

**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

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GENERAL INFORMATION

Name of school.....

District

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NANA FIIFI ACQUAH
Management Unit.....

Name of Class Teacher

Class Teachers Reg. No.....

Class

Boys

Girls.....

Average age of pupils.....

YEARLY SCHEME OF LEARNING

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

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8	PROTECTING OURSELVES FROM HOME AND ROAD ACCIDENTS	KNOWING (WHO) THE IMPORTANT PEOPLE / OCCUPATION IN MY COMMUNITY	GARDENING
9	TYPES AND MEMBERS OF MY FAMILY	KNOWING (WHO) THE IMPORTANT PEOPLE / OCCUPATION IN MY COMMUNITY	LIGHT - DAY AND NIGHT
10	ORIGIN AND HISTORY OF MY FAMILY	KNOWING THE SPECIAL LEADERS IN MY COMMUNITY	CHANGING WEATHER CONDITIONS
11	FAMILY CELEBRATIONS AND FESTIVALS	HISTORY AND CELEBRATION OF GHANA'S INDEPENDENCE	CONNECTING AND COMMUNICATING WITH THE GLOBAL COMMUNITY
12	MY SCHOOL RULES AND REGULATIONS	HISTORY AND CELEBRATION OF GHANA'S INDEPENDENCE	CONNECTING AND COMMUNICATING WITH THE GLOBAL COMMUNITY

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YEARLY SCHEME OF LEARNING- GHANAIAI 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	GIVING AND FOLLOWING COMMANDS/INSTRUCTIONS
4	RHYMES	LISTENING COMPREHENSION	PRESENTATION
5	LISTENING AND STORY TELLING	LISTENING COMPREHENSION	PRINT CONCEPT
6	DRAMATISATION AND ROLE PLAY	LISTENING COMPREHENSION	PRINT CONCEPT
7	PRE-READING ACTIVITIES	PRINT CONCEPT	PHONICS: LETTER SOUND KNOWLEDGE (BLEND AND CONNECT SOUNDS)
8	PRE-READING ACTIVITIES	PRINT CONCEPT	PHONICS: LETTER SOUND KNOWLEDGE (BLEND AND CONNECT SOUNDS)
9	PRE-READING ACTIVITIES	PHONOLOGICAL AND PHONEMIC AWARENESS	PHONICS: LETTER SOUND KNOWLEDGE (BLEND AND CONNECT SOUNDS)
10	PHONICS: LETTER SOUND KNOWLEDGE (BLEND AND CONNECT SOUNDS)	PENMANSHIP/HANDWRITING	PHONICS: LETTER SOUND KNOWLEDGE (BLEND AND CONNECT SOUNDS)
11	SONGS	PENMANSHIP/HANDWRITING	PENMANSHIP/HANDWRITING
12	SONGS	PENMANSHIP/HANDWRITING	PENMANSHIP/HANDWRITING

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TERMLY SCHEME OF LEARNING

KG 1 Term 2

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

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

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TERMLY SCHEME OF LEARNING

KG 1 Ghanaian Language Term 2

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Week	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Oral Language	Conversation		KG1.1.6.1.1	Drums, drum sticks, recorded audios, Manila cards, recorded audio visuals
2.	Oral Language	Conversation		KG1.1.6.1.1	
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		KG1.1.8.1.1	Manila cards, markers, recorded audio-visual
6.	Oral Language	Listening Comprehension		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,

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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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TERM TWO
KG ONE
WEEK 1

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.....: LESSON PLAN

KINDERGARTEN ONE

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Week Ending:		Class size:	
Day : Tuesday		Date :	
Period :		Lesson :	
Strand : VALUES AND BELIEFS		Sub-strand : OUR FAMILY VALUES	
Indicator (code)	K1.3.1.1.1	K1.3.1.1.2	
Content standard (code)	K1.3.1.1 Demonstrate understanding of the good manners that our families values and why they value them		
Performance Indicator	<ul style="list-style-type: none">• Learners can identify the good manners our families value and how it can change our personal likes and dislikes• Learners can demonstrate that spoken words are represented in written words/print		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords		NANA FIIFI ACQUAH SCH	
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
Tuesday	Have learners to sing songs and recite rhymes that	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.	Review lesson with Learners by singing songs in relation to it

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

SUBJECT: GHANAIAAN LANGUAGE

KINDERGARTEN ONE

Week Ending:		Class size:	
Day :		Date :	

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Period :		Lesson :	
Strand : Oral Language		Sub-strand : Conversation	
Indicator (code)	KG1.1.6.1.1		
Content standard (code)	KG1.1.6.1.		
Performance Indicator	The learner should discuss and dramatise the day greetings (morning, afternoon, evening) and their response		
Core Competencies: Communication and collaboration Personal development and leadership.			
Keywords	NANA FIIFI ACQUAH SCH		
T. L .R. (s)	Manila cards, markers, recorded audios visual		
Ref:	Ghanaian Language curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	<ul style="list-style-type: none">• Ask learners to tell you what they do if they meet someone early in the morning.• Lead learners to discuss how to greet and respond in the morning in their local language.• Teacher should model with a learner on how to greet and respond appropriately in the morning.	What have we learnt today? Review the lesson with learners

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		<ul style="list-style-type: none"> • 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. <p>Assessment: let learners dramatise the day greetings</p>	
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Ask learners to tell you what they do if they meet someone early in the morning. • Lead learners to discuss how to greet and respond in the morning in their 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. <p>Assessment: let learners dramatise the day greetings</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Ask learners to tell you what their parents do when they come home from work in the evening. • Lead learners to discuss how to greet and respond in the evening in their local languages. 	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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		<ul style="list-style-type: none">• Teacher should model with a learner on how to greet and respond appropriately in the evening.• Let learners say evening greetings in pairs. <p>Assessment: let learners dramatise the day greetings</p>	
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.....: LESSON PLAN

KINDERGARTEN ONE

Week Ending:			Class size:		
Day : Wednesday			Date :		
Period :			Lesson :		
Strand : VALUES AND BELIEFS			Sub-strand : OUR FAMILY VALUES		
Indicator (code)	K1.3.1.1.3	K1.3.1.1.4			
Content standard (code)	K1.3.1.1				

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		Demonstrate understanding of the good manners that our families values and why they value them	
Performance Indicator		<ul style="list-style-type: none">Learners can listen to a story on importance of exhibiting good manners in our everyday life and role-play how to use simple daily greetings with different people in the society.Learners can recognise that spoken words are made up of individual speech sounds and letters that can be written down	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Poster/ cut out picture , Cut out shapes, big books, counters, crayons	
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Have learners to sing songs and recite rhymes that relate to the lesson.	<p>Greet and welcome learners to the community circle time.</p> <p>Introduce the theme for the week and invite learners to share some of the good manners that their parents insist on at home, e.g. when they are eating, when they wake up from bed, when they receive visitors, when they are in public etc.</p> <p>Tell them a nice Ananse story about the importance and benefit of greetings.</p> <p>Write the daily greetings on strips of manila cards.</p>	Review lesson with Learners by singing songs in relation to it

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

KINDERGARTEN ONE


Week Ending:		Class size:	
Day : Thursday		Date :	
Period :		Lesson :	
Strand : VALUES AND BELIEFS		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 understanding of the good manners that our families values and why they value them		

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Performance Indicator		<ul style="list-style-type: none">Learners can recognize details in shapes and height of the letter for the week and write it legibly and correctlyLearners can show the time of the day using clock faces	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Poster/ cut out picture , Cut out shapes, big books, counters, crayons	
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment) NANA FIIFI ACQUAH SCH	Phase 3: Plenary / Reflections
Thursday	Have learners to sing songs and recite rhymes that relate to the lesson.	Learners watch teacher model the pre-writing exercise, learners emulate what the teacher does in a whole class, in groups and individually. Have learners write the letter in the air and on their tables. Talk about the height and shape of the letter. Using dots or tracing, have learners practice writing new letter on slates and in their exercise book. Have learners give examples of words that the letter for the week can begin. Have learners use shapes e.g. circle, triangles, rectangles to create simple patterns with 2,3,2, 2,2,3,2, etc. Have learners clap and stamp their feet with the patterns	Review lesson with Learners by singing songs in relation to it

