <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 learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <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> <p>Assessment: let learners describe the characters in a given story</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <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> <p>Assessment: let learners describe the characters in a given story</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

Vetted by : ..... Signature: ..... Date : .....

## KINDERGARTEN ONE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Wednesday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL ABOUT ME		<b>Sub-strand :</b> Keeping my Body healthy by eating good food and taking my vaccination	
<b>Indicator (code)</b>	: K1.1.4.1.5                      K1.1.4.1.6		
<b>Content standard (code)</b>	K1.1.4.1 Demonstrate the understanding that eating good food and taking all my childhood vaccinations will keep me growing		
<b>Performance Indicator</b>	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/ Learners can draw a picture of any food item that has its name beginning with the letter B and write the letter underneath.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Poster/ cut out picture , Cut out shapes, big books, counters, crayons	
<b>Ref:</b>	Kindergarten Curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Wednesday	Have learners to sing songs and recite rhymes that relate to the lesson.	Learners sing an alphabet song and identify the letter that begins the name of the food item.  Create letter cards with the letter and picture of the food item.  Play a memory game where the learners will pick the letter card that matches with other food items with the	Review lesson with Learners by singing songs in relation to it



		<p>same beginning letter [E.g. banana, beans, banku, bread, boodoo,]</p> <p>Mix the picture cards of food items that do not have /b/ starting their names with other cards.</p> <p>Through “Show and Tell” have learners pick the picture card that matches with a ‘B’ food item and show it to the class.</p> <p>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.</p> <p>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</p> <p>The teacher models how to write the letter in the air and have the learners do same.</p> <p>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.</p> <p>Have learners talk about their work</p> <p>Assessment: let learners draw a picture of any food item that has its name beginning with the letter B and write the letter underneath.</p>	
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## KINDERGARTEN ONE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Thursday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL ABOUT ME		<b>Sub-strand :</b> Keeping my Body healthy by eating good food and taking my vaccination	
<b>Indicator (code)</b>	K1.1.4.1.7		
<b>Content standard (code)</b>	K1.1.4.1 Demonstrate the understanding that eating good food and taking all my childhood vaccinations will keep me growing		
<b>Performance Indicator</b>	Learners can sort and classify different food items under the six food groups and sort the food items that keep the body healthy into shapes		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
<b>Ref:</b>	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Thursday	Have learners to sing songs and recite rhymes that relate to the lesson.	Bring different food items to the class.  Explain the food groups to them again.  In small groups, let them classify the food items into the six food groups.  Have learners sort food items that keep the body healthy into shapes and talk about them.  Extend the activity to other non-food items (e.g. tables, chairs, cups, etc.).	Review lesson with Learners by singing songs in relation to it

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		<p>Have them compare the quantities and work on “less than” and “more than” at the centres.</p> <p>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</p>	
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## KINDERGARTEN ONE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Friday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL ABOUT ME		<b>Sub-strand :</b> Keeping my Body healthy by eating good food and taking my vaccination	
<b>Indicator (code)</b>	K1.1.4.1.8		
<b>Content standard (code)</b>	K1.1.4.1 Demonstrate the understanding that eating good food and taking all my childhood vaccinations will keep me growing		
<b>Performance Indicator</b>	Learners can sing and dance to traditional songs about foods.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
<b>Ref:</b>	Kindergarten Curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Friday	Have learners to sing songs and recite rhymes that relate to the lesson.	Have learners sing traditional songs about food in your locality, play different musical instrument and dance to the tunes to keep the body healthy.  Have learners do oral classification of foods mentioned in songs under the food groups  Assessment: let learners sing traditional songs about foods.	Review lesson with Learners by singing songs in relation to it

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**TERM ONE**  
**KG ONE**  
**WEEK 6**

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## KINDERGARTEN ONE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Monday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL ABOUT ME		<b>Sub-strand :</b> MY ENVIRONMENT AND MY HEALTH	
<b>Indicator (code)</b>	K1.1.5.1.1	K1.1.5.1.2	
<b>Content standard (code)</b>	K1.1.5.1 Demonstrate understanding of how keeping our home and school environment clean can keep us healthy and strong.		
<b>Performance Indicator</b>	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.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
<b>Ref:</b>	Kindergarten Curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
<b>: Monday</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	Have learners sit in a semi-circle (community circle time) and sing a song related to keeping the environment clean.  Show them a conversational poster with people defecating around their homes and at school  Teacher and pupils discuss the causes of sickness.	Review lesson with Learners by singing songs in relation to it.

		<p>Teacher asks the learners how our environment can cause us to be sick.</p> <p>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.</p> <p>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.</p> <p>Teacher and people do a picture walk through the Big book page by page.</p> <p>Ask learners to tell a story about the pictures they see.</p> <p>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.</p> <p>Assessment: let learners tell a story about the pictures they see</p> <p>Assessment: let learners</p>	
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## KINDERGARTEN ONE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Tuesday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL ABOUT ME		<b>Sub-strand :</b> MY ENVIRONMENT AND MY HEALTH	
<b>Indicator (code)</b>	K1.1.5.1.3		



		<p>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).</p> <p>L- Have learners share what they have learnt about the theme</p> <p>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.</p> <p>Learners create their own stories about the pictures in the Big book before it is read aloud to them.</p> <p>Stress on cleanliness words during the reading activity (e.g. neat, clean, tidy, clear, etc.).</p> <p>Learners come up with rules about how to take good care of books because books contain important information.</p> <p>Have learners draw clean classroom and talk about their drawing.</p> <p>Help learners sound out cleanliness words on word card and have them fill in the missing letters of selected ones written on the board.</p> <p>They can also have vocabulary games with cut out words and letters on cleanliness words.</p> <p>Have learners count and classify words by colour and length</p> <p>Assessment: let learners create their own stories about the pictures in the Big book</p>	
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SUBJECT: GHANAIAN LANGUAGE

