

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

NANA FIFI ACQUAH SCHOOL

NANA FIIFI ACQUAH

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

NANA FIIFI ACQUAH SCHOOL

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## GENERAL INFORMATION

Name of school.....

District .....

Management Unit.....

Name of Class Teacher .....

Class Teachers Reg. No.....

Class .....

Boys .....

Girls.....

Average age of pupils.....

**YEARLY SCHEME OF LEARNING**

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

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**YEARLY SCHEME OF LEARNING- GHANAIAN LANGUAGE**

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

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**TERMLY SCHEME OF LEARNING**

KG 1 Term 3

WEEK	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	K1.6. ALL AROUND US	K1.6.1 Living and non-living thing	K1.6.1.1.1	K1.6.1.1.1 K1.6.1.1.2 K1.6.1.1.3 K1.6.1.1.4 K1.6.1.1.5 K1.6.1.1.6	Poster/ cut out picture. Cut out shapes, big books, counters, crayons
2&3	K1.6. ALL AROUND US	K1.6.2 Living things: Animals (Domestic and wild)	K1.6.2.1.1	K1.6.2.1.1 K1.6.2.1.2 K1.6.2.1.3 K1.6.2.1.4 K1.6.2.1.5 K1.6.2.1.6	Poster/ cut out picture. Cut out shapes, big books, counters, crayons
4	K1.6. ALL AROUND US	K1.6.3 Water	K1.6.3.1.1	K1.6.3.1.1 K1.6.3.1.2 K1.6.3.1.3 K1.6.3.1.4 K1.6.3.1.5 K1.6.3.1.6	Poster/ cut out picture. Cut out shapes, big books, counters, crayons
5	K1.6. ALL AROUND US	K1.6.4 Air	K1.6.4.1.1	K1.6.4.1.1 K1.6.4.1.2 K1.6.4.1.3 K1.6.4.1.4 K1.6.4.1.5 K1.6.4.1.6	Poster/ cut out picture. Cut out shapes, big books, counters, crayons
6	K1.6. ALL AROUND US	K1.6.5 Plants -1	K1.6.5.1.1	K1.6.5.1.1 K1.6.5.1.2 K1.6.5.1.3 K1.6.5.1.4 K1.6.5.1.5 K1.6.5.1.6	Poster/ cut out picture Cut out shapes, big books, counters, crayons
7	K1.6. ALL AROUND US	K1.6.6 Plants - 2	K1.6.6.1.1	K1.6.6.1.1 K1.6.6.1.2 K1.6.6.1.3 K1.6.6.1.4 K1.6.6.1.5 K1.6.6.1.6	Poster/ cut out picture. Cut out shapes, big books, counters, crayons

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8	K1.6. ALL AROUND US	K1.6.7 Gardening	K1.6.7.1.1	K1.6.7.1.1 K1.6.7.1.2 K1.6.7.1.3 K1.6.7.1.4 K1.6.7.1.5	Poster/ cut out picture. Cut out shapes, big books, counters, crayons
9	K1.6. ALL AROUND US	K1.6.8 Light - Day and Night	K1.6.8.1.1	K1.6.8.1.1 K1.6.8.1.2 K1.6.8.1.3 K1.6.8.1.4 K1.6.8.1.5 K1.6.8.1.6	Poster/ cut out picture. Cut out shapes, big books, counters, crayons
10	K1.7. ALL AROUND US	K1.6.9 Changing weather conditions	K1.6.9.1.1	K1.6.9.1.1 K1.6.9.1.2 K1.6.9.1.3 K1.6.9.1.4 K1.6.9.1.5	Poster/ cut out picture. Cut out shapes, big books, counters, crayons
11 & 12	K1.7. MY GLOBAL COMMUNITY	K1.7.1 Connecting and communicating with the global community	K1.7.1.1.1	K1.7.1.1.1 K1.7.1.1.2 K1.7.1.1.3 K1.7.1.1.4 K1.7.1.1.5	Poster/ cut out picture. Cut out shapes, big books, counters, crayons

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**TERMLY SCHEME OF LEARNING**

KG 1 Ghanaian Language Term 3

Week	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Oral Language	Listening Comprehension	KG1.1.8.1. KG1.1.8.1.	KG1.1.8.1.1 KG1.1.8.1.2	Drums, drum sticks, recorded audios,
2.	Oral Language	Asking and Answering Questions	KG1.1.9.1.	KG1.1.9.1.1	Manila cards, recorded audio visuals
3.	Oral Language	Giving and Following Commands/Instructions	KG1.1.10.1. KG1.1.10.1.	KG1.1.10.1.1 KG1.1.10.1.2	Pictures of animals, Manila cards, markers, recorded audiovisual
4.	Reading	Presentation	KG1.1.11.1.	KG1.1.11.1.1	Manila cards, markers, recorded audio-visual
5.	Reading	Print Concept	KG1.1.2.1.	KG1.1.2.1.1	Manila cards, markers, recorded audio-visual
6.	Reading	Print Concept	KG1.1.2.1.	KG1.1.2.1.2	Manila Cards, Class reader
7.	Writing	Phonics: Letter Sound Knowledge (Blend and Connect Sounds)	KG1.1.3.1.	KG1.1.3.1.1	Manila Cards, Markers
8.	Writing	Phonics: Letter Sound Knowledge (Blend and Connect Sounds)	KG1.1.4.1.	KG1.1.4.1.1	Word cards, Manila card Markers Word cards Manila card Markers
9.	Writing	Phonics: Letter Sound Knowledge (Blend and Connect Sounds)	KG1.1.4.1.	KG1.1.4.1.2	Word cards, Manila card Markers Word Cards, Manila card,

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10.	Writing Convention s/ Usage	Phonics: Letter Sound Knowledge (Blend and Connect Sounds)	KG1.1.4.1.	KG1.1.4.1.3	Word cards, Manila card Markers Word Cards, Manila card,
11.	Writing Convention s/ Usage	Penmanship/Handwriting	KG1.3.1.1.	KG1.3.1.1. 2	Reading materials
12.	Extensive Reading/ Children Library	Penmanship/Handwriting	KG1.3.1.1.	KG1.3.1.1. 3	Manila Cards, Markers

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**TERM THREE**  
**KG ONE**  
**WEEK 1**

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<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Tuesday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL AROUND US		<b>Sub-strand :</b> LIVING AND NON-LIVING THINGS	
<b>Indicator (code)</b>	K1.6.1.1.1 K1.6.1.1.2		
<b>Content standard (code)</b>	K1.6.1.1 Demonstrate understanding of living and non-living things.		
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>Learners can talk about different types of things around us and classify them into living things and non-living things</li> <li>Learners can participate actively in an Interactive Read Aloud story about living and non-living things</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
<b>Ref:</b>	Kindergarten Curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Tuesday	Have learners to sing songs and recite rhymes that relate to the lesson.	<p>In a community circle time, let learners recite poem or rhymes about some things around us. E.g. “Akoo ketewa bi” and talk about the key ideas in the poems</p> <p>Take learners out to observe and identify things around them.</p> <p>Let learners tell what they saw during the nature walk. Write their answers on the board</p> <p>Discuss which of the things are living things and those that are not (Living Things grow, move, feed, etc. and</p>	Review lesson with Learners by singing songs in relation to it

	<p>Non-Living Things do not grow, do not move, do not feed, etc.).                  Assist learners to classify the list on the board into living and non-living things</p> <p>Take learners through the pre-reading activity of a Big book e.g. observe the book, have a picture walk with learners, predict the content of the story, etc.</p> <p>During the reading, ask questions and encourage learners to talk about what is being read to monitor their understanding.</p> <p>After the reading, take learners through post-reading activities e.g. tell the living and non-living things mentioned in the story, retell the story, summarize, tell what they liked about the story and why, etc.</p> <p>Have learners draw their version of one living thing and one non-living thing they saw in the book and talk about their drawings</p> <p>Have learners classify and count the living and non-living things read about. This can be done according to the pictures on the pages of the book. Extend this activity to include classification of cut out shapes, colours, and/or other objects</p> <p>Assessment: let learners Have learners draw their version of one living thing and one non-living thing</p>	
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SUBJECT: GHANAIAN LANGUAGE

KINDERGARTEN ONE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Oral Language		<b>Sub-strand :</b> Listening Comprehension	
<b>Indicator (code)</b>	KG1.1.8.1.1	KG1.1.8.1. 2	
<b>Content standard (code)</b>	KG1.1.8.1.	KG1.1.8.1.	
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>• The learner should recognise facial expressions</li> <li>• The learner should recognise gestures and body movement</li> </ul>		
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Manila cards, markers, recorded audios visual	
<b>Ref:</b>	Ghanaian Language curriculum		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Show pictures of persons with sad facial expression.</li> <li>• Lead learners to discuss the picture.</li> <li>• Demonstrate a sad facial expression to learners.</li> <li>• Make learners recognise the various facial expressions by showing pictures of persons with the other facial expressions. E.g.: anger, happiness, sadness, etc.</li> </ul>	What have we learnt today?  Review the lesson with learners

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		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"> <li>• Demonstrate some common gestures or body movement in class for learners to watch.</li> <li>• Help learners to recognize the various gestures and body movement.</li> <li>• Allow learners to demonstrate some gestures e.g. throwing of hands, waving, giving thumbs up etc.</li> </ul> <p>Assessment: let learners identify some gestures e.g. throwing of hands, waving, giving thumbs up etc.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Demonstrate some common gestures or body movement in class for learners to watch.</li> <li>• Help learners to recognize the various gestures and body movement.</li> <li>• Allow learners to demonstrate some gestures e.g. throwing of hands, waving, giving thumbs up etc.</li> </ul> <p>Assessment: let learners identify some gestures e.g. throwing of hands, waving, giving thumbs up etc.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Wednesday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL AROUND US		<b>Sub-strand :</b> LIVING AND NON-LIVING THINGS	
<b>Indicator (code)</b>	K1.6.1.1.3    K1.6.1.1.4		
<b>Content standard (code)</b>	K1.6.1.1 Demonstrate understanding of living and non-living things.		
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>• Learners can blend letter sounds to form words related to the theme</li> <li>• Learners can identify and write initial sounds of the objects.</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Poster/ cut out picture ,    Cut out shapes, big books, counters, crayons			
<b>Ref:</b>	Kindergarten Curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Wednesday	Have learners to sing songs and recite rhymes that relate to the lesson.	<p>Using letter cards, let learners identify the letter sounds.</p> <p>Guide learners to clap the syllables of the names of objects e.g. cat, tree, river, bucket, book, table Learners use the letter cards to names some of living and non-living things. E.g. /c//a//t/, /b//oo//k/.</p> <p>Classify and count the words used in the activity according to syllables and use comparative language to</p>	Review lesson with Learners by singing songs in relation to it

		<p>describe the groups e.g. One syllable word e.g. book, tree, cat, etc. Two syllable word e.g. bucket, table, etc.</p> <p>Extend the activity to include their drawing, things in the classroom, community, etc.</p> <p>Write at least two words each for living things and non-living things</p> <p>Using pictures clearly labelled, guide learners to identify some living and non-living things.</p> <p>Mention the word and let learners identify the initial letter sound and pick the correct letter sound to match it. Extend this activity to include other objects in the classrooms and/or community</p> <p>Assessment: let learners match pictures with their initial letter sounds in their books</p>	
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<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Thursday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL AROUND US		<b>Sub-strand :</b> LIVING AND NON-LIVING THINGS	
<b>Indicator (code)</b>	K1.6.1.1.5		
<b>Content standard (code)</b>	K1.6.1.1.5		
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>Learners can identify and describe objects by colour names and size</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
<b>Ref:</b>		Kindergarten Curriculum Page	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Thursday	Have learners to sing songs and recite rhymes that relate to the lesson.	<p>Using conversational posters about living and non-living things, let learners describe the colours, size and other features.</p> <p>Guide learners to use the colour names (red, yellow, green, white, black, etc.) to describe given items/objects on the poster e.g. trees, walls of buildings, dresses, etc.</p> <p>Guide learners to use the size (big, small, long, short, etc.) to describe given items/objects on the poster e.g. people, buildings, trees, etc</p> <p>Assist learners to create simple patterns using colour or size.</p>	Review lesson with Learners by singing songs in relation to it