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

KINDERGARTEN ONE

Week Ending:		Class size:	
Day : Friday		Date :	
Period :		Lesson :	
Strand : VALUES AND BELIEFS		Sub-strand : OUR FAMILY VALUES	
Indicator (code)	K1.3.1.1.7		
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 draw clock faces and write down the given time under 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 Curriculum 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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Friday	Have learners to sing songs and recite rhymes that relate to the lesson.	<p>Discuss the importance of time and why learners need to obey the times for school and classroom activities.</p> <p>Talk about times we greet in the morning and show it on the clock face explaining how we describe time of the day using the long arm and the short arm. With different times written on cut out papers,</p> <p>Have learners in pairs draw clock faces showing different times and write the times underneath e.g. 6, 7, 2, etc.</p> <p>E.g.</p>  <p>2 O'clock</p> <p>Assessment: let learners in pairs draw clock faces showing different times and write the times underneath e.g. 6, 7, 2, etc.</p>	Review lesson with Learners by singing songs in relation to it
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TERM ONE KG ONE WEEK 2

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.....: LESSON PLAN

KINDERGARTEN ONE

Week Ending:		Class size:	
Day : Monday		Date :	
Period :		Lesson :	
Strand : VALUES AND BELIEFS		Sub-strand : OUR FAMILY VALUES	
Indicator (code)	K1.3.1.1.1	K1.3.1.1.2	
Content standard (code)	K1.3.1.1 Demonstrate understanding of the good manners that our families values and why they value them		
Performance Indicator	<ul style="list-style-type: none">Learners can identify the good manners our families value and how it can change our personal likes and dislikesLearners can demonstrate that spoken words are represented in written words/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		

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

		<p>Teach the learners a song that shows the reward of showing good manners e.g.</p> <p>Abofra ye somako a Obiara pe n'asem 3X Ntsi ye somako</p> <p>Using as Big book, model to learners by pointing to each word you read with a pointer. Highlight the awareness that spoken words can be written.</p> <p>Discuss the meaning of the keywords in the text while you read and assist learners give examples of synonyms of some selected keywords.</p> <p>Write the examples the learners give on the board to illustrate the concept.</p> <p>Through LEA, assist the class to create their version of the story read to them using some of the keywords learnt and write it on a manila card for them.</p> <p>Guide learners to illustrate their story.</p> <p>Assessment: let learners identify the good manners our families value and how it can change our personal likes and dislikes</p> <p>Assessment: let learners demonstrate that spoken words are represented in written words/print</p>	
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.....: LESSON PLAN

KINDERGARTEN ONE

Week Ending:		Class size:	
Day : Tuesday		Date :	
Period :		Lesson :	
Strand : VALUES AND BELIEFS		Sub-strand : OUR FAMILY VALUES	
Indicator (code)	K1.3.1.1.3	K1.3.1.1.4	
Content standard (code)	K1.3.1.1 Demonstrate understanding of the good manners that our families values and why they value them		
Performance Indicator	<ul style="list-style-type: none"> Learners can listen to a story on importance of exhibiting good manners in our everyday life and role-play how to use simple daily greetings with different people in the society. Learners can recognise that spoken words are made up of individual speech sounds and letters that can be written down 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
Ref:	Kindergarten Curriculum Page		

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

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

SUBJECT: GHANAIAN LANGUAGE

KINDERGARTEN ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Oral Language		Sub-strand : Conversation	
Indicator (code)	KG1.1.6.1.1		
Content standard (code)	KG1.1.6.1.		
Performance Indicator	The learner should discuss and dramatise the day greetings (morning, afternoon, evening) and their response		
Core Competencies: Communication and collaboration Personal development and leadership.			
Keywords			
T. L .R. (s)	Manila cards, markers, recorded audios visual		
Ref:	Ghanaian Language curriculum		

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DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Ask learners to tell you what they do if they meet someone early in the morning. • Lead learners to discuss how to greet and respond in the morning in their 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. <p>Assessment: let learners dramatise the day greetings</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Ask learners to tell you what they do if they meet someone early in the morning. • Lead learners to discuss how to greet and respond in the morning in their 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. 	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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		<ul style="list-style-type: none"> • 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. <p>Assessment: let learners dramatise the day greetings</p>	
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Ask learners to tell you what their parents do when they come home from work in the evening. • Lead learners to discuss how to greet and respond in the evening in their local languages. • Teacher should model with a learner on how to greet and respond appropriately in the evening. • Let learners say evening greetings in pairs. <p>Assessment: let learners dramatise the day greetings</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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Week Ending:		Class size:	
Day : Wednesday		Date :	
Period :		Lesson :	
Strand : VALUES AND BELIEFS		Sub-strand : OUR FAMILY VALUES	
Indicator (code)	K1.3.1.1.5		
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 recognize details in shapes and height of the letter for the week and write it legibly and correctly		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords		NANA FIIFI ACQUAH SCH	
T. L .R. (s)		Poster/ cut out picture , Cut out shapes, big books, counters, crayons	
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Have learners to sing songs and recite rhymes that	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

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

KINDERGARTEN ONE


Week Ending:		Class size:	
Day : Thursday		Date :	
Period :		Lesson :	
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		

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

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

KINDERGARTEN ONE

Week Ending:		Class size:
Day : Friday		Date :
Period :		Lesson :
Strand : VALUES AND BELIEFS		Sub-strand : OUR FAMILY VALUES
Indicator (code)	K1.3.1.1.7	
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 draw clock faces and write down the given time under 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 Curriculum Page	

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

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TERM ONE

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KG ONE WEEK 3

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.....: LESSON PLAN

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KINDERGARTEN ONE

Week Ending:		Class size:	
Day : Monday		Date :	
Period :		Lesson :	
Strand : VALUES AND BELIEFS		Sub-strand : MY CULTURAL VALUES	
Indicator (code)	K1. 3.2.1.1		
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 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 Problem Solving.			

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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
Monday	Have learners to sing songs and recite rhymes that relate to the lesson.	<p>In a Community Circle time have learners sit in a semi-circle. Always welcome and greet the learners before you introduce the theme for the week.</p> <p>Have a cut-out papers with the polite words/phrases including greetings and discuss them with learners.</p> <p>Invite learners to demonstrate how to show respect to each other, to adults in our society, mother/father and then teachers.</p> <p>Display a conversational poster and have learners observe, think pair share and describe some behaviours that depict respect and politeness at home and at school.</p> <p>E.g. saying “please, and “thank you”, asking permission before doing everything, e.g. saying “may I go out” etc..</p> <p>Create a scenario for learners to tell the appropriate polite words/phrases that they will use and why?</p> <p>Have learners role play some of the scenarios</p>	Review lesson with Learners by singing songs in relation to it

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		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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.....: LESSON PLAN

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 Demonstrate understanding of the good manners that our families values and why they value them	
Performance Indicator	Learners can recognize the basic components of a book using the Big Book on showing respect	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.		
Keywords		
T. L .R. (s)	Poster/ cut out picture , Cut out shapes, big books, counters, crayons	
Ref:	Kindergarten Curriculum Page	

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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.	<p>Using a Big book on showing respect/politeness, have learners talk about the front/cover page, the body, and end page of a book.</p> <p>With the use of picture walk from the cover page illustration and the body/content, have learners predict the content of the text.</p> <p>Discuss the meaning of the keywords before reading the book.</p> <p>Use interactive read aloud to assist learners to make connections with why they need to show respect to each other and their teachers.</p> <p>Have learners use some of the keywords sentences that depicts showing respect.</p> <p>Have learners filling the missing letters in the given polite words e.g. may, respect, please, thank, etc.</p> <p>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</p> <p>Assessment: let learners identify the basic components of a book using the Big Book on showing respect</p>	Review lesson with Learners by singing songs in relation to it

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.....: LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE

KINDERGARTEN ONE

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Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Oral Language		Sub-strand : Talking About Oneself, Family, People and Places	
Indicator (code)	KG1.1.7.1.1		
Content standard (code)	KG1.1.7.1.		
Performance Indicator	The learner should talk About Oneself, Family, People and Places.		
Core Competencies: Communication and collaboration Personal development and leadership.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:	Ghanaian Language curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

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	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Let learners mention their names to the class. • Teacher should talk about him/herself to the learners to listen attentively by mentioning name, age and sex (girl or boy). • 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. <p>Assessment: let learners talk about their parents in groups and then individually to the class</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Let learners mention their names to the class. • Teacher should talk about him/herself to the learners to listen attentively by mentioning name, age and sex (girl or boy). • 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. <p>Assessment: let learners talk about their parents in groups and then individually to the class</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Let learners mention their names to the class. • Teacher should talk about him/herself to the learners to listen attentively by mentioning name, age and sex (girl or boy). • 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. <p>Assessment: let learners talk about their parents in groups and then individually to the class</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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.....: LESSON PLAN

KINDERGARTEN ONE

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

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

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		Assessment: let learners use positive words to talk about how to show respect to teachers and peers at school	
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.....: LESSON PLAN