KINDERGARTEN ONE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand : Oral Language</b>		<b>Sub-strand : Dramatisation and Role Play</b>	
<b>Indicator (code)</b>	KG1.1.5.1.1		
<b>Content standard (code)</b>	KG1.1.5.1.		
<b>Performance Indicator</b>	The learner should perform a sketch of a story.		
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Manila cards, markers, recorded audios visual	
<b>Ref:</b>	Ghanaian Language curriculum		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Ask learners to tell a movie they have watched.</li> <li>• Ask learners to mention some of the characters in the movie.</li> <li>• Lead learners to discuss what they saw in the movie.</li> <li>• Tell a short story and direct learners to dramatise the story.</li> </ul> <p>Assessment: let learners perform a sketch of a story</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Ask learners to tell a movie they have watched.</li> <li>• Ask learners to mention some of the characters in the movie.</li> <li>• Lead learners to discuss what they saw in the movie.</li> <li>• Tell a short story and direct learners to dramatise the story</li> </ul> <p>Assessment: let learners perform a sketch of a story</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Ask learners to tell a movie they have watched.</li> <li>• Ask learners to mention some of the characters in the movie.</li> <li>• Lead learners to discuss what they saw in the movie.</li> <li>• Tell a short story and direct learners to dramatise the story.</li> <li>.</li> </ul> <p>Assessment: let learners perform a sketch of a story</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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## KINDERGARTEN ONE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Wednesday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL ABOUT ME		<b>Sub-strand :</b> MY ENVIRONMENT AND MY HEALTH	
<b>Indicator (code)</b>	K1.1.5.1.5	K1.1.5.1.6	
<b>Content standard (code)</b>	K1.1.5.1 Demonstrate understanding of how keeping our home and school environment clean can keep us healthy and strong.		
<b>Performance Indicator</b>	<ul style="list-style-type: none"><li>• Learners can sing alphabet songs that contain the letter of the week</li><li>• Learners can begin to write letters of the alphabet</li></ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Poster/ cut out picture , Cut out shapes, big books, counters, crayons	
<b>Ref:</b>	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Have learners to sing songs and recite rhymes that relate to the lesson.	Introduce the letter for the week, e.g. the lower case of the vowel /a/  Write it boldly on the whiteboard or chalkboard. Introduce a key word in which they can find the letter of the week. The word should be related to a disease from the environment such as malaria, cholera, etc.  Read the word and let learners repeat it three times after you. Hold letter cards of different names and words for learners to identify the letter ‘a’ in it.	Review lesson with Learners by singing songs in relation to it

		<p>Ask learners who have the two letters /b/ and /a/ in their names to stand and mention their names.</p> <p>Learners exercise their wrist and fingers by clapping and shaking them as they sing a local song.</p> <p>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.</p> <p>Have them practice writing the letter on the back of their friends. Have them talk about their experience</p> <p>Assessment: let learners write letters of the alphabet</p>	
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## KINDERGARTEN ONE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Thursday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL ABOUT ME		<b>Sub-strand :</b> MY ENVIRONMENT AND MY HEALTH	
<b>Indicator (code)</b>	K1.1.5.1.7		
<b>Content standard (code)</b>	K1.1.5.1 Demonstrate understanding of how keeping our home and school environment clean can keep us healthy and strong.		
<b>Performance Indicator</b>	Learners can prepare posters with pictures cut from calendar and newspapers to post in the environment cautioning people not to make the place dirty.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
<b>Ref:</b>	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Thursday	Have learners to sing songs and recite rhymes that relate to the lesson.	Provide newspaper cutting or pictures from calendars showing what people do to mess the environment and have pupils (in small groups) prepare posters and write big “NO” on each poster with each group choosing just one colour from the three selected colours.  Have learners sort their final works into same colours and count the quantity of each.	Review lesson with Learners by singing songs in relation to it

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		<p>Take learners for a walk outside and have them post “NO” poster all over the school compound to encourage cleanliness practice.</p> <p>Assessment: let learners prepare posters with pictures cut from calendar and newspapers</p>	
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## KINDERGARTEN ONE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Friday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL ABOUT ME		<b>Sub-strand :</b> MY ENVIRONMENT AND MY HEALTH	
<b>Indicator (code)</b>	K1.1.5.1.8		
<b>Content standard (code)</b>	K1.1.5.1 Demonstrate understanding of how keeping our home and school environment clean can keep us healthy and strong.		
<b>Performance Indicator</b>	Learners can describe the attributes of 3-D objects and draw them.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Poster/ cut out picture , Cut out shapes, big books, counters, crayons	
<b>Ref:</b>	Kindergarten 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.	Describe the attributes and show examples of 3-D objects to learners.  Learners go for a nature walk around the school compound and bring other examples (e.g. stone, leaf, empty cans, etc.).  Have each child describe the 3-D materials he/she has brought using words like big, little, round like a box or a can.	Review lesson with Learners by singing songs in relation to it



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		<p>Learners assess each other whether all the objects brought are truly 3-D materials.</p> <p>Assessment: let learners describe the attributes of 3-D objects</p>	
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**TERM ONE**  
**KG ONE**  
**WEEK 7**

NANA FIIFI ACQUAH SCHOOL

## KINDERGARTEN ONE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Monday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL ABOUT ME		<b>Sub-strand :</b> Protecting ourselves from home and road accidents	
<b>Indicator (code)</b>	K1.1.6.1.1		

		<p>Have them present their findings by role-playing the various accidents and how to avoid them.</p> <p>Have learners suggest safety measures we can take to avoid such accidents</p> <p>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.</p> <p>Teacher and learners do a picture walk through the Big book, page by page.</p> <p>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.</p> <p>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.</p> <p>Through art work, have learners indicate the part of the story they liked most</p> <p>Assessment: let learners indicate the part of the story they liked most</p>	
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## KINDERGARTEN ONE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Tuesday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL ABOUT ME		<b>Sub-strand :</b> Protecting ourselves from home and road accidents	
<b>Indicator (code)</b>	K1.1.6.1.3                      K1.1.6.1.4		
<b>Content standard (code)</b>	K1.1.6.1 Demonstrate understanding of measures to take to keep safe (from accidents, hurts, and harms).		
<b>Performance Indicator</b>	Learners can listen to and respond to a read aloud text about keeping safe in the environment. Learners can clap and count syllables in longer words.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
<b>Ref:</b>	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Have learners to sing songs and recite rhymes that relate to the lesson.	Using the KWL strategy as in the previous lesson, let the Learners tell you what learners know about the sub-theme, what they want to know, before you read (the BIG BOOK) to them.  Let learners share what they have learnt about safety measures we need to take to prevent accidents (hurts, and harm from sharp objects, electricity, boiling water, etc.).	Review lesson with Learners by singing songs in relation to it

