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

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

GENERAL INFORMATION

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

YEARLY SCHEME OF LEARNING

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

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

NANA FIIFI ACQUAH

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

NANA FIIFI ACQUAH	
	 LESSON PLAN

Week Ending:			Class size:		
Day: Tuesday			Date :		
Period :				Lesson:	
Strand : ALL	AROUND US		Sub-strar	nd : LIVING AND NON-LIVING	THINGS
			6.4.4.0		
Indicator (co			6.1.1.2		
	ndard (code)			rstanding of living and non-liv	3 0
Performanc	e Indicator			talk about different types	
		•		ing things and non-living thin	_
				participate actively in an Inte	eractive Read Aloud story
		about livir	ng and non	-living things	
_				inication and Collaboration Pe	ersonal Development and
Leadership (Critical Thinkin	ng and Problem Sol	lving.		
Keywords)-	
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons			
Ref:	Kindergarte	n Curriculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inc	luding ass	essment)	Plenary / Reflections
	(preparing				
	the brain				
Tuesday	for learning)	la a samana mitura	:la +:a	lat laawaaya yaaita waaya ay	Doview lesses with
Tuesday	Have learners to	•	•	let learners recite poem or around us. E.g. "Akoo	Review lesson with Learners by singing
	sing songs	•	_	ne key ideas in the poems	songs in relation to it
	and recite	Retewa bi ana ta	iik aboat ti	ic key lacus in the poems	Songs in relation to it
	rhymes	Take learners out	to observ	e and identify things around	
	that relate	them.			
	to the				
	lesson.			aw during the nature walk.	
		Write their answe	ers on the	board	
		Discuss which of	the things	are living things and those	
			_	row, move, feed, etc. and	

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
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.
During the reading, ask questions and encourage learners to talk about what is being read to monitor their understanding.
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.
Have learners draw their version of one living thing and one non-living thing they saw in the book and talk about their drawings
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

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Assessment: let learners Have learners draw their version of one living thing and one non-living thing

NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE KINDERGARTEN ONE

Week Endin	g:			Class size:	
Day:			C	Pate:	
Period:			L	esson :	
Strand : Ora	l Language		Sub-strand	: Listening Comprehension	
Indicator (co	ode)	KG1.1.8.1.1	KG1	1.8.1. 2	
Content star	ndard (code)	KG1.1.8.1.	KG1	1.8.1.	
Performance	e Indicator			ould recognise facial expre ould recognise gestures an	
Core Compe	tencies: Com	nmunication and co	ollaboration	Personal development and	leadership.
Keywords					
T. L .R. (s)		Manila cards, markers, recorded audios visual			
Ref:	Ghanaian La	anguage curriculu	m		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding asses	sment)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	Lead learners toDemonstrate aMake learners rby showing picture	o discuss the sad facial exprecognise the res of person	th sad facial expression. picture. pression to learners. e various facial expressions as with the other facial iness, sadness, etc.	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 leaners to sing songs and recite familiar rhymes	 Demonstrate some common gestures or body movement in class for learners to watch. Help learners to recognize the various gestures and body movement. Allow learners to demonstrate some gestures e.g. throwing of hands, waving, giving thumbs up etc. Assessment: let learners identify some gestures e.g. throwing of hands, waving, giving thumbs up etc. 	What have we learnt today? Review the lesson with learners
Engage leaners to sing songs and recite familiar rhymes	 Demonstrate some common gestures or body movement in class for learners to watch. Help learners to recognize the various gestures and body movement. Allow learners to demonstrate some gestures e.g. throwing of hands, waving, giving thumbs up etc. Assessment: let learners identify some gestures e.g. throwing of hands, waving, giving thumbs up etc. 	What have we learnt today? Review the lesson with learners

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NANA FIIFI ACQUAH	
	 LESSON PLAN

Week Ending:			Class size:		
Day: Wednesday			Date	Date :	
Period :			Less	on:	
Strand : ALL	AROUND US	Sub-stran	nd : Ll	VING AND NON-LIVING	THINGS
Indicator (co	ode)	K1.6.1.1.3 K1.6.1.1.4			
Content star	ndard (code)	K1.6.1.1 Demonstrate understanding	g of liv	ving and non-living thing	35.
Performance	e Indicator			letter sounds to form wify and write initial sour	ords related to the themends of the objects.
=		tivity and Innovation Commung and Problem Solving.	unicati	on and Collaboration Pe	ersonal Development and
Keywords				7,	
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons			
Ref:	Kindergarte	n Curriculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing the brain for learning)	(new learning including asso	essme	ent)	Plenary / Reflections
Wednesday	Have learners to sing songs and recite rhymes that relate to the lesson.	Using letter cards, let learners sounds. Guide learners to clap the synobjects e.g. cat, tree, river, because the letter cards and non-living things. E.g. /c	yllable bucke ls to n c//a//	es of the names of t, book, table ames some of living t/, /b//oo//k/.	Review lesson with Learners by singing songs in relation to it
		Classify and count the word according to syllables and us		·	

NANA FIIFI A	CQUAH
	describe the groups e.g. One syllable word e.g. book,
	tree, cat, etc. Two syllable word e.g. bucket, table, etc.
	Extend the activity to include their drawing, things in
	the classroom, community, etc.
	Write at least two words each for living things and non-
	living things
	Using pictures clearly labelled, guide learners to identify
	some living and non-living things.
	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
	Assessment: let learners match pictures with their
	initial letter sounds in their books

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NANA FIIFI ACQUAH	
	 LESSON PLAN

Week Ending:				Class size:			
Day: Thursd	lay			Date :			
Period :				Lesson:			
Strand : ALL	AROUND US		Sub-stran	nd : LI	VING AND I	NON-LIVING	THINGS
Indicator (co	ode)	K1.6.1.1.5					
Content star	ndard (code)	K1.6.1.1.5				- / -	
Performance	e Indicator	• Lea	rners can	ident	ify and desc	cribe objects	by colour names and size
		tivity and Innovationg and Problem Sol		ınicati	on and Coll	aboration P	ersonal Development and
Keywords							
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons					
Ref:	Kindergarte	n Curriculum Page					
DAY	Phase 1:	Phase 2: Main					Phase 3:
	Starter (preparing	(new learning incl	uding ass	sessme	ent)		Plenary / Reflections
	the brain for learning)						
Thursday	Have learners to sing songs and recite		ng conversational posters about living and non-living ngs, let learners describe the colours, size and other tures.			Review lesson with Learners by singing songs in relation to it	
	rhymes that relate to the lesson.	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.					
		Guide learners to etc.) to describe g people, buildings, Assist learners to size.	iven items trees, etc	s/obje	cts on the p	ooster e.g.	

Extend this activity to include sounds and movement	
by colour names and size	
Signature: Date :	
	patterns Assessment: let learners identify and describe objects

NANA FIIFI ACQUAH	
	 LESSON PLAN

Week Ending:				Class size:			
Day: Friday			Da	Date :			
Period :				son :			
Strand : ALL	AROUND US	Sub-str	and:	LIVING AND NON-LIVING	THINGS		
Indicator (co	de)	K.1.6.1.1.6					
Content star	ndard (code)	K1.6.1.1					
		Demonstrate understand	ing of	living and non-living thin	gs.		
Performance	e Indicator	• Learners of	an re	cognise, sort, classify, d	lescribe and extend non		
		numerical pattern	S				
Core Compe	tencies: Crea	tivity and Innovation Comr	nunica	tion and Collaboration Pe	ersonal Development and		
Leadership C	Critical Thinkir	ng and Problem Solving.					
Keywords							
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons					
Ref:	Kindergarte	n Curriculum Page					
DAY	Phase 1:	Phase 2: Main			Phase 3:		
	Starter	(new learning including a	ssessr	nent)	Plenary / Reflections		
	(preparing the brain						
	for learning)						
Friday	Have	Using cut out papers and,	or car	ds assist learners to	Review lesson with		
	learners to	recognise and describe a	imple	repeating non-	Learners by singing		
	sing songs	numerical pattern of sound, shapes, colours, etc. (e.g.			songs in relation to it		
	and recite	repetition of 2,3, 2 pattern)					
rhymes that relate		e.g Sound 2,3,2 (clap, clæmap, snap, snaplap,clap)					
	Shapes 2,3,2 (== == =						
	lesson.						
		Colour 2,3,2,3 (▲▲					
		Have learners in pairs for	n sim _l	ole repeated patterns			
		according to a given patte	rn and	d extend it. You can let			
learners do this activity in			dividu	ividually			

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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

NANA FIIFI ACQUAH	
	 LESSON PLAN

Week Ending:				Class size:			
Day : Monda	ау		C	Date :			
Period:			L	Lesson:			
Strand: ALL	AROUND US	Su	ıb-strand	l : Ll	VING THINGS – ANIMAL	S (DOMESTIC AND WILD)	
Indicator (co	ode)	K1.6.2.1.1	K16.2.1	1.2			
Content star	ndard (code)	K1.6.2.1 Demonstrate underst	tanding c	of de	omestic and wild anima	ls.	
Performance	e Indicator	 Learners can sing and talk about different kinds of animals, what they eat, the sound they make and put them into groups Learners can handle a book correctly e.g. hold the book upright and open right to left 					
=		tivity and Innovation C ng and Problem Solving		icat	ion and Collaboration Po	ersonal Development and	
Keywords		, (
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons					
Ref:	Kindergarte	n Curriculum Page					
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment) Phase 3: Plenary / Reflection				Phase 3: Plenary / Reflections	
Monday	Have learners to sing songs and recite rhymes that relate to the lesson.	the discussion to explearners e.g. Animals etc.	have the plain dom s in the hade	em onest nest nome	liscuss the poem. Use ic animal to the e – cat, dog, goat, hen, ational poster and talk g what they eat and	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	Bleet (Μbεε/mεε)
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.).