KINDERGARTEN ONE

Week Ending:		Class size:
Day : Thursday		Date :
Period :		Lesson :
Strand : VALUES AND BELIEFS		Sub-strand : MY CULTURAL VALUES
Indicator (code)	K1.3.2.1.4	
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 identify the location of individual sounds in a given word (beginning or end of a word)	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.		
Keywords		
T. L .R. (s)	Poster/ cut out picture , Cut out shapes, big books, counters, crayons	
Ref:	Kindergarten Curriculum Page	

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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.	<p>Introduce target letter-sound for the week to learners. Have learners identify words beginning with the letter-sound for the week</p> <p>Learners search for words with the letter sound at different position- beginning, middle and the ending sound. E.g. dada – the beginning sound is /d/ and /wind/ the sound is at the end.</p> <p>Learners practice the writing of the letter in the air, on other flat surfaces and write it boldly in their writing/exercise books.</p> <p>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</p> <p>Assessment: let learners identify the location of individual sounds in a given word</p>	Review lesson with Learners by singing songs in relation to it

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.....: LESSON PLAN

KINDERGARTEN ONE

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Week Ending:			Class size:		
Day : Friday			Date :		
Period :			Lesson :		
Strand : VALUES AND BELIEFS			Sub-strand : MY CULTURAL VALUES		
Indicator (code)		K1.3.2.1.5			
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 practice using the more than and less than concept and their signs to compare different items that learners like and don't like			
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords		NANA FIIFI ACQUAH SCH			
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	
Friday	Have learners to sing songs and recite rhymes that relate to the lesson.	Have learners talk about their likes and dislike. Using “Think-Pair share”, have learners enumerate behaviours they like and those that they dislike using shells, pebbles, sticks, etc.		Review lesson with Learners by singing songs in relation to it	

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		<p>Have learners share their findings using comparative language “more than” and “less than”.</p> <p>Introduce learners to using the mathematical signs for the “more than” [$<$] and “less than” [$>$] to solve problems.</p> <p>Extend the activities with other objects.</p> <p>Assessment: let learners use the more than and less than signs to compare different items that learners like and don't like</p>	
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WEEK 4

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KINDERGARTEN ONE

Week Ending:		Class size:	
Day : Monday		Date :	
Period :		Lesson :	
Strand : VALUES AND BELIEFS		Sub-strand : OUR RELIGIOUS VALUES	
Indicator (code)	K1.3.3.1 K1.3.3.1.2		
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.		
Performance Indicator	<ul style="list-style-type: none"> • Learners can recite rhymes and talk about religious values and how to show it • Learners can handle books correctly and with care. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Poster/ cut out picture , Cut out shapes, big books, counters, crayons	
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

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

KINDERGARTEN ONE

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

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Indicator (code)		K1.3.3.1.3	
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	
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 Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Poster/ cut out picture , Cut out shapes, big books, counters, crayons	
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
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 experiences.	Review lesson with Learners by singing songs in relation to it

		<p>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).</p> <p>Use the comparative signs “more than” [$<$] and “less than” [$>$] to describe the data collected.</p> <p>Assessment: let learners draw their favourite 2D or 3D object Assessment: let learners use new vocabulary acquired to create short sentences.</p>	
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.....: LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE

KINDERGARTEN ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Oral Language		Sub-strand : Listening Comprehension	
Indicator (code)	KG1.1.8.1.1		
Content standard (code)	KG1.1.8.1.		

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Performance Indicator		The learner should recognise facial expressions	
Core Competencies: Communication and collaboration Personal development and leadership.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:	Ghanaian Language curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	<ul style="list-style-type: none">• Show pictures of persons with sad facial expression.• Lead learners to discuss the picture.• Demonstrate a sad facial expression to learners.• Make learners recognise the various facial expressions by showing pictures of persons with the other facial expressions. E.g.: anger, happiness, sadness, etc. <p>Assessment: let learners identify the various facial expressions by showing pictures of persons with the other facial expressions</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage leaners to sing songs and recite familiar rhymes	<ul style="list-style-type: none">• Show pictures of persons with sad facial expression.• Lead learners to discuss the picture.• Demonstrate a sad facial expression to learners.• Make learners recognise the various facial expressions by showing pictures of persons with the other facial expressions. E.g.: anger, happiness, sadness, etc.	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

		Assessment: let learners identify the various facial expressions by showing pictures of persons with the other facial expressions	
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Show pictures of persons with sad facial expression. • Lead learners to discuss the picture. • Demonstrate a sad facial expression to learners. • Make learners recognise the various facial expressions by showing pictures of persons with the other facial expressions. E.g.: anger, happiness, sadness, etc. <p>Assessment: let learners identify the various facial expressions by showing pictures of persons with the other facial expressions</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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.....: LESSON PLAN

KINDERGARTEN ONE

Week Ending:		Class size:
Day : Wednesday		Date :
Period :		Lesson :
Strand : VALUES AND BELIEFS	Sub-strand : OUR RELIGIOUS VALUES	
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	
Performance Indicator	Learners can stretch and count the number of sounds in a word and blend them together	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.		
Keywords		
T. L .R. (s)	Poster/ cut out picture , Cut out shapes, big books, counters, crayons	
Ref:	Kindergarten Curriculum Page	

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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.	<p>Teacher holds a rubber band and model how to stretch examples of moral words while pronunciation so as to identify all the sound.</p> <p>List the words on the board or on cut out papers. As learners practice the select words, write the sounds identified on the board.</p> <p>Have learners in pairs play sound blending games where one stretches out the sounding of a word for the other to blend the sound to make out the word.</p> <p>Have learners repeat the activity with different words and introduce the concept of silent letters to learners e.g. love, time, make, etc</p> <p>Assessment: let learners stretch and count the number of sounds in a word and blend them together</p>	Review lesson with Learners by singing songs in relation to it

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Week Ending:		Class size:	
Day : Thursday		Date :	
Period :		Lesson :	
Strand : VALUES AND BELIEFS		Sub-strand : OUR RELIGIOUS VALUES	
Indicator (code)	K1.3.3.1.5		
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		
Performance Indicator	Learners can write letters legibly and boldly		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Poster/ cut out picture , Cut out shapes, big books, counters, crayons	
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Thursday	Have learners to sing songs and recite	Go through prewriting exercise as in the previous writing exemplars.	Review lesson with Learners by singing songs in relation to it

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	rhymes that relate to the lesson.	<p>Write two words depicting moral values on the board. Have learners tell situations/occasion when the values are used.</p> <p>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.</p> <p>Extend the activity by using different words or objects. learners can also create patterns with the numbers of letters in each word</p> <p>Assessment: let learners write letters legibly and boldly</p>	
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.....: LESSON PLAN

KINDERGARTEN ONE

Week Ending:		Class size:	
Day : Friday		Date :	
Period :		Lesson :	
Strand : VALUES AND BELIEFS		Sub-strand : OUR 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 we need to exhibit as good Christians and Muslim	
Performance Indicator		Learners can write numeral 1 to 5 and represent them with different objects in the church, number of letters in a word etc	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Poster/ cut out picture , Cut out shapes, big books, counters, crayons	
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
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. Have learners form patterns with the shapes representing the letters in words	Review lesson with Learners by singing songs in relation to it

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		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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.....: LESSON PLAN

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)	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		
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.	Using the KWL strategy, introduce the theme for the week and assist learners to learn more about different beliefs system of their friends. K- Call on the learners to share what they know about God and what religious group they belong to. Learners should also mention the different ways they refer to God in their religious groups. W- Allow learners to ask question about what they want to know from their friends about how they worship.	Review lesson with Learners by singing songs in relation to it

		<p>Learners talk about and dramatize how they worship, pray and the songs they sing.</p> <p>L- Encourage learners to appreciate each other and then share what they have learned (L) from their friends.</p> <p>Decorate the classroom with conversational posters of different religious groups and have learners use them as resource to talk about their beliefs.</p> <p>.</p> <p>Assessment: let learners describe God as the Creator of all things and mention different ways that people worship him</p>	
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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 BELIEFS	
Indicator (code)	K1.3.4.1.2		
Content standard (code)	K1.3.4.1 Demonstrate understanding of and relating well with people with different beliefs		
Performance Indicator	Learners can handle their religious scriptures (book) appropriately.		

Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Poster/ cut out picture , Cut out shapes, big books, counters, crayons	
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
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: GHANAIAI LANGUAGE

KINDERGARTEN ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Oral Language		Sub-strand : Listening Comprehension	
Indicator (code)	KG1.1.8.1.1		
Content standard (code)	KG1.1.8.1.		
Performance Indicator	The learner should recognise facial expressions		
Core Competencies: Communication and collaboration Personal development and leadership.			
Keywords			

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T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:	Ghanaian Language curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	<ul style="list-style-type: none">• Show pictures of persons with sad facial expression.• Lead learners to discuss the picture.• Demonstrate a sad facial expression to learners.• Make learners recognise the various facial expressions by showing pictures of persons with the other facial expressions. E.g.: anger, happiness, sadness, etc. <p>Assessment: let learners identify the various facial expressions by showing pictures of persons with the other facial expressions</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage leaners to sing songs and recite familiar rhymes	<ul style="list-style-type: none">• Show pictures of persons with sad facial expression.• Lead learners to discuss the picture.• Demonstrate a sad facial expression to learners.• Make learners recognise the various facial expressions by showing pictures of persons with the other facial expressions. E.g.: anger, happiness, sadness, etc. <p>Assessment: let learners identify the various facial expressions by showing pictures of persons with the other facial expressions</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage leaners to sing songs	<ul style="list-style-type: none">• Show pictures of persons with sad facial expression.• Lead learners to discuss the picture.• Demonstrate a sad facial expression to learners.	<p>What have we learnt today?</p>

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	and recite familiar rhymes	<ul style="list-style-type: none">• Make learners recognise the various facial expressions by showing pictures of persons with the other facial expressions. E.g.: anger, happiness, sadness, etc. <p>Assessment: let learners identify the various facial expressions by showing pictures of persons with the other facial expressions</p>	Review the lesson with learners
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KINDERGARTEN ONE

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

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

KINDERGARTEN ONE

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

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Indicator (code)		K1.3.4.1.4	
Content standard (code)		K1.3.4.1 Demonstrate understanding of and relating well with people with different beliefs	
Performance Indicator		Learners can draw one activity that 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 and Problem Solving.			
Keywords			
T. L .R. (s)		Poster/ cut out picture , Cut out shapes, big books, counters, crayons	
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
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.	Review lesson with Learners by singing songs in relation to it

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		<p>You can have learners replicate the matching activity into their exercise book</p> <p>Assessment: let learners draw one activity that we do when worshipping God and label it with one or two words.</p>	
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.....: LESSON PLAN

KINDERGARTEN ONE

Week Ending:		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			

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

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.....: LESSON PLAN
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 KINDERGARTEN ONE

Week Ending:		Class size:	
Day : Monday		Date :	
Period :		Lesson :	
Strand : VALUES AND BELIEFS		Sub-strand : 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	
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.	<p>Using the KWL strategy, introduce the theme for the week and assist learners to learn more about different beliefs system of their friends.</p> <p>K- Call on the learners to share what they know about God and what religious group they belong to. Learners should also mention the different ways they refer to God in their religious groups.</p> <p>W- Allow learners to ask question about what they want to know from their friends about how they worship.</p> <p>Learners talk about and dramatize how they worship, pray and the songs they sing.</p> <p>L- Encourage learners to appreciate each other and then share what they have learned (L) from their friends.</p> <p>Decorate the classroom with conversational posters of different religious groups and have learners use them as resource to talk about their beliefs.</p>	Review lesson with Learners by singing songs in relation to it

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		Assessment: let learners describe God as the Creator of all things and mention different ways that people worship him	
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.....: LESSON PLAN

KINDERGARTEN ONE

Week Ending:		Class size:
Day : Tuesday		Date :
Period :		Lesson :
Strand : VALUES AND BELIEFS	Sub-strand : OUR BELIEFS	
Indicator (code)	: K1.3.4.1.2	
Content standard (code)	K1.3.4.1 Demonstrate understanding of and relating well with people with different beliefs	
Performance Indicator	Learners can handle their religious scriptures (book) appropriately.	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.		
Keywords		
T. L .R. (s)	Poster/ cut out picture , Cut out shapes, big books, counters, crayons	
Ref:	Kindergarten Curriculum Page	

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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.	<p>Display different scriptures, the Bible, Learners Bible stories, the Quran and any others that the learners could bring.</p> <p>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.</p> <p>Use a short story to assist learners appreciate and respect other religious books.</p> <p>Have learners either sing or draw one object each that identify the three main religions in Ghana and talk about it</p> <p>Assessment: let learners mention ways of handling their religious scriptures (book) appropriately.</p>	Review lesson with Learners by singing songs in relation to it

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SUBJECT: GHANAIAN LANGUAGE

KINDERGARTEN ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Oral Language		Sub-strand : Listening Comprehension	
Indicator (code)	KG1.1.8.1, 2		
Content standard (code)	KG1.1.8.1.		
Performance Indicator	The learner should recognise gestures and body movement.		
Core Competencies: Communication and collaboration Personal development and leadership.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:	Ghanaian Language curriculum		
DAY	Phase 1: Starter (preparing the brain)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

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	for learning)		
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • 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 <p>Assessment: let learners identify the various gestures and body movement.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • 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 <p>Assessment: let learners identify the various gestures and body movement.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • 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 <p>Assessment: let learners identify the various gestures and body movement.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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.....: LESSON PLAN

KINDERGARTEN ONE

Week Ending:		Class size:	
Day : Wednesday		Date :	
Period :		Lesson :	
Strand : VALUES AND BELIEFS		Sub-strand : OUR 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 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.			
Keywords			
T. L .R. (s)		Poster/ cut out picture , Cut out shapes, big books, counters, crayons	
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Have learners to sing songs and recite rhymes that relate to the lesson.	Follow the before reading, during reading and after reading strategies as you read an informational text on different religious groups in Ghana and how they worship. Pause often and have the learners respond to the text by relating the information to their lives. Use visual information such as pictures to explain unfamiliar words such as mosque, chapel, etc. Learners identify and share what they have learnt about the things that we all do in common and things that are different about the three religious groups.	Review lesson with Learners by singing songs in relation to it

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

Week Ending:		Class size:	
Day : Thursday		Date :	
Period :		Lesson :	
Strand : VALUES AND BELIEFS		Sub-strand : OUR BELIEFS	
Indicator (code)	K1.3.4.1.4		
Content standard (code)	K1.3.4.1 Demonstrate understanding of and relating well with people with different beliefs		
Performance Indicator	Learners can draw one activity that 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 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 Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Thursday	Have learners to sing songs and recite rhymes that relate to the lesson.	<p>Using poster and/or picture depicting the three main religion at worship, discuss the three main with the learners.</p> <p>Providing learners with sheet of paper or exercise books, have learners draw, paint and label one way to worship God and label it.</p> <p>Teacher provides different vocabulary on the whiteboard as a resource.</p> <p>Learners decorate the classroom with their pictures.</p> <p>Have learners sort the drawings according to the given criterion (e.g. religion, colours, size) and match the groups with number cards.</p> <p>You can have learners replicate the matching activity into their exercise book</p> <p>Assessment: let learners draw one activity that we do when worshipping God and label it with one or two words.</p>	Review lesson with Learners by singing songs in relation to it

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.....: LESSON PLAN

KINDERGARTEN ONE

Week Ending:		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 Curriculum 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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Friday	<p>Have learners to sing songs and recite rhymes that relate to the lesson.</p>	<p>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.</p> <p>Encourage learners to sing and dance together as a way of appreciating each other. Have learners discuss their performances.</p> <p>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.</p> <p>Explain the words and guide learners to use the words to form short and simple sentences and Copy words in the exercise book</p> <p>Assessment: let learners play different musical instrument, sing religious songs and dance on the music</p>	<p>Review lesson with Learners by singing songs in relation to it</p>
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.....: LESSON PLAN

KINDERGARTEN ONE

Week Ending:		Class size:	
Day : Monday		Date :	
Period :		Lesson :	
Strand : MY LOCAL COMMUNITY		Sub-strand : KNOWING THE SPECIAL PLACES IN MY LOCAL COMMUNITY	
Indicator (code)	K1.4.1.1.1 K1.4.1.1.2		
Content standard (code)	K1.4.1.1 Demonstrate understanding of the special places in our local communities		
Performance Indicator	<ul style="list-style-type: none"> Learners can visit and talk about some special places in our community Learners can use visual information (illustrations) when reading. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
Ref:	Kindergarten Curriculum Page		

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

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		person picks the card, support the friend to show through gestures what place the gesture depict.	
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KINDERGARTEN ONE

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Week Ending:		Class size:	
Day : Tuesday		Date :	
Period :		Lesson :	
Strand : MY LOCAL COMMUNITY		Sub-strand : KNOWING THE SPECIAL PLACES IN MY LOCAL COMMUNITY	
Indicator (code)	K1.4.1.1.3		
Content standard (code)	K1.4.1.1 Demonstrate understanding of the special places in our local communities		
Performance Indicator	Learners can listen attentively and interact with peers during a teacher-read-aloud session about special places in our community		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords	NANA FIIFI ACQUAH SCH		
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
Tuesday	Have learners to sing songs and recite rhymes that relate to the lesson.	Follow the before reading, during reading and after reading strategies as you read a big book on special places in the community Encourage the learners to Interact actively with peers during the teacher read aloud session on the theme.	Review lesson with Learners by singing songs in relation to it