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		Extend this activity to include sounds and movement patterns Assessment: let learners identify and describe objects by colour names and size	
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<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Friday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL AROUND US		<b>Sub-strand :</b> LIVING AND NON-LIVING THINGS	
<b>Indicator (code)</b>	K.1.6.1.1.6		
<b>Content standard (code)</b>	K1.6.1.1 Demonstrate understanding of living and non-living things.		
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>Learners can recognise, sort, classify, describe and extend non numerical patterns</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
<b>Ref:</b>	Kindergarten Curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Friday	Have learners to sing songs and recite rhymes that relate to the lesson.	<p>Using cut out papers and/or cards assist learners to recognise and describe a simple repeating non-numerical pattern of sound, shapes, colours, etc. (e.g. repetition of 2,3, 2 pattern) e.g Sound 2,3,2 (clap, clap, snap, snaplap,clap)</p> <p>Shapes 2,3,2 (  )</p> <p>Colour 2,3,2,3 (  )</p> <p>Have learners in pairs form simple repeated patterns according to a given pattern and extend it. You can let learners do this activity individually</p>	Review lesson with Learners by singing songs in relation to it

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		Assessment: let learners pairs form simple repeated patterns according to a given pattern	
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**TERM THREE**  
**KG ONE**  
**WEEK 2**

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KINDERGARTEN ONE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Monday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL AROUND US		<b>Sub-strand :</b> LIVING THINGS – ANIMALS (DOMESTIC AND WILD)	
<b>Indicator (code)</b>	K1.6.2.1.1	K16.2.1.2	
<b>Content standard (code)</b>	K1.6.2.1 Demonstrate understanding of domestic and wild animals.		
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>Learners can sing and talk about different kinds of animals, what they eat, the sound they make and put them into groups</li> <li>Learners can handle a book correctly e.g. hold the book upright and open right to left</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Poster/ cut out picture , Cut out shapes, big books, counters, crayons	
<b>Ref:</b>	Kindergarten Curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	Have learners to sing songs and recite rhymes that relate to the lesson.	In community circle time, learners recite the poem “Fiddo is a dog” and have them discuss the poem. Use the discussion to explain domestic animal to the learners e.g. Animals in the home – cat, dog, goat, hen, etc.  Learners watch a video/conversational poster and talk about domestic animals regarding what they eat and their uses as well as the sound they make. E.g.	Review lesson with Learners by singing songs in relation to it

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Animal	What they Eat	Uses	Sound They Make
Dog	Food & plant	Pet / Protection	Barks (wow, wow)
Cat	Food & plant	Pet / Protection	Bleat (Mbɛɛ/mɛɛ )
Sheep	Plant	Meat (Food)	Meat (Food)
Cock / Hen	Food & plant	Meat (Food)	Meat (Food)

Have learners sing “Old MacDonald has farm” to make the sounds of the domestic animals

Guide learners to discuss other living things around the home. Insects – ant, house fly, grass hopper, lizard, etc. and how to prevent them

Guide learners to sort and count the domestic animals discussed into those that are used for food and those for pet. Have learners use comparative word to describe the groups. Guide learners to create simple patterns using shapes, sounds or colours. Have learners draw their own patterns with a given pattern e.g. 3,2,2; 2,2,3,2, etc

The whole class recites one known poem about domestic animals.

As part of the pre-reading activities, have learners in group take turns to hold and open a Big book. During the picture walk, have them discuss the pictures given attention to the pages.

Using Echo-reading, guide learners to read aloud the sentences. Have some of them open the pages during the reading. Use this stage to highlight book concept (proper way of holding book, opening the pages, etc.).

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		<p>Use questions to monitor learners understanding of the content</p> <p>Have learners do pretend reading during which you encourage learners to demonstrate the appropriate handling of book with them</p> <p>Assessment: let learners sort and count the domestic animals discussed into those that are used for food and those for pet.</p>	
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<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Tuesday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL AROUND US		<b>Sub-strand :</b> LIVING THINGS – ANIMALS (DOMESTIC AND WILD)	
<b>Indicator (code)</b>	K1.6.2.1.3		
<b>Content standard (code)</b>	K1.6.2.1 Demonstrate understanding of domestic and wild animals.		
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>Learners can tap or clap and count the syllables of the names of animals and identify the initial sound of the animal names</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
<b>Ref:</b>	Kindergarten Curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Tuesday	Have learners to sing songs and recite rhymes that relate to the lesson.	<p>Have learners sing a song or recite a poem about and let them mimic the sound of the various animals in the song.</p> <p>Play a song in the Computer/phone/CD player and ask learners to mention animals and clap the syllabus in their names and also the song.</p> <p>Have learners create patterns with the syllables in selected names of domestic animals using cut out shapes or colours e.g. 1,2,1,2- dog (1), chicken (2), cat</p>	Review lesson with Learners by singing songs in relation to it

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		(1), puppy (2). Extend this activity with word more syllables  Assessment: let learners identify the initial sound of the animal names	
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NANA FIIFI ACQUAH SCHOOL

SUBJECT: GHANAIAN LANGUAGE

KINDERGARTEN ONE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Oral Language		<b>Sub-strand :</b> Asking and Answering Questions	
<b>Indicator (code)</b>	KG1.1.9.1.1.		
<b>Content standard (code)</b>	KG1.1.9.1.		
<b>Performance Indicator</b>	The learner should Recognise and use the question words “what” and “who		
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Manila cards, markers, recorded audios visual			
<b>Ref:</b> Ghanaian Language curriculum			
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Write some words including the word “what” on flashcards and show it to learners.</li> <li>• Lead learners to mention the words. E.g. call learners to mention the word individually.</li> <li>• Assist learners recognise when to use question word ‘what’. E.g. What is your name? What did you eat today? Etc.</li> </ul>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

		<ul style="list-style-type: none"> <li>• Allow learners to use the word “what” to also form questions.</li> </ul> <p>Assessment: let learners use the word “what” to also form questions.</p>	
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> <li>• Write some words including the word “who” on flashcards and show it to learners.</li> <li>• Lead learners to mention the words. E.g. call learners to say the words individually.</li> <li>• Assist learners to recognise when to use question word ‘who’. E.g. Who is your father? Who is your friend? Etc.</li> <li>• Allow learners to use the word “who” to also form questions</li> </ul> <p>Assessment: let learners use the word “what” to also form questions.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> <li>• Write some words including the word “who” on flashcards and show it to learners.</li> <li>• Lead learners to mention the words. E.g. call learners to say the words individually.</li> <li>• Assist learners to recognise when to use question word ‘who’. E.g. Who is your father? Who is your friend? Etc.</li> <li>• Allow learners to use the word “who” to also form questions</li> </ul> <p>Assessment: let learners use the word “what” to also form questions.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Wednesday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL AROUND US		<b>Sub-strand :</b> LIVING THINGS – ANIMALS (DOMESTIC AND WILD)	
<b>Indicator (code)</b>	K1.6.2.1.4		
<b>Content standard (code)</b>	K1.6.2.1 Demonstrate understanding of domestic and wild animals		
<b>Performance Indicator</b>	Learners can review list of letter sounds learnt and use letter sounds to list and match the pictures of domestic animals.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
<b>Ref:</b>	Kindergarten Curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Wednesday	Have learners to sing songs and recite rhymes that relate to the lesson.	Using pictures (with respective label highlighting the beginning letter) recap the letter sounds learnt. Guide learner to give examples of words/objects that begin with the given letter.  In groups of three, give out papers and ask learners to list animals in their homes whose names begins with-  1. /g/ - goat 2. /c/ - cat 3. /d/ - dog	Review lesson with Learners by singing songs in relation to it

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		<p>Let learners make simple sentences with the names of animals listed. Have learners write the name of a domestic animal they like most</p> <p>Have learners sort and group the picture cards according to beginning sound of their labels. Guide the learners count the number of card in each group and use comparative language to describe the groups. You can also have learners use the groups for addition and/or subtraction activities</p> <p>Assessment: let learners use letter sounds to list and match the pictures of domestic animals.</p>	
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<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Thursday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL AROUND US		<b>Sub-strand :</b> LIVING THINGS – ANIMALS (DOMESTIC AND WILD)	
<b>Indicator (code)</b>	K1.6.2.1.5		
<b>Content standard (code)</b>	K1.6.2.1 Demonstrate understanding of domestic and wild animals.		
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>Learners can Identify and describe objects by colour names and size</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
<b>Ref:</b>	Kindergarten Curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Thursday	Have learners to sing songs and recite rhymes that relate to the lesson.	<p>Using pictures, have learners talk about the different features of animals and use them to compare the animals by colour names and sizes.</p> <p>Extend this activity with other objects/things. With outline of some domestic animals have learners colour their favourite animal on a card and discuss their colour work. You can have them create pattern using shapes/colours with some given criteria</p> <p>Assessment: let learners describe objects by colour names and size</p>	Review lesson with Learners by singing songs in relation to it

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<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Friday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL AROUND US		<b>Sub-strand :</b> LIVING THINGS – ANIMALS (DOMESTIC AND WILD)	
<b>Indicator (code)</b>	K1.6.2.1.6		
<b>Content standard (code)</b>	K1.6.2.1 Demonstrate understanding of domestic and wild animals.		
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>Learners can recognise, sort, classify, describe and extend non numerical patterns</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
<b>Ref:</b>	Kindergarten Curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Friday	Have learners to sing songs and recite rhymes that relate to the lesson.	<p>Recap activities on <b>K.1.6.1.1.6</b> and <b>K1.6.2.1.3</b>, assist learners to recognise and describe a simple repeating non-numerical pattern (up to a repetition of 3, 2 pattern)</p> <p>Have learners create pattern with sound using rhythm in a poem/rhyme/song. Guide them repeat this activity with syllable in words. You can let them use shapes/colours to create pattern</p> <p><b>Assessment:</b> let learners sort, classify, describe and extend non numerical patterns</p>	Review lesson with Learners by singing songs in relation to it

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

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KINDERGARTEN ONE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Monday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL AROUND US		<b>Sub-strand :</b> LIVING THINGS – ANIMALS (DOMESTIC AND WILD)	
<b>Indicator (code)</b>	K1.6.2.1.1	K16.2.1.2	
<b>Content standard (code)</b>	K1.6.2.1 Demonstrate understanding of domestic and wild animals.		
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>Learners can sing and talk about different kinds of animals, what they eat, the sound they make and put them into groups</li> <li>Learners can handle a book correctly e.g. hold the book upright and open right to left</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
<b>Ref:</b>	Kindergarten Curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	Have learners to sing songs and recite rhymes that relate to the lesson.	In community circle time, learners recite the poem “Fiddo is a dog” and have them discuss the poem. Use the discussion to explain domestic animal to the learners e.g. Animals in the home – cat, dog, goat, hen, etc.  Learners watch a video/conversational poster and talk about domestic animals regarding what they eat and their uses as well as the sound they make. E.g.	Review lesson with Learners by singing songs in relation to it

Animal	What they Eat	Uses	Sound They Make
Dog	Food & plant	Pet / Protection	Barks (wow, wow)
Cat	Food & plant	Pet / Protection	Bleat (Mbææ/mææ)
Sheep	Plant	Meat (Food)	Meat (Food)
Cock / Hen	Food & plant	Meat (Food)	Meat (Food)

Have learners sing “Old MacDonald has farm” to make the sounds of the domestic animals

Guide learners to discuss other living things around the home. Insects – ant, house fly, grass hopper, lizard, etc. and how to prevent them

Guide learners to sort and count the domestic animals discussed into those that are used for food and those for pet. Have learners use comparative word to describe the groups. Guide learners to create simple patterns using shapes, sounds or colours. Have learners draw their own patterns with a given pattern e.g. 3,2,2; 2,2,3,2, etc

The whole class recites one known poem about domestic animals.

As part of the pre-reading activities, have learners in group take turns to hold and open a Big book. During the picture walk, have them discuss the pictures given attention to the pages.

Using Echo-reading, guide learners to read aloud the sentences. Have some of them open the pages during the reading. Use this stage to highlight book concept (proper way of holding book, opening the pages, etc.).