NANA FIIFI ACQUAH		
	Use questions to monitor learners understanding of the content	
	Have learners do pretend reading during which you encourage learners to demonstrate the appropriate handling of book with them	
	Assessment: let learners sort and count the domestic animals discussed into those that are used for food and those for pet.	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

Week Ending:				Class size:			
Day: Tuesda	ny		Da	Date :			
Period :				ess(on:	-(1)	
Strand : ALL	AROUND US	Suk	b-strand :	LI	VING THINGS – ANIMAL	S (DOMESTIC AND WILD)	
Indicator (co	ode)	K1.6.2.1.3					
Content star	ndard (code)	K1.6.2.1					
		Demonstrate underst	anding of	d	omestic and wild anima	ls.	
Performance	e Indicator		· ·	•	or clap and count the s	syllables of the names of al names	
Core Compe	tencies: Crea	tivity and Innovation C	Communic	ati	on and Collaboration Po	ersonal Development and	
Leadership C	Critical Thinkir	ng and Problem Solving	g.				
Keywords							
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons					
Ref:	Kindergarte	n Curriculum Page					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning including	ng assess	me	ent)	Plenary / Reflections	
	(preparing the brain						
	for learning)						
Tuesday	Have	Have learners sing a s	ong or re	cit	e a poem about and	Review lesson with	
learners to sing songs and recite		let them mimic the so song.	ound of th	ie v	various animals in the	Learners by singing songs in relation to it	
	rhymes that relate to the lesson.	Play a song in the Con learners to mention a their names and also	nimals an	nd	• •		
		Have learners create p selected names of do shapes or colours e.g.	mestic an	im	als using cut out		

NANA FIIFI ACQUAH	(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	
	LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE KINDERGARTEN ONE

Week Endin	g:			Class size:	
Day:			Da	te:	
Period :			Les	sson :	
Strand : Ora	l Language	Su	ub-strand:	Asking and Answering Qu	estions
Indicator (co	ode)	KG1.1.9.1.1.			
Content star	ndard (code)	KG1.1.9.1.			
Performance	e Indicator	The learner s	should Reco	gnise and use the questio	n words "what" and "who
Core Compe	tencies: Com	nmunication and colla	boration Pe	ersonal development and	leadership.
Keywords					
T. L .R. (s)		Manila cards, marke	ers, recorde	d audios visual	
Ref:	Ghanaian La	anguage curriculum			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing the brain for learning)	(new learning including assessment)		Plenary / Reflections	
and recite to mention the word in familiar rhymes to mention the word in Assist learners recognized.		tit to learned nention the dindividual cognise whe	ers. words. E.g. call learners	What have we learnt today? Review the lesson with learners	
		today? Etc.	, 50	Time and you can	

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	• Allow learners to use the word "what" to also form questions.	
Engage leaners to sing songs and recite familiar rhymes	Assessment: let learners use the word "what" to also form questions. • Write some words including the word "who" on flashcards and show it to learners. • Lead learners to mention the words. E.g. call learners to say the words individually. • Assist learners to recognise when to use question word 'who'. E.g. Who is your father? Who is your friend? Etc. • Allow learners to use the word "who" to also form questions Assessment: let learners use the word "what" to also form questions.	What have we learnt today? Review the lesson with learners
Engage leaners to sing songs and recite familiar rhymes	Write some words including the word "who" on	What have we learnt today? Review the lesson with learners
	questions Assessment: let learners use the word "what" to also form questions.	

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NANA FIIFI ACQUAH	
	LESSON PLA

Week Ending	g:			Class size:	
Day: Wedne	esday		ı	Date :	
Period :			1	Lesson:	
Strand : ALL	AROUND US	Su	ub-strand	I : LIVING THINGS – ANIMA	LS (DOMESTIC AND WILD)
Indicator (co	de)	K1.6.2.1.4			
Content star	ndard (code)	K1.6.2.1			
		Demonstrate unders	standing	of domestic and wild anim	als
Performance	e Indicator	Learners can	review li	st of letter sounds learnt a	nd use letter sounds to list
		and match th	ne picture	es of domestic animals.	
=		tivity and Innovation (ng and Problem Solvin		ication and Collaboration I	Personal Development and
Keywords					
T. L .R. (s)		Poster/ cut out pictu	ure, Cut	out shapes, big books, cou	inters, crayons
Ref:	Kindergarte	n Curriculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing the brain for learning)	(new learning includ	ling asse	ssment)	Plenary / Reflections
Wednesday	Have learners to sing songs and recite rhymes that relate to the lesson.	beginning letter) recollearner to give exam with the given letter. In groups of three, glist animals in their has left animals in the left animals in	cap the lean ples of ware out p	ve label highlighting the tter sounds learnt. Guide vords/objects that begin apers and ask learners to nose names begins with-	Review lesson with Learners by singing songs in relation to it

NANA FIIFI ACQUAH	
	Let learners make simple sentences with the names of
	animals listed. Have learners write the name of a
	domestic animal they like most
	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
	Assessment: let learners use letter sounds to list and
	match the pictures of domestic animals.
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NANA FIIFI ACQUAH	
	 LESSON PLAN

Week Endin	g:			Class size:	
Day: Thursday Date:					
Period :		Les	son:		
Strand: ALL	AROUND US	Sub-stra	nd : I	IVING THINGS – ANIMAL	S (DOMESTIC AND WILD)
Indicator (co	ode)	K1.6.2.1.5			
Content star	ndard (code)	K1.6.2.1 Demonstrate unde	rstar	nding of domestic and wi	d animals.
Performance	e Indicator	• Learners can	Ider	tify and describe objects	by colour names and size
-		tivity and Innovation Commung and Problem Solving.	ınica	tion and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons			iters, crayons
Ref:	Kindergarte	n Curriculum Page	n Curriculum Page		
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing the brain for learning)	(new learning including assessment) Ple			Plenary / Reflections
Thursday	Have	Using pictures, have learne	rs tal	k about the different	Review lesson with
	learners to	features of animals and use	the	n to compare the	Learners by singing
	sing songs and recite	animals by colour names ar	ıd siz	es.	songs in relation to it
	rhymes that relate	Extend this activity with oth	er o	bjects/things. With	
	to the	outline of some domestic a			
	lesson.	their favourite animal on a	card	and discuss their colour	
		work. You can have them o	reat	e pattern using	
		shapes/colours with some §	given	criteria	
		Assessment: let learners describe objects by colour			
		names and size			

NANA FIIFI ACQUAH	
	 LESSON PLAN

Week Ending:				Class size:		
Day : Friday			Da	Date :		
Period :			Les	son:		
					\sim	
Strand: ALL AROUND US		Sub-sti	and:	LIVING THINGS – ANIMAL	S (DOMESTIC AND WILD)	
Indicator (code)		K1.6.2.1.6				
Content star	ndard (code)					
		Demonstrate understanding of domestic and wild animals.				
Performance	e Indicator	Learners can recognise, sort, classify, describe and extend non				
		numerical patterns				
		tivity and Innovation Comr	nunica	ition and Collaboration Pe	ersonal Development and	
Leadership Critical Thinking and Problem Solving.						
Keywords						
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons				
Ref:	Kindergarte	n Curriculum Page				
DAY	Phase 1:	Phase 2: Main (new learning including asse			Phase 3:	
	Starter			nent)	Plenary / Reflections	
	(preparing the brain					
	for learning)					
Friday	Have	Recap activities on K.I.6.I.I.6		and KI.6.2.I.3, assist	Review lesson with	
	learners to	learners to recognise and	descr	ibe a simple repeating	Learners by singing	
	sing songs			repetition of 3, 2	songs in relation to it	
	and recite					
	rhymes	Have learners create patt	ern w	th sound using rhythm		
	that relate to the	in a poem/rhyme/song. G		• ,		
	lesson.	with syllable in words. You can let the		•		
	1033011.	shapes/colours to create				
		•				
		Assessment: let learners s	ort, c	assify, describe and		
		extend non numerical pat	terns			

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TERM THREE KG ONE WEEK 3

NANA FIIFI ACQUAH	
	 LESSON PLAN

Week Ending:				Class size:		
Day : Monday			Da	Date :		
Period :			Les	Lesson:		
Strand : ALL AROUND US		Sub-	Sub-strand : LIVING THINGS – ANIMALS (DOMESTIC AND WILD)		S (DOMESTIC AND WILD)	
Indicator (code)		K1.6.2.1.1 K16.2.1.2				
Content standard (code)						
Performance Indicator		 Learners can sing and talk about different kinds of animals, what they eat, the sound they make and put them into groups Learners can handle a book correctly e.g. hold the book upright and open right to left 				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.						
Keywords						
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons				
Ref:	Kindergarte	n Curriculum Page				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including	3 assessr	ment)	Phase 3: Plenary / Reflections	
Monday	Have learners to sing songs and recite rhymes that relate to the lesson.	the discussion to expla learners e.g. Animals in etc.	ave themain dome the hor o/conver s regard	a discuss the poem. Use stic animal to the me – cat, dog, goat, hen, sational poster and talk ing what they eat and	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	Bleet (Μbεε/mεε)
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.).

NANA FIIFI ACQUAH	
	Use questions to monitor learners understanding of the
	content
	Have learners do pretend reading during which you encourage learners to demonstrate the appropriate handling of book with them
	Assessment: let learners sort and count the domestic animals discussed into those that are used for food and those for pet.

