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

NANA FIIFI ACQUAH SCH

0245350951

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

GENERAL INFORMATION

Name of school
District
If you find this file helpful for your work, kindly donate to the MTN no. 0245350591 (Nana Fiifi Acquah) to support the team. May Allah/God bless
you

NANA FIIFI ACQUAH Management Unit				
Name of Class Teacher				
Class Teachers Reg. No				
Class				
Boys				
Girls	NANA	FIIFI A	CQUA	+ SCH
Average age of nunils				

YEARLY SCHEME OF LEARNING

WEEKS	TERM ONE	TERM TWO	TERM THREE
1	I AM A WONDERFUL AND UNIQUE CREATION	OUR FAMILY VALUES	LIVING AND NON-LIVING THING
2	THE PARTS OF THE HUMAN BODY AND THEIR FUNCTIONS	OUR FAMILY VALUES	LIVING THINGS: ANIMALS (DOMESTIC AND WILD)
3	CARING FOR THE PARTS OF MY BODY	MY CULTURAL VALUES	LIVING THINGS: ANIMALS (DOMESTIC AND WILD)
4	KEEPING MY BODY HEALTHY BY EATING GOOD FOOD AND TAKING MY VACCINATION	OUR RELIGIOUS VALUES	WATER
5	KEEPING MY BODY HEALTHY BY EATING GOOD FOOD AND TAKING MY VACCINATION	OUR BELIEFS	AIR
6	MY ENVIRONMENT AND MY HEALTH	OUR BELIEFS	PLANTS -1
7	PROTECTING OURSELVES FROM HOME AND ROAD ACCIDENTS	KNOWING THE SPECIAL PLACES IN MY LOCAL COMMUNITY	PLANTS - 2

8	PROTECTING OURSELVES FROM HOME AND		GARDENING
8		VALOVAVIAIC (VAVIAO) THE IMPROPERANT RECORDS /	GARDENING
	ROAD ACCIDENTS	KNOWING (WHO) THE IMPORTANT PEOPLE /	
		OCCUPATION IN MY COMMUNITY	
9	TYPES AND MEMBERS OF MY FAMILY	KNOWING (WHO) THE IMPORTANT PEOPLE /	LIGHT - DAY AND NIGHT
		OCCUPATION IN MY COMMUNITY	
10		VALOUATING THE CRECIAL LEADERS IN LAW	
10	ORIGIN AND HISTORY OF MY FAMILY	KNOWING THE SPECIAL LEADERS IN MY	CHANGING WEATHER CONDITIONS
		COMMUNITY	
11	FAMILY CELEBRATIONS AND FESTIVALS	HISTORY AND CELEBRATION OF GHANA'S	CONNECTING AND COMMUNICATING
111	FAIVILY CELEBRATIONS AND FESTIVALS		
		INDEPENDENCE	WITH THE GLOBAL COMMUNITY
12	MY SCHOOL RULES AND REGULATIONS	HISTORY AND CELEBRATION OF GHANA'S	CONNECTING AND COMMUNICATING
		INDEPENDENCE	WITH THE GLOBAL COMMUNITY
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YEARLY SCHEME OF LEARNING- GHANAIAN LANGUAGE

WEEKS	TERM ONE	TERM TWO	TERM THREE
1	SONGS	CONVERSATION	LISTENING COMPREHENSION
2	SONGS	CONVERSATION	ASKING AND ANSWERING QUESTIONS

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3	RHYMES	TALKING ABOUT ONESELF, FAMILY, PEOPLE AND PLACES	
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 ACQUAL	PHONICS: LETTER SOUND KNOWLEDGE (BLEND AND CONNECT SOUNDS)
9	PRE-READING ACTIVITIES	PHONOLOGICAL AND PHONEMIC AWARENESS	PHONICS: LETTER SOUND KNOWLEDGE (BLEND AND CONNECT SOUNDS)
10	PHONICS: LETTER SOUND KNOWLEDGE (BLEND AND CONNECT SOUNDS)	PENMANSHIP/HANDWRITING	PHONICS: LETTER SOUND KNOWLEDGE (BLEND AND CONNECT SOUNDS)
11	SONGS	PENMANSHIP/HANDWRITING	PENMANSHIP/HANDWRITING
12	SONGS	PENMANSHIP/HANDWRITING	PENMANSHIP/HANDWRITING
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TERMLY SCHEME OF LEARNING

KG 1 Term 2

WEEK	STRAND	SUBSTRAND	CONTENT	INDICATORS	RESOURCES
			STANDARD		
1 & 2	K1.3.	K1.3.1.	K1.3.1.1	K1.3.1.1.1	Poster/ cut out
	VALUES AND	OUR FAMILY		K1.3.1.1.2	picture.
	BELIEFS	VALUES		K1.3.1.1.3	Cut out shapes,
				K1.3.1.1.4	big books,
				K1.3.1.1.5	counters, crayons
				K1.3.1.1.6	
				K1.3.1.1.7	
3	K1.3.		K1. 3.1.1	K1. 3.2.1.1	Poster/ cut out
	VALUES AND	MY CULTURAL		K1.3.2.1.2	picture.
	BELIEFS	VALUES		K1.3.2.1.3	Cut out shapes,
		$ \Lambda \Delta \Lambda $	$ \Delta + $	K1.3.2.1.4	big books,
		IVAIV	\square	K1.3.2.1.5	counters, crayons
4	K1.3.	K1.3.3.		K1.3.3.1.1	Poster/ cut out
	VALUES AND	OUR RELIGIOUS	K1.3.3.1.	K1.3.3.1.2	picture.
	BELIEFS	VALUES		K1.3.3.1.3	Cut out shapes,
				K1.3.3.1.4	big books,
				K1.3.3.1.5	counters, crayons
				K1.3.3.1.6	
5 & 6	K1.3.	K1.3.4.	K1.3.4.1.	K1.3.4.1.1	Poster/ cut out
	VALUES AND	OUR BELIEFS		K1.3.4.1.2	picture.
	BELIEFS			K1.3.4.1.3	Cut out shapes,
				K1.3.4.1.4	big books,
				K1.3.4.1.5	counters, crayons
7	K1.4.	K1.4.1.	K1.4.1.1.	K1.4.1.1.1	Poster/ cut out
	MY LOCAL	KNOWING THE		K1.4.1.1.2	picture
	COMMUNITY	SPECIAL		K1.4.1.1.3	

		PLACES IN MY		K1.4.1.1.4	Cut out shapes,
		LOCAL		K1.4.1.1.5	big books,
		COMMUNITY		K1.4.1.1.6	counters, crayons
8 & 9	K1.4.	K1.4.2.	K1.4.2.1.	K1.4.2.1.1	Poster/ cut out
	MY LOCAL	KNOWING		K1.4.2.1.2	picture.
	COMMUNITY	(WHO) THE		K1.4.2.1.3	Cut out shapes,
		IMPORTANT		K1.4.2.1.4	big books,
		PEOPLE /		K1.4.2.1.5	counters, crayons
		OCCUPATION		K1.4.2.1.6	
		IN MY		K1.4.2.1.6	
		COMMUNITY			
10	K1.4.	K1.4.3.	K1.4.3.1	K1.4.3.1.1	Poster/ cut out
		KNOWING THE		K1.4.3.1.2	picture.
		SPECIAL		K1.4.3.1.3	Cut out shapes,
		LEADERS IN MY	A E116	K1.4.3.1.4	big books,
		COMMUNITY	$ \Delta $	K1.4.3.1.5	counters, crayons
		1 47 11 1	/ \	K1.4.3.1.6	20/11/3
11 &12	K1.5.	K1.5.1.	K1.5.1.1.	K1.5.1.1.1	Poster/ cut out
	MY NATION	HISTORY AND		K1.5.1.1.	picture.
	GHANA	CELEBRATION		K1.5.1.1.2	Cut out shapes,
		OF GHANA'S		K1.5.1.1.3	big books,
		INDEPENDENCE		K1.5.1.1.4	counters, crayons
				K1.5.1.1.5	-
				K1.5.1.1.6	
				K1.5.1.1.7	

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TERMLY SCHEME OF LEARNING

KG 1 Ghanaian Language Term 2

Week	STRAND	SUB-STRAND	CONTENT	INDICATORS	RESOURCES
			STANDARD		
1	Oral Language	Conversation		KG1.1.6.1.1	Drums, drum sticks, recorded audios, Manila cards, recorded
2.	Oral Language	Conversation		KG1.1.6.1.1	audio visuals
3.	Oral Language	Talking About Oneself, Family, People and Places		KG1.1.7.1.1	Pictures of animals, Manila cards, markers, recorded audiovisual
4.	Oral Language	Listening Comprehension		KG1.1.8.1.1	Manila cards, markers, recorded audio- visual
5.	Oral Language	Listening Comprehension	1 ^	KG1.1.8.1.1	Manila cards, markers, recorded audio- visual
6.	Oral Language	Listening Comprehension	ACC	KG1.1.8.1. 2	Manila Cards, Class reader
7.	Reading	Print Concept		KG1.1.2.1.1	Manila Cards, Markers
8.	Reading	Print Concept		KG1.1.2.1.2	Word cards, Manila card Markers Word cards Manila card Markers
9.	Reading	Phonological and Phonemic Awareness		KG1.1.3.1.1	Word cards, Manila card Markers Word Cards, Manila card,

10.	Writing	Penmanship/Handwriting		KG1.1.4.1.3	Word cards, Manila card
					Markers Word
					Cards, Manila card,
11.	Writing	Penmanship/Handwriting		KG1.1.4.1.3	Reading materials
12.	Writing	Penmanship/Handwriting		KG1.1.4.1.3	Manila Cards,
					Markers
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NANA FILKGONE UAH SCH WEEK 1

.....: LESSON PLAN

KINDERGARTEN ONE

Week Ending:				Class size:		
Day: Tuesday			Dat	Date :		
Period :			Les	son:		
Strand : VALU	ES AND BELIEFS		Sub-strand: OUR	FAMILY VALUES		
Indicator (cod	e)	K1.3.1.1.1 K	1.3.1.1.2			
Content stand	lard (code)	K1.3.1.1 Demonstrate understar	nding of the good r	nanners that our families values	and why they value them	
Performance Indicator		 Learners can identify the good manners our families value and how it can change our personal likes and dislikes Learners can demonstrate that spoken words are represented in written words/print 				
Core Compete Problem Solvi	•			tion Personal Development and	Leadership Critical Thinking and	
Keywords		NANA FIIFI ACQUAH SCH				
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons				
Ref:	Kindergarten Co	urriculum Page				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including	g assessment)		Phase 3: Plenary / Reflections	
Tuesday Have learners to sing songs and recite rhymes that Have learners In a Community Circle time, the learners what they like and dislike. Teacher scaffold them to share the		ke.	hould be asked to talk about	Review lesson with Learners by singing songs in relation to it		

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	elate to the		
l le	esson.	Write their likes and dislikes on the board or cut out manila cards using	
		different colour of makers (e.g. blue marker for likes and red marker for	
		dislikes).	
		Through scaffolding, have learners talk about what their parents and	
		grandparents (family) value.	
		Discuss why learners sometimes refuse to do what families value and why	
		it would not be good for them to do that.	
		Have learners sort the "likes" from the "dislikes" and count the number of	
		cards they will get from each group.	
		Guide them use comparative language to describe the comparative	
		language to describe the groups.	
		Extend this activity by using concrete objects e.g. counters, shapes, etc.	
		Teach the learners a song that shows the reward of showing good manners	
		e.g.	
		Abofra ye somako a	
		Obiara pe n'asem 3X	
		·	
		Ntsi yε somakɔ	
		Using as Big book, model to learners by pointing to each word you read	
		with a pointer. Highlight the awareness that spoken words can be written.	
		with a pointer. Highlight the awareness that spoken words can be written.	
		Discuss the meaning of the keywords in the text while you read and assist	
		learners give examples of synonyms of some selected keywords.	
		rearriers give examples of synonyms of some selected keywords.	

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	Write the examples the learners give on the board to illustrate the concept.
	Through LEA, assist the class to create their version of the story read to them using some of the keywords learnt and write it on a manila card for them.
	Guide learners to illustrate their story.
	Assessment: let learners identify the good manners our families value

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SUBJECT: GHANAIAN LANGUAGE		KINDERGARTEN ONE
Week Ending:		Class size:
Day:	Date :	

LESSON PLAN

	•••					
Period :				Lesson:		
Strand : Oral Lan	guage		Sub-strand :	Conversation		
Indicator (code)		KG1.1.6.1.1				
Content standar	d (code)	KG1.1.6.1.				
Performance Ind	licator	The learner should disc	ould discuss and dramatise the day greetings (morning, afternoon, evening) and their response			
Core Competence	ies: Communicat	ion and collaboration Pe	rsonal develop	oment and leadership.		
Keywords		NAMA EIIELACOLIAH SCH				
T. L .R. (s)		Manila cards, markers, recorded audios visual				
Ref:	Ghanaian Langu	age curriculum				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including	assessment)		Plenary / Reflections	
	(preparing the					
	brain for learning)					
Engage leaners to sing songs and recite familiar rhymes		Ask learners to tell yo	o tell you what they do if they meet someone early in the		What have we learnt today?	
		morning.				
		Lead learners to discu	iss how to gre	et and respond in the morning in their		
		local language.			Review the lesson with learners	
		• Teacher should mode	l with a learne	er on how to greet and respond		
		appropriately in the mo	rning.			

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		Let learners say morning greetings in pairs.	
		Ask learners to tell you what they do when they go home in the	
		afternoon after school.	
		Lead learners to discuss how to greet and respond in the afternoon in	
		their local languages.	
		Teacher should model with a learner on how to greet and respond	
		appropriately in the afternoon.	
		Let learners say afternoon greetings in pairs.	
		Assessment: let learners dramatise the day greetings	
	Engage leaners	Ask learners to tell you what they do if they meet someone early in the	What have we learnt today?
	to sing songs	morning.	
	and recite	• Lead learners to discuss how to greet and respond in the morning in their	Review the lesson with learners
	familiar rhymes	local language.	
		 Teacher should model with a learner on how to greet and respond appropriately in the morning. Let learners say morning greetings in pairs. 	
		Ask learners to tell you what they do when they go home in the afternoon after school.	
		Lead learners to discuss how to greet and respond in the afternoon in	
		their local languages.	
		Teacher should model with a learner on how to greet and respond	
		appropriately in the afternoon.	
		Let learners say afternoon greetings in pairs.	
		Assessment: let learners dramatise the day greetings	
	Engage leaners	Ask learners to tell you what their parents do when they come home	What have we learnt today?
	to sing songs	from work in the evening.	
	and recite	• Lead learners to discuss how to greet and respond in the evening in their	
	familiar rhymes	local languages.	Review the lesson with learners

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	 Teacher should model with a learner on how to greet and respond 	
	appropriately in the evening.	
	Let learners say evening greetings in pairs.	
	Assessment: let learners dramatise the day greetings	
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: LESSON PLAN

KINDERGARTEN ONE

Week Ending:				Class size:	
Day: Wednesday			Date :		
Period :			Lesson:		
Strand : VALUES AND BELIEFS Sub-st			sub-strand : OUR FAMILY VALUES		
Indicator (code) K1.3.1.1.3 K1.3.1		(1.3.1.1.4			
Content standard (code)	K1.3.1.1				

		Demonstrate understanding of the good manners that our families values a	nd why they value them			
Performance Indicator		 Learners can listen to a story on importance of exhibiting good manners in our everyday life and role-play how to use simple daily greetings with different people in the society. Learners can recognise that spoken words are made up of individual speech sounds and letters that can be written down 				
•	•	d Innovation Communication and Collaboration Personal Development and Le	eadership Critical Thinking and			
Problem Solvir	ng.					
Keywords						
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons				
Ref:	Kindergarten C	urriculum 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.	Greet and welcome learners to the community circle time. Introduce the theme for the week and invite learners to share some of the good manners that their parents insist on at home, e.g. when they are eating, when they wake up from bed, when they receive visitors, when they are in public etc.	Review lesson with Learners by singing songs in relation to it			
		Tell them a nice Ananse story about the importance and benefit of greetings. Write the daily greetings on strips of manila cards.				

Show conversational poster and have learners identify the non-verbal behaviours that that learners show when greeting at school and elderly people.

Have learners role play the daily greetings, showing appropriate non-verbal behaviours when greeting different people in the community.

Using "Pick and act" have learners use the cut out manila strips to demonstrate the appropriate greeting they pick

Have learners sing Alphabet song and point to the letters in the classroom. E.g. ABCD -F-G...

Write some words on the board or manila cards, assist learners say the words slowly stretching them using a rubber band and have learners count the sounds they hear in the word.

Repeat the activity with the names of some objects in the classroom and have learners say each of the words slowly, stretching them to hear the individual sounds, and count them.

Highlight the sounds learners will be able to identify and assist learners to select the letter(s) that represent the sounds.

Using phonics game, assist learners to replace different sound/letter at the beginning of some selected words to create new words e.g. /pin//sin/, /tin/, /bin/, /fin/etc. /tan/, /man/, /pan/, /fan/, etc.