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		<p>Use questions to monitor learners understanding of the content</p> <p>Have learners do pretend reading during which you encourage learners to demonstrate the appropriate handling of book with them</p> <p>Assessment: let learners sort and count the domestic animals discussed into those that are used for food and those for pet.</p>	
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<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Tuesday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL AROUND US		<b>Sub-strand :</b> LIVING THINGS – ANIMALS (DOMESTIC AND WILD)	
<b>Indicator (code)</b>	K1.6.2.1.3		
<b>Content standard (code)</b>	K1.6.2.1 Demonstrate understanding of domestic and wild animals.		
<b>Performance Indicator</b>	Learners can tap or clap and count the syllables of the names of animals and identify the initial sound of the animal names		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
<b>Ref:</b>	Kindergarten Curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Tuesday	Have learners to sing songs and recite rhymes that relate to the lesson.	Have learners sing a song or recite a poem about and let them mimic the sound of the various animals in the song.  Play a song in the Computer/phone/CD player and ask learners to mention animals and clap the syllabus in their names and also the song.  Have learners create patterns with the syllables in selected names of domestic animals using cut out shapes or colours e.g. 1,2,1,2- dog (1), chicken (2), cat	Review lesson with Learners by singing songs in relation to it

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		(1), puppy (2). Extend this activity with word more syllables  Assessment: let learners identify the initial sound of the animal names	
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NANA FIIFI ACQUAH SCHOOL

SUBJECT: GHANAIAN LANGUAGE

KINDERGARTEN ONE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Oral Language		<b>Sub-strand :</b> Giving and Following Commands/Instructions	
<b>Indicator (code)</b>	KG1.1.10.1.1.	KG1.1.10.1. 2	
<b>Content standard (code)</b>	KG1.1.9.1.		
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>• The learner should say and recognise what a command is</li> <li>• The learner should respond to two commands.</li> </ul>		
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Manila cards, markers, recorded audios visual			
<b>Ref:</b> Ghanaian Language curriculum			
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Ask learners to sit, stand and clap.</li> <li>• Discuss the actions performed by learners.</li> <li>• Demonstrate command with a learner in class. E.g. call learners to demonstrate command in pairs.</li> <li>• Help learners to recognise commands. E.g. Stand up! Sit down! Keep quiet!</li> </ul> Assessment: let learners identify what a command is	What have we learnt today?  Review the lesson with learners

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	Engage learners to sing songs and recite familiar rhymes	<p>Call a learner to issue a command to another learner.</p> <ul style="list-style-type: none"> <li>• Let learners demonstrate commands and its response in pairs.</li> <li>• Learners should recognise how to obey commands like Stand up! Let learners practice some commands in groups. E.g. Sit down! Keep quiet!</li> </ul> <p>Assessment: let learners respond to two commands</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<p>Call a learner to issue a command to another learner.</p> <ul style="list-style-type: none"> <li>• Let learners demonstrate commands and its response in pairs.</li> <li>• Learners should recognise how to obey commands like Stand up! Let learners practice some commands in groups. E.g. Sit down! Keep quiet!</li> </ul> <p>Assessment: let learners respond to two commands</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Wednesday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL AROUND US		<b>Sub-strand :</b> LIVING THINGS – ANIMALS (DOMESTIC AND WILD)	
<b>Indicator (code)</b>	K1.6.2.1.4		
<b>Content standard (code)</b>	K1.6.2.1 Demonstrate understanding of domestic and wild animals		
<b>Performance Indicator</b>	Learners can review list of letter sounds learnt and use letter sounds to list and match the pictures of domestic animals.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
<b>Ref:</b>	Kindergarten Curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Wednesday	Have learners to sing songs and recite rhymes that relate to the lesson.	Using pictures (with respective label highlighting the beginning letter) recap the letter sounds learnt. Guide learner to give examples of words/objects that begin with the given letter.  In groups of three, give out papers and ask learners to list animals in their homes whose names begins with-  1. /g/ - goat 2. /c/ - cat 3. /d/ - dog	Review lesson with Learners by singing songs in relation to it

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		<p>Let learners make simple sentences with the names of animals listed. Have learners write the name of a domestic animal they like most</p> <p>Have learners sort and group the picture cards according to beginning sound of their labels. Guide the learners count the number of card in each group and use comparative language to describe the groups. You can also have learners use the groups for addition and/or subtraction activities</p> <p>Assessment: let learners use letter sounds to list and match the pictures of domestic animals.</p>	
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<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Thursday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL AROUND US		<b>Sub-strand :</b> LIVING THINGS – ANIMALS (DOMESTIC AND WILD)	
<b>Indicator (code)</b>	K1.6.2.1.5		
<b>Content standard (code)</b>	K1.6.2.1 Demonstrate understanding of domestic and wild animals.		
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>Learners can Identify and describe objects by colour names and size</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
<b>Ref:</b>	Kindergarten Curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Thursday	Have learners to sing songs and recite rhymes that relate to the lesson.	Using pictures, have learners talk about the different features of animals and use them to compare the animals by colour names and sizes. Extend this activity with other objects/things. With outline of some domestic animals have learners colour their favourite animal on a card and discuss their colour work. You can have them create pattern using shapes/colours with some given criteria  Assessment: let learners describe objects by colour names and size	Review lesson with Learners by singing songs in relation to it

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<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Friday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL AROUND US		<b>Sub-strand :</b> LIVING THINGS – ANIMALS (DOMESTIC AND WILD)	
<b>Indicator (code)</b>	K1.6.2.1.6		
<b>Content standard (code)</b>	K1.6.2.1 Demonstrate understanding of domestic and wild animals.		
<b>Performance Indicator</b>	Learners can recognise, sort, classify, describe and extend non numerical patterns		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
<b>Ref:</b>	Kindergarten Curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Friday	Have learners to sing songs and recite rhymes that relate to the lesson.	Recap activities on <b>K.1.6.1.1.6</b> and <b>K1.6.2.1.3</b> , assist learners to recognise and describe a simple repeating non-numerical pattern (up to a repetition of 3, 2 pattern)  Have learners create pattern with sound using rhythm in a poem/rhyme/song. Guide them repeat this activity with syllable in words. You can let them use shapes/colours to create pattern  Assessment: let learners sort, classify, describe and extend non numerical patterns	Review lesson with Learners by singing songs in relation to it

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

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KINDERGARTEN ONE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Monday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL AROUND US		<b>Sub-strand :</b> WATER	
<b>Indicator (code)</b>	K1.6.3.1.1    K1.6.3.1.2		
<b>Content standard (code)</b>	K1.6.3.1 Demonstrate understanding of sources of water and its uses.		
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>Learners can talk about where we get water from and its uses.</li> <li>Learners can listen and interact with teacher and peers as they listen to a read aloud text on the uses</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
<b>Ref:</b>	Kindergarten Curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	Have learners to sing songs and recite rhymes that relate to the lesson.	In community circle time, let learners sing and recite rhymes about water. Using a conversational poster, have learners talk about on the sources of water. E.g. rain, well, river, stream, pond, lake, sea, lagoon, etc.  Have learners discuss where they get water in their community. Have learners discuss uses of water e.g. drinking, washing, bathing, cooking, watering plants/flowers, etc.	Review lesson with Learners by singing songs in relation to it

		<p>Have learners form simple sentence using the sources of water. Repeat this activity with the uses of water. With the aid of conversational poster, have learners draw any of the sources of water</p> <p>Have learners sit in a semi – circle position and take them through the pre-reading activities (e.g. discussing the cover page/front matter, picture walk, prediction, explanation of keywords, etc.).</p> <p>Have learners use some of the keywords to make simple sentences. During the reading, show and point to the words while reading an information text on the uses of water to the learners. Ask questions during the reading to assist learners monitor their understanding.</p> <p>Take learners through the post-reading activities (retell, answering questions, summarizing, etc.). Have learners write the names of 3 sources of water into their exercises books.</p> <p>Guide learners to tell the sequence/position/order of the sources of water as they appeared in the text (e.g. 1st, 2nd, 3rd, 4th).</p> <p>You can explain the above numeracy activity asking 5 learners to form a queue and say their position from e.g. 1st to 4<sup>th</sup></p> <p>Assessment: let learners talk about where we get water from and its uses.</p>	
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<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Tuesday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL AROUND US		<b>Sub-strand :</b> WATER	
<b>Indicator (code)</b>	K1.6.3.1.3		
<b>Content standard (code)</b>	K1.6.3.1 Demonstrate understanding of sources of water and its uses		
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>Learners can recognise letter sounds and names which begin words that describe how human beings and animals use water.</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
<b>Ref:</b>	Kindergarten Curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Tuesday	Have learners to sing songs and recite rhymes that relate to the lesson.	Using conversational poster and/or pictures, guide learners to mention a word related to how humans, plants and animals use water.  Guide learners to identify the initial sound of the listed words on the board (e.g. drinking, washing, bathing, cooking, gardening,).  Repeat this activity with the ending sounds of the listed words. E.g. drinking- the initial sound is /d/, ending	Review lesson with Learners by singing songs in relation to it



	<p>sound is /ng/. Using “Pick and Act” have learners role play some of the uses of water.</p> <p>You can also use “Charade” (one-person act without talking for others to guess the meaning) for this activity. Have learners tell the position of the arranged cut out colour paper with the uses of water on it</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <div style="background-color: #4a90e2; padding: 5px; width: 40px; height: 20px; margin: 0 auto;">Bathing</div> <p>1<sup>st</sup></p> </div> <div style="text-align: center;"> <div style="background-color: #e91e63; padding: 5px; width: 40px; height: 20px; margin: 0 auto;">Cooking</div> <p>2<sup>nd</sup></p> </div> <div style="text-align: center;"> <div style="background-color: #ffeb3b; padding: 5px; width: 40px; height: 20px; margin: 0 auto;">Drinking</div> <p>3<sup>rd</sup></p> </div> <div style="text-align: center;"> <div style="background-color: #8bc34a; padding: 5px; width: 40px; height: 20px; margin: 0 auto;">Washing</div> <p>4<sup>th</sup></p> </div> <div style="text-align: center;"> <div style="background-color: #a52a2a; padding: 5px; width: 40px; height: 20px; margin: 0 auto;">Gardening</div> <p>5<sup>th</sup></p> </div> </div> <p>Extend this activity with shapes and other objects</p> <p>e.g</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <div style="background-color: #4a90e2; width: 30px; height: 30px; margin: 0 auto;">▲</div> <p>1<sup>st</sup></p> </div> <div style="text-align: center;"> <div style="background-color: #4a90e2; width: 30px; height: 30px; margin: 0 auto;">▲</div> <p>2<sup>nd</sup></p> </div> <div style="text-align: center;"> <div style="background-color: #4a90e2; width: 30px; height: 30px; margin: 0 auto;">▲</div> <p>3<sup>rd</sup></p> </div> <div style="text-align: center;"> <div style="background-color: #4a90e2; width: 30px; height: 30px; margin: 0 auto;">▲</div> <p>4<sup>th</sup></p> </div> <div style="text-align: center;"> <div style="background-color: #4a90e2; width: 30px; height: 30px; margin: 0 auto;">▲</div> <p>5<sup>th</sup></p> </div> <div style="text-align: center;"> <div style="background-color: #4a90e2; width: 30px; height: 30px; margin: 0 auto;">▲</div> <p>6<sup>th</sup></p> </div> </div> <p>Assessment: let learners identify letter sounds and names which begin words that describe how human beings and animals use water.</p>	
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Vetted by : ..... Signature: ..... Date : .....