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NANA FIIFI ACQUAH	
	LESSON PLAN

Week Ending	g:			Class size:	
Day: Tuesda	ау		Da	te:	
Period :		Les	son:		
Strand: ALL	AROUND US	Sub-	-strand :	LIVING THINGS – ANIMAL	S (DOMESTIC AND WILD)
Indicator (co	ode)	K1.6.2.1.3			
Content star	ndard (code)	K1.6.2.1			
		Demonstrate understa	inding of	domestic and wild animal	ls.
Performance	e Indicator	Learners can tap or c	lap and	count the syllables of th	e names of animals and
		identify the initial sour	nd of the	animal names	
Core Compe	tencies: Crea	tivity and Innovation Co	mmunica	ition and Collaboration Pe	ersonal Development and
Leadership C	Critical Thinkir	ng and Problem Solving.			
Keywords					
T. L .R. (s)		Poster/ cut out picture	c, Cut ou	it shapes, big books, cour	nters, crayons
Ref:	Kindergarte	n Curriculum Page			
					I
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including	g assessr	nent)	Plenary / Reflections
	(preparing the brain				
	for learning)				
Tuesday	Have	Have learners sing a so	ong or rec	ite a poem about and	Review lesson with
	learners to	let them mimic the sou	und of the	e various animals in the	Learners by singing
	sing songs	song.			songs in relation to it
	and recite				
that relate '		Play a song in the Com	puter/ph	one/CD player and ask	
		learners to mention an	nimals and	d clap the syllabus in	
	lesson.	their names and also tl			
			-		
		Have learners create p	atterns w	ith the syllables in	
		selected names of dom	nestic ani	mals using cut out	
		shapes or colours e.g.	1,2,1,2- d	og (1), chicken (2), cat	

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

NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE KINDERGARTEN ONE

Week Endin	g:			Class size:	
Day:			Da	te:	
Period :			Les	sson:	
Strand : Ora	l Language		Sub-strand:	Giving and Following Con	nmands/Instructions
Indicator (co	ode)	KG1.1.10.1.1.	KG1.1.10).1. 2	
Content star	ndard (code)	KG1.1.9.1.			
Performance	e Indicator			uld say and recognise who uld respond to two comm	
Core Compe	tencies: Com	nmunication and co	llaboration Pe	ersonal development and	leadership.
Keywords					
T. L .R. (s)		Manila cards, mar	kers, recorde	d audios visual	
Ref:	Ghanaian La	anguage curriculun	n		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning incl	uding assessr	ment)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	call learners to de • Help learners to Sit down! Keep qu	ons performed mmand with a monstrate co recognise con liet!	d by learners. a learner in class. E.g.	What have we learnt today? Review the lesson with learners

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Engage leaners to sing songs and recite familiar rhymes	Call a learner to issue a command to another learner. • Let learners demonstrate commands and its response in pairs. • Learners should recognise how to obey commands like Stand up! Let learners practice some commands in groups. E.g. Sit down! Keep quiet!	What have we learnt today? Review the lesson with learners
Engage leaners to sing songs and recite familiar rhymes	Assessment: let learners respond to two commands Call a learner to issue a command to another learner. • Let learners demonstrate commands and its response in pairs. • Learners should recognise how to obey commands like Stand up! Let learners practice some commands in groups. E.g. Sit down! Keep quiet!	What have we learnt today? Review the lesson with learners
	Assessment: let learners respond to two commands	

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Week Ending	g:			Class size:	
Day: Wedne	esday		1	Date :	
Period :				Lesson :	
Strand : ALL	AROUND US	Su	ub-stranc	: LIVING THINGS – ANIM	ALS (DOMESTIC AND WILD)
Indicator (co	de)	K1.6.2.1.4			
Content star	ndard (code)	K1.6.2.1			
		Demonstrate unders	standing	of domestic and wild anim	als
Performance	e Indicator	Learners can	review li	ist of letter sounds learnt	and use letter sounds to list
		and match th	he picture	es of domestic animals.	
=		tivity and Innovation on ng and Problem Solvin		ication and Collaboration	Personal Development and
Keywords				<i>/</i> ///	
T. L.R. (s) Poster/ cut out picture, Cut o		out shapes, big books, co	unters, crayons		
Ref:	Kindergarte	n Curriculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing the brain for learning)	(new learning includ	ding asse	ssment)	Plenary / Reflections
Wednesday	Have learners to sing songs and recite rhymes that relate to the lesson.	beginning letter) recolearner to give examinate with the given letter. In groups of three, go list animals in their harmonic letter. I. /g/ 2. /c/	cap the lean ples of ward.	ve label highlighting the tter sounds learnt. Guide words/objects that begin papers and ask learners to mose names begins with-	Review lesson with Learners by singing songs in relation to it

NANA FIIFI ACQUAH	
	Let learners make simple sentences with the names of
	animals listed. Have learners write the name of a
	domestic animal they like most
	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
	Assessment: let learners use letter sounds to list and
	match the pictures of domestic animals.
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NANA FIIFI ACQUAH	
	 LESSON PLAN

Week Endi	ng:		Class size:			
Day: Thurs	sday		Date:	ate:		
Period :			Lesson:			
Strand : AL	L AROUND US	Sub-stra	nd : LIVING THINGS – ANI	MALS (DOMESTIC AND WILD)		
Indicator (code)	K1.6.2.1.5				
Content sta	andard (code)	K1.6.2.1 Demonstrate unde	rstanding of domestic an	d wild animals.		
Performan	ce Indicator	Learners can	Identify and describe obj	ects by colour names and size		
_		ntivity and Innovation Community and Problem Solving.	unication and Collaboration	on Personal Development and		
Keywords						
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons				
Ref:	Kindergarte	en Curriculum Page				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including ass	sessment)	Phase 3: Plenary / Reflections		
Thursday	Have learners to sing songs and recite rhymes that relate to the lesson.	Using pictures, have learner features of animals and use animals by colour names are with other objects/things. domestic animals have lear animal on a card and discuss have them create pattern usome given criteria. Assessment: let learners de	them to compare the od sizes. Extend this activing with outline of some oners colour their favourities their colour work. You using shapes/colours with	ty Learners by singing songs in relation to it		
		names and size	· ·			
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NANA FIIFI ACQUAH	
	LESSON PLAN

Week Ending:				Class size:		
Day : Friday			Da	Date :		
Period :			Les	son :		
Strand : ALL	AROUND US	Sub-stra	nd :	IVING THINGS – ANIMAL	S (DOMESTIC AND WILD)	
Indicator (co	ode)	K1.6.2.1.6				
Content star	ndard (code)	K1.6.2.1				
		Demonstrate understandi	ng of	domestic and wild anima	ls.	
Performanc	e Indicator	Learners can recognise, so	rt, cla	ssify, describe and exten	d non numerical patterns	
		tivity and Innovation Comm	unica	tion and Collaboration Pe	ersonal Development and	
Keywords				7/		
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons				
Ref:	Kindergarte	n Curriculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter (preparing the brain for learning)	(new learning including assessment)			Plenary / Reflections	
Friday	Have learners to sing songs and recite rhymes that relate to the lesson.	Recap activities on K.1.6. learners to recognise and non-numerical pattern (uppattern) Have learners create patter in a poem/rhyme/song. Guwith syllable in words. You shapes/colours to create pattern Assessment: let learners so extend non numerical pattern	descr to a rn wi ide the can atter	the a simple repeating repetition of 3, 2 th sound using rhythm nem repeat this activity let them use	Review lesson with Learners by singing songs in relation to it	

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TERM THREE KG ONE WEEK 4

NANA FIIFI ACQUAH	
	 LESSON PLAN

Week Ending:				Class size:	
Day : Monda	ny		Dat	Date :	
Period:			Lesson:		
Strand : ALL	AROUND US	Sub-stra	nd : \	VATER	
Indicator (co	ode)	K1.6.3.1.1 K1.6.3.1.2			
Content star	ndard (code)	K1.6.3.1 Demonstrate understandin	g of s	ources of water and its u	uses.
Performance	e Indicator		and ii	where we get water from nteract with teacher and	and its uses. peers as they listen to a
		tivity and Innovation Comming and Problem Solving.	ınica	tion and Collaboration Po	ersonal Development and
Keywords				7	
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons			
Ref:	Kindergarte	n Curriculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing the brain for learning)	(new learning including ass	Plenary / Reflections		
Monday	Have learners to sing songs and recite rhymes that relate to the lesson.	In community circle time, look rhymes about water. Using have learners talk about or rain, well, river, stream, positive learners discuss where community. Have learners drinking, washing, bathing, plants/flowers, etc.	a con the nd, la e the discu	nversational poster, sources of water. E.g. ike, sea, lagoon, etc. y get water in their is uses of water e.g.	Review lesson with Learners by singing songs in relation to it

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
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.).
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.
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.
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).
You can explain the above numeracy activity asking 5
learners to form a queue and say their position from
e.g. 1st to 4 th

Assessment: let learners talk about where we get water

from and its uses.

NANA FIIFI ACQUAH	
	 LESSON PLAN

Week Ending:				Class size:		
Day: Tuesday			Da	Date :		
Period:			Les	son:		
Strand: ALL	AROUND US	Sub-st	and :	WATER		
Indicator (co	ode)	K1.6.3.1.3				
Content star	ndard (code)					
		Demonstrate understand	ing of	sources of water and its ι	ises	
Performance	e Indicator			-	names which begin words	
				n beings and animals use		
		tivity and Innovation Coming and Problem Solving.	nunica	tion and Collaboration Pe	ersonal Development and	
Keywords				7,		
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons				
Ref:	Kindergarte	n Curriculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including a	ssessr	nent)	Plenary / Reflections	
	(preparing the brain for learning)					
Tuesday	Have	Using conversational pos	er and	l/or pictures, guide	Review lesson with	
	learners to	learners to mention a word related to how humans,		Learners by singing		
sing songs and recite		plants and animals use water. songs in relation to it				
	rhymes					
that relate		Guide learners to identify				
	to the	words on the board (e.g.	arınkır	ig, wasning, batning,		
	lesson.	cooking, gardening,).				
		Repeat this activity with	he en	ding sounds of the listed		
		words. E.g. drinking- the		o		

NANA FIIFI ACQUAH sound is /ng/. Using "Pick and Act" have learners role play some of the uses of water. 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 Bathing Washing Drinking Gardening st 3rd 5th Extend this activity with shapes and other objects e.g 2^{nd} 5th

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Assessment: let learners identify letter sounds and names which begin words that describe how human

beings and animals use water.

NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE KINDERGARTEN ONE

Week Ending:			Class size:		
Day:		Dat	e:		
Period :		Lesson:			
Strand : Rea	ding	Sub-stran	d : P	resentation	
Indicator (co	ode)	KG1.1.11.1.1			
Content star	ndard (code)	KG1.1.11.1.1			
Performance	e Indicator	The learner should discuss the times of the day			
Core Compe	tencies: Com	nmunication and collaboration	n Pei	rsonal development and	leadership.
Keywords				,	
T. L .R. (s)		Manila cards, markers, recorded audios visual			
Ref:	Ghanaian La	anguage curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including asse	essm	nent)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	 Write the different times of Use the flashcards to help different times of the day. Show pictures showing the learners. For instance, discustlearners. Call learners in pairs and all picture of one of the times of 	lear e tim ss th	ners recognise the les of the day to le pictures with one learner to hold the	What have we learnt today? Review the lesson with learners

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	the other talk about the picture. E.g. Morning,	
	afternoon and evening	
	Assessment: let learners identify the times of the day	
Engage leaners to sing songs and recite familiar rhymes	,	What have we learnt today? Review the lesson with learners
	Assessment: let learners identify the times of the day	
Engage leaners to sing songs and recite	 Write the different times of the day on flashcards. Use the flashcards to help learners recognise the 	What have we learnt today?
familiar rhymes	learners. For instance, discuss the pictures with learners. • 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	Review the lesson with learners
	Assessment: let learners identify the times of the day	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

Week Ending:				Class size:		
Day: Wedne	esday		Da	Date:		
Period :			Le	Lesson:		
Strand : ALL	AROUND US	Sub	-strand :	WATER		
Indicator (co	ode)	K1.6.3.1.4				
Content star	ndard (code)	K1.6.3.1				
		Demonstrate understa	anding of	sources of water and its	suses	
Performance	e Indicator	Learners can use a var make simple sentence	•	ew vocabulary learnt ab	out the sources of water to	
		tivity and Innovation Cong and Problem Solving.		ation and Collaboration	Personal Development and	
Keywords				0)		
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons				
Ref:	Kindergarte	n Curriculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter (preparing the brain for learning)	(new learning includin	ng assessi	ment)	Plenary / Reflections	
Wednesday	Have learners to sing songs and recite rhymes that relate to the lesson.	meaning of the keywo	ords and lines. Guide I of water in y. ture and	earners to use the word in their everyday life. E.g word card and orally	Learners by singing songs in relation to it	
		and guide learners ide	entify the	position on a given		

is on top of sea; lagoon is on the right of sea etc POND	source of water. E.g. Sea-Rain is on the left of sea; lake					
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	on the right of sea etc	sea; lagoon is o	is on top of			
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	WELL	LAKE	POND			
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	LAGOON	SEA	RAIN			
objects and have learners work in groups to identify numbers in different positions around a chosen number	STREAM		RIVER			
4 2 0	ions around a chosen number	different positi	numbers in			
	0	2	4			
1 6 9	9	6	1			
5 8 3	3	8	5			

	Vetted by :	Signature:	Date :
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simple sentences orally

NANA FIIFI ACQUAH	
	 LESSON PLAN

Week Ending:				(Class size:	
Day: Thursd	ay		Da	ite	:	
Period :				SSC	on:	
Strand : ALL	AROUND US	Sub-s	trand :	W	ATER	
Indicator (co	ode)	K1.6.3.1.5				
Content star	ndard (code)	K1.6.3.1				
		Demonstrate understanding of sources of water and its uses				
Performance	e Indicator				n, make, exhibit, and rand and 3-dimensional).	espond to own or others
Core Compe	tencies: Crea	tivity and Innovation Con	nmunica	ati	on and Collaboration Po	ersonal Development and
Leadership C	Critical Thinkir	ng and Problem Solving.				
Keywords						
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons				
Ref:	Kindergarte	n Curriculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning including	assessr	me	ent)	Plenary / Reflections
	(preparing the brain					
	for learning)					
Thursday	Have	Learners make a picture	of any	of	the sources of water	Review lesson with
	learners to sing songs	using the conversationa	-			Learners by singing songs in relation to it
	and recite	Have learners talk abou	t their o	w	n drawing and that of	
	rhymes	others using positive lar			5	
	that relate to the	0.				
	lesson.	Have learners label thei	r drawir	ng	(write the name of	
		the source of water the	y drew ι	un	der their drawing).	
		Have learners sort their	drawing	g a	according to colours,	
		shape and size and arra		_	_	
		position of a selected di	rawing			

NANA FIIFI ACQUAH	
	Assessment: let learners design, make, exhibit, and respond to own or others art works (2-dimensional and 3-dimensional).
Vetted by :	Date :

NANA FIIFI ACQUAH	
	 LESSON PLAN

Week Ending:					Class size:	
Day: Friday			C	Date	e :	
Period :					on:	
Strand : ALL	AROUND US	Sı	ub-strand	l : V	/ATER	
Indicator (co	ode)	K1.6.3.1.6				
Content star	ndard (code)	K1.6.3.1				
		Demonstrate unders	standing o	of s	ources of water and its u	ises.
Performance	e Indicator	• Learn	ners can d	lesc	ribe the position of obje	cts
Leadership (tivity and Innovation ng and Problem Solvir		icat	ion and Collaboration Pe	ersonal Development and
Keywords						
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons				
Ref:	Kindergarte	n Curriculum Page				
DAY	Phase 1:	Phase 2: Main	Phase 2: Main			Phase 3:
	Starter (preparing the brain for learning)	(new learning includ	ding asses	ssm	ent)	Plenary / Reflections
Friday	Have	Using interactive on	position	of t	hings, encourage	Review lesson with
1	learners to sing songs and recite rhymes that relate to the		·		of the items read about.	Learners by singing songs in relation to it
		of each of the object	•		ers to say the position	
	lesson.	Display a number gr position of a given n K1.6.3.1.5.	•		learners describe the is in K1.6.3.1.4 and	
		Extend the activities	s to includ	le o	ther objects/items	

NANA FIIFI ACQUAH			
	Assessment: let learner objects	s describe the position of	
Vetted by :		Signature:	Date :

TERM THREE KG ONE WEEK 5

NANA FIIFI ACQUAH	
	 LESSON PLAN

Week Endin	g:				Class size:		
Day : Monda	ay			Dat	e :		
Period :				Lesson:			
Strand: ALL AROUND US		S	Sub-strand : Air				
Indicator (code)		K1.6.4.1.1	K1.6	5.4.1	.2.		
Content standard (code)		K1.6.4.1 Demonstrate understanding of the presence of air and tell its importance					
Performance Indicator		 Learners can share their understanding and describe the presence of air through experimentation Learners can use visual information to help them understand the text they read 					
=		tivity and Innovation ng and Problem Solvi		nica	tion and Collaboration Pe	ersonal Development and	
Keywords							
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons					
Ref:	Kindergarte	n Curriculum Page	Curriculum Page				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning include	ding asse	nent)	Phase 3: Plenary / Reflections		
Monday	Have learners to sing songs and recite rhymes that relate to the lesson.	In community circle time, Le rhymes (air 3x I can't see yo said about "air" in the song/activities on the experiment e.g. give learners balloons at (balloon) and discuss the ou outside the classroom to fly their waist and hold the opp while they run. etc.		u rhyr atio nd le tcon a kit	and discuss what was me. Have indoor on of the presence of air et them blow air into it me. Take learners se, tie cloths around	Review lesson with Learners by singing songs in relation to it	

Have learners talk about their experience after the
activities.
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.
When learners predict come true, let them justify it
before they predict the content of the subsequent
pages.
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.
Have them tell and count the experiment on the
presence of air read about.
Guide learners identify and describe how the
experiments were sequenced in the text using
positional words/phrases

Vetted by		Signature:	Date :

of air from their experimentation

Assessment: let learners describe the presence

NANA FIIFI ACQUAH	
	 LESSON PLAN

Week Ending	g:				Class size:	
Day: Tuesda	ау			Date	e :	
Period :				Less	on:	
Strand: ALL AROUND US		Su	ub-stran	d : A	ir	
Indicator (co	ode)	K1.6.4.1.3				
Content star	ndard (code)	K1.6.4.1				
		Demonstrate understanding of the presence of air and tell its importance				
Performance	e Indicator	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.				
				nicat	ion and Collaboration Pe	ersonal Development and
Leadership C	Critical Thinkir	ng and Problem Solvir	ng.			
Keywords					7/	
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons				
Ref:	Kindergarte	n Curriculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter (preparing the brain for learning)	(new learning includ	ding asse	essm	ent)	Plenary / Reflections
Tuesday	Have	Write the target sou	und on t	he cl	nalk board. Using	Review lesson with
	learners to	word cards, assist le	earners id	denti	fy and discuss the	Learners by singing
	sing songs	position of the targe	et sound.	•		songs in relation to it
	and recite rhymes	Guide them clan/sta	ımp the r	numl	per of the target sound	
	that relate	in some selected wo	•		ver or the target sound	
	to the					
	lesson.	In groups of three,	•			
		learners to identify a				
			_	_	/o/, nose - /o/. Have	
		learners write and fi given words	ill in the	miss	ing letters of some	

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	Give learners selected words to tell the position of the	
	target sound. Extend this activity to include cut out	
	coloured shapes, objects, etc	
	Assessment: let learners identify the position of the target sounds in words either at the initial, middle or the ending of the words	
Vetted by :	Signature:	Date :

NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE KINDERGARTEN ONE

Week Ending	g:			(Class size:	
Day:				Date	:	
Period:			Lesson:			
Strand : Reading			Sub-strand	nd : Print Concept		
Indicator (code)		KG1.1.2.1.1				
Content star	ndard (code)	KG1.1.2.1.				
Performance	e Indicator	The learner should talk about cover page and illustrations				
Core Compe	tencies: Com	nmunication and col	llaboration	Pers	onal development and	leadership.
Keywords						
T. L .R. (s)		Manila cards, markers, recorded audios visual				
Ref:	Ghanaian La	anguage curriculum	n			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter (preparing the brain for learning)	(new learning inclu	uding asses	essme	ent)	Plenary / Reflections
	Engage	• Show learners a	book throu	ugh d	iscussion.	What have we learnt
	leaners to sing songs and recite	• Assist learners to illustrations on the		it the	cover page and	today?
	familiar rhymes	Assessment: let lea		aboı	ut the cover page and	Review the lesson with learners

NANA FIIFI ACQUAH

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

/etted by :	Signature:	Date :
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NANA FIIFI ACQUAH	
	 LESSON PLAN

Day: Wednesday Date: Period: Lesson: Strand: ALL AROUND US Sub-strand: Air Indicator (code) K1.6.4.1.4					
Strand : ALL AROUND US Sub-strand : Air Indicator (code) K1.6.4.1.4					
Indicator (code) K1.6.4.1.4					
Content standard (code) K1.6.4.1					
Demonstrate understanding of the presence of air and tell its importance					
Performance Indicator Learners can use a variety of new vocabulary learnt about importance of make simple sentence orally	nt and				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Developmen					
Leadership Critical Thinking and Problem Solving.					
Keywords					
T. L.R. (s) Poster/ cut out picture, Cut out shapes, big books, counters, crayons	Poster/ cut out picture, Cut out shapes, big books, counters, crayons				
Ref: Kindergarten Curriculum Page					
DAY Phase 1: Phase 2: Main Phase 3:					
Starter (new learning including assessment) Plenary / Reflection	ns				
(preparing the brain					
for learning)					
Wednesday Have In a community circle time, have discuss the uses of air Review lesson with	n				
learners to in our everyday life. Learners by singing	g				
sing songs Using word cards, have learners pick and act out the songs in relation to	o it				
and recite words in relation to the theme with the guidance of the					
that relate teacher. E.g. breathing, cooling, funning etc.					
to the					
lesson. 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.					