		<p>Practice some safety measures of how to cross the road, how to hold a knife.</p> <p>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.)</p> <p>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.</p> <p>Let them know that we break words according to the syllables.</p> <p>Practice clapping these words and counting the number of syllables in them.</p> <p>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.</p> <p>Assessment: let learners clap and count syllables in longer words.</p>	
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SUBJECT: GHANAIAN LANGUAGE

KINDERGARTEN ONE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Reading		<b>Sub-strand :</b> Pre-Reading Activities	
<b>Indicator (code)</b>	KG1.2.1.1.1		
<b>Content standard (code)</b>	KG1.2.1.1.		
<b>Performance Indicator</b>	The learner should sort out materials and objects by colours.		
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Manila cards, markers, recorded audios visual	
<b>Ref:</b>	Ghanaian Language curriculum		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Show objects of different colours to learners to mention the names of the objects.</li> <li>• Lead learners to recognise names of the colours e.g. red, white and black.</li> <li>• Let learners sort out the objects by colour.</li> <li>• Let learners draw any of the objects and choose a colour to colour it.</li> </ul>	What have we learnt today?  Review the lesson with learners

		Assessment: let learners sort out materials and objects by colours.	
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Show objects of different colours to learners to mention the names of the objects.</li> <li>• Lead learners to recognise names of the colours e.g. red, white and black.</li> <li>• Let learners sort out the objects by colour.</li> <li>• Let learners draw any of the objects and choose a colour to colour it.</li> </ul> <p>Assessment: let learners sort out materials and objects by colours.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Show objects of different colours to learners to mention the names of the objects.</li> <li>• Lead learners to recognise names of the colours e.g. red, white and black.</li> <li>• Let learners sort out the objects by colour.</li> <li>• Let learners draw any of the objects and choose a colour to colour it.</li> </ul> <p>Assessment: let learners sort out materials and objects by colours.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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## KINDERGARTEN ONE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Wednesday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL ABOUT ME		<b>Sub-strand :</b> Protecting ourselves from home and road accidents	
<b>Indicator (code)</b>	: K1.1.6.1.5		
<b>Content standard (code)</b>	: K1.1.6.1 Demonstrate understanding of measures to take to keep safe (from accidents, hurts, and harms).		
<b>Performance Indicator</b>	Learners can use vocabulary learnt to express and demonstrate how to protect themselves from hurt, harm, strangers, sharp objects, electricity and water.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
<b>Ref:</b>	Kindergarten Curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Wednesday	Have learners to sing songs and recite rhymes that relate to the lesson.	In pairs, learners use words acquired from the read-aloud text to teach each other how to avoid accidents occurring from fire, electricity, sharp objects, crossing the road. E.g. Don't go near, Don't touch electrical wires.  Using "Show and tell" have learners pick drawn cut out objects that can cause accidents and tell how they can keep safe from that object.	Review lesson with Learners by singing songs in relation to it

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

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Thursday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL ABOUT ME		<b>Sub-strand :</b> Protecting ourselves from home and road accidents	
<b>Indicator (code)</b>	K1.1.6.1.6		
<b>Content standard (code)</b>	K1.1.6.1 Demonstrate understanding of measures to take to keep safe (from accidents, hurts, and harms).		
<b>Performance Indicator</b>	Learners can describe the attributes of 3-D objects and sort objects into planes and 3-D objects.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
<b>Ref:</b>	Kindergarten Curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Thursday	Have learners to sing songs and recite rhymes that relate to the lesson.	Revise the description of the attributes of 3-D and call learners to show you show examples of 3-D objects in the classroom.  Ask learners to sort the different objects they brought from home into planes and 3D objects and bring other examples.  Have each child draw two 3D objects e.g. A Tin and box. Learners review the definition of a 3-D object.	Review lesson with Learners by singing songs in relation to it

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		Assessment: let learners describe the attributes of 3-D objects	
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## KINDERGARTEN ONE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Friday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL ABOUT ME		<b>Sub-strand :</b> Protecting ourselves from home and road accidents	
<b>Indicator (code)</b>	K1.1.6.1.7		
<b>Content standard (code)</b>	K1.1.6.1 Demonstrate understanding of measures to take to keep safe (from accidents, hurts, and harms).		
<b>Performance Indicator</b>	Learners can draw and colour five harmful objects that can cause accidents.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
<b>Ref:</b>	Kindergarten Curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Friday	Have learners to sing songs and recite rhymes that relate to the lesson.	Give learners an outline of harmful objects to colour or (if you don't have) ask learners to draw and colour harmful objects and situations around their homes. E.g. knife, pointed stick, fire, a person crossing the road.  Have learners talk about their drawings.  Assessment: let learners draw and colour five harmful objects that can cause accidents	Review lesson with Learners by singing songs in relation to it

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**TERM ONE**  
**KG ONE**  
**WEEK 8**

NANA FIIFI ACQUAH SCHOOL

## KINDERGARTEN ONE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Monday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL ABOUT ME		<b>Sub-strand :</b> Protecting ourselves from home and road accidents	
<b>Indicator (code)</b>	K1.1.6.1.1	K1.1.6.1.2	
<b>Content standard (code)</b>	K1.1.6.1 Demonstrate understanding of measures to take to keep safe (from accidents, hurts, and harms).		
<b>Performance Indicator</b>	Learners can talk about possible accidents we can have at home and at school and safety measures we can take to avoid them. Learners can recognize that spoken words are represented in written language in books.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
<b>Ref:</b>	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Have learners to sing songs and recite rhymes that relate to the lesson.	During the community circle time, when learners sit in a semi-circle, introduce the sub-theme and have them talk about the possible home and/or road accidents that occur.  Put them in three smaller groups and ask them to come up with practical examples of how such accidents happen at home, at school, and on the way to school.	Review lesson with Learners by singing songs in relation to it.