Have leaners count the number of words they can create and represent their answer visually arranging bottle tops, empty cans, cut out shapes, etc. or board illustrations with different colours of chalk or markers.

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	Repeat these activities with different objects .	
	Assessment: let learners Using "Pick and act" have learners use the cut out manila strips to demonstrate the appropriate greeting they pick	
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KINDERGARTEN ONE

Week Ending:				Class size:	
Day : Thursday		Date :			
Period :			Less	son :	
Strand : VALUES AND BELIEFS Sub-strand :		Sub-strand :	: OUR FAMILY VALUES		
Indicator (code)	K1.3.1.1.5	K1.3.1.1.6			
Content standard (code)	K1.3.1.1				
	Demonstrate unde	erstanding of the go	ood m	manners that our families values and why they value them	

Performance Indicator		 Learners can recognize details in shapes and height of the letter for the week and write it legibly and correctly Learners can show the time of the day using clock faces 				
Core Compet	tencies: Creativity an	d Innovation Communication and Collaboration Personal Development and Le	adership Critical Thinking and			
Problem Solv	ring.					
Keywords						
T. L .R. (s)		Poster/ cut out picture , Cut out shapes, big books, counters, crayons				
Ref:	Kindergarten Cı	urriculum Page				
DAY	Phase 1:	Phase 2: Main	Phase 3:			
	Starter	(new learning including assessment)	Plenary / Reflections			
	(preparing the brain for learning)	NANA FIIFI ACQUAH SCH				
Thursday	Have learners	Learners watch teacher model the pre-writing exercise, learners emulate	Review lesson with Learners by			
	to sing songs and recite	what the teacher does in a whole class, in groups and individually.	singing songs in relation to it			
	rhymes that relate to the	Have learners write the letter in the air and on their tables.				
	lesson.	Talk about the height and shape of the letter. Using dots or tracing, have				
		learners practice writing new letter on slates and in their exercise book.				
		Have learners give examples of words that the letter for the week can begin.				
		Have learners use shapes e.g. circle, triangles, rectangles to create simple patterns with 2,3,2, 2,2,3,2, etc.				
		Have learners clap and stamp their feet with the patterns				

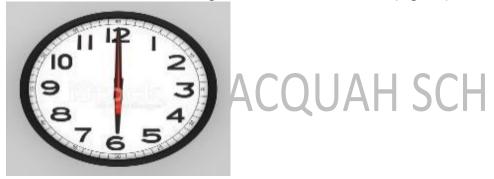
Using a wooden or plastic clock, tell a short story about time.

Talk about the times we greet in the morning and show it shows on the clock face.

Have the keywords on cut out papers and use them to explain how we describe time of the day using the long arm and the short arm on the clock face.

Have learners practice manipulating clock faces showing different time.

Assist learners to locate the a given time on the clock face (e.g 6, 9)



6 O'clock

Have learners create their own clock face using arts materials like play dough, clay, manila cards, etc

Assessment: let learners show the time of the day using clock faces.

Vetted by :		Date:					
					LESSON PLAN		
					KINDERGARTEN ONE		
Week Ending:					Class size:		
Day: Friday				Date	:		
Period :				Less	on:		
Strand : VALUES	AND BELIEFS		Sub-strand : (OUR	FAMILY VALUES		
Indicator (code)		K1.3.1.1.7					
Content standard (code) K1.3.1.1 Demonstra			3.1.1 monstrate understanding of the good manners that our families values and why they value them				
Performance Inc	dicator	Learners can draw cloc	k faces and wri	ite do	wn the given time under it		
Core Competent Problem Solving.		d Innovation Communica	ition and Collab	orati	on Personal Development and Le	adership Critical Thinking and	
Keywords							
T. L .R. (s) Poster/ cut out		Poster/ cut out picture	ture, Cut out shapes, big books, counters, crayons				
Ref:	Kindergarten Ci	urriculum Page					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter (preparing the brain for learning)	(new learning including	g assessment)			Plenary / Reflections	

Friday	Have learners	Discuss the importance of time and why learners need to obey the times	Review lesson with Learners by
Tiluay	to sing songs	for school and classroom activities.	singing songs in relation to it
	rhymes that relate to the lesson.	Talk about times we greet in the morning and show it on the clock face explaining how we describe time of the day using the long arm and the short arm. With different times written on cut out papers,	
		Have learners in pairs draw clock faces showing different times and write the times underneath e.g. 6, 7, 2, etc. E.g.	
		CQUAH SCH	
		2 O'clock	
		Assessment: let learners in pairs draw clock faces showing different times and write the times underneath e.g. 6, 7, 2, etc.	

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TERM ONE KG ONE WEEK 2

•	LESSON PLAN

KINDERGARTEN ONE

Week Ending:			Class size:
Day : Monday		Date	:
Period :	NANA FIIFI A	Lesso	DUAH SCH
Strand: VALUES AND BELIEFS	Sub-strand :	OUR F	AMILY VALUES
Indicator (code)	K1.3.1.1.1 K1.3.1.1.2		
Content standard (code)	K1.3.1.1 Demonstrate understanding of the go	od ma	inners that our families values and why they value them
Performance Indicator	and dislikes		ners our families value and how it can change our personal likes en words are represented in written words/print
Core Competencies: Creativity and	Innovation Communication and Collab	oratio	on Personal Development and Leadership Critical Thinking and
Problem Solving.			
Keywords			
T. L .R. (s)	Poster/ cut out picture, Cut out shap	es, bi	g books, counters, crayons

Ref:	Kindergarten C	urriculum 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 time, the learners should be asked to talk about what they like and dislike. Teacher scaffold them to share their reasons for their like and dislike. Write their likes and dislikes on the board or cut out manila cards using different colour of makers (e.g. blue marker for likes and red marker for dislikes). Through scaffolding, have learners talk about what their parents and grandparents (family) value. Discuss why learners sometimes refuse to do what families value and why it would not be good for them to do that. Have learners sort the "likes" from the "dislikes" and count the number of cards they will get from each group. Guide them use comparative language to describe the comparative language to describe the groups. Extend this activity by using concrete objects e.g. counters, shapes, etc.	Review lesson with Learners by singing songs in relation to it

Teach the learners a song that shows the reward of showing good manners e.g.

Abofra ye somako a Obiara pe n'asem 3X Ntsi ye somako

Using as Big book, model to learners by pointing to each word you read with a pointer. Highlight the awareness that spoken words can be written.

Discuss the meaning of the keywords in the text while you read and assist learners give examples of synonyms of some selected keywords.

Write the examples the learners give on the board to illustrate the concept.

Through LEA, assist the class to create their version of the story read to them using some of the keywords learnt and write it on a manila card for them.

Guide learners to illustrate their story.

Assessment: let learners identify the good manners our families value and how it can change our personal likes and dislikes

Assessment: let learners demonstrate that spoken words are represented in written words/print

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LESSON PLAN

KINDERGARTEN ONE

Week Ending:				Class size:
Day: Tuesday			Date :	
Period :		Lesson:		
Strand: VALUES AND BELIEFS		Sub-strand :	Sub-strand : OUR FAMILY VALUES	
Indicator (code)		K1.3.1.1.3 VA K1.3.1.1.4 ACQUAIT SCI		
Content standard (code)		K1.3.1.1		
		Demonstrate understanding of the good manners that our families values and why they value them		
Performance Indicator		 Learners can listen to a story on importance of exhibiting good manners in our everyday life and role-play how to use simple daily greetings with different people in the society. Learners can recognise that spoken words are made up of individual speech sounds and letters that can be written down 		
Core 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 Cu	arten Curriculum Page		

DAY	Phase 1:	Phase 2: Main	Phase 3:
	Starter (preparing the brain for learning)	(new learning including assessment)	Plenary / Reflections
Tuesday	Have learners to sing songs and recite rhymes that relate to the lesson.	Greet and welcome learners to the community circle time. Introduce the theme for the week and invite learners to share some of the good manners that their parents insist on at home, e.g. when they are eating, when they wake up from bed, when they receive visitors, when they are in public etc. Tell them a nice Ananse story about the importance and benefit of greetings. Write the daily greetings on strips of manila cards. Show conversational poster and have learners identify the non-verbal behaviours that that learners show when greeting at school and elderly people. Have learner's role play the daily greetings, showing appropriate non-verbal behaviours when greeting different people in the community. Using "Pick and act" have learners use the cut out manila strips to demonstrate the appropriate greeting they pick Have learners sing Alphabet song and point to the letters in the classroom. E.g. ABCD -F-G	Review lesson with Learners by singing songs in relation to it

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	Write some words on the board or manila cards, assist learners say the words slowly stretching them using a rubber band and have learners count the sounds they hear in the word.
	Repeat the activity with the names of some objects in the classroom and have learners say each of the words slowly, stretching them to hear the individual sounds, and count them.
	Highlight the sounds learners will be able to identify and assist learners to select the letter(s) that represent the sounds.
	Using phonics game, assist learners to replace different sound/letter at the beginning of some selected words to create new words e.g. /pin/ /sin/, /tin/, /fin/etc. /tan/, /man/, /pan/, /fan/, etc.
	Have leaners count the number of words they can create and represent their answer visually arranging bottle tops, empty cans, cut out shapes, etc. or board illustrations with different colours of chalk or markers.
	Repeat these activities with different objects.
	Assessment: let learners role-play how to use simple daily greetings with different people in the society.

Vetted by :...... Date :

SUBJECT: GHANAI	AN LANGUAGE	KINDERGARTEN ONE
Week Ending:		Class size:
Day:		Date :
Period :		Lesson:
Strand : Oral Lang	guage	Sub-strand : Conversation
Indicator (code)		KG1.1.6.1.1
Content standard	d (code)	KG1.1.6.1.
Performance Ind	icator	The learner should discuss and dramatise the day greetings (morning, afternoon, evening) and their response
Core Competenci	ies: Communicat	ion and collaboration Personal development and leadership.
Keywords		
T. L .R. (s) Manila car		Manila cards, markers, recorded audios visual
Ref:	Ghanaian Langu	lage curriculum

LESSON PLAN

DAY	Phase 1:	Phase 2: Main	Phase 3:
	Starter	(new learning including assessment)	Plenary / Reflections
	(preparing the		
	brain		
	for learning)		
	Engage leaners	·	What have we learnt today?
	to sing songs	morning.	
	and recite	• Lead learners to discuss how to greet and respond in the morning in their	
	familiar rhymes	local language.	Review the lesson with learners
		Teacher should model with a learner on how to greet and respond	
		appropriately in the morning.	
		Let learners say morning greetings in pairs.	
		Ask learners to tell you what they do when they go home in the	
		afternoon after school.	
		Lead learners to discuss how to greet and respond in the afternoon in their local languages.	
		Teacher should model with a learner on how to greet and respond	
		appropriately in the afternoon.	
		Let learners say afternoon greetings in pairs.	
		Assessment: let learners dramatise the day greetings	
	Engage leaners	Ask learners to tell you what they do if they meet someone early in the	What have we learnt today?
	to sing songs	morning.	
	and recite	• Lead learners to discuss how to greet and respond in the morning in their	Review the lesson with learners
	familiar rhymes	local language.	
		Teacher should model with a learner on how to greet and respond	
		appropriately in the morning.	
		Let learners say morning greetings in pairs.	
		Ask learners to tell you what they do when they go home in the	
		afternoon after school.	

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		 Lead learners to discuss how to greet and respond in the afternoon in their local languages. Teacher should model with a learner on how to greet and respond appropriately in the afternoon. Let learners say afternoon greetings in pairs. 	
		Assessment: let learners dramatise the day greetings	
	Engage leaners to sing songs and recite familiar rhymes	from work in the evening.	What have we learnt today? Review the lesson with learners
		Assessment: let learners dramatise the day greetings	

:	LESSON PLAN

KINDERGARTEN ONE

Week Ending:					Class size:	
Day: Wednesda	У		1	Date :		
Period :			1	Lesso	n :	
Strand: VALUES AND BELIEFS			Sub-strand : OUR FAMILY VALUES			
Indicator (code)		K1.3.1.1.5				
Content standar	d (code)	K1.3.1.1				
		Demonstrate understand	ding of the god	od ma	nners that our families values a	ind why they value them
Performance Indicator		Learners can recognize of	earners can recognize details in shapes and height of the letter for the week and write it legibly and correctly			
Core Competencies: Creativity and Problem Solving. Keywords		Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and NANA FIIFI ACQUAH SCH				
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons				
Ref:	Kindergarten Cu	ırriculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
Starter (new learning incl (preparing the brain for learning)		(new learning including	assessment)			Plenary / Reflections
Wednesday Have learners to sing songs and recite rhymes that Have learners watch teacher model the pr what the teacher does in a whole class Have learners write the letter in the a		n a whole class	s, in g	roups and individually.	Review lesson with Learners by singing songs in relation to it	

relate to the		
lesson.	Talk about the height and shape of the letter. Using dots or tracing, have learners practice writing new letter on slates and in their exercise book.	
	Have learners give examples of words that the letter for the week can begin.	
	Have learners use shapes e.g. circle, triangles, rectangles to create simple patterns with 2,3,2, 2,2,3,2, etc.	
	Have learners clap and stamp their feet with the patterns	
	Assessment: let learners write the letter for the week legibly and correctly	

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KINDERGARTEN ONE

Week Ending:				Class size:
Day : Thursday			Date :	
Period :		Lesson:		
Strand: VALUES AND BELIEFS	Strand : VALUES AND BELIEFS Sub-strand :		OUR FAMILY VALUES	
Indicator (code)	K1.3.1.1.6			
Content standard (code)	K1.3.1.1			
	Demonstrate understanding of the good manners that our families values and why they value them			

Performance Indicator		Learners can show the time of the day using clock faces.			
Core Compete Problem Solv	•	l d Innovation Communication and Collaboration Personal Development and Le	eadership Critical Thinking and		
Keywords					
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons			
Ref:	Kindergarten C	urriculum Page			
DAY	Phase 1: Starter (preparing the brain	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections		
Thursday	for learning) Have learners to sing songs and recite rhymes that	Learners watch teacher model the pre-writing exercise, learners emulate what the teacher does in a whole class, in groups and individually. Have learners write the letter in the air and on their tables.	Review lesson with Learners by singing songs in relation to it		
	relate to the lesson.	Talk about the height and shape of the letter. Using dots or tracing, have learners practice writing new letter on slates and in their exercise book.			
		Have learners give examples of words that the letter for the week can begin.			
		Have learners use shapes e.g. circle,			
		triangles, rectangles to create simple patterns with 2,3,2, 2,2,3,2, etc.			
		Have learners clap and stamp their feet with the patterns			
		Using a wooden or plastic clock, tell a short story about time.			

Talk about the times we greet in the morning and show it shows on the clock face.

Have the keywords on cut out papers and use them to explain how we describe time of the day using the long arm and the short arm on the clock face.

Have learners practice manipulating clock faces showing different time.