NANA FIIFI ACQUAH		
	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,	
	Assessment: let learners use a variety of new vocabulary learnt about importance of air to make simple sentence orally.	

Vetted by :.....

...... Date :

NANA FIIFI ACQUAH	
	 LESSON PLAN

Week Endin	g:	Class size:				
Day: Thursday Date:						
Period :			Les	son :		
Strand: ALL	AROUND US	Sub-stra	nd : A	Air		
Indicator (co	ode)	K1.6.4.1.5				
Content star	ndard (code)	K1.6.4.1				
		Demonstrate understandin	g of t	he presence of air and te	ell its importance	
Performance	e Indicator	Learners can derive meaning	ng an	d make judgment about	artworks using the senses	
		according to its beauty.				
Core Compe	tencies: Crea	tivity and Innovation Comm	unica	tion and Collaboration Pe	ersonal Development and	
•	Critical Thinkin	ng and Problem Solving.				
Keywords						
T. L .R. (s)		Poster/ cut out picture, C	ut ou	t shapes, big books, cour	nters, crayons	
Ref:	Kindergarte	n Curriculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter (preparing the brain for learning)	(new learning including ass	(new learning including assessment)			
Thursday	Have	Using pictures/conversatio	nal p	oster, guide learners to	Review lesson with	
	learners to	observe some art work on	the e	xperiments of presence	Learners by singing	
	sing songs and recite	of air and uses of air in the community and talk about			songs in relation to it	
	rhymes	them.				
	that relate	Have learners demonstrate some of the uses of air and				
	to the	use positive language to ta	k abo	out it. Using LEA, assist		
	lesson.	learners to compose a simp		ory on the		
		picture/conversational poster				
		Assessment: let learners m	ake ji	udgment about		
		artworks using the senses a	_	_		

NANA FIIFI ACQUAH	
	 LESSON PLAN

Week Ending:

Day: Friday

KINDERGARTEN ONE

Period :				Lesson:		
Strand : ALL AROUND US Sub-s			Sub-stran	d: Air		
Indicator (co	ode)	K1.6.4.1.6				
Content star	ndard (code)	K1.6.4.1				
		Demonstrate und	Demonstrate understanding of the presence of air and tell its importance			
Performance	e Indicator	Learners can desc	cribe the po	osition of objects		
=		tivity and Innovations and Problem So		nication and Collaboration Pe	ersonal Development and	
Keywords						
T. L.R. (s) Poster/ cut out picture, Cut out shapes, big books, counters, crayons				nters, crayons		
Ref:	Kindergarte	n Curriculum Page				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding ass	essment)	Phase 3: Plenary / Reflections	
Friday	Have learners to sing songs and recite rhymes that relate to the lesson.	learners to line up name their position	o pictures on. E.g. the different	f objects/numbers, guide of objects that use air and e balloon is first. Extend the objects/numbers/shapes scribe the position of	Review lesson with Learners by singing songs in relation to it	
Vetted by :			Sig	nature:	Date :	

Class size:

Date:

TERM THREE KG ONE WEEK 6

NANA FIIFI ACQUAH		
	······································	LESSON PLAN

Week Ending	g:				Class size:	
Day: Monday				Dat	e:	
Period :				Les	son :	
Strand : ALL	AROUND US		Sub-stran	id : P	LANTS -1	
Indicator (code) K1.6.5.1.1.			K	1.6.	5.1.2	
Content star	ndard (code)		erstanding	g of t	he parts of plants and th	eir functions
Performance	e Indicator	• Learners ca	 Learners can sing and talk about parts of a plants and their functions Learners can talk about the cover page of the book and point to individual words while listening to the teacher read aloud. 			
=		tivity and Innovationg and Problem Solv		nica	tion and Collaboration Pe	ersonal Development and
Keywords						
T. L .R. (s) Posto		Poster/ cut out pic	cture, Cu	it ou	t shapes, big books, cour	nters, crayons
Ref:	Kindergarte	n Curriculum Page				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning incl	uding asso	essm	nent)	Phase 3: Plenary / Reflections
Monday	Have learners to sing songs and recite rhymes that relate to the lesson.	After detailed disc with the parts of p roots. Post a drawn tree	a real plant (roots, stocussion hablant e.g. toon the bo	e par nt, gr em, ave le his is	ts. uide learners to point to	Review lesson with Learners by singing songs in relation to it

Using a poster or picture, have learners draw, colour and label a plant and talk about their drawing using the right terms/names 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. 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) In addition to the picture of trees in the book, display 3-D objects with varied attributes and have leaners touch and feel during the discussion. 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	Repeat the activity to ensure that learners can identify
and label a plant and talk about their drawing using the right terms/names 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. 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) In addition to the picture of trees in the book, display 3-D objects with varied attributes and have leaners touch and feel during the discussion. Guide learners describe the given 3-D objects according to a given attribute e.g. shape, size etc. with	the main parts of a tree.
right terms/names 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. 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) In addition to the picture of trees in the book, display 3-D objects with varied attributes and have leaners touch and feel during the discussion. Guide learners describe the given 3-D objects according to a given attribute e.g. shape, size etc. with	Using a poster or picture, have learners draw, colour
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. 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) In addition to the picture of trees in the book, display 3-D objects with varied attributes and have leaners touch and feel during the discussion. Guide learners describe the given 3-D objects according to a given attribute e.g. shape, size etc. with	
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. 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) In addition to the picture of trees in the book, display 3-D objects with varied attributes and have leaners touch and feel during the discussion. Guide learners describe the given 3-D objects according to a given attribute e.g. shape, size etc. with	right terms/names
and some letters written on the book e.g. title of the book, name of the writer, etc. 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) In addition to the picture of trees in the book, display 3-D objects with varied attributes and have leaners touch and feel during the discussion. Guide learners describe the given 3-D objects according to a given attribute e.g. shape, size etc. with	As part of the pre-reading activities, show and talk
book, name of the writer, etc. 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) In addition to the picture of trees in the book, display 3-D objects with varied attributes and have leaners touch and feel during the discussion. Guide learners describe the given 3-D objects according to a given attribute e.g. shape, size etc. with	about the cover page, let learners identify the colour
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) In addition to the picture of trees in the book, display 3-D objects with varied attributes and have leaners touch and feel during the discussion. Guide learners describe the given 3-D objects according to a given attribute e.g. shape, size etc. with	and some letters written on the book e.g. title of the
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) In addition to the picture of trees in the book, display 3-D objects with varied attributes and have leaners touch and feel during the discussion. Guide learners describe the given 3-D objects according to a given attribute e.g. shape, size etc. with	book, name of the writer, etc.
usefulness of plants to human beings as they listen to a read aloud story on plants (the last tree dies the last man dies) In addition to the picture of trees in the book, display 3-D objects with varied attributes and have leaners touch and feel during the discussion. Guide learners describe the given 3-D objects according to a given attribute e.g. shape, size etc. with	Run a pointer under the words while reading, use
read aloud story on plants (the last tree dies the last man dies) In addition to the picture of trees in the book, display 3-D objects with varied attributes and have leaners touch and feel during the discussion. Guide learners describe the given 3-D objects according to a given attribute e.g. shape, size etc. with	questions to encourage learners talk about parts and
In addition to the picture of trees in the book, display 3-D objects with varied attributes and have leaners touch and feel during the discussion. Guide learners describe the given 3-D objects according to a given attribute e.g. shape, size etc. with	usefulness of plants to human beings as they listen to a
D objects with varied attributes and have leaners touch and feel during the discussion. Guide learners describe the given 3-D objects according to a given attribute e.g. shape, size etc. with	
and feel during the discussion. Guide learners describe the given 3-D objects according to a given attribute e.g. shape, size etc. with	In addition to the picture of trees in the book, display 3-
Guide learners describe the given 3-D objects according to a given attribute e.g. shape, size etc. with	D objects with varied attributes and have leaners touch
to a given attribute e.g. shape, size etc. with	and feel during the discussion.
to a given attribute e.g. shape, size etc. with	Guide learners describe the given 3-D objects according
	words/phrases/ sentences like "round", "flat", "The
	a book

plants and their functions

Assessment: let learners talk about parts of a

NANA FIIFI ACQUAH	
	 LESSON PLAN

Week Ending:			Class size:				
Day: Tuesday				Date :			
Period :				Lesson:			
Strand : ALL	AROUND US	S	Sub-strand	d : P	LANTS -1	\cup	
Indicator (co	ode)	K1.6.5.1.3					
Content star	ndard (code)	K1.6.5.1					
		Demonstrate unde	lerstanding of the parts of plants and their functions				
Performance	e Indicator	• Lear	rners can	ble	nd individual sounds ar	nd decode simple words	
		which relate	es to the t	hen	ne.		
=		tivity and Innovation ng and Problem Solv		nicat	tion and Collaboration Po	ersonal Development and	
Keywords							
T. L .R. (s)		Poster/ cut out pict	ture , Cut	ou	t shapes, big books, cour	nters, crayons	
Ref:	Kindergarte	n Curriculum Page	n Curriculum Page				
DAY	Phase 1:	Phase 2: Main	Phase 2: Main			Phase 3:	
	Starter (preparing the brain	(new learning including assessment) Ple				Plenary / Reflections	
Tuesday	for learning) Have	Using the letter car	rds guido	loar	ners to arrange and	Review lesson with	
Tuesday	learners to				the names of the parts	Learners by singing	
	sing songs and recite	of plants. E.g. /r//oo//t, /s//t//e//m, /l//ea//f. songs in relat				songs in relation to it	
	rhymes that relate to the lesson.	·	arners mak n fill in the	ce si mis	_		
		Have discuss 2-D and 3-D objects using real and drawn objects.					