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		<p>Ask leading questions and have learners answer to bring out the main points in the text.</p> <p>Assist learners to use illustrations and picture to enable them to understand unfamiliar words.</p> <p>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.</p> <p>Have learners represent the number of the places with pebbles, cut out shapes, shells, etc.</p> <p>Have learners arrange them vertically on their tables to have a visual representation and place their respective number card under them.</p> <p>Assist the learner to replicate their findings on the board before they write it into their exercise books.</p> <p>Assessment: let learners retell the story in their own words.</p>	
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.....: LESSON PLAN

SUBJECT: GHANAIA N LANGUAGE

KINDERGARTEN ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	

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Strand : Reading		Sub-strand : Print Concept	
Indicator (code)	KG1.1.2.1.1		
Content standard (code)	KG1.1.2.1.		
Performance Indicator	The learner should talk about cover page and illustrations.		
Core Competencies: Communication and collaboration Personal development and leadership.			
Keywords			
T. L .R. (s)	Manila cards, markers, recorded audios visual		
Ref:	Ghanaian Language curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	<ul style="list-style-type: none">• 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.	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage leaners to sing songs and recite familiar rhymes	<ul style="list-style-type: none">• 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.	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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	Engage leaners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Show learners a book through discussion. • Assist learners to talk about the cover page and illustrations on the book. <p>Assessment: let learners talk about cover page and illustrations.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
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.....: LESSON PLAN

KINDERGARTEN ONE

Week Ending:		Class size:	
Day : Wednesday		Date :	
Period :		Lesson :	
Strand : MY LOCAL COMMUNITY		Sub-strand : KNOWING THE SPECIAL PLACES IN MY LOCAL COMMUNITY	
Indicator (code)	K1.4.1.1.4		
Content standard (code)	K1.4.1.1 Demonstrate understanding of the special places in our local communities		
Performance Indicator	Learners can find as many words in the community in which we can find the new letter-sound for the week.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
Ref:	Kindergarten Curriculum Page		

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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.	<p>Introduce the letter by teaching a tongue twister in which the sound is. (for example, /Kk/) Kororoko ko nu kakaka be koklo kuku ko yeadu. (Ewe)</p> <p>Kakaw na kaw na ayamukaw (Mfantse)</p> <p>Ask learners the sound they hear most. Teach the pronunciation of the letter-sound.</p> <p>Show learners how to write the letter, first, legibly and boldly on the chalkboard/whiteboard and provide a keyword.</p> <p>Demonstrate how to write the letter in the air, on the back of learners and on a flash card.</p> <p>Learners take turns with you to practice as a whole class, in small groups, in pairs and individually. Scaffold learners to search for words in the community in which we can find the target letter sound e.g. bakery, lake, kite, etc.</p> <p>Make a word wall (a chart on the wall) where you keep track of all the words found (a list of k w.</p> <p>Assessment: let learners find as many words in the community in which we can find the new letter-sound for the week</p>	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 :		Lesson :	
Strand : MY LOCAL COMMUNITY		Sub-strand : KNOWING THE SPECIAL PLACES IN MY LOCAL COMMUNITY	
Indicator (code)	K1.4.1.1.5		
Content standard (code)	K1.4.1.1 Demonstrate understanding of the special places in our local communities		
Performance Indicator	Learners can colour nicely a scene from the community and label 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 Curriculum 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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Thursday	Have learners to sing songs and recite rhymes that relate to the lesson.	Provide an outline or allow the learners to draw a scene from the special places visited, colour it nicely, put a caption or label on it using their own invented spelling and paste it in the classroom. Assessment: let learners colour nicely a scene from the community and label it.	Review lesson with Learners by singing songs in relation to it
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.....: LESSON PLAN

NANA FIIFI ACQUAH SCH KINDERGARTEN ONE

Week Ending:		Class size:	
Day : Friday		Date :	
Period :		Lesson :	
Strand : MY LOCAL COMMUNITY		Sub-strand : KNOWING THE SPECIAL PLACES IN MY LOCAL 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		
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 and Innovation Communication and Collaboration 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 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.	<p>Demonstrate their understanding of the concept of addition by combining people and objects and finding how many altogether money or number of items and find out how many altogether/how many are left?</p> <p>Create different everyday situations and scaffold learners to add numbers. Let learners work in pairs and individually to solve problems in their exercise books.</p> <p>Assessment: let learners demonstrate their understanding of the concept of addition by combining people and objects and finding how many altogether</p>	Review lesson with Learners by singing songs in relation to it

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.....: LESSON PLAN

KINDERGARTEN ONE

Week Ending:		Class size:	
Day : Monday		Date :	
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	<ul style="list-style-type: none">• Learners can talk about who the neighbours are, the work they do and how important their profession are in the community• Learners can demonstrate that sentences are made of words and that words are separated in print.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			

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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
Monday	Have learners to sing songs and recite rhymes that relate to the lesson.	<p>Use the Community Circle time strategy as described in K1.3.2.1.1 for the theme introduction.</p> <p>Give learners the opportunity to talk freely with the teacher and their peers about the people in their neighbourhood and the work they do.</p> <p>Learners should first talk about the occupation of their parents. e.g. My parents are both farmers.</p> <p>Ask leading questions and job terminologies to guide the discussion on the theme (teacher, nurse, doctor, police officer, trader, fisherman, fishmonger, etc.).</p> <p>Play some songs and let learners sing it along with the tape. Talk about each profession and how important they are to the community.</p> <p>Learners select the work they want to do when they grow up and draw themselves their uniform.</p> <p>Sort the occupations into sets of formal and informal. Match the sets with their correct number</p> <p>Use the “Be the word” game to demonstrate the concept.</p>	Review lesson with Learners by singing songs in relation to it

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

Week Ending:		Class size:	
Day : Tuesday		Date :	
Period :		Lesson :	
Strand : MY LOCAL COMMUNITY		Sub-strand : KNOWING (WHO) THE IMPORTANT PEOPLE / OCCUPATION IN MY COMMUNITY	
Indicator (code)	K1.4.2.1.3 K1.4.2.1.4		
Content standard (code)	K1.4.1.1 Demonstrate understanding of the special places in our local communities		
Performance Indicator	<ul style="list-style-type: none"> • Learners can interact with resource people from different occupation • Learners can recognize the letter-sound learnt in the previous week in words 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Poster/ cut out picture , Cut out shapes, big books, counters, crayons	
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

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Tuesday	Have learners to sing songs and recite rhymes that relate to the lesson.	<p>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.</p> <p>Learners put their hands on the head when there is the target letter-sound in the word, if not they put their hands down.</p> <p>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.</p> <p>Copy selected words on the board for learners write into their exercise books</p> <p>Assessment: let learners identify the letter-sound learnt in the previous week in words</p>	Review lesson with Learners by singing songs in relation to it
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.....: LESSON PLAN

SUBJECT: GHANAIA N LANGUAGE

KINDERGARTEN ONE

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 Competencies: Communication and collaboration Personal development and leadership.			
Keywords	NANA FIIFI ACQUAH SCH		
T. L .R. (s)	Manila cards, markers, recorded audios visual		
Ref:	Ghanaian Language curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	<ul style="list-style-type: none">• Demonstrate to learners the correct way of opening a book.• Ask learners to open their books from right to left.	What have we learnt today? Review the lesson with learners

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		Assessment: let learners turn over the pages of a book by opening gently from right to left.	
	Engage leaners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Demonstrate to learners the correct way of opening a book. • Ask learners to open their books from right to left. <p>Assessment: let learners turn over the pages of a book by opening gently from right to left.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage leaners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Demonstrate to learners the correct way of opening a book. • Ask learners to open their books from right to left. <p>Assessment: let learners turn over the pages of a book by opening gently from right to left.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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.....: LESSON PLAN

KINDERGARTEN ONE

Week Ending:			Class size:		
Day : Wednesday			Date :		
Period :			Lesson :		
Strand : MY LOCAL COMMUNITY			Sub-strand : KNOWING (WHO) THE IMPORTANT PEOPLE / OCCUPATION IN MY COMMUNITY		
Indicator (code)		K1.4.2.1.5			
Content standard (code)		K1.4.1.1 Demonstrate understanding of the special places in our local communities			
Performance Indicator		Learners can write boldly and legibly the target 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					

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T. L .R. (s)		Poster/ cut out picture , Cut out shapes, big books, counters, crayons	
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Have learners to sing songs and recite rhymes that relate to the lesson.	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

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.....: LESSON PLAN

KINDERGARTEN ONE

Week Ending:	Class size:
Day : Thursday	Date :