		<p>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</p> <p>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.</p> <p>Teacher and learners do a picture walk through the Big book, page by page. A</p> <p>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.</p> <p>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.</p> <p>Through art work, have learners indicate the part of the story they liked most</p> <p>Assessment: let learners indicate the part of the story they liked most</p>	
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## KINDERGARTEN ONE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Tuesday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL ABOUT ME		<b>Sub-strand :</b> Protecting ourselves from home and road accidents	
<b>Indicator (code)</b>	K1.1.6.1.3	K1.1.6.1.4	
<b>Content standard (code)</b>	K1.1.6.1 Demonstrate understanding of measures to take to keep safe (from accidents, hurts, and harms).		
<b>Performance Indicator</b>	<ul style="list-style-type: none"><li>• Learners can listen to and respond to a read aloud text about keeping safe in the environment.</li><li>• Learners can clap and count syllables in longer words.</li></ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
<b>Ref:</b>	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Have learners to sing songs and recite rhymes that relate to the lesson.	Using the KWL strategy as in the previous lesson, let the Learners tell you what learners know about the sub-theme, what they want to know, before you read (the BIG BOOK) to them.  Let learners share what they have learnt about safety measures we need to take to prevent accidents (hurts, and harm from sharp objects, electricity, boiling water, etc.).	Review lesson with Learners by singing songs in relation to it

		<p>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.)</p> <p>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.</p> <p>Let them know that we break words according to the syllables.</p> <p>Practice clapping these words and counting the number of syllables in them.</p> <p>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.</p> <p>Assessment: let learners clap and count syllables in longer words</p>	
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## KINDERGARTEN ONE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Wednesday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL ABOUT ME		<b>Sub-strand :</b> Protecting ourselves from home and road accidents	
<b>Indicator (code)</b>	K1.1.6.1.5		
<b>Content standard (code)</b>	K1.1.6.1 Demonstrate understanding of measures to take to keep safe (from accidents, hurts, and harms).		
<b>Performance Indicator</b>	Learners can use vocabulary learnt to express and demonstrate how to protect themselves from hurt, harm, strangers, sharp objects, electricity and water.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
<b>Ref:</b>	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Have learners to sing songs and recite rhymes that relate to the lesson.	In pairs, learners use words acquired from the read-aloud text to teach each other how to avoid accidents occurring from fire, electricity, sharp objects, crossing the road. E.g. Don't go near, Don't touch electrical wires.  Using "Show and tell" have learners pick drawn cut out objects that can cause accidents and tell how they can keep safe from that object.	Review lesson with Learners by singing songs in relation to it

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

KINDERGARTEN ONE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Reading		<b>Sub-strand :</b> Pre-Reading Activities	
<b>Indicator (code)</b>	KG1.1.1.1.2		
<b>Content standard (code)</b>	KG1.1.1.1.		
<b>Performance Indicator</b>	The learner should sort out materials and objects by shapes.		
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Manila cards, markers, recorded audios visual	
<b>Ref:</b>	Ghanaian Language curriculum		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <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> Assessment: let learners sort out materials and objects by shapes.	What have we learnt today?  Review the lesson with learners

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	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <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> <p>Assessment: let learners sort out materials and objects by shapes.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <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> <p>Assessment: let learners sort out materials and objects by shapes.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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## KINDERGARTEN ONE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Thursday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL ABOUT ME		<b>Sub-strand :</b> Protecting ourselves from home and road accidents	
<b>Indicator (code)</b>	K1.1.6.1.6		
<b>Content standard (code)</b>	K1.1.6.1 Demonstrate understanding of measures to take to keep safe (from accidents, hurts, and harms).		
<b>Performance Indicator</b>	Learners can describe the attributes of 3-D objects and sort objects into planes and 3-D objects		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
<b>Ref:</b>	Kindergarten Curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Thursday	Have learners to sing songs and recite rhymes that relate to the lesson.	Revise the description of the attributes of 3-D and call learners to show you show examples of 3-D objects in the classroom.  Ask learners to sort the different objects they brought from home into planes and 3D objects and bring other examples.  Have each child draw two 3D objects e.g. A Tin and box.  Learners review the definition of a 3-D object.	Review lesson with Learners by singing songs in relation to it

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		Assessment: let learners describe the attributes of 3-D objects	
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## KINDERGARTEN ONE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Friday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL ABOUT ME		<b>Sub-strand :</b> Protecting ourselves from home and road accidents	
<b>Indicator (code)</b>	K1.1.6.1.7		
<b>Content standard (code)</b>	:K1.1.6.1 Demonstrate understanding of measures to take to keep safe (from accidents, hurts, and harms).		
<b>Performance Indicator</b>	Learners can draw and colour five harmful objects that can cause accidents.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
<b>Ref:</b>	Kindergarten Curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Friday	Have learners to sing songs and recite rhymes that relate to the lesson.	Give learners an outline of harmful objects to colour or (if you don't have) ask learners to draw and colour harmful objects and situations around their homes. E.g. knife, pointed stick, fire, a person crossing the road. Have learners talk about their drawings.  Assessment: let learners draw and colour five harmful objects that can cause accidents.	Review lesson with Learners by singing songs in relation to it

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**TERM ONE**  
**KG ONE**  
**WEEK 9**

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## KINDERGARTEN ONE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Monday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> MY FAMILY		<b>Sub-strand :</b> Types and members of my Family	
<b>Indicator (code)</b>	K1.2.1.1.1	K1.2.1.1.2	
<b>Content standard (code)</b>	K1.2.1.1 Demonstrate understanding of the importance, roles and responsibilities of family members		
<b>Performance Indicator</b>	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.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
<b>Ref:</b>	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Have learners to sing songs and recite rhymes that relate to the lesson.	In a community circle, learners mention the people in their families and what they see each person do.  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.  Show a conversational poster on Extended families, have learners observe the picture and using a think-pair share strategy, have learners talk about what they see the members of families do.	Review lesson with Learners by singing songs in relation to it.