NANA EUELACOLIALI	
NANA FIIFI ACQUAH	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
Vetted by :	Signature: Date :

NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE KINDERGARTEN ONE

Week Ending	g:			Class size:	
Day:			Di	ate:	
Period :			Le	esson :	
Strand : Rea	ding		Sub-strand :	Print Concept	
Indicator (co	ode)	KG1.1.2.1.2			
Content star	ndard (code)	KG1.1.2.1.			
Performance	e Indicator	The learner should left.	l turn over t	he pages of a book by ope	ening gently from right to
Core Compe	tencies: Com	nmunication and col	laboration P	ersonal development and	leadership.
Keywords					
T. L .R. (s)		Manila cards, mark	kers, recorde	ed audios visual	
Ref:	Ghanaian La	anguage curriculum	า		
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing the brain for learning)	(new learning inclu	uding assess	ment)	Plenary / Reflections
	Engage	• Demonstrate to l	learners the	correct way of opening a	What have we learnt
	leaners to	book.			today?
	sing songs and recite	Ask learners to o	pen their bo	oks from right to left.	
	familiar	Assessment: let lea	arners demo	nstrate the correct way	Review the lesson with
	rhymes	of opening a book		·	learners

NANA FIIFI ACQUAH

Engage leaners to sing songs	 Demonstrate to learners the correct way of opening a book. Ask learners to open their books from right to left. 	What have we learnt today?
and recite familiar rhymes	Assessment: let learners demonstrate the correct way of opening a book.	Review the lesson with learners
Граза	a Domanstrata to loornare the correct way of anoning a	M/hat have we learnt
Engage leaners to	 Demonstrate to learners the correct way of opening a book. 	What have we learnt today?
sing songs and recite	Ask learners to open their books from right to left.	
familiar rhymes	Assessment: let learners demonstrate the correct way of opening a book	Review the lesson with learners

/etted by :	Signature:	Date :
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NANA FIIFI ACQUAH	. =
	 LESSON PLAN

Week Ending:				Class size:		
Day: Wednesday			Dat	Date :		
Period :			Les	son :		
Strand: ALL	AROUND US	Sub-stra	nd : I	PLANTS -1		
Indicator (co	ode)	K1.6.5.1.4				
Content star	ndard (code)	K1.6.5.1 Demonstrate und	erstai	nding of the parts of plan	ts and their functions	
Performance	e Indicator			a variety of new vocabul draw and write the initia	ary learnt about plants to I letter sounds.	
		tivity and Innovation Comm	unica	tion and Collaboration P	ersonal Development and	
Keywords						
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons				
Ref:	Kindergarte	n Curriculum Page				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)			Phase 3: Plenary / Reflections	
Wednesday	Have learners to sing songs and recite rhymes that relate to the lesson.	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. 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. Assessment: let learners use a variety of new vocabulary learnt about plants to make simple sentences, draw and write the initial letter sounds		Review lesson with Learners by singing songs in relation to it		
Vetted hy:		·	gnati		Date:	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

Week Endi	ng:			Class size:		
Day: Thurs	day			Date :		
Period :			Lesson:			
Strand : AL	L AROUND US		Sub-strar	nd : PLANTS -1		
Indicator (c	ode)	K1.6.5.1.5				
Content sta	ndard (code)	K1.6.5.1				
		Demonstrate und	erstanding	g of the parts of plants and th	eir functions	
Performan	ce Indicator	Learners c	an make a	ort works with the elements o	f art	
_		itivity and Innovations and Problem Sol		inication and Collaboration Po	ersonal Development and	
Keywords						
T. L .R. (s) Poster/ cut ou		Poster/ cut out pi	ut picture, Cut out shapes, big books, counters, crayons			
Ref:	Kindergarte	n Curriculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter (preparing the brain for learning)	(new learning incl	luding ass	essment)	Plenary / Reflections	
Thursday	Have learners to sing songs and recite rhymes that relate to the lesson.	collage of a tree at the parts of a plan Using positive lan sentence about the Assessment: let let	ind talk ab nt. guage, han neir art wo	guide learners to make a out their art work indicating we learners make simple ork.	Review lesson with Learners by singing songs in relation to it	
		elements of art				
Vetted by :			Sig	gnature:	Date :	

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NANA FIIFI ACQUAH		
	•	LESSON PLA

Week Ending	g:				Class size:	
Day: Friday				Date :		
Period :				Less	son:	
Strand : ALL	AROUND US	S	Sub-stran	i d : P	LANTS -1	
Indicator (co	ode)	K1.6.5.1.6				
Content star	ndard (code)	K1.6.5.1				
		Demonstrate under	rstanding	of t	he parts of plants and th	eir functions
Performance	e Indicator	Learners can descri	ibe the po	ositio	on and motion of objects	in relation to others.
		tivity and Innovation ng and Problem Solvi		nicat	ion and Collaboration P	ersonal Development and
Keywords						
T. L.R. (s) Poster/		Poster/ cut out pict	oster/ cut out picture, Cut out shapes, big books, counters, crayons			
Ref:	Kindergarte	n Curriculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inclu	ding asse	essm	ent)	Plenary / Reflections
	(preparing the brain for learning)					
Friday	Have	Recap lessons of po	sition of	obje	cts.	Review lesson with
	learners to					Learners by singing
	sing songs and recite	Using pictures of different kinds of plants, guide		of plants, guide	songs in relation to it	
	rhymes		earners to identify and talk about the position of each			
	that relate to the	of the plants. E.g. The flower is the 5th.				
	lesson.	Ask learners to colour a particular position.				
		Extend the activitie	s to inclu	ide n	umber/object grid	
		Assessment: let lea	rners des	scrib	e the position and	
		motion of objects in			•	

TERM THREE KG ONE WEEK 7

NANA FIIFI ACQUAH	
	 LESSON PLAN

Week Ending:				Class size:	
Day : Monday			Dat	:e :	
Period :			Les	Lesson:	
Strand: ALL	AROUND US	Sub-strai	nd : F	PLANTS – 2	
Indicator (co	ode)	K1.6.6.1.1 K1.6.6.1.2			
Content star	ndard (code)	K1.6.6.1 Demonstrate understanding of how plants grow			
Performance	e Indicator	 Learners can talk about and discuss how plants and what human should do to enhance the growth process Learners can talk about the cover page and identify how plants grow in a read aloud story 			
		tivity and Innovation Commung and Problem Solving.	ınica	tion and Collaboration Pe	ersonal Development and
Keywords		(/			
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons			
Ref:	Kindergarte	n Curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including ass	essn	nent)	Phase 3: Plenary / Reflections
Monday	Have learners to sing songs and recite rhymes that relate to the lesson.	Have learners sit in a semi-crhyme about plants. E.g. "Plearners identify the key thirthyme. Using pictures, discuss with emphasizing on the things well (water, air, good soil). treated keywords form semi-using LEA, have learners co	lants ngs s n lear blant Have tence	can grow". Have said about plants in the mers how plants grow; s need in order to grow learners use the es on how plants grow.	Review lesson with Learners by singing songs in relation to it

manila card about how plant grow. Have learners
illustrate their composed story
Using a story book on the theme, ask learners to talk
about the cover page and open the book correctly.
Have learners do pretend reading and guide them open the pages correctly.
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.
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.
Have them discuss 2-D and 3-D objects using real and

Assessment: let learners compose simple story on a

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

manila card about how plant grow

NANA FIIFI ACQUAH	
	 LESSON PLAN

Week Ending:			Class size:			
Day : Tuesday			Da	te:		
Period :			Les	Lesson:		
Strand: ALL	AROUND US	Sub-	-strand :	PLANTS – 2		
Indicator (co	ode)	K1.6.6.1.3				
Content star	ndard (code)	K1.6.6.1				
		Demonstrate understa	anding of	how plants grow		
Performance	e Indicator	• Learners can id blend letter sounds to			er sounds of objects and	
Core Compe	tencies: Crea	tivity and Innovation Co	mmunica	tion and Collaboration Pe	ersonal Development and	
		ng and Problem Solving.				
Keywords				9,		
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons				
Ref:	Kindergarte	n Curriculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter (preparing the brain for learning)	(new learning including	g assessn	nent)	Plenary / Reflections	
Tuesday	Have learners to sing songs and recite rhymes that relate to the lesson.	ending sounds of their and ending sounds of v	labels. D words wh ginning let Plant and Include ot g	ter sound /p/, stem /s/ I stem are /t/, /m/. her words enhance rners to arrange letter	Review lesson with Learners by singing songs in relation to it	

	Learners write selected words and show their beginning
	and ending sounds in their books e.g. root, leaf, roots,
	etc
	Assessment: let learners identify the initial and ending letter sounds of objects and blend letter sounds to form
	words
Vetted by :	Date :

NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE KINDERGARTEN ONE

Week Ending:			Class size:		
Day:			Da	te:	
Period :			Les	son:	
Strand : Wri	ting	Sub-st	rand :	Phonics: Letter Sound Kno	owledge (Blend and
		Conne	ct Sour	nds)	
Indicator (co	ode)	KG1.1.3.1.1			
Content star	ndard (code)	KG1.1.3.1.			
Performance	e Indicator	The learner should listen	to and	recognise words in rhym	es and songs.
Core Compe	tencies: Com	munication and collabora	tion Pe	rsonal development and	leadership.
Keywords					
T. L .R. (s)		Manila cards, markers, recorded audios visual			
Ref:	Ghanaian La	inguage curriculum			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing the brain for learning)	(new learning including assessment)		Plenary / Reflections	
	Engage	• Explore rhymes for lea	rners to	listen and allow	What have we learnt
	leaners to	learners to sing a familia	r song.		today?
	sing songs	 Ask learners to mentio 	n some	of the words they	
	and recite	heard in the rhyme and s	ong.		
	familiar rhymes	• Write some of the wor	ds men	tioned on the board and	Review the lesson with
	illyllies	underline two of the vov	vels and	d say them aloud for	learners
		learners to repeat after y	ou.		