Assist learners to locate the a given time on the clock face (e.g 6, 9)



6 O'clock

Have learners create their own clock face using arts materials like play dough, clay, manila cards, etc

Assessment: let learners show the time of the day using clock faces

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 LESSON PLAN

KINDERGARTEN ONE

Week Ending:					Class size:
Day: Friday				Date	:
Period :				Lesso	n:
Strand: VALUES A	AND BELIEFS		Sub-strand:	OUR F	AMILY VALUES
Indicator (code)		K1.3.1.1.7			
Content standard	l (code)	K1.3.1.1 Demonstrate understar	nding of the go	ood ma	nners that our families values and why they value them
Performance Indicator Learners can draw clock faces		and w	rite down the given time under it		
Core Competenci	es: Creativity and	Innovation Communicat	tion and Collab	oratio	on Personal Development and Leadership Critical Thinking and
Problem Solving.					
Keywords					
T. L.R. (s) Poster/ cut out picture, Cut out sha		, Cut out shap	pes, bi	g books, counters, crayons	
Ref:	Kindergarten Cu	rriculum Page			

DAY	Phase 1:	Phase 2: Main	Phase 3:
	Starter (preparing the brain for learning)	(new learning including assessment)	Plenary / Reflections
Friday	for learning) Have learners to sing songs and recite rhymes that relate to the lesson.	Discuss the importance of time and why learners need to obey the times for school and classroom activities. Talk about times we greet in the morning and show it on the clock face explaining how we describe time of the day using the long arm and the short arm. With different times written on cut out papers, have learners in pairs draw clock faces showing different times and write the times underneath e.g. 6, 7, 2, etc. E.g. Assessment: let learners draw clock faces and write down the given time under it	Review lesson with Learners by singing songs in relation to it

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Week Ending:				Class size:
Day : Monday			Date:	
Period :			Lesson:	
Strand: VALUES AND BELIEFS		Sub-strand:	MY CI	ULTURAL VALUES
Indicator (code)	K1. 3.2.1.1			
Content standard (code)	K1.3.1.1			
	Demonstrate understar	nding of the go	od m	anners that our families values and why they value them
Performance Indicator	Learners can talk about some important cultural values and good manners that promote respect and			
	politeness			
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and			on 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 C	urriculum 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 time have learners sit in a semi-circle. Always welcome and greet the learners before you introduce the theme for the week. Have a cut-out papers with the polite words/phrases including greetings and discuss them with learners. Invite learners to demonstrate how to show respect to each other, to adults in our society, mother/father and then teachers. Display a conversational poster and have learners observe, think pair share and describe some behaviours that depict respect and politeness at home and at school. E.g. saying "please, and "thank you", asking permission before doing everything, e.g. saying "may I go out" etc Create a scenario for learners to tell the appropriate polite words/phrases that they will use and why? Have learners role play some of the scenarios	Review lesson with Learners by singing songs in relation to it

NANA FIIFI ACQUAH	Assessment: Display a conversational poster and have learners describe	
	some behaviours that depict respect and politeness at home and at school	
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			KINDERGARTEN ONE		
Week Ending:			Class size:		
Day: Tuesday			Date:		
Period :			Lesson:		
Strand: VALUES /	AND BELIEFS	Sub-strand:	MY CULTURAL VALUES		
Indicator (code)		K1.3.2.1.2			
Content standard (code) K1.3.1.1		K1.3.1.1			
		Demonstrate understanding of the go	ood manners that our families values and why they value them		
Performance Indicator Learners can recognize the ba		Learners can recognize the bas	sic components of a book using the Big Book on showing respect		
Core Competenci Problem Solving.	es: Creativity and	Innovation Communication and Collab	boration Personal Development and Leadership Critical Thinking and		
Keywords					
T. L.R. (s) Poster/ cut out picture, Cut out sha		Poster/ cut out picture, Cut out shap	pes, big books, counters, crayons		
Ref:	Kindergarten Cu	ırriculum Page			

LESSON PLAN

DAY	Phase 1:	Phase 2: Main	Phase 3:
	Starter (preparing the brain for learning)	(new learning including assessment)	Plenary / Reflections
Tuesday	Have learners to sing songs and recite rhymes that relate to the lesson.	Using a Big book on showing respect/politeness, have learners talk about the front/cover page, the body, and end page of a book. With the use of picture walk from the cover page illustration and the body/content, have learners predict the content of the text. Discuss the meaning of the keywords before reading the book. Use interactive read aloud to assist learners to make connections with why they need to show respect to each other and their teachers. Have learners use some of the keywords sentences that depicts showing respect. Have learners filling the missing letters in the given polite words e.g. may, respect, please, thank, etc. Have learners count the number of letters they used to fill in the spaces of the words and represent the number of the letters on a number line Assessment: let learners identify the basic components of a book using the Big Book on showing respect	Review lesson with Learners by singing songs in relation to it

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SUBJECT: GHANAIAN LANGUAGE

KINDERGARTEN ONE

Week Ending:				Cla	ss size:	
Day:			D	ate :		
Period:				Lesson:		
Strand : Oral Language Sub-strand			Sub-strand : Ta	ılking Al	oout Oneself, Family, People	and Places
Indicator (code)		KG1.1.7.1.1				
Content standar	d (code)	KG1.1.7.1.				
Performance Inc		The learner should talk	$\square \vdash \square \Delta$	()	<u> </u>	
Core Competend	cies: Communicat	ion and collaboration Pe	rsonal developm	ent and	l leadership.	
Keywords						
T. L .R. (s) Manila cards, markers, recorded a		recorded audios	visual			
Ref:	Ghanaian Langu	uage curriculum				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning including	g assessment)			Plenary / Reflections
	(preparing the brain					
	for learning)					

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	Engage leaners	• Let learners mention their names to the class.	What have we learnt today?
	to sing songs	• Teacher should talk about him/herself to the learners to listen attentively	
	and recite	by mentioning name, age and sex (girl or boy).	
	familiar rhymes	Ask learners to talk about themselves in groups.	Review the lesson with learners
		Call learners to talk about themselves individually to the class.	
		• Ask learners to talk about their parents in groups and then individually to	
		the class.	
		Assessment: let learners talk about their parents in groups and then	
		individually to the class	
	Engage leaners		What have we learnt today?
	to sing songs	• Teacher should talk about him/herself to the learners to listen attentively	
	and recite	by mentioning name, age and sex (girl or boy).	Review the lesson with learners
	familiar rhymes	Ask learners to talk about themselves in groups.	
		 Call learners to talk about themselves individually to the class. Ask learners to talk about their parents in groups and then individually to 	
		the class.	
		the class.	
		Assessment: let learners talk about their parents in groups and then	
		individually to the class	
	Engage leaners	• Let learners mention their names to the class.	What have we learnt today?
	to sing songs	Teacher should talk about him/herself to the learners to listen attentively	
	and recite	by mentioning name, age and sex (girl or boy).	
	familiar rhymes	Ask learners to talk about themselves in groups.	Review the lesson with learners
		Call learners to talk about themselves individually to the class.	
		Ask learners to talk about their parents in groups and then individually to	
		the class.	
		Assessment: let learners talk about their parents in groups and then	
		individually to the class	

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KINDERGARTEN ONE

Week Ending:				Class size:	
Day: Wednesday			Date:		
Period :			Lesson:		
Strand : VALUES AND BELIEFS Sub-stran		Sub-strand:	rand: MY CULTURAL VALUES		
Indicator (code)	K1.3.2.1.3				
Content standard (code) : K1.3.1.1					
Demonstrate understanding of the go		ood m	anners that our families values and why they value them		

Performance Indicator		Learners can use positive words learnt from the teacher-read-aloud of the Big Book to talk about how to show				
		respect to teachers and peers at school.				
Core Compete Problem Solvir	•	d Innovation Communication and Collaboration Personal Development and Le	eadership Critical Thinking and			
Keywords						
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons				
Ref:	Kindergarten C	urriculum Page				
DAY	Phase 1:	Phase 2: Main	Phase 3:			
	Starter (preparing the brain for learning)	(new learning including assessment) NIANIA FIIFI ACOLIAH SCH	Plenary / Reflections			
Wednesday	Have learners to sing songs and recite	Do a picture walk through the text and let the learners predict what the story will be about looking at the pictures.	Review lesson with Learners by singing songs in relation to it			
	rhymes that relate to the lesson.	Learners listen to the Teacher read-aloud the Big Book on a Girl who refused to listen to his parents and retell the story.				
		Learners share what they learn from the story relating it to how good it is for a child to adopt their cultural values.				
		Learners dramatize different ways to show respect to teachers and their peers at school and in the house. E.g. saying sorry, thank you, etc.				
		Use vocabulary acquired from the text to create meaningful simple sentences.				
		Have each learner count the number of words in their sentence and represent the number of words on a number line				

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	t learners use positive words to talk hers and peers at school	about how to show	
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 LESSON PLAN

KINDERGARTEN ONE

Week Ending:				Class size:	
Day: Thursday			D	Pate :	
Period :			Le	esson:	
Strand: VALUES	AND BELIEFS		Sub-strand: M	Y CULTURAL VALUES	
		VIVVIV E			
Indicator (code)		K1.3.2.1.4	ITI AU	JUAN 3CN	
Content standard	d (code)	K1.3.1.1			
		Demonstrate understanding of the good manners that our families values and why they value them			
Performance Indi	icator	Learners can identify the location of individual sounds in a given word (beginning or end of a word)			
Cons Commeters	inn Canativity and	llanavation Communicati	an and Callaba	ration Daysonal Dayslams and Landaushin Critical Thinking and	
Problem Solving.	ies: Creativity and	i innovation Communicati	on and Collabor	ration Personal Development and Leadership Critical Thinking and	
Troblem Solving.					
Keywords					
T. L .R. (s)		Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
Ref:	Kindergarten Cu	rriculum Page			

DAY	Phase 1:	Phase 2: Main	Phase 3:
	Starter	(new learning including assessment)	Plenary / Reflections
	(preparing the		
	brain		
Thursday	for learning)	Interesting to worth letter council for the council to leave up a librarious	Deview lesses with Leeses to
Thursday	Have learners	Introduce target letter-sound for the week to learners. Have learners	Review lesson with Learners by
	to sing songs and recite	identify words beginning with the letter-sound for the week	singing songs in relation to it
	rhymes that	Learners search for words with the letter sound at different position-	
	relate to the	beginning, middle and the ending sound. E.g. dada – the beginning sound is	
	lesson.	/d/ and /wind/ the sound is at the end.	
		Learners practice the writing of the letter in the air, on other flat surfaces	
		and write it boldly in their writing/exercise books.	
		Read sentence strips to learners and have them identify words that begins with the letter-sound of under study. Have learners design the given letter using pebbles, shells, etc. and talk	
		about their designs	
		Assessment: let learners identify the location of individual sounds in a	
		given word	

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KINDERGARTEN ONE

Week Ending:				Class size:		
Day: Friday			Date	Date :		
Period :			Less	on:		
Strand: VALUES	S AND BELIEFS	S	Sub-strand : MY CULTURAL VALUES			
Indicator (code)	K1.3.2.1.5				
Content standa	rd (code)	: K1.3.1.1				
		Demonstrate understandi	ing of the good n	nanners that our families values ar	nd why they value them	
Performance In	dicator	Learners can practice using the more than and less than concept and their signs to compare different items that learners like and don't like				
Core Competen Problem Solving		Innovation Communicatio	on and Collaborat	ion Personal Development and Le	adership Critical Thinking and	
Keywords		NANA FIIFI ACQUAH SCH				
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons				
Ref:	Kindergarten Cu	ırriculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter (preparing the brain for learning)	(new learning including a	assessment)		Plenary / Reflections	
Friday	Have learners to sing songs and recite rhymes that relate to the lesson.		e behaviours they	like. Using "Think-Pair share", like and those that they dislike	Review lesson with Learners by singing songs in relation to it	

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	Have learners share their findings using comparative language "more than" and "less than".	
	Introduce learners to using the mathematical signs for the "more than" [<] and "less than" [>] to solve problems.	
	Extend the activities with other objects.	
	Assessment: let learners use the more than and less than signs to compare different items that learners like and don't like	

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KINDERGARTEN ONE

Week Ending:				Class size:	
Day : Monday			Da	ate:	
Period :			Le	esson :	
Strand : VALUES AND BELIEFS Sub-strand :		Sub-strand : OU	IR RELIGIOUS VALUES		
Indicator (code)		K1.3.3.1 K1.3	3.3.1.2		
Content standard	d (code)	K1.3.3.1 Demonstrate understanding of the religious and moral values and virtues we need to exhibit as good Christians and Muslim		e need to exhibit as good	
Performance Ind	licator	 Learners can recite rhymes and talk about religious values and how to show it Learners can handle books correctly and with care. 			
Core Competence Problem Solving.	•	d Innovation Communicat	tion and Collabor	ation Personal Development and Le	adership Critical Thinking and
Keywords					
T. L.R. (s) Poster/ cut out picture, Cut out shap		, Cut out shapes	s, big books, counters, crayons		
Ref:	Kindergarten Cu	urriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including	assessment)		Phase 3: Plenary / Reflections

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Monday	Have learners to sing songs and recite rhymes that relate to the lesson.	Using poster and/or pictures, introduce the theme and let learners recite common rhymes and sing song that depict religious values. As whole class discuss the common moral values and virtues that the three major religious groups preach. E.g. love, forgiveness, living at peace with people, behave appropriately towards other people. Have cut out pictures of some of the values with their labels written under them "pick and act" activity.	Review lesson with Learners by singing songs in relation to it
		Assessment: In small groups, have each group pick one of the cut-out pictures and dramatize the religious and/or moral values they picked.	
		Using a Big book and other books, have learners demonstrate the appropriate way of handling books, holding books upright when reading, not bending the spine, opening the pages carefully in order not to tear the pages, etc.	
		Have learners take turns to do "Pretend reading" using the appropriate book handling skills.	
		Guide learners discuss the effects of mishandling books e.g. the spine/backbone of the will break, the sheets of the book will get torn, we will find it difficult to get books, etc.	
		Schedule a book mending day with the learners to assist them to mend the class torn books. Using a book, explain 2/3 dimensional (2/3 D) shapes.	
		Assessment: let learners identify and describe 2/3 D shapes	

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	LESSON PLAN
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KINDERGARTEN ONE

Week Ending:			Class size:
Day: Tuesday		Date :	
Period :		Lesson:	
Strand: VALUES AND BELIEFS	Sub-strand : OUR RELIGIOUS VALUES		

NANA FIIFI AC		V4 2 2 4 2						
Indicator (co	•	K1.3.3.1.3						
Content stan	dard (code)	K1.3.3.1 Demonstrate understanding of the religious and moral values and virtues we need to exhibit as good Christians and Muslim						
Performance	Indicator	Learners can Interact actively with peers during a teacher-read aloud session about religious and moral values, use visual information to understand the unfamiliar words when reading and use new vocabulary acquired to create short sentences.						
Core Competer Problem Solv	•	d Innovation Communication and Collaboration Personal Development and Le	adership Critical Thinking and					
Keywords								
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons						
Ref:	Kindergarten C	urriculum Page A FIF ACQUAH SCH						
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 a Big book, have interactive read aloud with learners and assist them identify and tell the religious and moral values in the text. Use visual information to assist the explanation of the keywords before the interactive reading is done. Have learners use some of the unfamiliar words learnt to make simple sentences. After the reading, have learners relate the content of the book with their	Review lesson with Learners by singing songs in relation to it					
		experiences.						

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	Encourages learners to share some of the experiences. Have learners identify the 2/3 D objects in the illustrations and have them group them into the two categories (2D and 3D).	
	Use the comparative signs "more than" [<] and "less than" [>] to describe the data collected.	
	Assessment: let learners draw their favourite 2D or 3D object Assessment: let learners use new vocabulary acquired to create short sentences.	

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:	LESSON PLAN
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SUBJECT: GHANAIAN LANGUAGE A FIFA KINDERGARTEN ONE

Week Ending:				Class size:
Day:			Date	:
Period :			Lesso	on:
Strand: Oral Language		Sub-strand :	Listen	ing Comprehension
Indicator (codo)	VC1 1 0 1 1			
Indicator (code)	KG1.1.8.1.1			
Content standard (code)	KG1.1.8.1.			

Performanc	e Indicator	The learner should recognise facial expressions					
Core Compe	etencies: Communicat	ion and collaboration Personal development and leadership.					
Keywords							
T. L .R. (s)		Manila cards, markers, recorded audios visual					
Ref:	Ghanaian Langu	Ghanaian Language curriculum					
DAY	Phase 1: Starter (preparing the brain for learning) Engage leaners to sing songs and recite familiar rhymes		Phase 3: Plenary / Reflections What have we learnt today? Review the lesson with learners				
Engage leant to sing sor and rec familiar rhym		· · · · · · · · · · · · · · · · · · ·	What have we learnt today? Review the lesson with learners				

	Assessment: let learners identify the various facial expressions by showing pictures of persons with the other facial expressions	
Engage leaners to sing songs and recite	Lead learners to discuss the picture.	What have we learnt today?
familiar rhymes	Make learners recognise the various facial expressions by showing pictures of persons with the other facial expressions. E.g.: anger, happiness, sadness, etc.	Review the lesson with learners
	Assessment: let learners identify the various facial expressions by showing pictures of persons with the other facial expressions	

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:	LESSON PLAN

KINDERGARTEN ONE

Week Ending:		Class size:				
Day: Wednesday	Dat	e:				
Period :	Les	son :				
Strand : VALUES AND BE	ELIEFS Sub-strand : OUF	RELIGIOUS VALUES S C				
Indicator (code)	K1.3.3.1.4					
Content standard (code		K1.3.3.1 Demonstrate understanding of the religious and moral values and virtues we need to exhibit as good				
	Christians and Muslim	Christians and Muslim				
Performance Indicator	Learners can stretch and count the numb	Learners can stretch and count the number of sounds in a word and blend them together				
Core Competencies: Cree Problem Solving.	eativity and Innovation Communication and Collabora	tion Personal Development and Leadership Critical Thinking and				
Keywords						
T. L .R. (s)	Poster/ cut out picture, Cut out shapes,	big books, counters, crayons				
Ref: Kinde	ergarten Curriculum Page					

DAY	Phase 1:	Phase 2: Main	Phase 3:
	Starter (preparing the brain for learning)	(new learning including assessment)	Plenary / Reflections
Wednesday	Have learners to sing songs and recite	Teacher holds a rubber band and model how to stretch examples of moral words while pronunciation so as to identify all the sound.	Review lesson with Learners by singing songs in relation to it
	rhymes that relate to the lesson.	List the words on the board or on cut out papers. As learners practice the select words, write the sounds identified on the board.	
		Have learners in pairs play sound blending games where one stretches out the sounding of a word for the other to blend the sound to make out the	
		Have learners repeat the activity with different words and introduce the concept of silent letters to learners e.g. love, time, make, etc	
		Assessment: let learners stretch and count the number of sounds in a word and blend them together	