		<p>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.</p> <p>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.</p> <p>Run a pointer under the words as you read. Pause often and have learners tell you the number of words in a sentence.</p> <p>Have learners identify the illustration(s) that matched well with the print (illustration that made them understand the print better).</p> <p>Have them draw (replicate) their favourite illustration.</p> <p>Assessment: let learners identify the illustration(s) that matched well with the print</p> <p>Assessment: let learners</p>	
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## KINDERGARTEN ONE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Tuesday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> MY FAMILY		<b>Sub-strand :</b> Types and members of my Family	
<b>Indicator (code)</b>	K1.2.1.1.3	K1.2.1.1.4	
<b>Content standard (code)</b>	K1.2.1.1 Demonstrate understanding of the importance, roles and responsibilities of family members.		
<b>Performance Indicator</b>	<ul style="list-style-type: none"><li>• Learners can listen, interact actively in a read aloud session on a story about families, and use the new vocabulary learnt to describe the roles and responsibilities of their family members.</li><li>• Learners can identify the names and words with similar beginning sounds.</li></ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
<b>Ref:</b>	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Have learners to sing songs and recite rhymes that relate to the lesson.	Do a picture walk and have learners predict what the story will be about. Introduce the vocabulary related to appropriate titles of extended family members to the learners.  Use the title to have them talk about the members in their family. Using interactive reading, pause often and have learners talk about family members mentioned and what they do to help the family and the learners. E.g. Father, mother, uncle, sister, brother.	Review lesson with Learners by singing songs in relation to it

		<p>Have learners count all the members of the family read about.</p> <p>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.</p> <p>Sing a song “All those born on Monday, stand up, and dance..” and perform actions on it.</p> <p>Ask learners to mention their names and that of their family members.</p> <p>List them on the board.</p> <p>Pronounce them and have them listen to those beginning with similar sounds. Eg. Kosi, Kofi, Kafui, Kakra.</p> <p>Learners divide into groups according to letters beginning their names and count the number of pupils in each group.</p> <p>Introduce the letter of the week. Have learners do a “Letter hunt” game with the letter of the week</p> <p>Assessment: let learners identify the names and words with similar beginning sounds.</p>	
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SUBJECT: GHANAIAN LANGUAGE

KINDERGARTEN ONE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Reading		<b>Sub-strand :</b> Pre-Reading Activities	
<b>Indicator (code)</b>	KG1.1.1.1.3		
<b>Content standard (code)</b>	KG1.1.1.1.		
<b>Performance Indicator</b>	The learner should sort out materials and objects by sizes.		
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Manila cards, markers, recorded audios visual	
<b>Ref:</b>	Ghanaian Language curriculum		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Show objects of different sizes on a manila card and discuss the concept of size with learners.</li> <li>Display objects of different sizes in the classroom and let learners sort them out according to their sizes. E.g. Small, big, large.</li> </ul> Assessment: let learners sort out materials and objects by sizes.	What have we learnt today?  Review the lesson with learners

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	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Show objects of different sizes on a manila card and discuss the concept of size with learners.</li> <li>• Display objects of different sizes in the classroom and let learners sort them out according to their sizes. E.g. Small, big, large.</li> </ul> <p>Assessment: let learners sort out materials and objects by sizes.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Show objects of different sizes on a manila card and discuss the concept of size with learners.</li> <li>• Display objects of different sizes in the classroom and let learners sort them out according to their sizes. E.g. Small, big, large.</li> </ul> <p>Assessment: let learners sort out materials and objects by sizes.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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## KINDERGARTEN ONE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Wednesday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> MY FAMILY		<b>Sub-strand :</b> Types and members of my Family	
<b>Indicator (code)</b>	: K1.2.1.1.5.		
<b>Content standard (code)</b>	K1.2.1.1 Demonstrate understanding of the importance, roles and responsibilities of family members.		
<b>Performance Indicator</b>	Learners can talk about the basic concepts of writing, from left to right, and top to bottom.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
<b>Ref:</b>	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Have learners to sing songs and recite rhymes that relate to the lesson.	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.  Introduce the learners to writing vertical straight-line strokes from top to down and show them the direction of writing them on a line from left to right in a model on the Chalkboard.  Have learners practice writing the vertical straight-line strokes on their tables.	Review lesson with Learners by singing songs in relation to it

		Assessment: let learners write the vertical straight-line strokes on their tables	
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## KINDERGARTEN ONE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Thursday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> MY FAMILY		<b>Sub-strand :</b> Types and members of my Family	
<b>Indicator (code)</b>	: K1.2.1.1.6.		
<b>Content standard (code)</b>	K1.2.1.1 Demonstrate understanding of the importance, roles and responsibilities of family members.		
<b>Performance Indicator</b>	Learners can introduce the concept “more than” to learners and solve some word puzzles with the concept.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
<b>Ref:</b>	Kindergarten Curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Thursday	Have learners to sing songs and recite rhymes that relate to the lesson.	<p>Collect a quick data on number of people with different week-day birthday names. Represent the numbers with milk tins.</p> <p>Use this information to solve problems on “Which group has more members than the other(s)?</p> <p>Ask the question: Which group has more members</p> <p>Assessment: let learners solve some word puzzles with “more than”</p>	Review lesson with Learners by singing songs in relation to it

## KINDERGARTEN ONE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Friday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> MY FAMILY		<b>Sub-strand :</b> Types and members of my Family	
<b>Indicator (code)</b>	K1.2.1.1.7		
<b>Content standard (code)</b>	K1.2.1.1 Demonstrate understanding of the importance, roles and responsibilities of family members		
<b>Performance Indicator</b>	Learners can role-play the responsibilities of family members		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Poster/ cut out picture , Cut out shapes, big books, counters, crayons	
<b>Ref:</b>	Kindergarten 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.	Read the Big book again and allow learners to role play dad, mom and other members of the family at home.  Guide learners to highlight the responsibilities of the family members with special attention to that of learners.  Assist them to use the vocabulary learnt in their interaction	Review lesson with Learners by singing songs in relation to it

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		Assessment: let learners role-play the responsibilities of family members	
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**TERM ONE**  
**KG ONE**  
**WEEK 10**

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## KINDERGARTEN ONE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Monday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> MY FAMILY		<b>Sub-strand :</b> Origin and History of my Family	
<b>Indicator (code)</b>	K1.2.2.1.1      K1.2.2.1.2.		
<b>Content standard (code)</b>	: K1.2.2.1 Demonstrate knowledge of the origin and history of our families.		
<b>Performance Indicator</b>	<ul style="list-style-type: none"><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>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Poster/ cut out picture , Cut out shapes, big books, counters, crayons	
<b>Ref:</b>	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Have learners to sing songs and recite rhymes that relate to the lesson.	Community circle time: In pairs ask learners to greet their friends in their home languages just to find out the diverse cultures in the classroom and whether the learners know the name of the languages they speak.  Introduce the theme by telling the learners a story of one of the major tribes in your region. E.g.  In Cape Coast, talk about the origin of the Fantes,  in Volta-the Ewes,	Review lesson with Learners by singing songs in relation to it.