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Period :		Lesson :	
Strand : MY LOCAL COMMUNITY		Sub-strand : KNOWING (WHO) THE IMPORTANT PEOPLE / OCCUPATION IN MY COMMUNITY	
Indicator (code)	K1. 4.2.1.6		
Content standard (code)	K1.4.1.1 Demonstrate understanding of the special places in our local communities		
Performance Indicator	Learners can draw themselves in the uniform of their aspired future job, colour it nicely and write the name of the job underneath.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Thursday	Have learners to sing songs and recite rhymes that relate to the lesson.	Show poster and/or pictures depicting professionals in informs. Learners choose their future jobs and talk to each other about why they made that selection. Learners draw and colour themselves and paste it all round the classroom. Have learners be in groups according to their chosen profession and count the members in each group. Represent the number visually	Review lesson with Learners by singing songs in relation to it

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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 : KNOWING (WHO) THE IMPORTANT PEOPLE / OCCUPATION 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		
Performance Indicator	Learners can demonstrate their understanding of the concept of subtraction as separating and finding out how many is left		
Core Competencies: Creativity and Innovation Communication and Collaboration 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 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.	<p>Learners review the concept of addition and concentrate on Subtraction this week.</p> <p>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.</p> <p>The buyer asks the seller a question “how much is left”.</p> <p>Create different everyday situations and scaffold learners to subtract numbers.</p> <p>Assessment: Let learners work in pairs and individually to solve problems in their exercise books.</p>	Review lesson with Learners by singing songs in relation to it

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WEEK 9

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.....: LESSON PLAN

KINDERGARTEN ONE

Week Ending:		Class size:	
Day : Monday		Date :	
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	<ul style="list-style-type: none"> Learners can talk about who the neighbours are, the work they do and how important their profession are in the community Learners can demonstrate that sentences are made of words and that words are separated in print. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			

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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
Monday	Have learners to sing songs and recite rhymes that relate to the lesson.	<p>Use the Community Circle time strategy as described in K1.3.2.1.1 for the theme introduction.</p> <p>Give learners the opportunity to talk freely with the teacher and their peers about the people in their neighbourhood and the work they do.</p> <p>Learners should first talk about the occupation of their parents. e.g. My parents are both farmers.</p> <p>Ask leading questions and job terminologies to guide the discussion on the theme (teacher, nurse, doctor, police officer, trader, fisherman, fishmonger, etc.).</p> <p>Play some songs and let learners sing it along with the tape. Talk about each profession and how important they are to the community.</p> <p>Learners select the work they want to do when they grow up and draw themselves their uniform.</p> <p>Sort the occupations into sets of formal and informal. Match the sets with their correct number</p> <p>Use the “Be the word” game to demonstrate the concept.</p>	Review lesson with Learners by singing songs in relation to it

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		<p>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.</p> <p>Call the learners to rearrange the words to form the sentence.</p> <p>Make sure learners leave a space in between them when rearranging the words to form the sentence.</p> <p>Scaffold them to see how words are separated in print.</p> <p>Assessment: let learners rearrange the words to form the sentence.</p>	
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KINDERGARTEN ONE

Week Ending:		Class size:	
Day : Tuesday		Date :	
Period :		Lesson :	
Strand : MY LOCAL COMMUNITY		Sub-strand : KNOWING (WHO) THE IMPORTANT PEOPLE / OCCUPATION IN MY COMMUNITY	
Indicator (code)	K1.4.2.1.3 K1.4.2.1.4		
Content standard (code)	K1.4.1.1 Demonstrate understanding of the special places in our local communities		
Performance Indicator	<ul style="list-style-type: none"> • Learners can interact with resource people from different occupation • Learners can recognize the letter-sound learnt in the previous week in words 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

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Tuesday	Have learners to sing songs and recite rhymes that relate to the lesson.	<p>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.</p> <p>Learners put their hands on the head when there is the target letter-sound in the word, if not they put their hands down.</p> <p>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.</p> <p>Copy selected words on the board for learners write into their exercise books</p> <p>Assessment: let learners identify the letter-sound learnt in the previous week in words</p>	Review lesson with Learners by singing songs in relation to it
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.....: LESSON PLAN

SUBJECT: GHANAIA N LANGUAGE

KINDERGARTEN ONE

Week Ending:		Class size:	
Day :		Date :	

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Period :		Lesson :	
Strand : Reading		Sub-strand : Phonological and Phonemic Awareness	
Indicator (code)	KG1.1.3.1.1		
Content standard (code)	KG1.1.3.1.		
Performance Indicator	The learner should listen to and recognise words in rhymes and songs		
Core Competencies: Communication and collaboration Personal development and leadership.			
Keywords	NANA FIIFI ACQUAH SCH		
T. L .R. (s)	Manila cards, markers, recorded audios visual		
Ref:	Ghanaian Language curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	<ul style="list-style-type: none">• Explore rhymes for learners to listen and allow learners to sing a familiar song.• Ask learners to mention some of the words they heard in the rhyme and song.	What have we learnt today? Review the lesson with learners

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		<ul style="list-style-type: none"> • 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. <p>Assessment: let learners mention some of the words they heard in the rhyme and song.</p>	
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Explore rhymes for learners to listen and allow learners to sing a familiar song. • 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 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. <p>Assessment: let learners mention some of the words they heard in the rhyme and song.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Explore rhymes for learners to listen and allow learners to sing a familiar song. • 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 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. 	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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

KINDERGARTEN ONE

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

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Content standard (code)		K1.4.1.1 Demonstrate understanding of the special places in our local communities	
Performance Indicator		Learners can write boldly and legibly the target 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 Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Have learners to sing songs and recite rhymes that relate to the lesson.	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

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.....: LESSON PLAN

KINDERGARTEN ONE

Week Ending:		Class size:	
Day : Thursday		Date :	
Period :		Lesson :	
Strand : MY LOCAL COMMUNITY		Sub-strand : KNOWING (WHO) THE IMPORTANT PEOPLE / OCCUPATION IN MY COMMUNITY	
Indicator (code)	K1. 4.2.1.6		
Content standard (code)	K1.4.1.1 Demonstrate understanding of the special places in our local communities		
Performance Indicator	Learners can draw themselves in the uniform of their aspired future job, colour it nicely and write the name of the job underneath.		
Core 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		

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Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Thursday	Have learners to sing songs and recite rhymes that relate to the lesson.	<p>Show poster and/or pictures depicting professionals in informs.</p> <p>Learners choose their future jobs and talk to each other about why they made that selection.</p> <p>Learners draw and colour themselves and paste it all round the classroom.</p> <p>Have learners be in groups according to their chosen profession and count the members in each group. Represent the number visually</p> <p>Assessment: let learners draw themselves in the uniform of their aspired future job, colour it nicely and write the name of the job underneath.</p>	Review lesson with Learners by singing songs in relation to it

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.....: LESSON PLAN

Week Ending:			Class size:		
Day : Friday			Date :		
Period :			Lesson :		
Strand : MY LOCAL COMMUNITY			Sub-strand : KNOWING (WHO) THE IMPORTANT PEOPLE / OCCUPATION 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			
Performance Indicator		Learners can demonstrate their understanding of the concept of subtraction as separating and finding out how many is left			
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords		NANA FIIFI ACQUAH SCH			
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	
Friday	Have learners to sing songs and recite rhymes that	Learners review the concept of addition and concentrate on Subtraction this week.		Review lesson with Learners by singing songs in relation to it	

	<p>relate to the lesson.</p> <p>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.</p> <p>The buyer asks the seller a question “how much is left”. Create different everyday situations and scaffold learners to subtract numbers.</p> <p>Assessment: Let learners work in pairs and individually to solve problems in their exercise books.</p>	
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WEEK 10

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.....: LESSON PLAN

KINDERGARTEN ONE

Week Ending:	Class size:
Day : Monday	Date :

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Period :		Lesson :	
Strand : MY LOCAL COMMUNITY		Sub-strand : KNOWING THE SPECIAL LEADERS IN MY COMMUNITY	
Indicator (code)	K1.4.3.1.1	K1.4.3.1.2	
Content standard (code)	K1.4.1.1 Demonstrate understanding of the special places in our local communities		
Performance Indicator	<ul style="list-style-type: none">Learners can talk about and describe the traditional and religious leaders in our community.Learners can listen attentively to an informational read aloud text on who our special leaders are and respond by sharing what they have learnt about the different ways they support the community.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Have learners to sing songs and recite rhymes that relate to the lesson.	Using poster and/or pictures depicting special leaders in the community. Have learners talk about the religious leaders in their various religious groups. (E.g. Muslims – Imam, Christian churches-Pastors) and their roles. Talk about the traditional leaders and the role they play to support the community. Learners’ role play some activities of these leaders do to support the community. You can use a Big book and have learners role play turning of	Review lesson with Learners by singing songs in relation to it