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KINDERGARTEN ONE

Week Ending:					Class size:	
Day: Thursday				Date :		
Period :				Lesso	n :	
Strand : VALUES	AND BELIEFS		Sub-strand :	OUR R	ELIGIOUS VALUES	
Indicator (code)		K1.3.3.1.5				
Content standard	d (code)	K1.3.3.1				
		Demonstrate understar	nding of the re	ligious	and moral values and virtues	we need to exhibit as good
		Christians and Muslim				
Performance Ind	licator	Learners can wr	ite letters legik	oly and	d boldly	
Core Competence Problem Solving.	•	Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and				
Keywords						
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons				
Ref:	Kindergarten Cu	ırriculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter (preparing the brain for learning)	(new learning including	assessment)			Plenary / Reflections
Thursday Have learners to sing songs and recite Go through prewriting exercise as in t			he pre	evious writing exemplars.	Review lesson with Learners by singing songs in relation to it	

rhymes that	Write two words depicting moral values on the board. Have learners tell
relate to the	situations/occasion when the values are used.
lesson.	
	Help learners use the words to make simple sentences.
	Have learners spell the words and then write them into their books.
	After, have learners count the letters that make up each word and use
	objects such pebbles, straws, counters, etc. to represent the letters.
	Have learners sum up the number of letters in the two words.
	Extend the activity by using different words or objects.
	earners can also create patterns with the numbers of letters in each word
	Assessment: let learners write letters legibly and boldly

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KINDERGARTEN ONE

Week Ending:			Class size:	
Day: Friday		Date	2:	
Period :			Lesso	on:
Strand: VALUES AND BELIEFS		Sub-strand : (OUR F	RELIGIOUS VALUES
Indicator (code)	K1.3.3.1.6			
Content standard (code)	K1.3.3.1			

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		Demonstrate understanding of the religious and moral values and virtues w	e need to exhibit as good
Performanc	e Indicator	Learners can write numeral 1 to 5 and represent them with different object	ts in the church, number of letters
		in a word etc	
Core Compe Problem Sol	•	d Innovation Communication and Collaboration Personal Development and Le	eadership Critical Thinking and
Keywords			
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons	
Ref:	Kindergarten C	urriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment) COUAH SCH	Phase 3: Plenary / Reflections
Friday	Have learners to sing songs and recite rhymes that relate to the lesson.	Write selected words on the board. Have learners count number of letters in words. Have learners make simple sentences with the words in sentences. Using number cards, have learners identify words that have the same letters as the number card shown. Repeat the activity and then have match the words with the appropriate number. Have individual learner identify the numbers on cards and match it with correct numerals on another card.	Review lesson with Learners by singing songs in relation to it
		Have learners form patterns with the shapes representing the letters in words	

NANA FIIFI ACQUAH	Assessment: let learners write numeral 1 to 5 and represent them with different objects in the church, number of letters in a word etc	
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KINDERGARTEN ONE

Week Ending:		Class size:
Day : Monday	Date	:

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Period :				Lesson:	
Strand : VALUES	AND BELIEFS		Sub-strand :	OUR BELIEFS	
Indicator (code)	Indicator (code) K1.3.4.1.1				
Content standard	d (code)	K1.3.4.1 Demonstrate understanding of and relating well with people with different beliefs			
Performance Ind	icator	Learners can talk about	God as the Ci	reator of all things and discuss different	ways that people worship him
Core Competence Problem Solving.	ies: Creativity and	d Innovation Communicat	tion and Colla	boration Personal Development and Le	adership Critical Thinking and
Keywords					
T. L .R. (s)		Poster/ cut out picture	, Cut out sha	pes, big books, counters, crayons	
NANA EIIEI			ΙΙΕΙ Λ	COLIVE CCE	
Ref:	Kindergarten Cu	urriculum Page		ICQUAN 3CN	
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including	assessment)		Plenary / Reflections
	(preparing the				
	brain for learning)				
Monday	Have learners	Using the KWL strategy	introduce the	e theme for the week and assist	Review lesson with Learners by
, , , , , , , , , , , , , , , , , , , ,	to sing songs			nt beliefs system of their friends.	singing songs in relation to it
	and recite				
	rhymes that			they know about God and what	
	relate to the			ers should also mention the different	
	lesson.	ways they refer to God	in their religio	ous groups.	
		M- Allow learners to as	k augstion ab	out what they want to know from	
		their friends about how	•	•	
			,	•	

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	Learners talk about and dramatize how they worship, pray and the son	gs
	they sing.	
	L- Encourage learners to appreciate each other and then share what th have learned (L) from their friends.	ey
	Decorate the classroom with conversational posters of different religiou groups and have learners use them as resource to talk about their belief.	
	Assessment: let learners describe God as the Creator of all things and mention different ways that people worship him	

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Week Ending:			Class size:	
		Date	:	
		Lesso	on:	
	Sub-strand : (OUR E	BELIEFS	
K1.3.4.1.2				
K1.3.4.1				
Demonstrate understa	nding of and re	latin	g well with people with different beliefs	
Learners can handle the	eir religious scr	iptur	es (book) appropriately.	
	K1.3.4.1 Demonstrate understa	K1.3.4.1.2 K1.3.4.1 Demonstrate understanding of and re	K1.3.4.1.2 K1.3.4.1 Demonstrate understanding of and relating	Date: Lesson: Sub-strand: OUR BELIEFS K1.3.4.1.2

Keywords				
T. L .R. (s)	L.R. (s) Poster/ cut out picture, Cut out shapes, big books, counters, crayons			
Ref:	Kindergarten Cı	urriculum 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.	Display different scriptures, the Bible, Learners Bible stories, the Quran and any others that the learners could bring. Using the learners's book as the model, scaffold learners to identify how to open the books paying attention to the page numbers in the books. Use a short story to assist learners appreciate and respect other religious books. Have learners either sing or draw one object each that identify the three main religions in Ghana and talk about it Assessment: let learners mention ways of handling their religious scriptures (book) appropriately.	Review lesson with Learners by singing songs in relation to it	

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LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE KINDERGARTEN ONE

Week Ending:			Class size:	
Day:		Date	:	
	NANA FIIFI	AC	QUAH SCH	
Period :		Lesso	on:	
Strand : Oral Language	Sub-stra	ı nd : Lister	ing Comprehension	
Indicator (code)	KG1.1.8.1.1			
Content standard (code)	KG1.1.8.1.	KG1.1.8.1.		
Performance Indicator	The learner should recognise facial expressions			
Core Competencies: Communicat	ion and collaboration Personal de	velopment	and leadership.	
Keywords				

T. L .R. (s)		Manila cards, markers, recorded audios visual				
Ref: Ghanaian Langu		uage curriculum				
DAY	Phase 1: Starter	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections			
	(preparing the brain for learning)					
	Engage leaners		What have we learnt today?			
	to sing songs	•				
	and recite familiar rhymes	Demonstrate a sad facial expression to learners.				
Tamiliai mymes		Make learners recognise the various facial expressions by showing	Review the lesson with learners			
		pictures of persons with the other facial expressions. E.g.: anger, happiness, sadness, etc.				
		Assessment: let learners identify the various facial expressions by showing				
		pictures of persons with the other facial expressions				
	Engage leaners	Show pictures of persons with sad facial expression.	What have we learnt today?			
	to sing songs	Lead learners to discuss the picture.				
	and recite	Demonstrate a sad facial expression to learners.	Review the lesson with learners			
	familiar rhymes	Make learners recognise the various facial expressions by showing				
		pictures of persons with the other facial expressions. E.g.: anger, happiness, sadness, etc.				
		Assessment: let learners identify the various facial expressions by showing pictures of persons with the other facial expressions				
	Engage leaners		What have we learnt today?			
	to sing songs	Lead learners to discuss the picture.				
		Demonstrate a sad facial expression to learners.				

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	and recite	Make learners recognise the various facial expressions by showing	Review the lesson with learners
	familiar rhymes	pictures of persons with the other facial expressions. E.g.: anger,	
		happiness, sadness, etc.	
		Assessment: let learners identify the various facial expressions by showing	
		pictures of persons with the other facial expressions	

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KINDERGARTEN ONE

Week Ending:					Class size:	
Day : Wednesday Dat		Date	Date :			
Period :				Lesso	n :	
Strand : VALUES	AND BELIEFS		Sub-strand : (OUR B	ELIEFS	
Indicator (code)		K1.3.4.1.3				
Content standar	d (code)	K1.3.4.1				
		Demonstrate understa	nding of and re	elating	well with people with different	beliefs
Performance Ind	licator	Learners can interact actively with peers during a teacher-read aloud session about religious beliefs, use visual information to understand the unfamiliar words when reading and use new vocabulary acquired to talk about their beliefs				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			adership Critical Thinking and			
Keywords						
T. L .R. (s)	.R. (s) Poster/ cut out picture, Cut out shapes, big books, counters, crayons					
Ref:	Kindergarten Cu	rten Curriculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter (preparing the brain for learning)	(new learning including assessment) Plenary / Reflections				

Wednesday	Have learners	Follow the before reading, during reading and after reading strategies as	Review lesson with Learners by
	to sing songs	you read an informational text on different religious groups in Ghana and	singing songs in relation to it
	and recite	how they worship.	
	rhymes that	Davis often and have the leaves and to the text by maleting the	
	relate to the lesson.	Pause often and have the learners respond to the text by relating the information to their lives. Use visual information such as pictures to explain	
	1633011.	unfamiliar words such as mosque, chapel, etc.	
		Learners identify and share what they have learnt about the things that	
		we all do in common and things that are different about the three religious groups.	
		Allow learners to talk a lot using the new vocabulary that they have heard from the book.	
		Learners role play what their religious leaders do when leading worship. Have learners talk about and demonstrate how they will relate with their classmates and other learners in harmony although they belong to different religious groups.	
		Count the letters in at least two religious books and/or name of worship place and use comparative language ("more than", "less than", "same as") and signs ([<], [>], [=]) to describe the letters in the spelling of the religious	
		books e.g. Bible, chapel, Quran, Mosque, Shrine, etc. To extend this activity using different objects	
		Assessment: let learners use new vocabulary acquired to talk about their beliefs.	

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KINDERGARTEN ONE

Week Ending:			Class size:
Day : Thursday		Date :	
Period :		Lesson:	
Strand: VALUES AND BELIEFS	Sub-strand : OUR BELIEFS		BELIEFS

Indicator (code)		K1.3.4.1.4				
· · ·		K1.3.4.1				
Content standard (code)			L - 1' - C-			
		Demonstrate understanding of and relating well with people with different				
Performance Indicator		Learners can draw one activity that we do when worshipping God and label it with one or two words.				
Core Compet Problem Solv	•	d Innovation Communication and Collaboration Personal Development and Le	eadership Critical Thinking and			
Keywords						
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons				
Ref:	Kindergarten C	n Curriculum Page				
		NIANIA FIIFI ACOLIALI CCII				
DAY	Phase 1:	Phase 2: Main A FIFE ACUUATION	Phase 3:			
	Starter	(new learning including assessment)	Plenary / Reflections			
	(preparing the					
	brain					
Thursday	for learning) Have learners	Using poster and/or picture depicting the three main religion at werehin	Davious loss on with Learners by			
Thursday	to sing songs	Using poster and/or picture depicting the three main religion at worship, discuss the three main with the learners.	Review lesson with Learners by singing songs in relation to it			
	and recite	discuss the three main with the learners.	singing songs in relation to it			
	rhymes that	Providing learners with sheet of paper or exercise books, have learners				
	relate to the	draw, paint and label one way to worship God and label it.				
	lesson.	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,				
		Teacher provides different vocabulary on the whiteboard as a resource.				
		Learners decorate the classroom with their pictures.				
		Have learners sort the drawings according to the given criterion (e.g.				
	1	religion, colours, size) and match the groups with number cards.				

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	You can have learners replicate the matching activity into their exercise	
	book	
	Assessment: let learners draw one activity that we do when worshipping	
	God and label it with one or two words.	
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KINDERGARTEN ONE

Week Ending:	$N\Delta N\Delta F$	\Box	Class size:		
Day : Friday			Date :		
Period :			Lesson:		
Strand: VALUES AND BELIEFS		Sub-strand :	OUR BELIEFS		
Indicator (code)	K1.3.4.1.5				
Content standard (code)	K1.3.4.1				
	Demonstrate understanding of and relating well with people with different beliefs				
Performance Indicator	Learners can play different musical instrument, sing religious songs and dance on the music				
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 C	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.	Using different religious songs and musical instruments, have learners be in groups and perform and dance to the music of the three different religions in Ghana. Encourage learners to sing and dance together as a way of appreciating each other. Have learners discuss their performances. Create different everyday situations and scaffold learners to add numbers. E.g. Combine amount of money collected at church service, etc. Extend this activity with other objects. Using level-appropriate sight words, display sight words on cards and guide learners to read. Explain the words and guide learners to use the words to form short and simple sentences and Copy words in the exercise book Assessment: let learners play different musical instrument, sing religious songs and dance on the music	Review lesson with Learners by singing songs in relation to it		

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KINDERGARTEN ONE

Week Ending:			Class size:	
Day : Monday			Date :	
Period :		Les	Lesson:	
Strand : VALUES AND BELIEFS Sub-strand		Sub-strand : OU	and : OUR BELIEFS	
Indicator (code)	K1.3.4.1.1			
Content standard (code)	K1.3.4.1 Demonstrate understanding of and relating well with people with different beliefs			
Performance Indicator	Learners can talk about God as the Creator of all things and discuss different ways that people worship him			

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 Kindergarten Curriculum Page Ref: DAY Phase 1: Phase 2: Main Phase 3: Starter (new learning including assessment) Plenary / Reflections (preparing the brain for learning) Monday Have learners Using the KWL strategy, introduce the theme for the week and assist Review lesson with Learners by learners to learn more about different beliefs system of their friends. singing songs in relation to it to sing songs and recite rhymes that K- Call on the learners to share what they know about God and what religious group they belong to. Learners should also mention the different relate to the ways they refer to God in their religious groups. lesson. W- Allow learners to ask question about what they want to know from their friends about how they worship. Learners talk about and dramatize how they worship, pray and the songs they sing. L- Encourage learners to appreciate each other and then share what they have learned (L) from their friends. Decorate the classroom with conversational posters of different religious groups and have learners use them as resource to talk about their beliefs.

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	Assessment: let learners describe God as the Creato mention different ways that people worship him		
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		KINDERGARTEN ONE	
Week Ending:		Class size:	
Day: Tuesday		Date:	
Period :		Lesson:	
Strand: VALUES AND BELIEFS	Sub-strand:	DUR BELIEFS AH SCH	
Indicator (code)	: K1.3.4.1.2		
Content standard (code)	tent standard (code) K1.3.4.1		
	Demonstrate understanding of and relating well with people with different beliefs		
Performance Indicator Learners can handle their religious sc		iptures (book) appropriately.	
Core Competencies: Creativity and	Innovation Communication and Collab	oration 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		es, big books, counters, crayons	
Ref: Kindergarten Cu	rriculum Page		

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DAY	Phase 1:	Phase 2: Main	Phase 3:
	Starter (preparing the brain for learning)	(new learning including assessment)	Plenary / Reflections
Tuesday	Have learners to sing songs and recite	Display different scriptures, the Bible, Learners Bible stories, the Quran and any others that the learners could bring.	Review lesson with Learners by singing songs in relation to it
	rhymes that relate to the lesson.	Using the learner's book as the model, scaffold learners to identify how to open the books paying attention to the page numbers in the books.	
		Use a short story to assist learners appreciate and respect other religious books.	
		Have learners either sing or draw one object each that identify the three main religions in Ghana and talk about it	
		Assessment: let learners mention ways of handling their religious scriptures (book) appropriately.	