SUBJECT: GHANAIAN LANGUAGE

KINDERGARTEN ONE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Reading		<b>Sub-strand :</b> Presentation	
<b>Indicator (code)</b>	KG1.1.11.1.1		
<b>Content standard (code)</b>	KG1.1.11.1.1		
<b>Performance Indicator</b>	The learner should discuss the times of the day		
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Manila cards, markers, recorded audios visual			
<b>Ref:</b> Ghanaian Language curriculum			
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Write the different times of the day on flashcards.</li> <li>• Use the flashcards to help learners recognise the different times of the day.</li> <li>• Show pictures showing the times of the day to learners. For instance, discuss the pictures with learners.</li> <li>• Call learners in pairs and allow one learner to hold the picture of one of the times of the day to the class and</li> </ul>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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		<p>the other talk about the picture. E.g. Morning, afternoon and evening</p> <p>Assessment: let learners identify the times of the day</p>	
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Write the different times of the day on flashcards.</li> <li>• Use the flashcards to help learners recognise the different times of the day.</li> <li>• Show pictures showing the times of the day to learners. For instance, discuss the pictures with learners.</li> <li>• Call learners in pairs and allow one learner to hold the picture of one of the times of the day to the class and the other talk about the picture. E.g. Morning, afternoon and evening</li> </ul> <p>Assessment: let learners identify the times of the day</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Write the different times of the day on flashcards.</li> <li>• Use the flashcards to help learners recognise the different times of the day.</li> <li>• Show pictures showing the times of the day to learners. For instance, discuss the pictures with learners.</li> <li>• Call learners in pairs and allow one learner to hold the picture of one of the times of the day to the class and the other talk about the picture. E.g. Morning, afternoon and evening</li> </ul> <p>Assessment: let learners identify the times of the day</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Wednesday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL AROUND US		<b>Sub-strand :</b> WATER	
<b>Indicator (code)</b>	K1.6.3.1.4		
<b>Content standard (code)</b>	K1.6.3.1 Demonstrate understanding of sources of water and its uses		
<b>Performance Indicator</b>	Learners can use a variety of new vocabulary learnt about the sources of water to make simple sentences orally		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
<b>Ref:</b>	Kindergarten Curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Wednesday	Have learners to sing songs and recite rhymes that relate to the lesson.	Using word cards and conversational posters, revise the meaning of the keywords and list the new keywords and explain to learners. Guide learners to use the words in talking about uses of water in their everyday life. E.g. I drink water every day.  Have learners pick picture and word card and orally make own sentences.  Display a word grid/chart with the sources of water and guide learners identify the position on a given	Review lesson with Learners by singing songs in relation to it

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		source of water. E.g. Sea-Rain is on the left of sea; lake is on top of sea; lagoon is on the right of sea etc										
		<table border="1"><tr><td>POND</td><td>LAKE</td><td>WELL</td></tr><tr><td>RAIN</td><td>SEA</td><td>LAGOON</td></tr><tr><td>RIVER</td><td></td><td>STREAM</td></tr></table>	POND	LAKE	WELL	RAIN	SEA	LAGOON	RIVER		STREAM	
POND	LAKE	WELL										
RAIN	SEA	LAGOON										
RIVER		STREAM										
		Extend this activity with number grid and/or other objects and have learners work in groups to identify numbers in different positions around a chosen number										
		<table border="1"><tr><td>4</td><td>2</td><td>0</td></tr><tr><td>1</td><td>6</td><td>9</td></tr><tr><td>5</td><td>8</td><td>3</td></tr></table>	4	2	0	1	6	9	5	8	3	
4	2	0										
1	6	9										
5	8	3										
		Assessment: let learners use a variety of new vocabulary learnt about the sources of water to make simple sentences orally										

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<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Thursday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL AROUND US		<b>Sub-strand :</b> WATER	
<b>Indicator (code)</b>	K1.6.3.1.5		
<b>Content standard (code)</b>	K1.6.3.1 Demonstrate understanding of sources of water and its uses		
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>Learners can design, make, exhibit, and respond to own or others art works (2-dimensional and 3-dimensional).</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
<b>Ref:</b>	Kindergarten Curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Thursday	Have learners to sing songs and recite rhymes that relate to the lesson.	<p>Learners make a picture of any of the sources of water using the conversational poster as a guide.</p> <p>Have learners talk about their own drawing and that of others using positive language.</p> <p>Have learners label their drawing (write the name of the source of water they drew under their drawing).</p> <p>Have learners sort their drawing according to colours, shape and size and arrange them. Have them tell the position of a selected drawing</p>	Review lesson with Learners by singing songs in relation to it

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		Assessment: let learners design, make, exhibit, and respond to own or others art works (2-dimensional and 3-dimensional).	
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<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Friday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL AROUND US		<b>Sub-strand :</b> WATER	
<b>Indicator (code)</b>	K1.6.3.1.6		
<b>Content standard (code)</b>	K1.6.3.1 Demonstrate understanding of sources of water and its uses.		
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>Learners can describe the position of objects</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
<b>Ref:</b>	Kindergarten Curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Friday	Have learners to sing songs and recite rhymes that relate to the lesson.	Using interactive on position of things, encourage learners to about the sequence of the items read about.  Arrange objects and guide learners to say the position of each of the object (1st to 5th).  Display a number grid and guide learners describe the position of a given number as was in K1.6.3.1.4 and K1.6.3.1.5.  Extend the activities to include other objects/items	Review lesson with Learners by singing songs in relation to it

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		Assessment: let learners describe the position of objects	
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**TERM THREE**  
**KG ONE**  
**WEEK 5**

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KINDERGARTEN ONE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Monday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL AROUND US		<b>Sub-strand :</b> Air	
<b>Indicator (code)</b>	K1.6.4.1.1	K1.6.4.1.2.	
<b>Content standard (code)</b>	K1.6.4.1 Demonstrate understanding of the presence of air and tell its importance		
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>Learners can share their understanding and describe the presence of air through experimentation</li> <li>Learners can use visual information to help them understand the text they read</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
<b>Ref:</b>	Kindergarten Curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	Have learners to sing songs and recite rhymes that relate to the lesson.	In community circle time, Learners sings songs, recite rhymes (air 3x I can't see you.....) and discuss what was said about "air" in the song/rhyme. Have indoor activities on the experimentation of the presence of air e.g. give learners balloons and let them blow air into it (balloon) and discuss the outcome. Take learners outside the classroom to fly a kite, tie cloths around their waist and hold the opposite ends over their heads while they run. etc.	Review lesson with Learners by singing songs in relation to it

		<p>Have learners talk about their experience after the activities.</p> <p>Take learners through pre-reading activities to activate the prior knowledge. In the “While reading”, let learners predict what they think would happen before reading each page of the big book.</p> <p>When learners predict come true, let them justify it before they predict the content of the subsequent pages.</p> <p>Use picture clue to assist the understanding of the uses of air (breathing, cooling, funning, etc.) as well as the content. Have learners illustrate and label their favourite part of the text read.</p> <p>Have them tell and count the experiment on the presence of air read about.</p> <p>Guide learners identify and describe how the experiments were sequenced in the text using positional words/phrases</p> <p>Assessment: let learners describe the presence of air from their experimentation</p>	
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Vetted by : ..... Signature: ..... Date : .....

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Tuesday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL AROUND US		<b>Sub-strand :</b> Air	
<b>Indicator (code)</b>	K1.6.4.1.3		
<b>Content standard (code)</b>	K1.6.4.1 Demonstrate understanding of the presence of air and tell its importance		
<b>Performance Indicator</b>	Learners can recognize the position of the target sounds in words either at the initial, middle or the ending of the words related to the theme.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
<b>Ref:</b>	Kindergarten Curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Tuesday	Have learners to sing songs and recite rhymes that relate to the lesson.	Write the target sound on the chalk board. Using word cards, assist learners identify and discuss the position of the target sound.  Guide them clap/stamp the number of the target sound in some selected words.  In groups of three, give out word cards and ask learners to identify and clap the number of target sound in the word. E.g. Holding - /o/, nose - /o/. Have learners write and fill in the missing letters of some given words	Review lesson with Learners by singing songs in relation to it

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		<p>Give learners selected words to tell the position of the target sound. Extend this activity to include cut out coloured shapes, objects, etc</p> <p>Assessment: let learners identify the position of the target sounds in words either at the initial, middle or the ending of the words</p>	
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SUBJECT: GHANAIAN LANGUAGE

KINDERGARTEN ONE

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

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

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<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Wednesday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL AROUND US		<b>Sub-strand :</b> Air	
<b>Indicator (code)</b>	K1.6.4.1.4		
<b>Content standard (code)</b>	K1.6.4.1 Demonstrate understanding of the presence of air and tell its importance		
<b>Performance Indicator</b>	Learners can use a variety of new vocabulary learnt about importance of air to make simple sentence orally		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
<b>Ref:</b>	Kindergarten Curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Wednesday	Have learners to sing songs and recite rhymes that relate to the lesson.	In a community circle time, have discuss the uses of air in our everyday life. Using word cards, have learners pick and act out the words in relation to the theme with the guidance of the teacher. E.g. breathing, cooling, funning etc.  Guide learners to make sentences with the selected words on uses of air. Guide learners to make 4 words from “Breathing” (e.g. in, eat, ten, tin, bin, ban, an, ran, etc.) and write them in their exercise books.	Review lesson with Learners by singing songs in relation to it

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		<p>Recap numeracy activities on the positions of numbers/letters and have learners write the position of the letter in bold print of the following words: air, kite, cooling, balloon, cloth,</p> <p>Assessment: let learners use a variety of new vocabulary learnt about importance of air to make simple sentence orally.</p>	
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Vetted by : ..... Signature: ..... Date : .....

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Thursday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL AROUND US		<b>Sub-strand :</b> Air	
<b>Indicator (code)</b>	K1.6.4.1.5		
<b>Content standard (code)</b>	K1.6.4.1 Demonstrate understanding of the presence of air and tell its importance		
<b>Performance Indicator</b>	Learners can derive meaning and make judgment about artworks using the senses according to its beauty.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
<b>Ref:</b>		Kindergarten Curriculum Page	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Thursday	Have learners to sing songs and recite rhymes that relate to the lesson.	Using pictures/conversational poster, guide learners to observe some art work on the experiments of presence of air and uses of air in the community and talk about them. Have learners demonstrate some of the uses of air and use positive language to talk about it. Using LEA, assist learners to compose a simple story on the picture/conversational poster  Assessment: let learners make judgment about artworks using the senses according to its beauty.	Review lesson with Learners by singing songs in relation to it

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<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Friday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL AROUND US		<b>Sub-strand :</b> Air	
<b>Indicator (code)</b>	K1.6.4.1.6		
<b>Content standard (code)</b>	K1.6.4.1 Demonstrate understanding of the presence of air and tell its importance		
<b>Performance Indicator</b>	Learners can describe the position of objects		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
<b>Ref:</b>	Kindergarten Curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Friday	Have learners to sing songs and recite rhymes that relate to the lesson.	Recap lesson on positions of objects/numbers, guide learners to line up pictures of objects that use air and name their position. E.g. the balloon is first. Extend the activity to include different objects/numbers/shapes  Assessment: let learners describe the position of objects	Review lesson with Learners by singing songs in relation to it

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

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## KINDERGARTEN ONE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Monday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL AROUND US		<b>Sub-strand :</b> PLANTS -1	
<b>Indicator (code)</b>	K1.6.5.1.1.	K1.6.5.1.2	
<b>Content standard (code)</b>	K1.6.5.1 Demonstrate understanding of the parts of plants and their functions		
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>Learners can sing and talk about parts of a plants and their functions</li> <li>Learners can talk about the cover page of the book and point to individual words while listening to the teacher read aloud.</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
<b>Ref:</b>	Kindergarten Curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	Have learners to sing songs and recite rhymes that relate to the lesson.	<p>In a community circle time, let learners sing songs about plants and discuss the parts.</p> <p>Using a picture or a real plant, guide learners to point to and name the part (roots, stem, leaf/leaves).</p> <p>After detailed discussion have learners make sentences with the parts of plant e.g. this is the leaf, this is the roots.</p> <p>Post a drawn tree on the board, using word cards, have learners pick and post the card at the appropriate part.</p>	Review lesson with Learners by singing songs in relation to it