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

KINDERGARTEN ONE

Week Ending:		Class size:	
Day : Tuesday		Date :	
Period :		Lesson :	
Strand : MY LOCAL COMMUNITY		Sub-strand : KNOWING THE SPECIAL LEADERS IN MY COMMUNITY	
Indicator (code)	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		

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Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Poster/ cut out picture , Cut out shapes, big books, counters, crayons	
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Have learners to sing songs and recite rhymes that relate to the lesson.	In a whole class, teacher leads in singing familiar traditional songs, let half the class clap and other play the shaker, while others dance. Learners take turns and change hands in playing and clapping so that everyone can practice the shakers on the correct rhythm. Have them talk about their experience in performing this activity . Assessment: let learners sing traditional songs, play rattle and shakers, clap and dance on the correct rhythm	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:
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Day :		Date :	
Period :		Lesson :	
Strand : Writing		Sub-strand : Penmanship/Handwriting	
Indicator (code)	KG1.1.4.1.3		
Content standard (code)	KG1.1.4.1.		
Performance Indicator	The learner should recognise the alphabet in order.		
Core Competencies: Communication and collaboration Personal development and leadership.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:	Ghanaian Language curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs	<ul style="list-style-type: none"> • 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. 	What have we learnt today?

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	and recite familiar rhymes	Assessment: let learners arrange in order some cut-out letters.	Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • 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 learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • 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. <p>NANA FIIFI ACQUAH SCH</p> Assessment: let learners arrange in order some cut-out letters.	What have we learnt today? Review the lesson with learners

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.....: LESSON PLAN

KINDERGARTEN ONE

Week Ending:		Class size:	
Day : Wednesday		Date :	
Period :		Lesson :	
Strand : MY LOCAL COMMUNITY		Sub-strand : KNOWING THE SPECIAL LEADERS IN MY COMMUNITY	
Indicator (code)	K1. 4.3.1.4		
Content standard (code)	K1.4.1.1 Demonstrate understanding of the 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 Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			

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T. L .R. (s)		Poster/ cut out picture , Cut out shapes, big books, counters, crayons	
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Have learners to sing songs and recite rhymes that relate to the lesson.	<p>Follow the procedure under indicator and Exemplar K1.4.1.1.4 as you teach the new letter sound for the week.</p> <p>Start with a tongue twister, introduce the letter-sound (a vowel).</p> <p>Write in on the chalkboard and have learners pronounce the words after you.</p> <p>Have them write in the air and on other surfaces before they write into their exercise book.</p> <p>how different word cards and have learners identify the letter sound in the words.</p> <p>Assessment: let learners identify target letter name and the sound in items and names of words in the home</p>	Review lesson with Learners by singing songs in relation to it

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.....: LESSON PLAN

KINDERGARTEN ONE

Week Ending:		Class size:	
Day : Thursday		Date :	
Period :		Lesson :	
Strand : MY LOCAL COMMUNITY		Sub-strand : KNOWING THE SPECIAL LEADERS IN MY COMMUNITY	
Indicator (code)	K1.4.3.1.5.		
Content standard (code)	K1.4.1.1 Demonstrate understanding of the special places in our local communities		
Performance Indicator	Learners can role play the various leaders and what they do in the community.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

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

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KINDERGARTEN ONE

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

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

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		How many more are left?	
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WEEK 11

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.....: LESSON PLAN

KINDERGARTEN ONE

Week Ending:	Class size:
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Day : Monday		Date :	
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	<ul style="list-style-type: none">• Learners can locate their home regions on an outline map of Ghana and talk about the history behind their festivals.• Learners can retell the story about Ghana’s independence		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords	NANA FIIFI ACQUAH SCH		
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
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.	Review lesson with Learners by singing songs in relation to it

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		<p>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.</p> <p>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.</p> <p>Have learners group cut out papers picked during the activity into colours and count.</p> <p>Have learners do addition and/or subtraction activities with the cut-out papers</p> <p>Community Circle time: Use KWL strategy to deliver this lesson.</p> <p>K; Learners talk about any family or regional celebrations they know about, when they celebrate, why and what they do.</p> <p>They also share anything they know about Ghana's Independence Day celebration</p> <p>W-they are given the opportunity to ask questions related to what they want to know about the Independence Day celebration.</p> <p>Displaying a conversational poster, on Independence Day, teacher tells a short history about the Independence Day of Ghana and why we celebrate it on 6th March.</p> <p>L-Learners are given the chance to retell the story behind 6th March. Involve all learners in the talking by using the "pass the ball" (Learners pass a small ball round; the learner with the ball is the only one to talk).</p>	
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		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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.....: 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		

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		Demonstrate knowledge of the history and independence of Ghana	
Performance Indicator		<ul style="list-style-type: none">Learners can show peers that sentences are made of words and that words are separated in print.Learners can listen attentively and interact with peers during a teacher-read-aloud session about the Independence Day of Ghana	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Poster/ cut out picture , Cut out shapes, big books, counters, crayons	
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Have learners to sing songs and recite rhymes that relate to the lesson.	<p>Play the “Be the word” game as described in K1. 4.2.1.2, using cut-up sentences to show that sentences are made up of words.</p> <p>Guide learners to rearrange the words to form sentences.</p> <p>Assist learners to demonstrate that writers have to leave spaces between the words. Play the games in small groups with different sentence strips.</p> <p>Call on group to demonstrate to whole class. Have learners form a simple sentence from the cut-up words and it write into their exercise books.</p>	Review lesson with Learners by singing songs in relation to it

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		<p>Have learners count the letters in selected words and use them to do addition and/or subtraction activities. Extend this numeracy activities using other objects/word problem</p> <p>Refer to the Reading instruction procedure in K1.3.4.1.3. 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.</p> <p>Assist learners to use illustrations and picture to enable them to understand unfamiliar words.</p> <p>Learners use new vocabulary in describing activities that go on during the celebration of the Independence Day.</p> <p>Have learners use selected words to perform addition and subtraction activities.</p> <p>Extend the activities using different objects/materials</p> <p>Assessment: let learners draw Independence Day celebration scene</p>	
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.....: LESSON PLAN

SUBJECT: GHANAIAI LANGUAGE

KINDERGARTEN ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Writing		Sub-strand : Penmanship/Handwriting	
Indicator (code)	KG1.1.4.1.3		
Content standard (code)	KG1.1.4.1.		
Performance Indicator	The learner should recognise the alphabet in order.		
Core Competencies: Communication and collaboration Personal development and leadership.			
Keywords			

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T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:	Ghanaian Language curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none">• 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. <p>Assessment: let learners arrange in order some cut-out letters.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none">• 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. <p>Assessment: let learners arrange in order some cut-out letters.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none">• 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. <p>Assessment: let learners arrange in order some cut-out letters.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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KINDERGARTEN ONE

Week Ending:	Class size:
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Day : Wednesday		Date :	
Period :		Lesson :	
Strand : MY NATION GHANA		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 history and independence of Ghana		
Performance Indicator	<ul style="list-style-type: none">• Learners can demonstrate respect for the symbols and songs of our nation• Learners can sing alphabet song and point to the letters of the alphabet in the classroom		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords		NANA FIIFI ACQUAH SCH	
T. L .R. (s)		Poster/ cut out picture , Cut out shapes, big books, counters, crayons	
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Have learners to sing songs and recite rhymes that relate to the lesson.	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.	Review lesson with Learners by singing songs in relation to it

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		<p>Learners sing different alphabet songs and perform actions on them, picking and showing the letters in turns</p> <p>Have learners use some of the selected words to make sentences</p> <p>Recapping previous subtraction lessons, have the learners subtract the number of the focus letter from the other letters in a word.</p> <p>Extend the activities using other objects</p> <p>Assessment: let learners sing alphabet song and point to the letters of the alphabet in the classroom</p>	
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.....: LESSON PLAN

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KINDERGARTEN ONE

Week Ending:		Class size:	
Day : Thursday		Date :	
Period :		Lesson :	
Strand : MY NATION GHANA		Sub-strand : 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 history and independence of Ghana		
Performance Indicator	Learners can create and perform dance movements and music inspired by Ghanaian history and other cultures		

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Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Poster/ cut out picture , Cut out shapes, big books, counters, crayons	
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Thursday	Have learners to sing songs and recite rhymes that relate to the lesson.	<p>Learners listen to a music on Ghanaian history and dance to it (You can let them watch a video to) e.g. Hen ara asaase ni</p> <p>Teach the keywords and discuss the lyrics of the song with the learners</p> <p>Learners use improvised musical instrument to play their own music, accompanied by dance movements.</p> <p>Learners should organize a Kiddies march past. Let them sing some patriotic songs and march on it while others play instruments.</p> <p>One child can post as the President of Ghana whiles others salute.</p> <p>Assessment: let learners create and perform dance movements and music inspired by Ghanaian history</p>	Review lesson with Learners by singing songs in relation to it