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

Vetted h	ov :	Signature:	Date ·
			Date

NANA FIIFI ACQUAH	
	LESSON PLAN

Week Ending:			Class size:		
Day: Wednesday			Da	te:	
Period :		Les	Lesson:		
Strand : ALL AROUND US Sub-stra		nd :	PLANTS – 2		
Indicator (co	ode)	K1.6.6.1.4			
Content star	ndard (code)	K1.6.6.1			
		Demonstrate understandir	g of	now plants grow	
Performance	e Indicator	 Learners ca sentences 	n us	e vocabulary learnt to	form simple meaningful
Core Compe	tencies: Crea	tivity and Innovation Comm	unica	tion and Collaboration P	ersonal Development and
Leadership C	Critical Thinkir	ng and Problem Solving.			
Keywords				<i>O</i> ,	
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons			
Ref:	Kindergarte	n Curriculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing the brain for learning)	(new learning including as	sessn	nent)	Plenary / Reflections
Wednesday	learners to sing songs and recite rhymes that relate to the	Using pictures and word ca the words. Use short stories and illust			Review lesson with Learners by singing songs in relation to it
		understand the selected w learners to use the keywor simple sentences about th	ds ac	quired to construct	
		We need plant for shade; p well; Plants can be used fo used for food; etc		J	

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	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	
Votted by	Signaturo	Date

NANA FIIFI ACQUAH	
	 LESSON PLAN

Week Ending: Class size:							
Day: Thursd	ay			Date:			
Period :				Lesson:			
Strand : ALL	AROUND US	S	ub-stran	ı d : PLA	NTS – 2		
Indicator (co	de)	K1.6.6.1.5					
Content star	ndard (code)	K1.6.6.1					
		Demonstrate under	rstanding	g of hov	v plants gr	ow	
Performance	Indicator	Learners can identif	fy, observ	ve and	talk about	art in the in	nmediate
Leadership C		tivity and Innovation ng and Problem Solvi		nicatio	n and Colla	aboration Pe	ersonal Development and
Keywords),		
T. L .R. (s)		Poster/ cut out pict	cture, Cut out shapes, big books, counters, crayons				
Ref:	Kindergarte	n Curriculum Page					
DAY	Phase 1:	Phase 2: Main					Phase 3:
	Starter (preparing the brain for learning)	(new learning include	ding asse	essmen	t)		Plenary / Reflections
Thursday	Have learners to sing songs and recite rhymes that relate to the lesson.	Using conversations about uses of plants. Have learners repeat shapes of the object 3-D (e.g. roof of a betc. items in a store extend this activity and vegetables and about the art work. Have learner make vegetables and compare the store of the store	s e.g. for at this act the ts on the uilding-2 e-2-D/3-D with a coask learr	shade, tivity be poster 2-D/3-D 0). onversa ners to	food, med y discussing in terms of , building- ational poss observe a	dicine, etc. Ig the of 2-D and 2-D/3-D, ter on fruit nd talk	Review lesson with Learners by singing songs in relation to it

NANA FIIFI ACQUAH	Assessment: let lead the immediate	rners identify, and talk a	bout art in	
Vetted by :		Signature:		Date :

NANA FIIFI ACQUAH	
	 LESSON PLAN

Week Ending:			Class size:			
Day: Friday			D	ite:		
Period :			Le	sson :		
Strand : ALL	AROUND US	Su	ub-strand	PLANTS – 2		
Indicator (co	ode)	K1.6.6.1.6				
Content star	ndard (code)	K1.6.6.1				
		Demonstrate unders	standing o	how plants gro	w	
Performance	e Indicator	Learners can classify to 9.	objects au	d count the nu	mber of ob	jects in each category up
		tivity and Innovation (ng and Problem Solvin		ation and Colla	boration Pe	ersonal Development and
Keywords						
T. L .R. (s)		Poster/ cut out pictu	ure, Cut o	ut shapes, big b	ooks, coun	iters, crayons
Ref:	Kindergarte	n Curriculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning includ	ling assess	ment)		Plenary / Reflections
	(preparing the brain for learning)					
Friday	Have	Using pictures of frui	its and ve	etable, guide le	arners to	Review lesson with
learners to sort, group and count the fr			nt the fruit	and match with	ı a	Learners by singing
	sing songs and recite	1 Hullicial cara,				
	rhymes					
	that relate					
	to the	Assessment: let lear	ners classi	y objects and co	ount the	
	lesson.	number of objects in	n each cate	gory up to 9.		

TERM THREE KG ONE WEEK 8

NANA FIIFI ACQUAH	
	 LESSON PLAN

Week Ending	g:			Class size:	
Day : Monda	ny		Dat	e:	
Period :			Les	son:	
Strand : ALL	AROUND US	Sub-strar	id : (GARDENING	
Indicator (co	ode)	K1.6.7.1.1			
Content star	ndard (code)	K1.6.7.1 Demonstrate understanding	g of t	the types of soil.	
Performance	e Indicator	Learners can talk about diff			one is best used for
		tivity and Innovation Commung and Problem Solving.	nica	tion and Collaboration Po	ersonal Development and
Keywords					
T. L .R. (s)		Poster/ cut out picture, Cu	ıt ou	t shapes, big books, cour	nters, crayons
Ref:	Kindergarte	n Curriculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing the brain for learning)	(new learning including ass	Plenary / Reflections		
Monday	Have learners to sing songs and recite rhymes that relate to the lesson.	In a community circle time, about gardening "I have my Have learners observe and to poster on the different type E.g. sandy, clayey and loams." Using different types of soil have learners watch and fee sure learners wash their had Discuss with learners how to successful gardening.	gard salk a s of y soi in se in the	den" about a conversational soil I. eparate containers, e types of soil (make well after this activity)	Review lesson with Learners by singing songs in relation to it

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	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)	
	Assessment: let learners talk about different types of soil and which one is best used for gardening	
Vetted by :	Signature:	Date :

NANA FIIFI ACQUAH	
	 LESSON PLAN

Week Ending	g:			Class size:	
Day: Tuesda	ıy		Dat	e :	
Period :			Les	son :	
Strand : ALL	AROUND US	Sub-stran	d : 0	GARDENING	
Indicator (co	de)	K1.6.7.1.2.			
Content star	ndard (code)	K1.6.7.1			
		Demonstrate understanding	gof	the types of soil.	
Performance	e Indicator	Learners can point to individ	ual	words to track reading.	
-		tivity and Innovation Commu ng and Problem Solving.	nica	tion and Collaboration Pe	ersonal Development and
Keywords				7/	
T. L .R. (s)		Poster/ cut out picture, Cu	t ou	t shapes, big books, cour	nters, crayons
Ref:	Kindergarte	n Curriculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including asse	essm	nent)	Plenary / Reflections
	(preparing the brain for learning)				
Tuesday	Have	In the community circle time	lea	rner sit in a horse shoe	Review lesson with
ruesday	learners to	form with the help of the big			Learners by singing
	sing songs	identify the cover page and talk briefly about the songs in relation			
	and recite	colours and pictures			
	rhymes	protein of			
	that relate to the	Guide them point to the title	e of	the book. Have them	
	lesson.	point to the individual words		the title. Guide them to	
		use the cover page picture t	0		
		predict the content. Using Ecsentences as you point to the			

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	reading. Show pictures for learners to make predictions to monitor understanding.	
	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	
	Have learners colour outlines of some of the farm tools mentioned in the reading and talk about their colouring using positive language	
	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	
	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	

Vetted by :	Signature:	Date :
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NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE KINDERGARTEN ONE

l = !'				01 '	
Week Endin	g:			Class size:	
Day:			D	Pate :	
Period :			L	esson :	
Strand: Wri	ting	9	Sub-strand	: Phonics: Letter Sound Kno	owledge (Blend and
			Connect So	unds)	
Indicator (co	ode)	KG1.1.4.1.1			
Content star	ndard (code)	KG1.1.4.1.			
Performance Indicator The learner should relate the sounds to the letters o			sounds to the letters of the	alphabet.	
Core Compe	tencies: Com	nmunication and col	laboration I	Personal development and	leadership.
Keywords					
T. L .R. (s)		Manila cards, markers, recorded audios visual			
Ref:	Ghanaian La	anguage curriculum	า		
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing the brain for learning)	(new learning including assessment)		Plenary / Reflections	
	Engage	• Lead learners to	sing the sor	ng of the alphabet.	What have we learnt
	leaners to	 Display the letter 	rs of the alp	habet on the board.	today?
	sing songs	 Assist learners to 	relate sour	nds to the letters of the	
	and recite	alphabet			
	familiar				Review the lesson with
	rhymes	Assessment: let lea of the alphabet.	arners relate	e the sounds to the letters	learners

NANA FIIFI ACQUAH

Engage leaners sing so	Assist learners to relate sounds to the letters of the	What have we learnt today?
and reci	alphabet	Review the lesson with
familiar rhymes	Assessment: let learners relate the sounds to the letters of the alphabet.	learners
Engage	Lead learners to sing the song of the alphabet.	What have we learnt
leaners	Display the letters of the alphabet on the board.	today?
sing so	7 135136 Tearmer's to relate 30 arras to the letter's or the	
and reci	alphabet	
familiar		Review the lesson with
rhymes	Assessment: let learners relate the sounds to the letters	learners
	of the alphabet.	