		<p>Repeat the activity to ensure that learners can identify the main parts of a tree.</p> <p>Using a poster or picture, have learners draw, colour and label a plant and talk about their drawing using the right terms/names</p> <p>As part of the pre-reading activities, show and talk about the cover page, let learners identify the colour and some letters written on the book e.g. title of the book, name of the writer, etc.</p> <p>Run a pointer under the words while reading, use questions to encourage learners talk about parts and usefulness of plants to human beings as they listen to a read aloud story on plants (the last tree dies the last man dies)</p> <p>In addition to the picture of trees in the book, display 3-D objects with varied attributes and have learners touch and feel during the discussion.</p> <p>Guide learners describe the given 3-D objects according to a given attribute e.g. shape, size etc. with words/phrases/ sentences like “round”, “flat”, “The book is flat”, “A pencil rolls”, “An eraser is smaller than a book</p> <p>Assessment: let learners talk about parts of a plants and their functions</p>	
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<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Tuesday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL AROUND US		<b>Sub-strand :</b> PLANTS -1	
<b>Indicator (code)</b>	K1.6.5.1.3		
<b>Content standard (code)</b>	K1.6.5.1 Demonstrate understanding of the parts of plants and their functions		
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>Learners can blend individual sounds and decode simple words which relates to the theme.</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
<b>Ref:</b>	Kindergarten Curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Tuesday	Have learners to sing songs and recite rhymes that relate to the lesson.	Using the letter cards, guide learners to arrange and blend the letter sounds to form the names of the parts of plants. E.g. /r//oo//t, /s//t//e//m, /l//ea//f.  Have them spell and pronounce the words using “Pick and spell” Have learners make simple sentences with the words and then fill in the missing letters in the given words into their exercise books.  Have discuss 2-D and 3-D objects using real and drawn objects.	Review lesson with Learners by singing songs in relation to it



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		Have them compare some of the objects according to a given attributes as done in K1.6.5.1.2.  Assessment: let learners blend individual sounds and decode simple words which relates to the theme	
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SUBJECT: GHANAIAN LANGUAGE

KINDERGARTEN ONE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Reading		<b>Sub-strand :</b> Print Concept	
<b>Indicator (code)</b>	KG1.1.2.1.2		
<b>Content standard (code)</b>	KG1.1.2.1.		
<b>Performance Indicator</b>	The learner should turn over the pages of a book by opening gently from right to left.		
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Manila cards, markers, recorded audios visual			
<b>Ref:</b> Ghanaian Language curriculum			
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Demonstrate to learners the correct way of opening a book.</li> <li>• Ask learners to open their books from right to left.</li> </ul> Assessment: let learners demonstrate the correct way of opening a book	What have we learnt today?  Review the lesson with learners

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

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<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Wednesday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL AROUND US		<b>Sub-strand :</b> PLANTS -1	
<b>Indicator (code)</b>	K1.6.5.1.4		
<b>Content standard (code)</b>	K1.6.5.1 Demonstrate understanding of the parts of plants and their functions		
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>Learners can use a variety of new vocabulary learnt about plants to make simple sentences, draw and write the initial letter sounds.</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
<b>Ref:</b>	Kindergarten Curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Wednesday	Have learners to sing songs and recite rhymes that relate to the lesson.	<p>Using a clearly labelled tree, recap lessons on the parts of tree and take learners through the keywords, guide them to identify the initial letter sounds.</p> <p>Have learners play “Show and tell” or “Letter hunt” to highlight the initial sound of the words. Ask learners to draw and indicate the initial letter sounds of the parts.</p> <p>Assessment: let learners use a variety of new vocabulary learnt about plants to make simple sentences, draw and write the initial letter sounds</p>	Review lesson with Learners by singing songs in relation to it

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<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Thursday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL AROUND US		<b>Sub-strand :</b> PLANTS -1	
<b>Indicator (code)</b>	K1.6.5.1.5		
<b>Content standard (code)</b>	K1.6.5.1 Demonstrate understanding of the parts of plants and their functions		
<b>Performance Indicator</b>	Learners can make art works with the elements of art		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
<b>Ref:</b>	Kindergarten Curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Thursday	Have learners to sing songs and recite rhymes that relate to the lesson.	Using leaves and saw dust, guide learners to make a collage of a tree and talk about their art work indicating the parts of a plant.  Using positive language, have learners make simple sentence about their art work.  Assessment: let learners make art works with the elements of art	Review lesson with Learners by singing songs in relation to it

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<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Friday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL AROUND US		<b>Sub-strand :</b> PLANTS -1	
<b>Indicator (code)</b>	K1.6.5.1.6		
<b>Content standard (code)</b>	K1.6.5.1 Demonstrate understanding of the parts of plants and their functions		
<b>Performance Indicator</b>	Learners can describe the position and motion of objects in relation to others.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
<b>Ref:</b>	Kindergarten Curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Friday	Have learners to sing songs and recite rhymes that relate to the lesson.	Recap lessons of position of objects.  Using pictures of different kinds of plants, guide learners to identify and talk about the position of each of the plants. E.g. The flower is the 5th.  Ask learners to colour a particular position.  Extend the activities to include number/object grid  Assessment: let learners describe the position and motion of objects in relation to others	Review lesson with Learners by singing songs in relation to it

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**TERM THREE**  
**KG ONE**  
**WEEK 7**

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KINDERGARTEN ONE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Monday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL AROUND US		<b>Sub-strand :</b> PLANTS – 2	
<b>Indicator (code)</b>	K1.6.6.1.1    K1.6.6.1.2		
<b>Content standard (code)</b>	K1.6.6.1 Demonstrate understanding of how plants grow		
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>• Learners can talk about and discuss how plants and what human should do to enhance the growth process</li> <li>• Learners can talk about the cover page and identify how plants grow in a read aloud story</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Poster/ cut out picture ,    Cut out shapes, big books, counters, crayons			
<b>Ref:</b>	Kindergarten Curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	Have learners to sing songs and recite rhymes that relate to the lesson.	Have learners sit in a semi-circle position and recite a rhyme about plants. E.g. "Plants can grow". Have learners identify the key things said about plants in the rhyme.  Using pictures, discuss with learners how plants grow; emphasizing on the things plants need in order to grow well (water, air, good soil). Have learners use the treated keywords form sentences on how plants grow.  Using LEA, have learners compose simple story on a	Review lesson with Learners by singing songs in relation to it



		<p>manila card about how plant grow. Have learners illustrate their composed story</p> <p>Using a story book on the theme, ask learners to talk about the cover page and open the book correctly.</p> <p>Have learners do pretend reading and guide them open the pages correctly.</p> <p>Using Echo-reading strategy, read aloud the story and guide learners to read aloud too. Use questions to assist learners to monitor their understanding and highlight the proper handling of books Use varied questions for the after-reading stage to reinforce the proper handling of books. Ask simple questions about the story for learners to answer.</p> <p>Provide learners with different drawn and real objects like tins of milk, milo, etc. empty boxes of sugar, etc. kites etc. and have them discuss according to a given attributes.</p> <p>Have them discuss 2-D and 3-D objects using real and drawn objects and compare some of the objects according to a given attributes as done in K1.6.5.1.2. Have learners colour outline of cut out shapes</p> <p>Assessment: let learners compose simple story on a manila card about how plant grow</p>	
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<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Tuesday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL AROUND US		<b>Sub-strand :</b> PLANTS – 2	
<b>Indicator (code)</b>	K1.6.6.1.3		
<b>Content standard (code)</b>	K1.6.6.1 Demonstrate understanding of how plants grow		
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>Learners can identify the initial and ending letter sounds of objects and blend letter sounds to form words</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
<b>Ref:</b>	Kindergarten Curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Tuesday	Have learners to sing songs and recite rhymes that relate to the lesson.	<p>Have learners talk about pictures and the beginning and ending sounds of their labels. Drill learners on the initial and ending sounds of words which relates to the theme. E.g. plant –beginning letter sound /p/, stem /s/ etc. Ending sounds for Plant and stem are /t/, /m/.</p> <p>Extend the activity to include other words enhance learners understanding</p> <p>Using the letter cards, guide learners to arrange letter cards and decode words which relates to the topic.</p>	Review lesson with Learners by singing songs in relation to it

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		<p>Learners write selected words and show their beginning and ending sounds in their books e.g. root, leaf, roots, etc</p> <p>Assessment: let learners identify the initial and ending letter sounds of objects and blend letter sounds to form words</p>	
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SUBJECT: GHANAIAN LANGUAGE

KINDERGARTEN ONE

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

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

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<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Wednesday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL AROUND US		<b>Sub-strand :</b> PLANTS – 2	
<b>Indicator (code)</b>	K1.6.6.1.4		
<b>Content standard (code)</b>	K1.6.6.1 Demonstrate understanding of how plants grow		
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>Learners can use vocabulary learnt to form simple meaningful sentences</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
<b>Ref:</b>	Kindergarten Curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Wednesday	Have learners to sing songs and recite rhymes that relate to the lesson.	<p>Using pictures and word cards, guide learners to read the words.</p> <p>Use short stories and illustrations to help learners understand the selected words/keyword Guide learners to use the keywords acquired to construct simple sentences about the theme. E.g.</p> <p>We need plant for shade; plants need water to grow well; Plants can be used for medicine; Plants can be used for food; etc</p>	Review lesson with Learners by singing songs in relation to it

		<p>Using the provided 2-D and 3-D objects and drawn objects, have learners describe the characteristics of the everyday objects and shapes in their environment. Have them match objects that look alike in terms of shapes. Have learners draw and colour any object in 2-D and compare their drawing using positive language. Assessment: let learners use vocabulary learnt to form simple meaningful sentences</p>	
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<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Thursday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL AROUND US		<b>Sub-strand :</b> PLANTS – 2	
<b>Indicator (code)</b>	K1.6.6.1.5		
<b>Content standard (code)</b>	K1.6.6.1 Demonstrate understanding of how plants grow		
<b>Performance Indicator</b>	Learners can identify, observe and talk about art in the immediate		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
<b>Ref:</b>	Kindergarten Curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Thursday	Have learners to sing songs and recite rhymes that relate to the lesson.	Using conversational poster/pictures, have learners talk about uses of plants e.g. for shade, food, medicine, etc.  Have learners repeat this activity by discussing the shapes of the objects on the poster in terms of 2-D and 3-D (e.g. roof of a building-2-D/3-D, building-2-D/3-D, etc. items in a store-2-D/3-D).  Extend this activity with a conversational poster on fruit and vegetables and ask learners to observe and talk about the art work.  Have learner make their own picture about fruits and vegetables and compare them using positive language.	Review lesson with Learners by singing songs in relation to it

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		Assessment: let learners identify, and talk about art in the immediate	
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<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Friday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL AROUND US		<b>Sub-strand :</b> PLANTS – 2	
<b>Indicator (code)</b>	K1.6.6.1.6		
<b>Content standard (code)</b>	K1.6.6.1 Demonstrate understanding of how plants grow		
<b>Performance Indicator</b>	Learners can classify objects and count the number of objects in each category up to 9.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
<b>Ref:</b>	Kindergarten Curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Friday	Have learners to sing songs and recite rhymes that relate to the lesson.	Using pictures of fruits and vegetable, guide learners to sort, group and count the fruit and match with a numeral card.  Assessment: let learners classify objects and count the number of objects in each category up to 9.	Review lesson with Learners by singing songs in relation to it

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

NANA FIIFI ACQUAH SCHOOL

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KINDERGARTEN ONE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Monday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL AROUND US		<b>Sub-strand :</b> GARDENING	
<b>Indicator (code)</b>	K1.6.7.1.1		
<b>Content standard (code)</b>	K1.6.7.1 Demonstrate understanding of the types of soil.		
<b>Performance Indicator</b>	Learners can talk about different types of soil and which one is best used for gardening		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
<b>Ref:</b>	Kindergarten Curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	Have learners to sing songs and recite rhymes that relate to the lesson.	In a community circle time, learners recite a poem about gardening "I have my garden" Have learners observe and talk about a conversational poster on the different types of soil E.g. sandy, clayey and loamy soil.  Using different types of soil in separate containers, have learners watch and feel the types of soil (make sure learners wash their hands well after this activity) Discuss with learners how to make soil fertile for a successful gardening.	Review lesson with Learners by singing songs in relation to it