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

KINDERGARTEN ONE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Writing		<b>Sub-strand :</b> Phonics: Letter Sound Knowledge (Blend and Connect Sounds)	
<b>Indicator (code)</b>	KG1.3.1.1.1		
<b>Content standard (code)</b>	KG1.3.1.1.		
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>The learner should move the wrist up and down to develop their muscles.</li> </ul>		
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>	Manila cards, markers, recorded audios visual		
<b>Ref:</b>	Ghanaian Language curriculum		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Demonstrate the movement of the wrist in front of learners.</li> <li>Ask learners to move their wrist up and down.</li> </ul> <p>Assessment: let learners move the wrist up and down to develop their muscles.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Demonstrate the movement of the wrist in front of learners.</li> <li>• Ask learners to move their wrist up and down.</li> </ul> <p>Assessment: let learners move the wrist up and down to develop their muscles.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Demonstrate the movement of the wrist in front of learners.</li> <li>• Ask learners to move their wrist up and down.</li> </ul> <p>Assessment: let learners move the wrist up and down to develop their muscles.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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## KINDERGARTEN ONE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Tuesday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> MY FAMILY		<b>Sub-strand :</b> Origin and History of my Family	
<b>Indicator (code)</b>	K1.2.2.1.3	K1.2.2.1.4	
<b>Content standard (code)</b>	K1.2.2.1 Demonstrate knowledge of the origin and history of our families		
<b>Performance Indicator</b>	<ul style="list-style-type: none"><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>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Poster/ cut out picture , Cut out shapes, big books, counters, crayons	
<b>Ref:</b>	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Have learners to sing songs and recite rhymes that relate to the lesson.	Guide learners to talk about the front matter of the book.  Do a picture walk and have learners predict what the story will be about. Introduce the vocabulary related to major languages in Ghana and where they are in Ghana.  Show them the Ghana map and help them identify where their parent are from using thread (Use a pin to locate where the school is e.g. Accra, Cape Coast, etc.	Review lesson with Learners by singing songs in relation to it

		<p>and string a thread to where they come from/hometown).</p> <p>Read the story, pausing often and have learners relate the story to their lives. Let them share their history as their parents told them.</p> <p>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)</p> <p>Sing a song “All those from Kumasi, stand up, and dance...” and perform actions on it.</p> <p>Ask learners to mention the names of the hometowns of their family members. List them on the Chalkboard (Whiteboard).</p> <p>Pronounce them and have them listen and identify the towns with similar initial sounds. Eg. Kumasi, Konongo, Mankessim, Mamfe.</p> <p>Call learners to form a group according to the letter beginning the names of their towns.</p> <p>Have learners group and count towns with similar initial sounds. Compare the group with the highest number.</p> <p>Assessment: let learners identify the names and words with similar beginning sounds.</p>	
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## KINDERGARTEN ONE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Wednesday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> MY FAMILY		<b>Sub-strand :</b> Origin and History of my Family	
<b>Indicator (code)</b>	K1.2.2.1.5		
<b>Content standard (code)</b>	K1.2.2.1 Demonstrate knowledge of the origin and history of our families		
<b>Performance Indicator</b>	<ul style="list-style-type: none"><li>Learners can talk about the basic concepts of writing: write from left to right, and top to bottom.</li></ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Poster/ cut out picture , Cut out shapes, big books, counters, crayons	
<b>Ref:</b>	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Have learners to sing songs and recite rhymes that relate to the lesson.	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 as they learn movement.  Introduce the learners to writing curves on a straight. Model how you do it and let them follow the direction of writing them on a line from left to right.	Review lesson with Learners by singing songs in relation to it

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

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Thursday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> MY FAMILY		<b>Sub-strand :</b> Origin and History of my Family	
<b>Indicator (code)</b>	K1.2.2.1.6		
<b>Content standard (code)</b>	K1.2.2.1 Demonstrate knowledge of the origin and history of our families		
<b>Performance Indicator</b>	<ul style="list-style-type: none"><li>Learners can use comparative language/phrases “more than”, “less than”, or “same as” to describe relationship between quantities</li></ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Poster/ cut out picture , Cut out shapes, big books, counters, crayons	
<b>Ref:</b>	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Thursday	Have learners to sing songs and recite rhymes that relate to the lesson.	Through interactive read aloud, introduce the concept “more than”, “less than” or “same as” in comparing objects.  Collect a quick data on the different languages groups in the classroom. Represent the numbers with milk tins.  Use comparative language “more than”, “less than”, or “same as” to describe the relationship between the milk tins collected for the languages.  Ask the question	Review lesson with Learners by singing songs in relation to it

		<p>“Which language group has more members? Or: “Which groups have same members?</p> <p>Assessment: let learners use comparative language/phrases “more than”, “less than”, or “same as” to describe relationship between quantities</p>	
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## KINDERGARTEN ONE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Friday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> MY FAMILY		<b>Sub-strand :</b> Origin and History of my Family	
<b>Indicator (code)</b>	K1.2.2.1.7.		
<b>Content standard (code)</b>	K1.2.2.1 Demonstrate knowledge of the origin and history of our families		
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>Learners can draw a family tree that includes Grandpa and Grandma.</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
<b>Ref:</b>	Kindergarten Curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Friday	Have learners to sing songs and recite rhymes that relate to the lesson.	<p>Have a sample family tree on the board and guide learners to draw their own.</p> <p>Using Pair share repeat, have learners talk about and compare their drawings.</p> <p>Learners in small groups, count and compare the number of girls and boys in their family tree using comparative language such as “more than”, “less than” or “same as”.</p> <p>Assessment: let learners draw a family tree that includes Grandpa and Grandma.</p>	Review lesson with Learners by singing songs in relation to it

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**TERM ONE**  
**KG ONE**  
**WEEK 11**

NANA FIIFI ACQUAH SCHOOL

## KINDERGARTEN ONE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Monday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> MY FAMILY		<b>Sub-strand :</b> FAMILY CELEBRATIONS AND FESTIVALS	
<b>Indicator (code)</b>	K1.2.3.1.1	K1.2.3.1.2	
<b>Content standard (code)</b>	K1.2.3.1 Demonstrate the knowledge of celebrations and festivals that the individual families celebrate		
<b>Performance Indicator</b>	<ul style="list-style-type: none"><li>• Learners can talk about some special family days and activities e.g. birthdays, naming, festivals, etc.</li><li>• Learners can demonstrate the proper way to handle a book.</li></ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Poster/ cut out picture , Cut out shapes, big books, counters, crayons	
<b>Ref:</b>	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Have learners to sing songs and recite rhymes that relate to the lesson.	In a community circle, show a conversational poster of people celebrating a festival.  Have learners observe the picture and using a think-pair share strategy, talk about what they see the members of families do.  Put learners into smaller groups and let them talk about their family celebrations to each other and then share with the whole class.	Review lesson with Learners by singing songs in relation to it.