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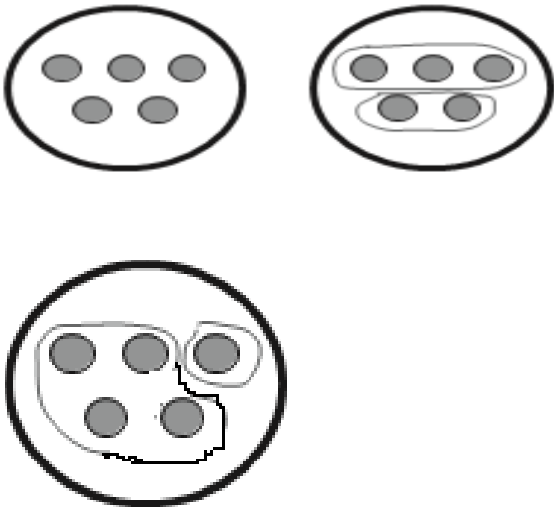
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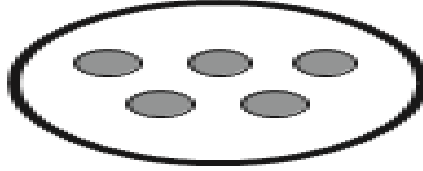
KINDERGARTEN ONE

Week Ending:		Class size:
Day : Friday		Date :
Period :		Lesson :
Strand : MY NATION GHANA		Sub-strand : HISTORY AND CELEBRATION OF GHANA'S INDEPENDENCE
Indicator (code)	K1.5.1.1	
Content standard (code)	K1.5.1.1 Demonstrate knowledge of the history and independence of Ghana	
Performance Indicator	Learners can compose and decompose numbers up to ten	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.		
Keywords		
T. L .R. (s)	Poster/ cut out picture , Cut out shapes, big books, counters, crayons	
Ref:	Kindergarten Curriculum Page	

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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.	<p>Learners decompose a group 10 bottle tops, e.g. 6 and 4 or 5 plus 5.</p> <p>Teacher Scaffold learners to understand the terms Decomposing and composing numbers.</p> <p>Composing means putting numbers together to make a whole and Decomposing means breaking down numbers into their sub-parts.</p> <p>Learners also use dot cards to decompose numbers (0-10), Learners look at a dot card (e.g. with 5 dots) and say how many dots they see' If the teacher asks, how many dots do you see? The child says, 'I see 3 and 2 dots</p> <p>Have learners draw a line to join or circle the 3 dots and 2 dots separately e.g. Learners repeat activity with different number of dots</p> 	Review lesson with Learners by singing songs in relation to it

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		<p>Give learners cards with different number of dots e.g. 5, 6, 9, etc. and in pairs let them play the game “Pick and circle” (cut out cards with different number of dots. Write two figures under each circled dots into which the dots should be decomposed.</p> <p>Have learners decompose the dots in different forms and talk about their work e.g. 6 (2 and 4, 3 and 3, 5 and 1), 7(2 and 5, 3 and 4, 6 and 1), etc. e.g. 5 (3 and 2, 4 and 2)</p>  <p>Assessment: let learners compose and decompose numbers up to ten</p>	
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WEEK 12

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.....: LESSON PLAN

KINDERGARTEN ONE

Week Ending:		Class size:	
Day : Monday		Date :	
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	<ul style="list-style-type: none">• Learners can locate their home regions on an outline map of Ghana and talk about the history behind their festivals.• Learners can retell the story about Ghana’s independence		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			

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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
Monday	Have learners to sing songs and recite rhymes that relate to the lesson.	<p>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.</p> <p>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.</p> <p>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.</p> <p>Have learners do addition and/or subtraction activities with the cut-out papers</p> <p>Community Circle time: Use KWL strategy to deliver this lesson.</p> <p>K; Learners talk about any family or regional celebrations they know about, when they celebrate, why and what they do.</p>	Review lesson with Learners by singing songs in relation to it

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		<p>They also share anything they know about Ghana's Independence Day celebration</p> <p>W-they are given the opportunity to ask questions related to what they want to know about the Independence Day celebration.</p> <p>Displaying a conversational poster, on Independence Day, teacher tells a short history about the Independence Day of Ghana and why we celebrate it on 6th March.</p> <p>L-Learners are given the chance to retell the story behind 6th March. Involve all learners in the talking by using the "pass the ball" (Learners pass a small ball round; the learner with the ball is the only one to talk). Have learners watch a video on 6th march celebration and/or role play a simple speech on what they will do to help advancement of Ghana at a 6th March celebration</p> <p>Assessment: let learners retell the story about Ghana's independence</p>	
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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	<ul style="list-style-type: none"> • Learners can show peers that sentences are made of words and that words are separated in print. • Learners can listen attentively and interact with peers during a teacher-read-aloud session about the Independence Day of Ghana 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Poster/ cut out picture , Cut out shapes, big books, counters, crayons	
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

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

SUBJECT: GHANAIAN LANGUAGE

KINDERGARTEN ONE

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	

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Strand : Writing		Sub-strand : Penmanship/Handwriting	
Indicator (code)	KG1.1.4.1.3		
Content standard (code)	KG1.1.4.1.		
Performance Indicator	The learner should recognise the alphabet in order.		
Core Competencies: Communication and collaboration Personal development and leadership.			
Keywords			
T. L .R. (s)	Manila cards, markers, recorded audios visual		
Ref:	Ghanaian Language curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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.	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 learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • 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. <p>Assessment: let learners arrange in order some cut-out letters.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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.....: LESSON PLAN

KINDERGARTEN ONE

Week Ending:		Class size:	
Day : Wednesday		Date :	
Period :		Lesson :	
Strand : MY NATION GHANA		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 history and independence of Ghana		
Performance Indicator	<ul style="list-style-type: none">• Learners can demonstrate respect for the symbols and songs of our nation• Learners can sing alphabet song and point to the letters of the alphabet in the classroom		
Core 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		

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Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Have learners to sing songs and recite rhymes that relate to the lesson.	<p>Learners sing the national anthem along with a tape recording and recite the pledge with the necessary postures and gestures, i.e. Standing at attention, hand on chest, etc.</p> <p>In small groups, the learners use glue and pieces of materials in the colours of the national flag to build a large collage of the Ghana Flag.</p> <p>Learners sing different alphabet songs and perform actions on them, picking and showing the letters in turns</p> <p>Have learners use some of the selected words to make sentences</p> <p>Recapping previous subtraction lessons, have the learners subtract the number of the focus letter from the other letters in a word.</p> <p>Extend the activities using other objects</p> <p>Assessment: let learners sing alphabet song and point to the letters of the alphabet in the classroom</p>	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 NATION GHANA		Sub-strand : 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 history and independence of Ghana		
Performance Indicator	Learners can create and perform dance movements and music inspired by Ghanaian history and other cultures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords	NANA FIIFI ACQUAH SCH		
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
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. Hɛn ara asaase ni Teach the keywords and discuss the lyrics of the song with the learners	Review lesson with Learners by singing songs in relation to it

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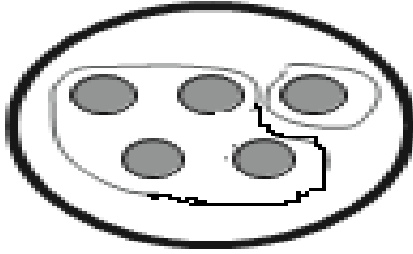
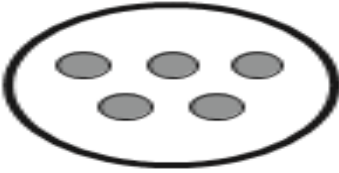
.....: LESSON PLAN

KINDERGARTEN ONE

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

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Performance Indicator		Learners can compose and decompose numbers up to ten	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Poster/ cut out picture , Cut out shapes, big books, counters, crayons	
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
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

		  <p>Give learners cards with different number of dots e.g. 5, 6, 9, etc. and in pairs let them play the game “Pick and circle” (cut out cards with different number of dots. Write two figures under each circled dots into which the dots should be decomposed.</p> <p>Have learners decompose the dots in different forms and talk about their work e.g. 6 (2 and 4, 3 and 3, 5 and 1), 7(2 and 5, 3 and 4, 6 and 1), etc. e.g. 5 (3 and 2, 4 and 2)</p>  <p>Assessment: let learners compose and decompose numbers up to ten</p>	
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