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		<p>You can guide learners plant seed in the three types of soil and observe them daily for a class project (Let them water them daily)</p> <p>Assessment: let learners talk about different types of soil and which one is best used for gardening</p>	
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<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Tuesday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL AROUND US		<b>Sub-strand :</b> GARDENING	
<b>Indicator (code)</b>	K1.6.7.1.2.		
<b>Content standard (code)</b>	K1.6.7.1 Demonstrate understanding of the types of soil.		
<b>Performance Indicator</b>	Learners can point to individual words to track reading.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
<b>Ref:</b>	Kindergarten Curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Tuesday	Have learners to sing songs and recite rhymes that relate to the lesson.	In the community circle time learner sit in a horse shoe form with the help of the big book, ask learners to identify the cover page and talk briefly about the colours and pictures  Guide them point to the title of the book. Have them point to the individual words in the title. Guide them to use the cover page picture to  predict the content.Using Echo-reading, read aloud the sentences as you point to the individual words while	Review lesson with Learners by singing songs in relation to it

	<p>reading. Show pictures for learners to make predictions to monitor understanding.</p> <p>At the post-reading stage, have learners tell part they liked most in the reading and why they say so. Have learners use some of the gardening words to make simple sentences</p> <p>Have learners colour outlines of some of the farm tools mentioned in the reading and talk about their colouring using positive language</p> <p>Have learners sort and group the farm tools according to colours and use comparative language (“more than”, “less than” “same as”) to compare their art work. Extend the activity to include addition and subtraction</p> <p>Assessment: let learners sort and group the farm tools according to colours and use comparative language (“more than”, “less than” “same as”) to compare their art work</p>	
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SUBJECT: GHANAIAN LANGUAGE

KINDERGARTEN ONE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Writing		<b>Sub-strand :</b> Phonics: Letter Sound Knowledge (Blend and Connect Sounds)	
<b>Indicator (code)</b>	KG1.1.4.1.1		
<b>Content standard (code)</b>	KG1.1.4.1.		
<b>Performance Indicator</b>	The learner should relate the sounds to the letters of the alphabet.		
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Manila cards, markers, recorded audios visual			
<b>Ref:</b> Ghanaian Language curriculum			
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Lead learners to sing the song of the alphabet.</li> <li>• Display the letters of the alphabet on the board.</li> <li>• Assist learners to relate sounds to the letters of the alphabet</li> </ul> Assessment: let learners relate the sounds to the letters of the alphabet.	What have we learnt today?  Review the lesson with learners



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	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Lead learners to sing the song of the alphabet.</li> <li>• Display the letters of the alphabet on the board.</li> <li>• Assist learners to relate sounds to the letters of the alphabet</li> </ul> <p>Assessment: let learners relate the sounds to the letters of the alphabet.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Lead learners to sing the song of the alphabet.</li> <li>• Display the letters of the alphabet on the board.</li> <li>• Assist learners to relate sounds to the letters of the alphabet</li> </ul> <p>Assessment: let learners relate the sounds to the letters of the alphabet.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Wednesday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL AROUND US		<b>Sub-strand :</b> GARDENING	
<b>Indicator (code)</b>	K1.6.7.1.3		
<b>Content standard (code)</b>	K1.6.7.1 Demonstrate understanding of the types of soil.		
<b>Performance Indicator</b>	Learners can use a variety of new vocabulary learnt about soil to make simple sentences about it		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
<b>Ref:</b>	Kindergarten Curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Wednesday	Have learners to sing songs and recite rhymes that relate to the lesson.	Using word card game, teacher places word cards upside down in front of learners. In turns, learners pick cards for teacher to read. Learners repeat the word.  Asks learners to form own sentence with the word (e.g. I play in the sand. Some trees are tall). Write some of the sentences on the board for them  Using conversational poster, have learners through LEA compose a simple story on the pictures using some of the keywords on the word cards (Write their story on manila card). Guide them to illustrate their story	Review lesson with Learners by singing songs in relation to it

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		<p>With the use of conversational poster, have learners identify the following: people, farm tools, buildings, and trees.</p> <p>Have learner represent them with counters (bottle tops, sticks, shells, etc) and count the number in each group. Let learners use comparative language to describe the groups. You can extend this to include addition and subtraction</p> <p>Assessment: let learners use a variety of new vocabulary learnt about soil to make simple sentences about it</p>	
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<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Thursday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL AROUND US		<b>Sub-strand :</b> GARDENING	
<b>Indicator (code)</b>	K1.6.7.1.4		
<b>Content standard (code)</b>	K1.6.7.1 Demonstrate understanding of the types of soil.		
<b>Performance Indicator</b>	Learners can recognise and create words with given sounds and make art works with the elements of art		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
<b>Ref:</b>	Kindergarten Curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Thursday	Have learners to sing songs and recite rhymes that relate to the lesson.	Have learners sing a song or recite a rhyme/poem on farm/garden. With selected words from the song/rhyme/poem, have learner tell the common sound in the words e.g. <b>soil, toil, coil, boil</b> etc.  Have learners mention a words on word cards after you and identify the common sound e.g. <b>rake, make, take, fake</b> , etc.  Guide learners to use given sounds to form the words using the letter cards. E.g. -in: /t/i//n/  (tin), p//i//n/ (pin),	Review lesson with Learners by singing songs in relation to it

	<p>/b/i/n/ (pin),</p> <p>/s/i/n/ (sin), etc</p> <p>-oil: /s/oi/ (soil), /f/o/i/ (foil), etc.</p> <p>-arm: /f/a/r/m/ (farm),</p> <p>/b/a/r/m/ (barm),</p> <p>/s/w/a/r/m/ (swarm)</p> <p>Have learners use clay to mould objects e.g. farm tool and paint once it is dry and discuss their art works using positive language</p> <p>Representing art works with counters, have learners sort and group their art works according to colour and/or size. Have learners count the number in each group. You can extend the activity with addition, subtraction, or comparison activities</p> <p>Assessment: let learners create words with given sounds and make art works with the elements of art</p>	
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<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Friday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL AROUND US		<b>Sub-strand :</b> GARDENING	
<b>Indicator (code)</b>	K1.6.7.1.5		
<b>Content standard (code)</b>	K1.6.7.1 Demonstrate understanding of the types of soil.		
<b>Performance Indicator</b>	Learners can classify objects and count the number of objects in each category up to 9		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
<b>Ref:</b>	Kindergarten Curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Friday	Have learners to sing songs and recite rhymes that relate to the lesson.	Read a concept book (if you do not have numbers concept book, create one) on numbers (1-9) to learners. Let learners talk about the numbers heard in the reading and show their respective cut out number.  Give learners variety of objects (bottle tops, straws, sticks) ask learners to pick cut out number and count e.g. straws that matches with the particular number on the card.  Assessment: let learners classify objects and count the number of objects in each category up to 9	Review lesson with Learners by singing songs in relation to it

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

NANA FIIFI ACQUAH SCHOOL

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KINDERGARTEN ONE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Monday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL AROUND US		<b>Sub-strand :</b> LIGHT – DAY AND NIGHT	
<b>Indicator (code)</b>	K1.6.8.1.1	K1.6.8.1.2	
<b>Content standard (code)</b>	K1.6.8.1 Demonstrate understanding of the sources of light for day and night.		
<b>Performance Indicator</b>	Learners can recite rhymes/poems and talk about the different sources of light.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
<b>Ref:</b>	Kindergarten Curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	Have learners to sing songs and recite rhymes that relate to the lesson.	In a community circle time, teachers lead learners recite the rhyme (twinkle, twinkle little star.....) Have the pictures of the keywords in the rhyme on cards and assist learners to talk about them  Through questions, lead learners to talk about the source of light displayed on a conversational poster. E.g. what gives us light during the day to see the faces of our friends? When do we see the stars? What else do we see up the sky at night? Have learners share their experiences with the natural lights  Have learners draw any of the natural sources of light they like and talk about their art work	Review lesson with Learners by singing songs in relation to it



	<p>Have learners discuss the cover page of the Big book at the pre-reading stage. Through picture walk, have them predict the content of the text.</p> <p>As you read aloud the book with the learners, point to the words to enable track the reading on sources of light. Ask questions while reading at vantage point to assist you monitor learners' understanding the content of the book.</p> <p>At the post-reading stage, ask questions enable learners use pictures to retell the story. Have learners mention the sources of light read about and group them according to <i>daylights</i> (e.g. sun, electricity) and <i>nightlights</i> (moon, stars, electricity, candles, lanterns etc.). Assist learners to make sentences with the examples of sources of lights</p> <p>Have learners group the examples of lights talked about and count the number in each group. Have them do addition and subtraction activities with the examples of lights. Include word problem in these activities</p> <p>Have them draw and colour any example of man-made light read about label it.</p> <p>Assessment: let learners talk about the different sources of light.</p>	
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<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Tuesday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL AROUND US		<b>Sub-strand :</b> LIGHT – DAY AND NIGHT	
<b>Indicator (code)</b>	K1.6.8.1.3		
<b>Content standard (code)</b>	K1.6.8.1 Demonstrate understanding of the sources of light for day and night.		
<b>Performance Indicator</b>	Learners can recognise the beginning sound of the letters in relation to the types of light and write in their books		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
<b>Ref:</b>	Kindergarten Curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Tuesday	Have learners to sing songs and recite rhymes that relate to the lesson.	Using a conversational poster and letter cards, guide learners to identify and name the sources of light.  Mention one source and ask learners to identify the initial, middle and ending sound. E. g. <u>Initial Sound</u> <u>Middle Sound</u> <u>Ending sound</u> Moon   /m/                      /oo/                      /n/ Sun        /s/                                /u/                                /n/ Stars      /st/                                /ar/                                /s/ Light      //                                /igh/-/ai/                      /t/  Provide learners with letters card and ask them to pick the letter card that represent the initial letter of the	Review lesson with Learners by singing songs in relation to it

		<p>word you mention. Let them use this activity to identify the middle and ending sounds of selected words. Let them repeat this activity in small groups.</p> <p>Assist learners to arrange letter cards to form a given source of light.</p> <p>Have them draw any of the sources of light and write the initial and ending sounds of the name and use positive language to talk about their art work</p> <p>Assessment: let learners identify the beginning sound of the letters in relation to the types of light and write in their books</p>	
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SUBJECT: GHANAIAN LANGUAGE

KINDERGARTEN ONE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Writing		<b>Sub-strand :</b> Phonics: Letter Sound Knowledge (Blend and Connect Sounds)	
<b>Indicator (code)</b>	KG1.1.4.1.2		
<b>Content standard (code)</b>	KG1.1.4.1.		
<b>Performance Indicator</b>	The learner should recognise and produce letters and differentiate them from numbers and shapes		
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Manila cards, markers, recorded audios visual	
<b>Ref:</b>	Ghanaian Language curriculum		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Display the letters of the alphabet, numbers and shapes on the board.</li> <li>• Show learners how to differentiate letters from numbers and shapes.</li> <li>• Call learners to point to a shape as requested</li> </ul> Assessment: let learners point to a shape as requested	What have we learnt today?  Review the lesson with learners

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	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Display the letters of the alphabet, numbers and shapes on the board.</li> <li>• Show learners how to differentiate letters from numbers and shapes.</li> <li>• Call learners to point to a shape as requested</li> </ul> <p>Assessment: let learners point to a shape as requested</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Display the letters of the alphabet, numbers and shapes on the board.</li> <li>• Show learners how to differentiate letters from numbers and shapes.</li> <li>• Call learners to point to a shape as requested</li> </ul> <p>Assessment: let learners point to a shape as requested</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Wednesday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL AROUND US		<b>Sub-strand :</b> LIGHT – DAY AND NIGHT	
<b>Indicator (code)</b>	K1.6.8.1.4		
<b>Content standard (code)</b>	K1.6.8.1 Demonstrate understanding of the sources of light for day and night		
<b>Performance Indicator</b>	Learners can use a variety of new vocabulary learnt about light to form sentences orally		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
<b>Ref:</b>	Kindergarten Curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Wednesday	Have learners to sing songs and recite rhymes that relate to the lesson.	In a community circle time, have learners talk about the different uses of the sources of light on a conversations poster.  Have learners discuss the uses of light in their everyday life using the new vocabulary learnt.  Have learners pick a word card and make simple sentence with it. E.g. Switch the torch light on; put the candle off; etc.	Review lesson with Learners by singing songs in relation to it