SUBJECT: GHANAIAN LANGUAGE

KINDERGARTEN ONE

Week Ending:			Class size:		
Day:			Date	:	
Period :			Lesson:		
Strand : Oral Language Sub-strand :		Listen	ing Comprehension		
Indicator (code)		KG1.1.8.1. 2	A FIIFI ACOITAH SCH		
Content standard (code)		G1.1.8.1.			
Performance Indicator		The learner should recognise gestures and body movement.			
Core Competencies: Communication and collaboration		ion and collaboration Personal develo	oment	and leadership.	
Keywords					
T. L .R. (s)		Manila cards, markers, recorded aud	os visi	ual	
Ref:	Ghanaian Langu	ige curriculum			
DAY	Phase 1:	Phase 2: Main			Phase 3:
Starter (new learning including assessment) (preparing the brain				Plenary / Reflections	

Engage leaners	Demonstrate some common gestures or body movement in class for learners to watch.	What have we learnt today?
and recite	 Help learners to recognize the various gestures and body movement. 	
familiar rhymes	 Allow learners to demonstrate some gestures e.g. throwing of hands, waving, giving thumbs up etc 	Review the lesson with learners
	Assessment: let learners identify the various gestures and body movement.	
Engage leaners	Demonstrate some common gestures or body movement in class for	What have we learnt today?
	 Help learners to recognize the various gestures and body movement. Allow learners to demonstrate some gestures e.g. throwing of hands, waving, giving thumbs up etc 	Review the lesson with learners
	Assessment: let learners identify the various gestures and body movement.	
Engage leaners to sing songs	Demonstrate some common gestures or body movement in class for learners to watch.	What have we learnt today?
familiar rhymes	Allow learners to demonstrate some gestures e.g. throwing of hands,	Review the lesson with learners
	Assessment: let learners identify the various gestures and body movement.	
_	to sing songs and recite familiar rhymes Engage leaners to sing songs and recite familiar rhymes Engage leaners to sing songs and recite familiar rhymes	to sing songs and recite familiar rhymes learners to watch. Help learners to recognize the various gestures and body movement. Allow learners to demonstrate some gestures e.g. throwing of hands, waving, giving thumbs up etc Assessment: let learners identify the various gestures and body movement. Demonstrate some common gestures or body movement in class for learners to watch. Help learners to recognize the various gestures and body movement. Allow learners to demonstrate some gestures e.g. throwing of hands, waving, giving thumbs up etc Assessment: let learners identify the various gestures and body movement. Engage leaners to sing songs and recite familiar rhymes Demonstrate some common gestures or body movement in class for learners to watch. Help learners to recognize the various gestures and body movement. Help learners to watch. Help learners to watch. Allow learners to demonstrate some gestures e.g. throwing of hands, waving, giving thumbs up etc

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KINDERGARTEN ONE

Week Ending:			Class size:		
Day: Wednesday			Date :		
Period :		Lesson:			
Strand: VALUES AND BELIEFS Sub-strand:			BELIEFS		

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Indicator (code)		K1.3.4.1.3					
Content standard (code)		K1.3.4.1					
		Demonstrate understanding of and relating well with people with different	beliefs				
Performance Indicator		Learners can interact actively with peers during a teacher-read aloud session					
		information to understand the unfamiliar words when reading and use new	vocabulary acquired to talk about				
		their beliefs.					
Core Compete Problem Solvin	-	d Innovation Communication and Collaboration Personal Development and Le	adership Critical Thinking and				
Keywords							
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons					
Ref:	Kindergarten Ci	Curriculum Page A FIFIACOUAH SCH					
DAY	Phase 1:	Phase 2: Main	Phase 3:				
	Starter	(new learning including assessment)	Plenary / Reflections				
	(preparing the						
	brain						
Wednesday	for learning) Have learners	Follow the before reading, during reading and after reading strategies as	Review lesson with Learners by				
vveunesuay	to sing songs	you read an informational text on different religious groups in Ghana and	singing songs in relation to it				
	and recite	how they worship.					
	rhymes that						
	relate to the	Pause often and have the learners respond to the text by relating the					
	lesson.	information to their lives. Use visual information such as pictures to explain					
		unfamiliar words such as mosque, chapel, etc.					
		Learners identify and share what they have learnt about the things that					
		we all do in common and things that are different about the three religious					
		groups.					

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	Allow learners to talk a lot using the new vocabulary that they have heard from the book.
	Learners role play what their religious leaders do when leading worship.
	Have learners talk about and demonstrate how they will relate with their classmates and other learners in harmony although they belong to different religious groups.
	Count the letters in at least two religious books and/or name of worship place and use comparative language ("more than", "less than", "same as") and signs ([<], [>], [=]) to describe the letters in the spelling of the religious books e.g. Bible, chapel, Quran, Mosque, Shrine, etc. To extend this activity using different objects
	Assessment: let learners use new vocabulary acquired to talk about their beliefs.

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 LESSON PLAN

NANA FIFI A C KINDERGARTEN ONE H

Week Ending:				Class size:
Day : Thursday		Date :		
Day . Illuisuay			Date	•
Period :			Lesson:	
Strand: VALUES AND BELIEFS		Sub-strand : OUR BELIEFS		
Indicator (code)	Indicator (code) K1.3.4.1.4			
Content standard (code) K1.3.4.1				
	Demonstrate understan	nding of and rel	lating	g well with people with different beliefs
Performance Indicator	commance Indicator Learners can draw one activity that we do when worshipping God and label it with one or two			we do when worshipping God and label it with one or two words.
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking				
Problem Solving.				

Keywords						
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons				
Ref:	Kindergarten C	urriculum Page				
DAY	Phase 1:	Phase 2: Main	Phase 3:			
	Starter (preparing the brain for learning)	(new learning including assessment)	Plenary / Reflections			
Thursday	Have learners to sing songs and recite rhymes that relate to the lesson.	Using poster and/or picture depicting the three main religion at worship, discuss the three main with the learners. Providing learners with sheet of paper or exercise books, have learners draw, paint and label one way to worship God and label it. Teacher provides different vocabulary on the whiteboard as a resource. Learners decorate the classroom with their pictures. Have learners sort the drawings according to the given criterion (e.g. religion, colours, size) and match the groups with number cards. You can have learners replicate the matching activity into their exercise book	Review lesson with Learners by singing songs in relation to it			
		Assessment: let learners draw one activity that we do when worshipping God and label it with one or two words.				

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	LESSON PLAN
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KINDERGARTEN ONE

Week Ending:					Class size:	
Day: Friday				Date	:	
Period :				Lesso	n:	
Strand: VALUES	AND BELIEFS		Sub-strand :	OUR E	ELIEFS	
Indicator (code)		K1.3.4.1.5				
Content standard	d (code)	K1.3.4.1	—			
		Demonstrate understan	standing of and relating well with people with different beliefs			
Performance Ind	icator	Learners can play different musical instrument, sing religious songs and dance on the music				
•	•	Innovation Communicat	tion and Collar	oratio	on Personal Development and Le	adership Critical Thinking and
Problem Solving.						
Keywords						
•						
T. L .R. (s)		Poster/ cut out picture ,	, Cut out shap	oes, bi	g books, counters, crayons	
Ref:	Ref: Kindergarten Curriculum Page					
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning including	assessment)			Plenary / Reflections
	(preparing the					
	brain for learning)					
	ioi icaililig)					

Friday	Have learners	Using different religious songs and musical instruments, have learners be	Review lesson with Learners by
, maay	to sing songs	in groups and perform and dance to the music of the three different	singing songs in relation to it
	and recite	religions in Ghana.	
	rhymes that		
	relate to the	Encourage learners to sing and dance together as a way of appreciating	
	lesson.	each other. Have learners discuss their performances.	
		Create different everyday situations and scaffold learners to add numbers.	
		E.g. Combine amount of money collected at church service, etc.	
		Extend this activity with other objects. Using level-appropriate sight words,	
		display sight words on cards and guide learners to read.	
		Explain the words and guide learners to use the words to form short and	
		simple sentences and Copy words in the exercise book	
		Assessment: let learners play different musical instrument, sing religious	
		songs and dance on the music	

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				KIN	NDERGARTEN ONE
Week Ending:					Class size:
Day : Monday				Date	:
Period :				Lesso	on:
Strand : MY LOCA	AL COMMUNITY		Sub-strand : I	KNOV	VING THE SPECIAL PLACES IN MY LOCAL COMMUNITY
		$NI \wedge NI \wedge E$	$\Pi = \Pi \wedge \Pi$		
Indicator (code)		K1.4.1.1.1 K1.4.	1.1.2		QUAIT 3CIT
Content standard (code) K1.4.1.1					
		Demonstrate understar	nding of the sp	ecial p	places in our local communities
Performance Indi	icator	 Learners can vis 	it and talk abo	ut sor	me special places in our community
		• Learners can use	e visual inform	ation	(illustrations) when reading.
Core Competenci	ies: Creativity and	I Innovation Communica	tion and Collab	orati	on Personal Development and Leadership Critical Thinking and
Problem Solving.					
Keywords					
T. L .R. (s)		Poster/ cut out picture	, Cut out shap	oes, b	ig books, counters, crayons
Ref:	Kindergarten Cu	rriculum Page			

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DAY	Phase 1:	Phase 2: Main	Phase 3:
	Starter (preparing the brain	(new learning including assessment)	Plenary / Reflections
	for learning)		
Monday	Have learners to sing songs and recite rhymes that relate to the lesson.	Using a poster or pictures depicting special places in the community, have learners identify and name places in the community they have been to. Plan and take learners out to a field trip to special places like the police station, the chief's house, etc. Have learners talk about why these special places are important in the community. Have learners draw one the special places (discussed on the	Review lesson with Learners by singing songs in relation to it
		poster) they like best and tell the reason behind their drawing. Have learners group their drawing according to the drawn places write number under each group. Use the numbers to take learners through subtraction activities.	
		let learners use shapes to form patterns	
		Using picture walk, allow learners go through the pictures from cover to cover as you flip the pages and let them talk extensively on what they see in the pictures	
		Follow the before reading, during reading and after reading strategies as you read a big book on special places in the community Pause often and have the learners respond to the text by relating the information to their lives. Use visual information such as pictures to explain unfamiliar words.	
		Assessment: let learners play a game of "Pick and Act" or "It takes the two" learners show by action what the meaning of the vocabulary is in pairs: one	

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		person picks th place the gestu	e card, support the friend re depict.	to show thi	rough gestures what	
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KINDERGARTEN ONE

Week Ending:				Class size:		
Day: Tuesday			D	ate:		
Period :			Le	esson :		
Strand : MY LOO	CAL COMMUNITY		Sub-strand : KN	OWING THE SPECIAL PLACES IN MY	LOCAL COMMUNITY	
Indicator (code)		K1.4.1.1.3				
Content standa	rd (code)	K1.4.1.1				
		Demonstrate understand	ding of the spec	ial places in our local communities		
Performance In	dicator	Learners can listen atten in our community	tively and inter	act with peers during a teacher-read	d-aloud session about special places	
Core Competen Problem Solving		· · · · · · · · · · · · · · · · · · ·	on and Collabo	ration Personal Development and L	eadership Critical Thinking and	
Keywords		NANA FIIFI ACQUAH SCH				
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons				
Ref:	Kindergarten Cu	ırriculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter (preparing the brain for learning)	(new learning including	assessment)		Plenary / Reflections	
Tuesday	Have learners to sing songs and recite rhymes that relate to the lesson.	you read a big book on s	pecial places in	ng and after reading strategies as the community ely with peers during the teacher	Review lesson with Learners by singing songs in relation to it	

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	Ask leading questions and have learners answer to bring out the main	
	points in the text.	
	Assist learners to use illustrations and picture to enable them to	
	understand unfamiliar words.	
	anderstand annumnar words.	
	Have learner retell the story in their own words.	
	let learners tell their version of the story read. Have the learners group the	
	special places they go often and where they rarely go.	
	Have learners represent the number of the places with pebbles, cut out	
	shapes, shells, etc.	
	Have learners arrange them vertically on their tables to have a visual	
	representation and place their respective number card under them.	
	Assist the learner to replicate their findings on the board before they write	
	it into their exercise books.	
	Assessment: let learners retell the story in their own words.	

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SUBJECT: GHANAIAN LANGUAGE KINDERGARTEN ONE

Week Ending:		Class size:
Day:	Date	:
Period :	Lesso	on:

Strand : Reading Sub-strand : Print Concept				
Indicator (co	ode)	KG1.1.2.1.1		
Content standard (code) KG1.1.2.1.				
Performance Indicator The learner should talk about cover page and illustrations.				
Core Compe	tencies: Communicat	ion and collaboration Personal development and leadership.		
Keywords				
T. L .R. (s)		Manila cards, markers, recorded audios visual		
Ref:	Ghanaian Langu	age curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main / C / C / C / C / C / C / C / C / C /	Phase 3: Plenary / Reflections	
	Engage leaners to sing songs and recite familiar rhymes	 Show learners a book through discussion. Assist learners to talk about the cover page and illustrations on the book. Assessment: let learners talk about cover page and illustrations.	What have we learnt today? Review the lesson with learners	
	Engage leaners to sing songs and recite familiar rhymes	 Show learners a book through discussion. Assist learners to talk about the cover page and illustrations on the book. Assessment: let learners talk about cover page and illustrations.	What have we learnt today? Review the lesson with learners	

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	Engage leaners	Show learners a book through discussion.	What have we learnt today?
	to sing songs	• Assist learners to talk about the cover page and illustrations on the book.	
	and recite		
	familiar rhymes	Assessment: let learners talk about cover page and illustrations.	Review the lesson with learners

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				KINDERGARTEN ONE
Week Ending:				Class size:
Day: Wednesday	,			Date :
Period :				Lesson:
Strand : MY LOCA	AL COMMUNITY	NANA F	Sub-strand : K	: KNOWING THE SPECIAL PLACES IN MY LOCAL COMMUNITY
Indicator (code)		K1.4.1.1.4		
Content standard (code) K1.4.1.1				
		Demonstrate understan	nding of the spe	special places in our local communities
Performance Indi	Performance Indicator Learners can find as many words in the community in which we can find the new letter-sound f week.			ords in the community in which we can find the new letter-sound for the
Core Competenci	ies: Creativity and	Innovation Communicat	tion and Collab	aboration Personal Development and Leadership Critical Thinking and
Problem Solving.				
Keywords				
T. L.R. (s) Poster/ cut out picture, Cut out shapes, big books, co		apes, big books, counters, crayons		
Ref:	Kindergarten Cu	ırriculum Page		

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DAY	Phase 1:	Phase 2: Main	Phase 3:
	Starter (preparing the brain for learning)	(new learning including assessment)	Plenary / Reflections
Wednesday	Have learners to sing songs and recite rhymes that relate to the lesson.	Introduce the letter by teaching a tongue twister in which the sound is. (for example, /Kk/) Kororoko ko nu kakaka be koklo kuku ko yeadu. (Ewe) Kakaw na kaw na ayamukaw (Mfantse) Ask learners the sound they hear most. Teach the pronunciation of the letter-sound. Show learners how to write the letter, first, legibly and boldly on the chalkboard/whiteboard and provide a keyword. Demonstrate how to write the letter in the air, on the back of learners and on a flash card. Learners take turns with you to practice as a whole class, in small groups, in pairs and individually. Scaffold learners to search for words in the community in which we can find the target letter sound e.g. bakery, lake, kite, etc. Make a word wall (a chart on the wall) where you keep track of all the words found (a list of k w. Assessment: let learners find as many words in the community in which we can find the new letter-sound for the week	Review lesson with Learners by singing songs in relation to it

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KINDERGARTEN ONE

Week Ending:					Class size:	
Day: Thursday		Date :				
Period :				Lesso	on:	
Strand : MY LOC	AL COMMUNITY		Sub-strand :	KNOV	/ING THE SPECIAL PLACES IN MY	LOCAL COMMUNITY
Indicator (code)		K1.4.1.1.5	l			
Content standar	d (code)	K1.4.1.1				
		Demonstrate understar	nding of the sp	ecial _l	places in our local communities	
Performance Inc	dicator	Learners can colour nic	ely a scene fro	m the	community and label it.	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				adership Critical Thinking and		
Keywords	/words					
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons				
Ref:	Kindergarten Cu	Curriculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter (preparing the brain for learning)	(new learning including	assessment)			Plenary / Reflections

Thursday	Have learners	Provide an outline or allow the learners to draw a scene from the special	Review lesson with Learners by
	to sing songs	places visited, colour it nicely, put a caption or label on it using their own	singing songs in relation to it
	and recite	invented spelling and paste it in the classroom.	
	rhymes that		
	relate to the	Assessment: let learners colour nicely a scene from the community and	
	lesson.	label it.	

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Week Ending:				Class size:
Day: Friday D		Date	Date :	
Period :			Lesso	on :
Strand: MY LOCAL COMMUNITY		Sub-strand:	KNOV	VING THE SPECIAL PLACES IN MY LOCAL COMMUNITY
Indicator (code)	K1.4.1.1.6			
Content standard (code)	K1.4.1.1			
	Demonstrate understar	nding of the sp	ecial	places in our local communities
Performance Indicator	Learners can demonstrate their understanding of the concept of addition by combining people and objects and			
	finding how many altogether			
Core Competencies: Creativity ar	nd Innovation Communica	tion and Collab	borati	on Personal Development and Leadership Critical Thinking and
Problem Solving.				