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

KINDERGARTEN ONE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Writing		<b>Sub-strand :</b> Penmanship/Handwriting	
<b>Indicator (code)</b>	KG1.3.1.1.1		
<b>Content standard (code)</b>	KG1.3.1.1		
<b>Performance Indicator</b>			
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>	Manila cards, markers, recorded audios visual		
<b>Ref:</b>	Ghanaian Language curriculum		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Demonstrate the movement of the wrist in front of learners.</li> <li>• Ask learners to move their wrist up and down.</li> </ul> <p>Assessment: let learners move the wrist up and down to develop their muscles.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Demonstrate the movement of the wrist in front of learners.</li> <li>• Ask learners to move their wrist up and down.</li> </ul> <p>Assessment: let learners move the wrist up and down to develop their muscles.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Demonstrate the movement of the wrist in front of learners.</li> <li>• Ask learners to move their wrist up and down.</li> </ul> <p>Assessment: let learners move the wrist up and down to develop their muscles.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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## KINDERGARTEN ONE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Tuesday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> MY FAMILY		<b>Sub-strand :</b> FAMILY CELEBRATIONS AND FESTIVALS	
<b>Indicator (code)</b>	K1.2.3.1.3		
<b>Content standard (code)</b>	K1.2.3.1 Demonstrate the knowledge of celebrations and festivals that the individual families celebrate.		
<b>Performance Indicator</b>	<ul style="list-style-type: none"><li>Learners can listen, interact actively in a read aloud session on a story about families, and use the new vocabulary learnt to describe the roles and responsibilities of their family members.</li></ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
<b>Ref:</b>	Kindergarten Curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Tuesday	Have learners to sing songs and recite rhymes that relate to the lesson.	Using a KWL strategy for your read aloud, have learners say what they know about some local festivals and what they want to know about it.  Explain the new vocabulary and have learners use some of them to form sentences.  During the reading stage, use questions that will highlight the new concepts the learners want to know the new vocabulary as well.	Review lesson with Learners by singing songs in relation to it

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

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Wednesday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> MY FAMILY		<b>Sub-strand :</b> FAMILY CELEBRATIONS AND FESTIVALS	
<b>Indicator (code)</b>	K1.2.3.1.4		
<b>Content standard (code)</b>	K1.2.3.1 Demonstrate the knowledge of celebrations and festivals that the individual families celebrate.		
<b>Performance Indicator</b>	<ul style="list-style-type: none"><li>Learners can talk about the basic concepts of writing: from left to right, and top to bottom</li></ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Poster/ cut out picture , Cut out shapes, big books, counters, crayons	
<b>Ref:</b>	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Have learners to sing songs and recite rhymes that relate to the lesson.	Learners have a warm up exercise.  Have pupils snap their fingers one at a time on their thumb.  Learners shake their hands in the air several times. Do one hand at a time and another.  Introduce the learners to writing Vertical straight-line strokes from top to down and show them the direction of writing them on a line from left to right.	Review lesson with Learners by singing songs in relation to it

		<p>Have learners practice writing the vertical straight-line strokes on their tablets</p> <p>Assessment: let learners write curves on a straight line from left to right</p>	
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NANA FIIFI ACQUAH SCHOOL

## KINDERGARTEN ONE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Thursday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> MY FAMILY		<b>Sub-strand :</b> FAMILY CELEBRATIONS AND FESTIVALS	
<b>Indicator (code)</b>	K1.2.3.1.5		
<b>Content standard (code)</b>	K1.2.3.1 Demonstrate the knowledge of celebrations and festivals that the individual families celebrate		
<b>Performance Indicator</b>	Learners can use 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.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
<b>Ref:</b>	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Thursday	Have learners to sing songs and recite rhymes that relate to the lesson.	Collect a quick data on the months that the learners are born.  Represent the numbers with empty cans/tins or any other object.  Use this information to compare learners born in different months.  Compare the grouping, those born on January, February etc. finding out which group has more members than the other using the comparative language:	Review lesson with Learners by singing songs in relation to it

		<p>“more than”, “less than”, or “same as”</p> <p>Use questions like “ Which group has more number of people?</p> <p>“Which groups have the same number of people? etc. to guide learners.</p> <p>“Which group has more members? “</p> <p>Assessment: let learners use comparative language “more than”, “less than”, or “same as” to show relation between quantities/numbers</p>	
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## KINDERGARTEN ONE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Friday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> MY FAMILY		<b>Sub-strand :</b> FAMILY CELEBRATIONS AND FESTIVALS	
<b>Indicator (code)</b>	K1.2.3.1.6		
<b>Content standard (code)</b>	K1.2.3.1 Demonstrate the knowledge of celebrations and festivals that the individual families celebrate.		
<b>Performance Indicator</b>	Learners can create special birthday cards for loved ones using different writing and drawing tools.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
<b>Ref:</b>	Kindergarten Curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Friday	Have learners to sing songs and recite rhymes that relate to the lesson.	Provide special cards with different colours and allow learners to use any writing tool to design different birthday cards for their family members.  Have learners classify into sets the designed birthday cards according family members they designed for e.g. parents, siblings, grandparents, etc.  Assessment: let learners create special birthday cards for loved ones using different writing and drawing tools.	Review lesson with Learners by singing songs in relation to it

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**TERM ONE**  
**KG ONE**  
**WEEK 12**

NANA FIIFI ACQUAH SCHOOL

## KINDERGARTEN ONE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Monday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> MY FAMILY		<b>Sub-strand :</b> MY SCHOOL RULES AND REGULATIONS	
<b>Indicator (code)</b>	K1.2.4.1.1    K1.2.4.1.2		
<b>Content standard (code)</b>	K1.2.4.1 Demonstrate understanding of the rules and regulations that governs the members of the school		
<b>Performance Indicator</b>	<ul style="list-style-type: none"><li>• Learners can talk about the members of the school, activities they do and create rules and regulations that should govern their classroom.</li><li>• Learners can demonstrate that print matches with illustration in a book.</li></ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Poster/ cut out picture , Cut out shapes, big books, counters, crayons	
<b>Ref:</b>	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Have learners to sing songs and recite rhymes that relate to the lesson.	Use the Community Circle time strategy as described in the previous lessons for the theme introduction. Give learners the opportunity to talk freely with the teacher and peers about the theme.  Ask leading questions to guide the discussion on the theme, ‘Who are the members of the school family? What are some of the special activities that go on in school?’  What rules should we create to help the school family live in peace?  Write down some relevant points for the classroom rules.	Review lesson with Learners by singing songs in relation to it.