		<p>Guide them pick and act out simple sentences on sentence strips in relation to the theme E.g. Switch on the light, switch off the torch, light the lantern, etc.</p> <p>You can let learners do charade activity with the sentence strips in pairs. Have learners do addition and subtraction activities with the examples of lights using simple everyday situation word problem e.g. Kofi was sent to buy 5 bulbs from a nearby shop.</p> <p>On his way back, he trips and the bag containing the bulbs fell and one got broken, how many bulbs would the family use?</p> <p>Assessment: let learners use a variety of new vocabulary learnt about light to form sentences orally</p>	
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<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Thursday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL AROUND US		<b>Sub-strand :</b> LIGHT – DAY AND NIGHT	
<b>Indicator (code)</b>	K1.6.8.1.5		
<b>Content standard (code)</b>	K1.6.8.1 Demonstrate understanding of the sources of light for day and night.		
<b>Performance Indicator</b>	Learners can identify, observe and talk about art in the immediate natural and manmade environment		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
<b>Ref:</b>	Kindergarten Curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Thursday	Have learners to sing songs and recite rhymes that relate to the lesson.	Using a conversational poster of the sources of light depicting day and night, guide learners to identify the natural and artificial sources.  Have learners describe the beauty of the day and night scenes.  Have learners connect the lights on the posters to those found in their environment focusing on natural and manmade lights.	Review lesson with Learners by singing songs in relation to it



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		<p>Guide learners group and count the sources of light in each group and compare them using comparative language. Extend this activity to include additions and subtractions</p> <p>Assessment: let learners identify and talk about art in the immediate natural and manmade environment</p>	
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<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Friday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL AROUND US		<b>Sub-strand :</b> LIGHT – DAY AND NIGHT	
<b>Indicator (code)</b>	K1.6.8.1.6		
<b>Content standard (code)</b>	K1.6.8.1 Demonstrate understanding of the sources of light for day and night.		
<b>Performance Indicator</b>	Learners can use number names, counting sequences and how to count to find out “how many”? (up to 9)		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
<b>Ref:</b>	Kindergarten Curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Friday	Have learners to sing songs and recite rhymes that relate to the lesson.	Give learners a number of counting objects, recap lessons on counting and sequencing. Using cut out number name cards, assist learners to pick a number name card and count the number using given counters.  Let them be in pairs and play “pick and count” (one person picks and the other counts).  Let them do this activity individually where learners pick a numeral card and then quickly count objects to match the numeral card.	Review lesson with Learners by singing songs in relation to it

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		<p>Extend this activity to matching objects with the number name.</p> <p>Do interactive reading on a concept book on number names (if you do not number name create one), and let learner interact actively linking number names with respective numbers.</p> <p>Let learners play with number name cards during the reading and the post-reading stages to enhance their understanding.</p> <p>Assessment: let learners use number names and counting sequences to find out “how many”? (up to 9)</p>	
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**TERM THREE**  
**KG ONE**  
**WEEK 10**

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KINDERGARTEN ONE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Monday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL AROUND US		<b>Sub-strand :</b> CHANGING WEATHER CONDITIONS	
<b>Indicator (code)</b>	K1.6.9.1.1		
<b>Content standard (code)</b>	K1.6.9.1 Demonstrate understanding of changing weather conditions and seasons.		
<b>Performance Indicator</b>	Learners can sing and talk about the weather condition in Ghana.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
<b>Ref:</b>	Kindergarten Curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	Have learners to sing songs and recite rhymes that relate to the lesson.	Have learners sing the “Rain rain go away song” and talk about the weather condition they sang about in the song. Use leading question to introduce the sub-theme to learners.  Go out of the classroom to observe the weather with learners. Lead learners to recite a poem on the weather e.g. <i>Whether the weather</i> ” ... Using conversational poster on different weather conditions in Ghana, guide learners e.g. rainy, sunny, windy, cloudy, etc.	Review lesson with Learners by singing songs in relation to it

		<p>Have learners sound out the names of the weather condition and share personal experiences on weather conditions.</p> <p>Guide them to talk about the current weather condition. E.g. Sunny or cloudy weather. Using a weather tally chart, guide learners to tally the weather for the week as a class project using different colours for different weather conditions.</p> <p>Using a weather chart, discuss with learners how to cater for oneself during the different seasons.</p> <p>Have learners be in pair and do charade depict what they do on different weather conditions</p> <p>Assessment: let learners talk about the weather condition in Ghana.</p>	
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<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Tuesday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL AROUND US		<b>Sub-strand :</b> CHANGING WEATHER CONDITIONS	
<b>Indicator (code)</b>	K1.6.9.1.2		
<b>Content standard (code)</b>	K1.6.9.1 Demonstrate understanding of changing weather conditions and seasons.		
<b>Performance Indicator</b>	Learners can identify the cover page and illustrations and listen to and respond to a read aloud text on changes in the weather condition		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
<b>Ref:</b>	Kindergarten Curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Tuesday	Have learners to sing songs and recite rhymes that relate to the lesson.	In a community circle time, show the book and ask learners to identify the cover page, the writer/author and the illustrator. Have learners use the cover page illustration and picture walk to predict the content.  Using Echo-reading, assist learners to read aloud the text. Ask questions during the reading to help you monitor their understanding.  Use different questions (literal, leading, inference, critical) to guide learners respond to the text. Have learners charade with selected sentences in the text e.g. <i>It is raining so I am cold; it is sunny today; etc.</i>	Review lesson with Learners by singing songs in relation to it

		<p>Have learners identify the weather conditions read about and tell the order in which they appeared. E.g. rainy weather came 1<sup>st</sup>, sunny 2<sup>nd</sup>, windy 3<sup>rd</sup>, etc. Have them tell the position of the following:</p> <p><i>1 2 3 4 4 5 6 7      table chair duster ruler chalk</i></p> <p>Extend this numeracy concept with grids for them to describe the position of a given numbers/ object/ etc.</p> <table border="1" data-bbox="553 579 889 762"> <tr> <td>0</td> <td>1</td> <td>2</td> </tr> <tr> <td>4</td> <td>3</td> <td>5</td> </tr> <tr> <td>6</td> <td>7</td> <td>8</td> </tr> </table> <p>Assessment: let learners respond to a read aloud text on changes in the weather condition</p>	0	1	2	4	3	5	6	7	8	
0	1	2										
4	3	5										
6	7	8										

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SUBJECT: GHANAIAN LANGUAGE

KINDERGARTEN ONE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Writing		<b>Sub-strand :</b> Phonics: Letter Sound Knowledge (Blend and Connect Sounds)	
<b>Indicator (code)</b>	KG1.1.4.1.3		
<b>Content standard (code)</b>	KG1.1.4.1.		
<b>Performance Indicator</b>	The learner should recognise the alphabet in order		
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Manila cards, markers, recorded audios visual			
<b>Ref:</b> Ghanaian Language curriculum			
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Display the letters of the alphabet on the board.</li> <li>• Show learners how the letters of the alphabet are arranged in order.</li> <li>• Allow learners to arrange in order some cut-out letters.</li> </ul> Assessment: let learners arrange in order some cut-out letters.	What have we learnt today?  Review the lesson with learners

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	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Display the letters of the alphabet on the board.</li> <li>• Show learners how the letters of the alphabet are arranged in order.</li> <li>• Allow learners to arrange in order some cut-out letters.</li> </ul> <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"> <li>• Display the letters of the alphabet on the board.</li> <li>• Show learners how the letters of the alphabet are arranged in order.</li> <li>• Allow learners to arrange in order some cut-out letters.</li> </ul> <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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<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Wednesday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL AROUND US		<b>Sub-strand :</b> CHANGING WEATHER CONDITIONS	
<b>Indicator (code)</b>	K1.6.9.1.3		
<b>Content standard (code)</b>	K1.6.9.1 Demonstrate understanding of changing weather conditions and seasons.		
<b>Performance Indicator</b>	Learners can identify initial letter-sounds of weather and write them under the appropriate pictures.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
<b>Ref:</b>	Kindergarten Curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Wednesday	Have learners to sing songs and recite rhymes that relate to the lesson.	Using pictures, guide learners to identify and name the initial letter sounds of the various weather conditions as done in K1.6.8.1.3  Ask learners to use letter cards and match with the pictures. Guide learners to write the letter sounds under picture of the weather conditions. You can let them post the letter under the picture too  Assessment: let learners identify initial letter-sounds of weather and write them under the appropriate pictures	Review lesson with Learners by singing songs in relation to it

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<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Thursday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL AROUND US		<b>Sub-strand :</b> CHANGING WEATHER CONDITIONS	
<b>Indicator (code)</b>	K1.6.9.1.4		
<b>Content standard (code)</b>	K1.6.9.1 Demonstrate understanding of changing weather conditions and seasons.		
<b>Performance Indicator</b>	Learners can use the vocabulary learnt to talk about the weather		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
<b>Ref:</b>	Kindergarten Curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Thursday	Have learners to sing songs and recite rhymes that relate to the lesson.	Discuss the different weather conditions on a conversational poster with learners. Show keywords on cards and guide learners to read e.g. <i>rainy, windy, sunny, cloudy, rain, wind</i> , etc. Ask them to form sentences orally with the vocabulary acquired. Put learners into groups. Give each group picture- word cards of names of the weather – rainy, windy, sunny, cloudy, rain, wind, sun, cloud. In turns learners pick and read out a card and say one thing about the word. Make a chart from the words	Review lesson with Learners by singing songs in relation to it

		they read. Have learners draw and colour any of the weather conditions and talk about it.  Assessment: let learners use the vocabulary learnt to talk about the weather	
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<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Friday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL AROUND US		<b>Sub-strand :</b> CHANGING WEATHER CONDITIONS	
<b>Indicator (code)</b>	K1.6.9.1.5		
<b>Content standard (code)</b>	K1.6.9.1 Demonstrate understanding of changing weather conditions and seasons.		
<b>Performance Indicator</b>	Learners can identify, observe and talk about art in the immediate		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
<b>Ref:</b>	Kindergarten Curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Friday	Have learners to sing songs and recite rhymes that relate to the lesson.	Using the pictures of the weather, let learners talk about the beauty of each of them. Assist them use the weather vocabulary to make simple sentences ( <i>You can make some of these sentences on strips</i> ). Have Learners make their own pictures and talk about them. Give out some numeral cards, let learners compare the numbers by using the comparative language " <i>more than</i> ", " <i>less than</i> ", " <i>same as</i> ". Let learners compare the number of objects in the class room. E.g. the pencils are <i>more than</i> the erazors.	Review lesson with Learners by singing songs in relation to it

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		Assessment: let learners identify, observe and talk about art in the immediate	
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**TERM THREE**  
**KG ONE**  
**WEEK 11**

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KINDERGARTEN ONE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Monday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> MY GLOBAL COMMUNITY		<b>Sub-strand :</b> MY GLOBAL COMMUNITY	
<b>Indicator (code)</b>	K1.7.1.1.1		
<b>Content standard (code)</b>	K1.7.1.1 Demonstrate understanding of different ways we connect and communicate with the global world		
<b>Performance Indicator</b>			
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
<b>Ref:</b>	Kindergarten Curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	Have learners to sing songs and recite rhymes that relate to the lesson.	In a community circle time, have learners sit in a semi-circle position and say a poem about different means of transport (if you do not know any poem/rhyme/song on means of transport, create one).  Guide learners to discuss the means of transport mentioned in the poem.  Use the discussion to introduce the sub-theme. Using conversational poster on means of transports, guide	Review lesson with Learners by singing songs in relation to it