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Keywords									
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons							
Ref: Kindergarten C		l ırriculum Page							
DAY	Phase 1:	Phase 2: Main	Phase 3:						
	Starter	(new learning including assessment)	Plenary / Reflections						
	(preparing the brain								
	for learning)								
Friday	Have learners	Demonstrate their understanding of the concept of addition by combining	Review lesson with Learners by						
	to sing songs	people and objects and finding how many altogether money or number of	singing songs in relation to it						
	and recite rhymes that	items and find out how many altogether/how many are left?							
	relate to the	Create different everyday situations and scaffold learners to add numbers.							
	lesson.	Let learners work in pairs and individually to solve problems in their							
		exercise books.							
		Assessment: let learners demonstrate their understanding of the concept							
		of addition by combining people and objects and finding how many altogether							

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WEEK 8

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 LESSON PLAN

KINDERGARTEN ONE

Week Ending:	Class size					
Day : Monday	VAIAFIF A Date: UAFISCH					
Period :	Lesson:					
Strand: MY LOCAL COMMUNITY	Sub-strand: KNOWING (WHO) THE IMPORTANT PEOPLE / OCCUPATION IN MY COMMUNITY					
Indicator (code)	K1.4.2.1.1 K1. 4.2.1.2					
Content standard (code)	K1.4.1.1 Demonstrate understanding of the special places in our local communities					
Performance Indicator	 Learners can talk about who the neighbours are, the work they do and how important their profession are in the community Learners can demonstrate that sentences are made of words and that words are separated in print. 					
Core 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 C	Curriculum Page								
DAY	Phase 1: Starter (preparing the brain for learning)	Starter (new learning including assessment) (preparing the brain								
Monday	Have learners to sing songs and recite rhymes that relate to the lesson.	Use the Community Circle time strategy as described in K1.3.2.1.1 for the theme introduction. Give learners the opportunity to talk freely with the teacher and their peers about the people in their neighbourhood and the work they do. Learners should first talk about the occupation of their parents. e.g. My parents are both farmers. Ask leading questions and job terminologies to guide the discussion on the theme (teacher, nurse, doctor, police officer, trader, fisherman, fishmonger, etc.). Play some songs and let learners sing it along with the tape. Talk about each profession and how important they are to the community. Learners select the work they want to do when they grow up and draw themselves their uniform. Sort the occupations into sets of formal and informal. Match the sets with their correct number Use the "Be the word" game to demonstrate the concept.	Review lesson with Learners by singing songs in relation to it							

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	Cut up a sentence into individual words. Call a group of learners to rearrange the words to form the sentence. Each child picks a word and be that word when the sentence is being rebuild. Call the learners to rearrange the words to form the sentence.	
	Make sure learners leave a space in between them when rearranging the words to form the sentence.	
	Scaffold them to see how words are separated in print.	
	Assessment: let learners rearrange the words to form the sentence.	

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KINDERGARTEN ONE

Week Ending:				Class size:					
Day: Tuesday				Date:					
Period :				Lesson:					
Strand: MY LOCA	AL COMMUNITY			` '	/IPORTANT PE	OPLE / OCCUPATION IN MY			
			COMMUNITY						
Indicator (code)		K1.4.2.1.3	1.4.2.1.4						
Content standar	d (code)	K1.4.1.1							
		Demonstrate understar	nding of the sp	ecial places in our local c	communities				
Performance Ind	licator	• Learners can int	eract with res	ource people from differe	ent occupation	1			
		Learners can red	cognize the let	etter-sound learnt in the previous week in words					
	-	Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and							
Problem Solving.									
Vormende									
Keywords									
T D (a)		Postor/ sut out picture. Cut out shapes hig books counters gravens							
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons							
Ref:	Vindorgarton Cu	urriculum Dago							
Rei.	Killdergarten Ct	imculum Page	rriculum Page						
DAY	Phase 1:	Phase 2: Main				Phase 3:			
	Starter	(new learning including	assessment)			Plenary / Reflections			
	(preparing the								
	brain for learning)								
	for learning)								

Tuesday	Have learners to sing songs and recite	Show word cards out to students, have learners identify the letter sound /K/ [k] in the list of words. [Kwasi (Yes) mama (no), Kofi] etc.	Review lesson with Learners by singing songs in relation to it
	rhymes that relate to the	Learners put their hands on the head when there is the target letter-sound in the word, if not they put their hands down.	
	lesson.	In groups, learners do a treasure hunt for words beginning with the target word in the classroom. The group that finds more words with the target letter wins the game.	
		Copy selected words on the board for learners write into their exercise books	
		Assessment: let learners identify the letter-sound learnt in the previous week in words	

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Week Ending:		Class size:	
Day:	Date :		

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Period :			Lesson :			
Strand : Reading			Sub-strand : Print Concept			
Indicator (code)	KG1.1.2.1.2				
Content standard (code)		KG1.1.2.1.				
Performance Indicator		The learner should turn over the pages of a book by opening gently from right to left.				
Core Comp	petencies: Communicat	ion and collaboration Pe	rsonal development and leadership.	СП		
Keywords		NANATIITACQUAITSCII				
T. L .R. (s)		Manila cards, markers, recorded audios visual				
Ref:	Ghanaian Langu	ian Language curriculum				
DAY	Phase 1:	Phase 2: Main		Phase 3:		
	Starter	(new learning including	assessment)	Plenary / Reflections		
	(preparing the					
	brain					
	for learning)					
	Engage leaners		ers the correct way of opening a book.	What have we learnt today?		
	to sing songs					
	and recite	Ask learners to open	their books from right to left.			
	familiar rhymes			Review the Jesson with Jearners		

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Review the lesson with learners

	Assessment: let learners turn over the pages of a book by opening gently	
	from right to left.	
Engage leaners	Demonstrate to learners the correct way of opening a book.	What have we learnt today?
to sing songs		
and recite	Ask learners to open their books from right to left.	Review the lesson with learners
familiar rhymes		
	Assessment: let learners turn over the pages of a book by opening gently	
	from right to left.	
Engage leaners	Demonstrate to learners the correct way of opening a book.	What have we learnt today?
to sing songs		
and recite	Ask learners to open their books from right to left.	
familiar rhymes		Review the lesson with learners
	Assessment: let learners turn over the pages of a book by opening gently	
	from right to left.	

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			LESSON PLAN
\I	$\Lambda \Pi \Lambda$	EIIEI	KINDERGARTEN ONE

Week Ending:				Class size:
Day: Wednesday			Date	:
Period :			Less	on:
Strand : MY LOCAL COMMUNITY Sub-strand : COMMUNITY			and : KNOWING (WHO) THE IMPORTANT PEOPLE / OCCUPATION IN MY JNITY	
Indicator (code)	K1.4.2.1.5	K1.4.2.1.5		
Content standard (code)	K1.4.1.1			
	Demonstrate understar	nding of the sp	ecial	places in our local communities
Performance Indicator	Learners can write boldly and legibly the t		the ta	rget letter for the week and add a name of a friend to it
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 C	urriculum 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.	Have learners practise exercising the fingers. Refer to the previous writing lesson, and have learners practise in the air, on the other surfaces and on paper. Have learners give examples of words that contain the letter of the week. Have learners form sentences with the selected words and count the words in their sentences. Learners in pairs sum up the number of words in their sentences. Assessment: let learners write boldly and legibly the target letter for the week and add a name of a friend to it	Review lesson with Learners by singing songs in relation to it			

Vetted by :	Signature:	Date :
	:	LESSON PLAN

KINDERGARTEN ONE

Week Ending:		Class size:
Day: Thursday	Date	:

Period :				Lesson:			
			Sub-strand :	 p-strand : KNOWING (WHO) THE IMPORTANT PEOPLE / OCCUPATION IN MY MMUNITY			
Indicator (co	de)	K1. 4.2.1.6	1				
Content stan	dard (code)	K1.4.1.1					
	, ,	Demonstrate understa	nding of the s	pecial places in our local communities			
Performance	Indicator	Learners can draw ther the job underneath.	earners can draw themselves in the uniform of their aspired future job, colour it nicely and write the name of				
Core Compet Problem Solv		d Innovation Communica	ition and Colla	boration Personal Development and Le	adership Critical Thinking and		
Keywords							
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons					
Ref:	Kindergarten C	urriculum Page					
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)		Phase 3: Plenary / Reflections			
to sing songs Lea and recite mad rhymes that		Learners choose their made that selection.	future jobs an	ng professionals in informs. d talk to each other about why they es and paste it all round the classroom.	Review lesson with Learners by singing songs in relation to it		
	lesson. Have learners be in group:			g to their chosen profession and count ent the number visually			

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	Assessment: let learners draw themselves in the uniform of their aspired future job, colour it nicely and write the name of the job underneath.	
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LESSON PLAN KINDERGARTEN ONE

Week Ending:				Class size:	
Day: Friday			Date :		
Period :			Lesson:		
Strand: MY LOCAL COMMUNITY		Sub-strand:	KNOV	VING (WHO) THE IMPORTANT PEOPLE / OCCUPATION IN MY	
		COMMUNITY	′		
Indicator (code)	K1.4.1.1.6				
Content standard (code)	K1.4.1.1				
	Demonstrate understar	nding of the sp	ecial	places in our local communities	
Performance Indicator Learners can demonstrate their under		ate their unde	rstand	ling of the concept of subtraction as separating and finding out how	
	many is left				
Core Competencies: Creativity and	Innovation Communicat	tion and Collab	oorati	on 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 Co	urriculum 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.	Learners review the concept of addition and concentrate on Subtraction this week. Create a market scene where learners buy and sell different items in the community and use their understanding of the subtraction concept to buy with money and ask for a change. The buyer asks the seller a question "how much is left". Create different everyday situations and scaffold learners to subtract numbers.	Review lesson with Learners by singing songs in relation to it			
		Assessment: Let learners work in pairs and individually to solve problems in their exercise books.				

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WEEK 9

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	LESSON PLAN
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KINDERGARTEN ONE

Week Ending:	Class size:				
Day : Monday	NANA FIF A Date: JAH SCH				
Period :	Lesson:				
Strand: MY LOCAL COMMUNITY	Sub-strand: KNOWING (WHO) THE IMPORTANT PEOPLE / OCCUPATION IN MY				
	COMMUNITY				
Indicator (code)	K1.4.2.1.1 K1. 4.2.1.2				
Content standard (code)	K1.4.1.1				
	Demonstrate understanding of the special places in our local communities				
• Learners can talk about who the neighbours are, the work they do and how important their profession are in the community					
 Learners can demonstrate that sentences are made of words and that words are separated in print. 					
	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:	Ref: 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 K1.3.2.1.1 for the theme introduction. Give learners the opportunity to talk freely with the teacher and their peers about the people in their neighbourhood and the work they do. Learners should first talk about the occupation of their parents. e.g. My parents are both farmers. Ask leading questions and job terminologies to guide the discussion on the theme (teacher, nurse, doctor, police officer, trader, fisherman, fishmonger, etc.). Play some songs and let learners sing it along with the tape. Talk about each profession and how important they are to the community. Learners select the work they want to do when they grow up and draw themselves their uniform. Sort the occupations into sets of formal and informal. Match the sets with their correct number Use the "Be the word" game to demonstrate the concept.	Review lesson with Learners by singing songs in relation to it						

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	Cut up a sentence into individual words. Call a group of learners to rearrange the words to form the sentence. Each child picks a word and be that word when the sentence is being rebuild.	
	Call the learners to rearrange the words to form the sentence.	
	Make sure learners leave a space in between them when rearranging the words to form the sentence.	
	Scaffold them to see how words are separated in print.	
	Assessment: let learners rearrange the words to form the sentence.	

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	$A \cap A \cap$	

		LESSON PLAN
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KINDERGARTEN ONE

Week Ending:					Class size:				
Day: Tuesday					Date :				
Period :				Lesso	on:				
Strand: MY LOCA	AL COMMUNITY		Sub-strand:	KNOV	/ING (WHO) THE IMPORTANT PE	OPLE / OCCUPATION IN MY			
			COMMUNITY	•					
Indicator (code)		K1.4.2.1.3 K1.4.2.1.4							
Content standar	d (code)	K1.4.1.1							
		Demonstrate understar	nding of the sp	ecial _I	places in our local communities				
				resource people from different occupation e letter-sound learnt in the previous week in words					
Core Competence	ies: Creativity and				on Personal Development and Le				
Problem Solving.									
Keywords									
T. L .R. (s) Post		Poster/ cut out nicture	Poster/ cut out picture , Cut out shapes, big books, counters, crayons						
Poster/ cut out picture, cut out snapes, big books, counters, crayons									
Ref:	Kindergarten Cu	rriculum Page							
DAY	Phase 1:	Phase 2: Main Phase 3:							
	Starter	(new learning including	(new learning including assessment) Plenary / Reflections						
	(preparing the brain								
	for learning)								

Tuesday	Have learners to sing songs and recite	Show word cards out to students, have learners identify the letter sound /K/ [k] in the list of words. [Kwasi (Yes) mama (no), Kofi] etc.	Review lesson with Learners by singing songs in relation to it
	rhymes that relate to the	Learners put their hands on the head when there is the target letter-sound in the word, if not they put their hands down.	
	lesson.	In groups, learners do a treasure hunt for words beginning with the target word in the classroom. The group that finds more words with the target letter wins the game.	
		Copy selected words on the board for learners write into their exercise books	
		Assessment: let learners identify the letter-sound learnt in the previous week in words	

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	LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE KINDERGARTEN ONE

Week Ending:		Class size:		
Day:	Date	:		

NANA FIIFI AC	CQUAH					
Period :				Lesson:		
Strand : Rea	nding		Sub-strand :	Phonological and Phonemic Awarenes	S	
Indicator (co	ode)	KG1.1.3.1.1				
Content star	ndard (code)	KG1.1.3.1.				
Performance	e Indicator	The learner should listen to and recognise words in rhymes and songs				
Core Compe	etencies: Communicat	ion and collaboration Pe	rsonal develo	pment and leadership.		
Keywords		NANAT		ICQUAITSCIT		
T. L .R. (s)		Manila cards, markers,	recorded aud	ios visual		
Ref:	Ghanaian Langu	lage curriculum				
DAY	Phase 1:	Phase 2: Main		Phase 3:		
	Starter	(new learning including	g assessment)		Plenary / Reflections	
	(preparing the brain for learning)					
	Engage leaners	• Explore rhymes for le	arners to liste	n and allow learners to sing a familiar	What have we learnt today?	
	to sing songs	song.		_		
	and recite	Ask learners to menti	on some of th	ie words they heard in the rhyme and		

If you find this file helpful for your work, kindly donate to the MTN no. 0245350591 (Nana Fiifi Acquah) to support the team. May Allah/God bless you

Review the lesson with learners

familiar rhymes

song.

	 Write some of the words mentioned on the board and underline two of the vowels and say them aloud for learners to repeat after you. Ask learners to mention some of the sounds they heard in the words in the rhyme and song. 	
	Assessment: let learners mention some of the words they heard in the rhyme and song.	
Engage leaners to sing songs and recite	song. • Ask learners to mention some of the words they heard in the rhyme and	What have we learnt today? Review the lesson with learners
familiar rhymes	 Write some of the words mentioned on the board and underline two of the vowels and say them aloud for learners to repeat after you. Ask learners to mention some of the sounds they heard in the words in the rhyme and song. Assessment: let learners mention some of the words they heard in the	
Engage leaners	 rhyme and song. Explore rhymes for learners to listen and allow learners to sing a familiar 	What have we learnt today?
to sing songs and recite familiar rhymes	 Ask learners to mention some of the words they heard in the rhyme and song. Write some of the words mentioned on the board and underline two of 	Review the lesson with learners
	 the vowels and say them aloud for learners to repeat after you. Ask learners to mention some of the sounds they heard in the words in the rhyme and song. 	

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		Assessment: let rhyme and song	learners mention some of the word	s they heard in the	
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.....: LESSON PLAN

KINDERGARTEN ONE

Week Ending:				Class size:
Day: Wednesday			Date:	
Period :			Lesson:	
Strand: MY LOCAL COMMUNITY		Sub-strand:	ind: KNOWING (WHO) THE IMPORTANT PEOPLE / OCCUPATION IN MY	
СОММС			MUNITY	
Indicator (code)	K1.4.2.1.5			

ard (code)	K1.4.1.1 Demonstrate understanding of the special places in our local communities					
ndicator	Learners can write boldly and legibly the target letter for the week and add	a name of a friend to it				
ncies: Creativity an	d Innovation Communication and Collaboration Personal Development and Le	eadership Critical Thinking and				
	Poster/ cut out picture, Cut out shapes, big books, counters, crayons					
Kindergarten C	urriculum Page					
		Phase 3: Plenary / Reflections				
Have learners to sing songs and recite rhymes that relate to the lesson.	Have learners practise exercising the fingers. Refer to the previous writing lesson, and have learners practise in the air, on the other surfaces and on paper. Have learners give examples of words that contain the letter of the week. Have learners form sentences with the selected words and count the words in their sentences. Learners in pairs sum up the number of words in their sentences. Assessment: let learners write boldly and legibly the target letter for the week and add a name of a friend to it	Review lesson with Learners by singing songs in relation to it				
	ndicator ncies: Creativity an ng. Kindergarten Co Phase 1: Starter (preparing the brain for learning) Have learners to sing songs and recite rhymes that relate to the	Demonstrate understanding of the special places in our local communities ndicator Learners can write boldly and legibly the target letter for the week and add ncies: Creativity and Innovation Communication and Collaboration Personal Development and Leng. Poster/ cut out picture, Cut out shapes, big books, counters, crayons Kindergarten Curriculum Page Phase 1: Starter (preparing the brain for learning) Have learners to sing songs and recite rhymes that relate to the lesson. Have learners give examples of words that contain the letter of the week. Have learners form sentences with the selected words and count the words in their sentences. Learners in pairs sum up the number of words in their sentences. Assessment: let learners write boldly and legibly the target letter for the				

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 LESSON PLAN

KINDERGARTEN ONE

Week Ending:		Class size:
Day: Thursday		Date:
Period :	NANA FIIFI A	Lesson: UAH SCH
Strand: MY LOCAL COMMUNITY	Sub-strand	: KNOWING (WHO) THE IMPORTANT PEOPLE / OCCUPATION IN MY
	COMMUNI	ΓΥ
Indicator (code)	K1. 4.2.1.6	
Content standard (code)	K1.4.1.1	
	Demonstrate understanding of the	pecial places in our local communities
Performance Indicator	Learners can draw themselves in the the job underneath.	e uniform of their aspired future job, colour it nicely and write the name of
Core Competencies: Creativity and	d Innovation Communication and Coll	aboration Personal Development and Leadership Critical Thinking and
Problem Solving.		
Keywords		
T. L .R. (s)	Poster/ cut out picture, Cut out sh	apes, big books, counters, crayons

Ref:	Kindergarten C		
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	Show poster and/or pictures depicting professionals in informs. Learners choose their future jobs and talk to each other about why they made that selection.	Review lesson with Learners by singing songs in relation to it
	lesson.	Learners draw and colour themselves and paste it all round the classroom. Have learners be in groups according to their chosen profession and count the members in each group. Represent the number visually Assessment: let learners draw themselves in the uniform of their aspired future job, colour it nicely and write the name of the job underneath.	