		<p>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.</p> <p>Discuss the meaning of the keywords with learner.</p> <p>During the reading, run a pointer under the words as you read to assist the learners track the text.</p> <p>Pause often and encourage learners to use illustration to predict the content/print on the page.</p> <p>Have learners count and tell the number of words in a sentence and sum up words in some selected sentences.</p> <p>Have learners draw a member of their school family and give a brief description of it.</p> <p>Assessment: let learners draw a member of their school family and give a brief description of it.</p>	
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SUBJECT: GHANAIA N LANGUAGE

KINDERGARTEN ONE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Writing		<b>Sub-strand :</b> Penmanship/Handwriting	
<b>Indicator (code)</b>	KG1.3.1.1.1		
<b>Content standard (code)</b>	KG1.3.1.1.		
<b>Performance Indicator</b>			
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>	Manila cards, markers, recorded audios visual		
<b>Ref:</b>	Ghanaian Language curriculum		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Demonstrate the movement of the wrist in front of learners.</li> <li>• Ask learners to move their wrist up and down.</li> </ul> <p>Assessment: let learners move the wrist up and down to develop their muscles.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Demonstrate the movement of the wrist in front of learners.</li> <li>• Ask learners to move their wrist up and down.</li> </ul> <p>Assessment: let learners move the wrist up and down to develop their muscles.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Demonstrate the movement of the wrist in front of learners.</li> <li>• Ask learners to move their wrist up and down.</li> </ul> <p>Assessment: let learners move the wrist up and down to develop their muscles.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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## KINDERGARTEN ONE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Tuesday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> MY FAMILY		<b>Sub-strand :</b> MY SCHOOL RULES AND REGULATIONS	
<b>Indicator (code)</b>	K1.2.4.1.3		
<b>Content standard (code)</b>	K1.2.4.1 Demonstrate understanding of the rules and regulations that governs the members of the school		
<b>Performance Indicator</b>	Learners can use the vocabulary acquired in the read aloud session to prepare rules and regulations to govern your school.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
<b>Ref:</b>	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Have learners to sing songs and recite rhymes that relate to the lesson.	In a community circle, have learners observe the picture and use the title of the big book on the theme to predict what would happen in the book.  Pick out five new words and help learners understand them using illustration and action.  Read the text pausing often and have learners understand other words in the text using the context clues.	Review lesson with Learners by singing songs in relation to it

		<p>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?</p> <p>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.</p> <p>Using the number line, have learners play “one more” to show the number of rules made guide behaviours in their classroom</p> <p>Assessment: let learners use the vocabulary acquired to prepare rules and regulations to govern your school.</p>	
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## KINDERGARTEN ONE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Wednesday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> MY FAMILY		<b>Sub-strand :</b> MY SCHOOL RULES AND REGULATIONS	
<b>Indicator (code)</b>	K1.2.4.1.4		
<b>Content standard (code)</b>	K1.2.4.1 Demonstrate understanding of the rules and regulations that governs the members of the school		
<b>Performance Indicator</b>	Learners can identify and look for more rhyming words in different rhymes related to school.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Poster/ cut out picture , Cut out shapes, big books, counters, crayons	
<b>Ref:</b>	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Have learners to sing songs and recite rhymes that relate to the lesson.	Talk about some of the different activities we do at school one of which is to learn and recite rhymes.  Have learners recite common rhymes and identify some common rhyming sounds at the end.  Learners should fish out the rhyming words as new vocabulary e.g. Hey diddle, diddle, The cat and fiddle, The cow jumped over the moon;	Review lesson with Learners by singing songs in relation to it

		<p>The little dog laughed To see such sport, And the dish ran away with the spoon</p> <p>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.</p> <p>Have learners count the number of items in each set and add them.</p> <p>Assessment: let learners look for more rhyming words in different rhymes related to school</p>	
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## KINDERGARTEN ONE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Thursday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> MY FAMILY		<b>Sub-strand :</b> MY SCHOOL RULES AND REGULATIONS	
<b>Indicator (code)</b>	K1.2.4.1.5		
<b>Content standard (code)</b>	K1.2.4.1 Demonstrate understanding of the rules and regulations that governs the members of the school		
<b>Performance Indicator</b>	Learners can recognize and identify the target letter name for the week in given words related to the school.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
<b>Ref:</b>	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Thursday	Have learners to sing songs and recite rhymes that relate to the lesson.	Write the letter for the week boldly on the chalkboard/whiteboard.  Teach the pronunciation and show where it is in the keywords. E.g. /s/ for school, sobolo, suku etc.  Put up a chart and have learners show you where the sound is located in the words, either at the initial, middle or ending.  Demonstrate how to write the letter in the air. Learners take turns to practise writing in the air with you.	Review lesson with Learners by singing songs in relation to it

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

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Friday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> MY FAMILY		<b>Sub-strand :</b> MY SCHOOL RULES AND REGULATIONS	
<b>Indicator (code)</b>	K1.2.4.1.6		
<b>Content standard (code)</b>	K1.2.4.1 Demonstrate understanding of the rules and regulations that governs the members of the school		
<b>Performance Indicator</b>	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.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Poster/ cut out picture , Cut out shapes, big books, counters, crayons	
<b>Ref:</b>	Kindergarten 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.	Have learners sing the “week-day birthday” song and collect quick data on the number of people born on different days in the week.  Guide learners to solve problems on “Which group has less members than the other?  Practice with different numbers and sets of people, money and other objects. Show the sign to learners and have them write it down at the appropriate place in an equation/inequality on Chalkboard.	Review lesson with Learners by singing songs in relation to it

		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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