		<p>learners to discuss various means one use to travel to other countries e.g. air-aeroplane, sea-ship, road-car. Discuss some of the basic reasons why people travel to other countries e.g. to study, work, visit, etc..</p> <p>Have learners talk about the means through which one can travel to another country and tell why they like the chosen means of transport.</p> <p>Have learners be in groups according to their choice of means of transport. Guide them count the members in each group and use comparative language to describe the groups. Extend this activity with representing the number of each group with counters. Have each group present their number on a number line (divide large group so that no group will have number more than 10)</p> <p>Assessment: let learners talk about the various means by which we connect with the international community-Transportation.</p>	
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<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Tuesday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> MY GLOBAL COMMUNITY		<b>Sub-strand :</b> MY GLOBAL COMMUNITY	
<b>Indicator (code)</b>	K1.7.1.1.2		
<b>Content standard (code)</b>	K1.7.1.1 Demonstrate understanding of different ways we connect and communicate with the global world.		
<b>Performance Indicator</b>	Learners can talk about the various means by which we connect with the international community-Trade		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
<b>Ref:</b>	Kindergarten Curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Tuesday	Have learners to sing songs and recite rhymes that relate to the lesson.	Have learners sit in a semi-circle position and say a poem about buying and selling.  Using a conversational poster/pictures, discuss how traders buy and sell in other countries.  Have word cards for the keywords and assist learners pronounce them and use some to make simple sentences.	Review lesson with Learners by singing songs in relation to it

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		<p>Discuss with learners some of the basic reasons why people travel to other countries to trade and some of the things people trade in.</p> <p>Have learners role play buying and selling using the some of the keywords. Using LEA, assist learners to compose a simple story on the poster</p> <p>Assessment: let learners talk about the various means by which we connect with the international community-Trade.</p>	
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SUBJECT: GHANAIAN LANGUAGE

KINDERGARTEN ONE

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

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	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Demonstrate the movement of the wrist in front of learners.</li> <li>• Assist learners to develop their motor skills by moving their wrist from left to right</li> </ul> <p>Assessment: let learners move the wrist from left to right</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Demonstrate the movement of the wrist in front of learners.</li> <li>• Assist learners to develop their motor skills by moving their wrist from left to right</li> </ul> <p>Assessment: let learners move the wrist from left to right</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Wednesday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> MY GLOBAL COMMUNITY		<b>Sub-strand :</b> MY GLOBAL COMMUNITY	
<b>Indicator (code)</b>	K1.7.1.1.3		
<b>Content standard (code)</b>	K1.7.1.1 Demonstrate understanding of different ways we connect and communicate with the global world		
<b>Performance Indicator</b>	Learners can identify and cover and back page of a book and read aloud a simple sentence		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
<b>Ref:</b>	Kindergarten Curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Wednesday	Have learners to sing songs and recite rhymes that relate to the lesson.	In a community circle time, show a book about the theme and ask learners to identify the front and the back of the book as part of the pre-reading activity.  Assist learners to show the title, the writer/author and the illustrator of the book.  Have use the cover page and content illustrations to predict the content of the text. Use Echo-reading to assist learners read	Review lesson with Learners by singing songs in relation to it

		<p>aloud the text. Ask question during the reading to assist learners monitor their understanding.</p> <p>Use questions to let learners respond to the text.</p> <p>You can have them role play their understanding of the text.</p> <p>Have learners identify and group objects in the illustrations according to given attributes e.g. types/size/colours of transports, number of people (learners/adults), types of items being sold, etc.</p> <p>Have learners count the number in each group. Extend the activity to include other items or counters. You can have learners do simple additions and/or subtractions on the collected data</p> <p>Assessment: let learners read aloud a simple sentence</p>	
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<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Thursday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> MY GLOBAL COMMUNITY		<b>Sub-strand :</b> MY GLOBAL COMMUNITY	
<b>Indicator (code)</b>	K1.7.1.1.4		
<b>Content standard (code)</b>	K1.7.1.1 Demonstrate understanding of different ways we connect and communicate with the global world.		
<b>Performance Indicator</b>	Learners can blend individual sounds to decode words which relates to the theme and write the words in their books		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
<b>Ref:</b>	Kindergarten Curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Thursday	Have learners to sing songs and recite rhymes that relate to the lesson.	sing a letter-sound chart, revise the letter sounds learnt. With the use of letter cards, guide learners to arrange the letters to form words.  Have learners use some of the words to construct simple sentences on their own (you can write some of the sentences on strips).  Let learners write few of the words in their books.	Review lesson with Learners by singing songs in relation to it

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		<p>Using conversational poster, have learners draw their favourite type of transport and compare their art works using positive language</p> <p>Assessment: let learners blend individual sounds to decode words which relates to the theme and write the words in their books</p>	
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<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Friday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> MY GLOBAL COMMUNITY		<b>Sub-strand :</b> MY GLOBAL COMMUNITY	
<b>Indicator (code)</b>	K1.7.1.1.5		
<b>Content standard (code)</b>	K1.7.1.1 Demonstrate understanding of different ways we connect and communicate with the global world.		
<b>Performance Indicator</b>	Learners can use vocabulary learnt to form simple sentences in real life situation		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
<b>Ref:</b>	Kindergarten Curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Friday	Have learners to sing songs and recite rhymes that relate to the lesson.	List keywords on a chart and guide learners to read. Let each form a sentence with a word. E.g. I will go to Dubai to buy goods for my friends. I will use aeroplane to travel to China. My parents and I will go to Togo with a car etc. Learners to role play how neighbouring countries buy and sell using the market centre as a tool.  Discuss and draw some things we buy from other countries.	Review lesson with Learners by singing songs in relation to it

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		<p>Using story problems guide learners to add or subtract single digit numbers which sums up to 9.</p> <p>Assessment: let learners use vocabulary learnt to form simple sentences in real life situation</p>	
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**TERM THREE**  
**KG ONE**  
**WEEK 12**

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KINDERGARTEN ONE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Monday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> MY GLOBAL COMMUNITY		<b>Sub-strand :</b> MY GLOBAL COMMUNITY	
<b>Indicator (code)</b>	K1.7.1.1.1		
<b>Content standard (code)</b>	K1.7.1.1 Demonstrate understanding of different ways we connect and communicate with the global world		
<b>Performance Indicator</b>			
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
<b>Ref:</b>	Kindergarten Curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	Have learners to sing songs and recite rhymes that relate to the lesson.	In a community circle time, have learners sit in a semi-circle position and say a poem about different means of transport (if you do not know any poem/rhyme/song on means of transport, create one).  Guide learners to discuss the means of transport mentioned in the poem.  Use the discussion to introduce the sub-theme. Using conversational poster on means of transports, guide	Review lesson with Learners by singing songs in relation to it

		<p>learners to discuss various means one use to travel to other countries e.g. air-aeroplane, sea-ship, road-car. Discuss some of the basic reasons why people travel to other countries e.g. to study, work, visit, etc..</p> <p>Have learners talk about the means through which one can travel to another country and tell why they like the chosen means of transport. Have learners be in groups according to their choice of means of transport.</p> <p>Guide them count the members in each group and use comparative language to describe the groups. Extend this activity with representing the number of each group with counters.</p> <p>Have each group present their number on a number line (divide large group so that no group will have number more than 10)</p> <p>Assessment: let learners talk about the various means by which we connect with the international community-Transportation.</p>	
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<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Tuesday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> MY GLOBAL COMMUNITY		<b>Sub-strand :</b> MY GLOBAL COMMUNITY	
<b>Indicator (code)</b>	K1.7.1.1.2		
<b>Content standard (code)</b>	K1.7.1.1 Demonstrate understanding of different ways we connect and communicate with the global world.		
<b>Performance Indicator</b>	Learners can talk about the various means by which we connect with the international community-Trade		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
<b>Ref:</b>	Kindergarten Curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Tuesday	Have learners to sing songs and recite rhymes that relate to the lesson.	Have learners sit in a semi-circle position and say a poem about buying and selling. Using a conversational poster/pictures, discuss how traders buy and sell in other countries.  Have word cards for the keywords and assist learners pronounce them and use some to make simple sentences.	Review lesson with Learners by singing songs in relation to it



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		<p>Discuss with learners some of the basic reasons why people travel to other countries to trade and some of the things people trade in.</p> <p>Have learners role play buying and selling using the some of the keywords. Using LEA, assist learners to compose a simple story on the poster</p> <p>Assessment: let learners talk about the various means by which we connect with the international community-Trade.</p>	
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SUBJECT: GHANAIAN LANGUAGE

KINDERGARTEN ONE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Writing Convention s/ Usage		<b>Sub-strand :</b> Penmanship/Handwriting	
<b>Indicator (code)</b>	KG1.1.1.3		
<b>Content standard (code)</b>	KG1.1.1.		
<b>Performance Indicator</b>	The learner should move the wrist diagonally to develop motor skills		
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Manila cards, markers, recorded audios visual			
<b>Ref:</b> Ghanaian Language curriculum			
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Demonstrate the movement of the wrist in front of learners.</li> <li>• Let learners move their wrist diagonally</li> </ul> Assessment: let learners move the wrist diagonally	What have we learnt today?  Review the lesson with learners

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

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<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Wednesday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> MY GLOBAL COMMUNITY		<b>Sub-strand :</b> MY GLOBAL COMMUNITY	
<b>Indicator (code)</b>	K1.7.1.1.3		
<b>Content standard (code)</b>	K1.7.1.1 Demonstrate understanding of different ways we connect and communicate with the global world		
<b>Performance Indicator</b>	Learners can identify and cover and back page of a book and read aloud a simple sentence		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
<b>Ref:</b>	Kindergarten Curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Wednesday	Have learners to sing songs and recite rhymes that relate to the lesson.	In a community circle time, show a book about the theme and ask learners to identify the front and the back of the book as part of the pre-reading activity.  Assist learners to show the title, the writer/author and the illustrator of the book.  Have use the cover page and content illustrations to predict the content of the text. Use Echo-reading to assist learners read  aloud the text. Ask question during the reading to assist learners monitor their understanding.	Review lesson with Learners by singing songs in relation to it

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		<p>Use questions to let learners respond to the text.</p> <p>You can have them role play their understanding of the text.</p> <p>Have learners identify and group objects in the illustrations according to given attributes e.g. types/size/colours of transports, number of people (learners/adults), types of items being sold, etc.</p> <p>Have learners count the number in each group. Extend the activity to include other items or counters. You can have learners do simple additions and/or subtractions on the collected data</p> <p>Assessment: let learners read aloud a simple sentence</p>	
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<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Thursday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> MY GLOBAL COMMUNITY		<b>Sub-strand :</b> MY GLOBAL COMMUNITY	
<b>Indicator (code)</b>	K1.7.1.1.4		
<b>Content standard (code)</b>	K1.7.1.1 Demonstrate understanding of different ways we connect and communicate with the global world.		
<b>Performance Indicator</b>	Learners can blend individual sounds to decode words which relates to the theme and write the words in their books		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
<b>Ref:</b>	Kindergarten Curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Thursday	Have learners to sing songs and recite rhymes that relate to the lesson.	sing a letter-sound chart, revise the letter sounds learnt. With the use of letter cards, guide learners to arrange the letters to form words.  Have learners use some of the words to construct simple sentences on their own (you can write some of the sentences on strips).  Let learners write few of the words in their books.	Review lesson with Learners by singing songs in relation to it

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		<p>Using conversational poster, have learners draw their favourite type of transport and compare their art works using positive language</p> <p>Assessment: let learners blend individual sounds to decode words which relates to the theme and write the words in their books</p>	
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<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b> Friday		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> MY GLOBAL COMMUNITY		<b>Sub-strand :</b> MY GLOBAL COMMUNITY	
<b>Indicator (code)</b>	K1.7.1.1.5		
<b>Content standard (code)</b>	K1.7.1.1 Demonstrate understanding of different ways we connect and communicate with the global world.		
<b>Performance Indicator</b>	Learners can use vocabulary learnt to form simple sentences in real life situation		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
<b>Ref:</b>	Kindergarten Curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Friday	Have learners to sing songs and recite rhymes that relate to the lesson.	List keywords on a chart and guide learners to read. Let each form a sentence with a word. E.g. I will go to Dubai to buy goods for my friends. I will use aeroplane to travel to China. My parents and I will go to Togo with a car etc. Learners to role play how neighbouring countries buy and sell using the market centre as a tool. Discuss and draw some things we buy from other countries.  Using story problems guide learners to add or subtract single digit numbers which sums up to 9.	Review lesson with Learners by singing songs in relation to it

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		Assessment: let learners use vocabulary learnt to form simple sentences in real life situation	
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