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KINDERGARTEN ONE

Week Ending:			Class size:				
Day: Friday			Date :				
Period :				Lesso	n :		
Strand: MY LOC	AL COMMUNITY		Sub-strand: K	KNOW	ING (WHO) THE IMPORTANT PE	OPLE / OCCUPATION IN MY	
			COMMUNITY				
Indicator (code)		K1.4.1.1.6					
Content standar	d (code)	K1.4.1.1					
		Demonstrate understar	nding of the spe	ecial p	laces in our local communities		
Performance Inc	licator	Learners can demonstra how many is left	ate their under	stand	ing of the concept of subtraction	n as separating and finding out	
Core Competend	cies: Creativity and	Innovation Communication	tion and Collab	oratio	on Personal Development and Le	eadership Critical Thinking and	
Problem Solving.		NIANIA FIIFI ACOLIALI COLI					
Keywords		NANA FIIFI ACQUAH 5CH					
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons					
Ref:	Kindergarten Cu	ırriculum Page					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
Starter (new learning including assessment brain for learning)			assessment)			Plenary / Reflections	
Friday Have learners to sing songs and recite rhymes that Learners review the concept of additional to sing songs this week.		on and	I concentrate on Subtraction	Review lesson with Learners by singing songs in relation to it			

relate to the lesson.	Create a market scene where learners buy and sell different items in the community and use their understanding of the subtraction concept to buy with money and ask for a change.	
	The buyer asks the seller a question "how much is left". Create different everyday situations and scaffold learners to subtract numbers.	
	Assessment: Let learners work in pairs and individually to solve problems in their exercise books.	

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	LESSON PLAN
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KINDERGARTEN ONE

Week Ending:		Class size:
Day : Monday	Date	:

Devied	QUAII		1			
Period :				Lesson:		
Strand: MY LOCAL COMMUNITY		S	ub-strand : k	NOWING THE SPECIAL LE	ADERS IN M	Y COMMUNITY
Indicator (co	de)	K1.4.3.1.1 K1.4	1.3.1.2			
Content star	idard (code)	K1.4.1.1 Demonstrate understandi	standing of the special places in our local communities			
Performance Indicator • Lea • Lea		 Learners can lister respond by sharing 	n attentively i g what they h	nave learnt about the diffe	aloud text on erent ways tl	who our special leaders are and ney support the community.
Problem Solv	•	d Innovation Communicatio	n and Collab	oration Personal Develop	ment and Le	adership Critical Thinking and
Keywords						
T. L .R. (s)		Poster/ cut out picture ,	Cut out shap	es, big books, counters, c	rayons	
Ref:	Kindergarten Cı	ırriculum Page				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including a	ssessment)			Phase 3: Plenary / Reflections
Monday	Have learners to sing songs and recite rhymes that relate to the lesson.	Using poster and/or pictu Have learners talk about t groups. (E.g. Muslins – Im Talk about the traditional community.	the religious am, Christian	eaders in their various re churches-Pastors) and th	ligious neir roles.	Review lesson with Learners by singing songs in relation to it
		Learners' role play some a community. You can use a				

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	the pages of a story book to look at pictures on the left pages first then on the right and from top to bottom.
	Have learners count the community leaders identified during the picture walk.
	Use the KWL strategy and involve learners in the reading as much as possible.
	K-Learners talk about the leaders they know and what they do to support the community
	. W-Learners ask more question about the other leaders in the community and what they do?
	Teacher reads the text aloud, pausing as often as possible to give opportunity to the learners to interact with peers and the teacher.
	L-Learners share what they have learnt with whole class.
	Assessment: let learners describe the traditional and religious leaders in our community

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KINDERGARTEN ONE

Week Ending:				Class size:
Day: Tuesday			Date	:
Period :			Less	on:
Strand: MY LOCAL COMMUNITY Su		Sub-strand :	KNO	VING THE SPECIAL LEADERS IN MY COMMUNITY
Indicator (code)	K1.4.3.1.3	K1.4.3.1.3		
Content standard (code)	K1.4.1.1			
	Demonstrate understanding of the special places in our local communities			
Performance Indicator	Learners can sing traditional songs, play rattle and shakers, clap and dance on the correct rhythm			tle and shakers, clap and dance on the correct rhythm

Core Compet Problem Solv		d Innovation Communication and Collaboration Personal Development an	d Leadership Critical Thinking and			
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			
to sing songs and recite rhymes that relate to the lesson. the class clap and other play the shaker, where the shaker is the class clap and other play the shaker, where the shaker is the class clap and other play the shaker, where the shaker is the class clap and other play the shaker, where the shaker is the class clap and other play the shaker, where the shaker is the class clap and other play the shaker, where the shaker is the class clap and other play the shaker, where the shaker is the class clap and other play the shaker, where the shaker is the class clap and other play the shaker is the class clap and other play the shaker.		In a whole class, teacher leads in singing familiar traditional songs, let have the class clap and other play the shaker, while others dance. Learners take turns and change hands in playing and clapping so that everyone can practice the shakers on the correct rhythm. Have them talk about their experience in performing this activity. Assessment: let learners sing traditional songs, play rattle and shakers, and dance on the correct rhythm	singing songs in relation to it			
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SUBJECT: GHANAIAN LANGUAGE		KINDERGARTEN ON	E			
Week Ending:		Class size:				

				T	
Day:				Date :	
Period :			Lesson:		
Strand : Writing			Sub-strand :	Penmanship/Handwriting	
		L KO4 4 4 2			
Indicator (code)	1 (1 -)	KG1.1.4.1.3			
Content standar	* *	KG1.1.4.1.			
Performance Ind	licator	The learner should reco	ognise the alph	nabet in order.	
Core Competencies: Communication		ion and collaboration Pe	rsonal develor	oment and leadership.	
Keywords					
T. L .R. (s)		Manila cards, markers, recorded audios visual			
Ref:	Ghanaian Langu	age curriculum	e curriculum		
DAY	Phase 1:	Phase 2: Main			Phase 3:
Starter (new learning including assessment) (preparing the brain for learning)			Plenary / Reflections		
	Engage leaners	Display the letters of	the alphahet (on the hoard	What have we learnt today?
	to sing songs			e alphabet are arranged in order.	Triat have we learne today:
	23 28	Allow learners to arra			
		, mow learners to arra	מושכיווי טועכו ז	onic out out icticis.	

and recite familiar rhymes	Assessment: let learners arrange in order some cut-out letters.	Review the lesson with learners
Engage leaners to sing songs and recite familiar rhymes		What have we learnt today? Review the lesson with learners
and recite familiar rhymes	. ,	What have we learnt today? Review the lesson with learners

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•	LESSON PLAN
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Week Ending:			Class size:		
Day: Wednesday			Date :		
Period :			Lesson:		
Strand: MY LOCAL COMMUNI	Strand : MY LOCAL COMMUNITY Sub-strand		: KNOWING THE SPECIAL LEADERS IN MY COMMUNITY		
Indicator (code)	K1. 4.3.1.4	K1. 4.3.1.4			
Content standard (code)	K1.4.1.1	K1.4.1.1			
	Demonstrate understa	nding of the sp	special places in our local communities		
Performance Indicator	Learners can recognize and identify target letter name and the sound in items and names of words in the				
home.					
Core Competencies: Creativity	and Innovation Communica	ition and Colla	llaboration 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			
		. Oster, cut out pisture, out out onapes, and about, esumers, erayons			
Ref:	Kindergarten C	urriculum Page			
DAY	Phase 1: Starter	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections		
	(preparing the brain for learning)				
Wednesday	Have learners to sing songs and recite rhymes that relate to the lesson.	Follow the procedure under indicator and Exemplar K1.4.1.1.4 as you teach the new letter sound for the week. Start with a tongue twister, introduce the letter-sound (a vowel). Write in on the chalkboard and have learners pronounce the words after you. Have them write in the air and on other surfaces before they write into their exercise book.	Review lesson with Learners by singing songs in relation to it		
		how different word cards and have learners identify the letter sound in the words. Assessment: let learners identify target letter name and the sound in items			

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KINDERGARTEN ONE

Week Ending:				Class size:		
Day: Thursday		Date :				
Period :			Lesso	n:		
Strand : MY LOCAL COMMUNITY Sub-strand :		Sub-strand :	KNOW	/ING THE SPECIAL LEADERS IN M	Y COMMUNITY	
Indicator (code) K1.4.3.1.5.						
Content standard (code) K1.4.1.1 Demonstrate understanding of the sp			pecial places in our local communities			
Performance Indicator Learners can role play the various leaders and what they do in the community.				ty.		
Core Competenc	ies: Creativity and	Innovation Communicat	tion and Collab	oratio	on Personal Development and Le	adership Critical Thinking and
Problem Solving.						
Keywords						
T. L.R. (s) Poster/ cut out picture, Cut out shapes, big books, counters, crayons						
Ref:	Kindergarten Cu	rriculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter (preparing the brain	(new learning including	assessment)			Plenary / Reflections

	for learning)		
Thursday	Have learners to sing songs	Learners play the roles of e.g. the traditional chief, the queen mother, the	Review lesson with Learners by singing songs in relation to it
	and recite rhymes that relate to the	assemblyman and the PTA chairman at a meeting to improve on the conditions of the school.	
	lesson.	The class teacher should create more innovative ideas for this role play. (Dress students in Full regalia.	
		Create different Adinkra symbols e.g. Gye Nyame, Sankofa, etc. for the chief's umbrella	
		Assessment: let learner's role play the various leaders and what they do in the community.	

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	 :	LESSON PLAN

KINDERGARTEN ONE

Week Ending:				Class size:	
Day: Friday		Date:			
Period :		Lesson:			
Strand : MY LOCAL COMMUNITY Sub-str		Sub-strand:	ub-strand: KNOWING THE SPECIAL LEADERS IN MY COMMUNITY		
Indicator (code)	K1.4.1.1.6				

Content standard (code)		K1.4.1.1	
		Demonstrate understanding of the special places in our local communities	
Performano	ce Indicator	Learners can demonstrate their understanding of the concept of subtraction	n as separating and finding out
		how many is left.	
Core Compe Problem So	•	d Innovation Communication and Collaboration Personal Development and Le	eadership Critical Thinking and
Keywords			
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons	
Ref: Kindergarten		urriculum Page	
DAY	Phase 1:	Phase 2: Main	Phase 3:
	Starter (preparing the brain	(new learning including assessment) COUAH SCH	Plenary / Reflections
	for learning)		
Friday	Have learners to sing songs and recite rhymes that	Learners review the concept of subtraction. Create different scenarios and story problems to help learners practise subtraction in a real-life situation.	Review lesson with Learners by singing songs in relation to it
	relate to the lesson.	The chief came to the schools with 7 boxes of books and donate 5 boxes to our school. How many more are left?	
		Repeat this with sharing of school materials, market scene where learners buy and sell different items in the community, etc.	
		Assessment: let learners The chief came to the schools with 7 boxes of books and donate 5 boxes to our school.	

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		How many more are left?		
		,,,		
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verrea by :			. Date:	

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	LESSON PLAN

KINDERGARTEN ONE

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Week Ending: Class size:

Day : Monday			Date :		
Period :			Lesson:		
Strand : MY	NATION GHANA		Sub-strand :	HISTORY AND CELEBRATION OF GHAN	IA'S INDEPENDENCE
Indicator (co	ode)	K1.5.1.1.1 K1.5.1.1			
Content star	ndard (code)	K1.5.1.1 Demonstrate knowled	ge of the histo	ory and independence of Ghana	
Performance	e Indicator	 Learners can locate their home regions on an outline map of Ghana and talk about the history behind their festivals. Learners can retell the story about Ghana's independence 			
Core Compe Problem Solv	•			boration Personal Development and Le	eadership Critical Thinking and
Keywords		NANA F	IIFI A	COUAH SCH	
T. L .R. (s) Poster/ cut out pict		Poster/ cut out picture	, Cut out sha	pes, big books, counters, crayons	
Ref:	Kindergarten C	urriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including	g assessment)		Phase 3: Plenary / Reflections
Monday	Have learners to sing songs and recite rhymes that relate to the lesson.	different colours on the	e board.	nana showing the 16 regions in gions they come from and the festival	Review lesson with Learners by singing songs in relation to it

Using cut out colour papers depicting the respective colours of the regions, model the location of your home region and the telling of behind your festival.

Have learners take turns to pick the colour from the cut-out papers that is the same as the colour of their region, locate their region on the map and then tell a short history/what they know about their festivals.

Have learners group cut out papers picked during the activity into colours and count.

Have learners do addition and/or subtraction activities with the cut-out papers

Community Circle time: Use KWL strategy to deliver this lesson.

K; Learners talk about any family or regional celebrations they know about, when they celebrate, why and what they do.

They also share anything they know about Ghana's Independence Day celebration

W-they are given the opportunity to ask questions related to what they want to know about the Independence Day celebration.

Displaying a conversational poster, on Independence Day, teacher tells a short history about the Independence Day of Ghana and why we celebrate it on 6th March.

L-Learners are given the chance to retell the story behind 6th March. Involve all learners in the talking by using the "pass the ball" (Learners pass a small ball round; the learner with the ball is the only one to talk).

NANA FIIFI ACQUAH		
	Have learners watch a video on 6th march celebration and/or role play a simple speech on what they will do to help advancement of Ghana at a 6th March celebration	
	Assessment: let learners retell the story about Ghana's independence	
Vetted by :	Date:	

.....: LESSON PLAN

KINDERGARTEN ONE

Week Ending:				Class size:
Day: Tuesday			Date:	
Period :			Lesson:	
Strand : MY NATION GHANA Sub-strand :		HISTORY AND CELEBRATION OF GHANA'S INDEPENDENCE		
Indicator (code) K1.5.1.1.2 K1.5.1.1.3				
Content standard (code)	K1.5.1.1			

		Demonstrate knowledge of the history and independence of Ghana		
Performance	Indicator	 Learners can show peers that sentences are made of words and that words are separated in print. Learners can listen attentively and interact with peers during a teacher-read-aloud session about the Independence Day of Ghana 		
Core Competer Problem Solv	•	d Innovation Communication and Collaboration Personal Development and Le	eadership Critical Thinking and	
Keywords				
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons		
Ref:	Kindergarten C	urriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment) COUAH SCH	Phase 3: Plenary / Reflections	
Tuesday	Have learners to sing songs and recite rhymes that relate to the lesson.	Play the "Be the word" game as described in K1. 4.2.1.2, using cut-up sentences to show that sentences are made up of words. Guide learners to rearrange the words to form sentences. Assist learners to demonstrate that writers have to leave spaces between the words. Play the games in small groups with different sentence strips. Call on group to demonstrate to whole class. Have learners form a simple sentence from the cut-up words and it write into their exercise books.	Review lesson with Learners by singing songs in relation to it	

NANA FIIFI ACQUAH
Have learners count the letters in selected words and use them to do addition and/or subtraction activities. Extend this numeracy activities using other objects/word problem
Refer to the Reading instruction procedure in K1.3.4.1.3. Encourage the learners to interact actively with peers during the teacher read aloud session on the theme. Ask leading questions and have learners answer to bring out the main points in the text.
Assist learners to use illustrations and picture to enable them to understand unfamiliar words.
Learners use new vocabulary in describing activities that go on during the celebration of the Independence Day.
Have learners use selected words to perform addition and subtraction activities.
Extend the activities using different objects/materials
Assessment: let learners draw Independence Day celebration scene

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SUBJECT: GHANAIAN LANGUAGE		KINDERGARTEN ONE
Week Ending:		Class size:
Day:		Date :
	NANA FIIFI A	COUAH SCH
Period:		Lesson:
Strand : Writing	Sub-strand : F	Penmanship/Handwriting
Indicator (code)	KG1.1.4.1.3	
Content standard (code)	KG1.1.4.1.	
Performance Indicator	The learner should recognise the alpha	abet in order.
Core Competencies: Communica	tion and collaboration Personal develop	ment and leadership.
Keywords		

...... LESSON PLAN

T. L .R. (s)		Manila cards, markers, recorded audios visual		
Ref:	Ghanaian Langu	lage curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections	
	Engage leaners to sing songs and recite familiar rhymes	 Display the letters of the alphabet on the board. Show learners how the letters of the alphabet are arranged in order. Allow learners to arrange in order some cut-out letters. Assessment: let learners arrange in order some cut-out letters.	What have we learnt today? Review the lesson with learners	
	Engage leaners to sing songs and recite familiar rhymes		What have we learnt today? Review the lesson with learners	
	Engage leaners to sing songs and recite familiar rhymes	 Display the letters of the alphabet on the board. Show learners how the letters of the alphabet are arranged in order. Allow learners to arrange in order some cut-out letters. Assessment: let learners arrange in order some cut-out letters.	What have we learnt today? Review the lesson with learners	

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KINDERGARTEN ONE

Week Ending: Class size:

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Day: Wednesday				Date:			
Period:				Lesson:			
Strand : MY NA	TION GHANA		Sub-strand :	HISTORY AND CELEBRATION OF GHAN	IA'S INDEPENDENCE		
Indicator (code	e)	K1.5.1.1.4 K1.5.1.1.5					
Content standa	ard (code)	K1.5.1.1					
		Demonstrate knowledg	ge of the histo	ry and independence of Ghana			
Performance Ir	ndicator	Learners can de	emonstrate res	spect for the symbols and songs of our	nation		
		Learners can sir	ng alphabet so	ng and point to the letters of the alpha	abet in the classroom		
•	•	d Innovation Communica	ition and Colla	boration Personal Development and Le	eadership Critical Thinking and		
Problem Solving	g.						
Keywords							
		NIANIA EIIELACOLIAH SCH					
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons					
Ref:	Kindergarten C	urriculum Page					
DAY	Phase 1:	Phase 2: Main			Phase 3:		
	Starter	(new learning including	g assessment)		Plenary / Reflections		
	(preparing the brain						
	for learning)						
Wednesday	Have learners	Learners sing the nation	nal anthem a	long with a tape recording and recite	Review lesson with Learners by		
	to sing songs	_		res and gestures, i.e. Standing at	singing songs in relation to it		
	and recite	attention, hand on che	st, etc.				
	rhymes that						
	relate to the		_	e and pieces of materials in the			
	lesson.	colours of the national	Tiag to build a	large collage of the Ghana Flag.			
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NANA FIIFI ACQUAH	
	Learners sing different alphabet songs and perform actions on them,
	picking and showing the letters in turns
	Have learners use some of the selected words to make sentences
	Recapping previous subtraction lessons, have the learners subtract the number of the focus letter from the other letters in a word.
	Extend the activities using other objects
	Assessment: let learners sing alphabet song and point to the letters of the alphabet in the classroom

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		KINDER	GARTEN	ONE

Week Ending:				Class size:	
Day: Thursday			Date :		
Period :			Lesso	on:	
Strand: MY NATION GHANA		Sub-strand:	nd : HISTORY AND CELEBRATION OF GHANA'S INDEPENDENCE		
Indicator (code)	K1.5.1.1.6				
Content standard (code)	K1.5.1.1				
Demonstrate knowledge of the histo			y and	independence of Ghana	
Performance Indicator Learners can create and perform de		perform dan	ce mo	vements and music inspired by Ghanaian history and other	
	cultures				

Core Compet Problem Solvi	="	d Innovation Communication and Collaboration Personal Development and Le	adership Critical Thinking and
Keywords			
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons	
Ref:	Kindergarten Cı	urriculum 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.	Learners listen to a music on Ghanaian history and dance to it (You can let them watch a video to) e.g. Hen are assase ni Teach the keywords and discuss the lyrics of the song with the learners Learners use improvised musical instrument to play their own music, accompanied by dance movements. Learners should organize a Kiddies march past. Let them sing some patriotic songs and match on it while others play instruments. One child can post as the President of Ghana whiles others salute. Assessment: let learners create and perform dance movements and music inspired by Ghanaian history	Review lesson with Learners by singing songs in relation to it

Vetted by :	Signature:	Date :
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				KINDERGARTEN ONE	
Week Ending:				Class size:	
Day : Friday				Date:	
Period :				Lesson:	
Strand : MY NATI	ON GHANA		Sub-strand:	HISTORY AND CELEBRATION OF GHANA'S INDEPENDENCE	
		NIVNIV		COLIVE CCE	
Indicator (code)		K1.5.1.1		ICQUAITSCIT	
Content standard (code)		K1.5.1.1			
		Demonstrate knowledg	ge of the histo	ry and independence of Ghana	
Performance Indi	icator	Learners can compose a	and decompos	se numbers up to ten	
Core Competenci	ies: Creativity and	Innovation Communicat	tion and Collal	boration Personal Development and Leadership Critical Thinking and	
Problem Solving.					
Keywords					
T. L.R. (s) Poster/ cut out picture, Cut out sha		pes, big books, counters, crayons			
Ref:	Kindergarten Cu	rriculum Page			

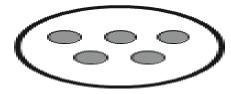
.....: LESSON PLAN

DAY	Phase 1:	Phase 2: Main	Phase 3:
	Starter (preparing the brain for learning)	(new learning including assessment)	Plenary / Reflections
Friday	Have learners to sing songs and recite rhymes that relate to the lesson.	Learners decompose a group 10 bottle tops, e.g. 6 and 4 or 5 plus 5. Teacher Scaffold learners to understand the terms Decomposing and composing numbers. Composing means putting numbers together to make a whole and Decomposing means breaking down numbers into their sub-parts. Learners also use dot cards to decompose numbers (0-10), Learners look at a dot card (e.g. with 5 dots) and say how many dots they see' If the teacher asks, how many dots do you see? The child says, 'I see 3 and 2 dots Have learners draw a line to join or circle the 3 dots and 2 dots separately e.g. Learners repeat activity with different number of dots	Review lesson with Learners by singing songs in relation to it

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Give learners cards with different number of dots e.g. 5, 6, 9, etc. and in pairs let them play the game "Pick and circle" (cut out cards with different number of dots. Write two figures under each circled dots into which the dots should be decomposed.

Have learners decompose the dots in different forms and talk about their work e.g. 6 (2 and 4, 3 and 3, 5 and 1), 7(2 and 5, 3 and 4, 6 and 1), etc. e.g. 5 (3 and 2, 4 and 2)



Assessment: let learners compose and decompose numbers up to ten

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WEEK 12

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LI		LESSON PLAN
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KINDERGARTEN ONE

Week Ending:	Class size:			
Day : Monday	IVAVAFIFADate: UAFISCE			
Period :	Lesson:			
Strand: MY NATION GHANA	Sub-strand: HISTORY AND CELEBRATION OF GHANA'S INDEPENDENCE			
Indicator (code)	K1.5.1.1.1 K1.5.1.1.			
Content standard (code)	K1.5.1.1 Demonstrate knowledge of the history and independence of Ghana			
Performance Indicator	 Learners can locate their home regions on an outline map of Ghana and talk about the history behind their festivals. Learners can retell the story about Ghana's independence 			
Core 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 C	urriculum 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.	Display a big poster of the map of Ghana showing the 16 regions in different colours on the board. Guide learners to talk about their regions they come from and the festival they celebrate. Using cut out colour papers depicting the respective colours of the regions, model the location of your home region and the telling of behind your festival. Have learners take turns to pick the colour from the cut-out papers that is the same as the colour of their region, locate their region on the map and then tell a short history/what they know about their festivals. Have learners group cut out papers picked during the activity into colours and count. Have learners do addition and/or subtraction activities with the cut-out papers Community Circle time: Use KWL strategy to deliver this lesson. K; Learners talk about any family or regional celebrations they know about, when they celebrate, why and what they do.	Review lesson with Learners by singing songs in relation to it	

NANA FIIFI ACQUAH		
	They also share anything they know about Ghana's Independence Day celebration	
	W-they are given the opportunity to ask questions related to what they want to know about the Independence Day celebration.	
	Displaying a conversational poster, on Independence Day, teacher tells a short history about the Independence Day of Ghana and why we celebrate it on 6th March. L-Learners are given the chance to retell the story behind 6th March. Involve all learners in the talking by using the "pass the ball" (Learners pass a small ball round; the learner with the ball is the only one to talk). Have learners watch a video on 6th march celebration and/or role play a simple speech on what they will do to help advancement of Ghana at a 6th March celebration	
	Assessment: let learners retell the story about Ghana's independence	

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KINDERGARTEN ONE

Week Ending:			Class size:			
Day: Tuesday		Date	:			
Period :				Lesso	n :	
Strand : MY NAT	ION GHANA		Sub-strand :	HISTO	RY AND CELEBRATION OF GHANA	A'S INDEPENDENCE
Indicator (code)		K1.5.1.1.2 K1.	5.1.1.3			
Content standar	d (code)	K1.5.1.1				
		Demonstrate knowledg	e of the histor	y and	independence of Ghana	
		en attentively		nces are made of words and that nteract with peers during a teach	words are separated in print. er-read-aloud session about the	
Core Competence Problem Solving.	ies: Creativity and	Innovation Communicat	tion and Collab	oratio	on Personal Development and Le	adership Critical Thinking and
Keywords						
T. L .R. (s) Poste		Poster/ cut out picture	, Cut out shap	oes, bi	g books, counters, crayons	
Ref:	Kindergarten Cu	urriculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter (preparing the brain for learning)	(new learning including	assessment)			Plenary / Reflections

Tuesday	Have learners	Play the "Be the word" game as described in K1. 4.2.1.2, using cut-up	Review lesson with Learners by
	to sing songs and recite	sentences to show that sentences are made up of words.	singing songs in relation to it
	rhymes that relate to the	Guide learners to rearrange the words to form sentences.	
	lesson.	Assist learners to demonstrate that writers have to leave spaces between the words. Play the games in small groups with different sentence strips.	
		Call on group to demonstrate to whole class. Have learners form a simple sentence from the cut-up words and it write into their exercise books.	
		Have learners count the letters in selected words and use them to do addition and/or subtraction activities.	
		Extend this numeracy activities using other objects/word problem	
		Refer to the Reading instruction procedure in K1.3.4.1.3. Encourage the learners to interact actively with peers during the teacher	
		read aloud session on the theme. Ask leading questions and have learners answer to bring out the main points in the text.	
		Assist learners to use illustrations and picture to enable them to understand unfamiliar words.	
		Learners use new vocabulary in describing activities that go on during the celebration of the Independence Day.	
		Have learners use selected words to perform addition and subtraction activities.	
		Extend the activities using different objects/materials	

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	: LESSON PLAN
SUBJECT: GHANAIAN LANGUAGE	KINDERGARTEN ONE
Week Ending:	Class size:
Day:	Date :
Period :	Lesson:

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NANA FIIFI A	CQUAH		
Strand : Wr	riting	Sub-strand: Penmanship/Handwriting	
Indicator (c	code)	KG1.1.4.1.3	
Content sta	andard (code)	KG1.1.4.1.	
Performand	ce Indicator	The learner should recognise the alphabet in order.	
Core Comp	etencies: Communicat	ion and collaboration Personal development and leadership.	
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:	Ghanaian Langu	lage curriculum FIFACQUAH SCH	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes		What have we learnt today? Review the lesson with learners
	Engage leaners to sing songs and recite familiar rhymes	· · ·	What have we learnt today? Review the lesson with learners

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	Assessment: let learners arrange in order some cut-out letters.	
Engage leaners to sing songs and recite familiar rhymes	 Show learners how the letters of the alphabet are arranged in order. Allow learners to arrange in order some cut-out letters. 	What have we learnt today? Review the lesson with learners

Vetted by	/ :	Signature:	Date :

 LESSON PLAN

KINDERGARTEN ONE

Week Ending:			Class size:		
Day: Wednesday		Date	Date :		
Period: NANA FIIFI		ALess	ACOUAH SCH		
Strand: MY NATION GHANA Sul		Sub-strand: HISTORY AND CELEBRATION OF GHANA'S INDEPENDENCE			
Indicator (code)	K1.5.1.1.4 K1.5.1.1.5				
Content standard (code)	K1.5.1.1				
	Demonstrate knowledge of the I	nistory and	d independence of Ghana		
Performance Indicator • Learners can demonstrate re-		e respect	for the symbols and songs of our nation		
	 Learners can sing alphabe 	et song an	d point to the letters of the alphabet in the classroom		
Core Competencies: Creativity and Innovation Communication and Collabo			ion Personal Development and Leadership Critical Thinking and		
Problem Solving.					
Keywords					
T. L .R. (s)	Poster/ cut out picture, Cut ou	t shapes, l	oig books, counters, crayons		

Ref:	Kindergarten C	urriculum 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 sing the national anthem along with a tape recording and recite the pledge with the necessary postures and gestures, i.e. Standing at attention, hand on chest, etc. In small groups, the learners use glue and pieces of materials in the colours of the national flag to build a large collage of the Ghana Flag. Learners sing different alphabet songs and perform actions on them, picking and showing the letters in turns Have learners use some of the selected words to make sentences Recapping previous subtraction lessons, have the learners subtract the number of the focus letter from the other letters in a word. Extend the activities using other objects Assessment: let learners sing alphabet song and point to the letters of the alphabet in the classroom	Review lesson with Learners by singing songs in relation to it

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KINDERGARTEN ONE

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Week Ending:				Class size:		
Day: Thursday				Date :		
Period :				Lesson:		
Strand: MY NAT	TION GHANA		Sub-strand :	HISTORY AND CELEBRATION OF C	SHANA'S INDEPENDENCE	
Indicator (code)		K1.5.1.1.6				
Content standa	rd (code)	K1.5.1.1 Demonstrate knowledge of the history and independence of Ghana				
Performance Indicator		Learners can create and perform dance movements and music inspired by Ghanaian history and other cultures				
Core Competen Problem Solving	•	d Innovation Communicat	ion and Collab	oration Personal Development a	nd Leadership Critical Thinki	ng and
Keywords		NANA FIIFI ACQUAH SCH				
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons				
Ref:	Kindergarten Cu	urriculum 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.	them watch a video to)	e.g. Hɛn ara a:	n history and dance to it (You ca caase ni rrics of the song with the learner	singing songs in relati	-

NANA FIIFI ACQUAH		
	Learners use improvised musical instrument to play their own music, accompanied by dance movements. Learners should organize a Kiddies march past. Let them sing some patriotic songs and match on it while others play instruments. One child can post as the President of Ghana whiles others salute.	
	Assessment: let learners create and perform dance movements and music inspired by Ghanaian history	

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 Date :

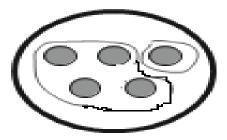
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KINDERGARTEN ONE

Week Ending:				Class size:	
Day: Friday			Date :		
Period :			Lesson:		
Strand : MY NATION GHANA Sub-strand		Sub-strand : I	HISTORY AND CELEBRATION OF GHANA'S INDEPENDENCE		
Indicator (code)	K1.5.1.1	•			
Content standard (code) K1.5.1.1					
	Demonstrate knowledg	ge of the histor	y and	independence of Ghana	

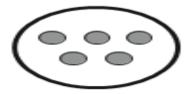
Performance Indicator		Learners can compose and decompose numbers up to ten				
Core Compe Problem Sol	•	d Innovation Communication and Collaboration Personal Development and Le	eadership Critical Thinking and			
Keywords						
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons				
Ref:	Kindergarten C	urriculum 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.	Learners decompose a group 10 bottle tops, e.g. 6 and 4 or 5 plus 5. Teacher Scaffold learners to understand the terms Decomposing and composing numbers. Composing means putting numbers together to make a whole and Decomposing means breaking down numbers into their sub-parts. Learners also use dot cards to decompose numbers (0-10), Learners look at a dot card (e.g. with 5 dots) and say how many dots they see' If the teacher asks, how many dots do you see? The child says, 'I see 3 and 2 dots	Review lesson with Learners by singing songs in relation to it			
		Have learners draw a line to join or circle the 3 dots and 2 dots separately e.g. Learners repeat activity with different number of dots				





Give learners cards with different number of dots e.g. 5, 6, 9, etc. and in pairs let them play the game "Pick and circle" (cut out cards with different number of dots. Write two figures under each circled dots into which the dots should be decomposed.

Have learners decompose the dots in different forms and talk about their work e.g. 6 (2 and 4, 3 and 3, 5 and 1), 7(2 and 5, 3 and 4, 6 and 1), etc. e.g. 5 (3 and 2, 4 and 2)



Assessment: let learners compose and decompose numbers up to ten