/etted by :	. Signature:	Date :
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NANA FIIFI ACQUAH	
	 LESSON PLAN

Week Ending	g:				Class size:		
Day: Wedne	y: Wednesday Date:						
Period :				Less	son :		
Strand : ALL AROUND US Sub-stran			Sub-stranc	d : G	SARDENING		
Indicator (co	de)	K1.6.7.1.3					
Content star	ndard (code)	K1.6.7.1					
		Demonstrate unde	erstanding	of t	he types of soil.		
Performance	Indicator	Learners can use a sentences about it	-	nev	v vocabulary learnt abou	t soil to make simple	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development Leadership Critical Thinking and Problem Solving.			ersonal Development and				
Keywords					7,		
T. L.R. (s) Poster/ cut or		Poster/ cut out pic	cture, Cut	t ou	t shapes, big books, cour	nters, crayons	
Ref:	Kindergarte	n Curriculum Page	n Curriculum Page				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)		Phase 3: Plenary / Reflections			
Wednesday	Have learners to sing songs and recite rhymes that relate to the lesson.	upside down in frocards for teacher of Asks learners to for (e.g. I play in the softhe sentences of the sentences of Using conversation compose a simple the keywords on the sentences of the sen	Ising word card game, teacher places word cards pside down in front of learners. In turns, learners pick ands 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 Ising 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 the learner). Guide them to illustrate their story		Review lesson with Learners by singing songs in relation to it		

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W	ith the use of conversational poster, have learners
ide	entify the following: people, farm tools, buildings, and
tro	ees.
H	ave learner represent them with counters (bottle
to	ps, sticks, shells, etc) and count the number in each
gr	oup. Let learners use comparative language to
de	escribe the groups. You can extend this to include
ad	dition and subtraction
As	ssessment: let learners use a variety of new
	cabulary learnt about soil to make simple sentences
	out it
	out it

Vetted by : S	Signature:	Date:
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NANA FIIFI ACQUAH	
	LESSON PLAI

Week Ending	g:				Class size:	
Day: Thursd	ay	Date:				
Period : Lesson :						
Strand : ALL AROUND US Sub-stra			strand : (G	ARDENING	
Indicator (co	ode)	K1.6.7.1.4				
Content star	ndard (code)	K1.6.7.1				
		Demonstrate understa	anding of	ftl	ne types of soil.	
Performance	e Indicator	Learners can recognise with the elements of an		eat	te words with given sou	unds and make art works
Core Compe	tencies: Crea	tivity and Innovation Co	mmunica	ati	on and Collaboration Pe	ersonal Development and
Leadership C	Critical Thinkir	ng and Problem Solving.				
Keywords						
T. L .R. (s) Poster/ cut out pic		Poster/ cut out picture	, Cut ou	ut	shapes, big books, cour	nters, crayons
Ref:	Kindergarte	n Curriculum Page				
DAY	Phase 1:	Phase 2: Main		Phase 3:		
	Starter	(new learning including	g assessn	me	ent)	Plenary / Reflections
	(preparing					
	the brain for learning)					
Thursday	Have	Have learners sing a so	ng or red	cit	te a rhyme/poem on	Review lesson with
	learners to	farm/garden. With sele				Learners by singing
	sing songs and recite	in the words e.g. soil, toil, coil, boil etc.				songs in relation to it
	rhymes	Have learners mention a words on word cards after				
	that relate to the	you and identity the common sound e.g. rake				
	lesson.	take, fake, etc.				
		Guide learners to use gusing the letter	given sou	ın	ds to form the words	
		cards. E.g. –in: /t//i//n/				
		(tin), p///i//n/ (pin),				

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	/b//i//n/ (pin),
	/s//i//n/ (sin), etc
	-oil: /s//oi//l/ (soil), /f//o//i//l/ (foil), etcarm: /f//a//r//m/ (farm), /b//a//r//m/ (barm),
	/s//w//a//r//m// (swarm)
	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
	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
	Assessment: let learners create words with given
	sounds and make art works with the elements of art

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NANA FIIFI ACQUAH	
	 LESSON PLAN

Week Ending:		Class size:				
Day : Friday			Date :			
Period :			L	-ess	on:	
Strand : ALL	AROUND US	Su	ub-strand	l : G	ARDENING	
Indicator (co	ode)	K1.6.7.1.5				
Content star	ndard (code)	K1.6.7.1				
		Demonstrate under	rstanding	of t	he types of soil.	
Performance	e Indicator	Learners can classify	y objects a	and	count the number of ok	jects in each category up
		to 9				
•	ore Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Problem Solving.					ersonal Development and
Keywords),	
T. L .R. (s)		Poster/ cut out pictu	ture, Cut out shapes, big books, counters, crayons			
Ref:	Kindergarte	n Curriculum Page	n Curriculum Page			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter (preparing the brain for learning)	(new learning includ	ling asses	ssm	ent)	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 the reading and show their respective cut out num Give learners variety of objects (bottle tops, straws sticks) ask learners to pick cut out number and coue.g. straws that matches with the particular number the card. Assessment: let learners classify objects and count		mbers (1-9) to the numbers heard in ective cut out number. bottle tops, straws, at number and count particular number on	Review lesson with Learners by singing songs in relation to it	
		number of objects ir		-	-	

TERM THREE KG ONE WEEK 9

NANA FIIFI ACQUAH	
	 LESSON PLAN

Week Ending	g:			Class size:	
Day : Monday		Date :			
Period :				Lesson:	
Strand : ALL	AROUND US	S	Sub-stran	d : LIGHT – DAY AND NIGHT	
Indicator (co	ode)	K1.6.8.1.1	K1	.6.8.1.2	
Content star	ndard (code)		rstanding	of the sources of light for da	ay and night.
Performance	e Indicator	Learners can recite	rhymes/	poems and talk about the dif	ferent sources of light.
		tivity and Innovation		nication and Collaboration Pe	ersonal Development and
Keywords					
T. L.R. (s) Poster/ cut out picture ,		ture , Cu	Cut out shapes, big books, counters, crayons		
Ref:	Kindergarte	en Curriculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing the brain for learning)	(new learning inclu	ding asse	essment)	Plenary / Reflections
Monday	Have learners to sing songs and recite rhymes that relate to the lesson.	recite the rhyme (to the pictures of the assist learners to ta Through questions, source of light dispersed E.g. what gives us lift of our friends? When their experiences were so their experiences were so their experiences of the source of	winkle, two keywords alk about alk about alk	rners to talk about the a conversational poster. g the day to see the faces e see the stars? What else at? Have learners share natural lights	Review lesson with Learners by singing songs in relation to it

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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.

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.

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 *daylights* (e.g. sun, electricity) and *nightlights* (moon, stars, electricity, candles, lanterns etc.). Assist learners to make sentences with the examples of sources of lights

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

Have them draw and colour any example of man-made light read about label it.

Assessment: let learners talk about the different sources of light.

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NANA FIIFI ACQUAH	
	 LESSON PLAN

Week Ending: Class size:						
Day: Tuesda	ay: Tuesday Date:					
Period:				Lesson:		
Strand : ALL	AROUND US		Sub-strar	nd : LIGHT	– DAY AND NIGHT	
Indicator (co	de)	K1.6.8.1.3				
Content star	ndard (code)	K1.6.8.1				
		Demonstrate und	erstanding	g of the so	urces of light for d	ay and night.
Performance	Indicator	Learners can reco	_	_	sound of the lette	rs in relation to the types
Core Compe	tencies: Crea	tivity and Innovatio	n Commu	nication a	nd Collaboration F	Personal Development and
Leadership C	Critical Thinkin	ng and Problem Sol	ving.			
Keywords			-			
T. L .R. (s)	L.R. (s) Poster/ cut out picture, Cut out shapes, big books, counters, crayons			nters, crayons		
Ref:	Kindergarte	n Curriculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning incl	uding ass	essment)		Plenary / Reflections
	(preparing					
	the brain for learning)					
Tuesday	Have	Using a conversat	ional post	er and lett	er cards, guide	Review lesson with
	learners to	learners to identif	=		_	Learners by singing
	sing songs					songs in relation to it
	and recite	Mention one source and ask learners to identify the				
	rhymes that relate	initial, middle and ending sound. E. g.				
	to the	Initial Sound Middle Sound Ending sound				
	lesson.	Moon /n	n/	/oo/	/n/	
		Sun /	's/	/u/	/n/	
			st/	/ar/		
		Light /l/		/igh/-/ai/		
		Provide learners v			•	
		the letter card that represent the initial letter of the				

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	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.
	Assist learners to arrange letter cards to form a given source of light.
	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
	Assessment: let learners identify the beginning sound of
	the letters in relation to the types of light and write in
	their books

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verted by	Signature:	Date

NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE KINDERGARTEN ONE

Week Ending:			Class size:		
Day:			Dat	te:	
Period :			Les	son:	
Strand : Wri	ting		u b-strand: F onnect Soun	Phonics: Letter Sound Kno lds)	owledge (Blend and
Indicator (co	ode)	KG1.1.4.1.2			
Content star	ndard (code)	KG1.1.4.1.			
Performance	e Indicator	The learner should in numbers and shapes		nd produce letters and di	fferentiate them from
Core Compe	tencies: Com	munication and colla	aboration Pe	rsonal development and	leadership.
Keywords					
T. L .R. (s) Manila cards, markers, reco			ers, recorded	l audios visual	
Ref:	Ghanaian La	anguage curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment) Phase 3: Plenary / Refle		Phase 3: Plenary / Reflections	
	Engage leaners to sing songs and recite familiar rhymes	 Show learners how numbers and shapes Call learners to poi 	d. w to differen s. int to a shap	tiate letters from	What have we learnt today? Review the lesson with learners

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Engage leaners to sing songs	Show learners how to differentiate letters from	What have we learnt today?
and recite familiar	numbers and shapes.Call learners to point to a shape as requested	Review the lesson with
rhymes	Assessment: let learners point to a shape as requested	learners
Engage	Display the letters of the alphabet, numbers and	What have we learnt
leaners to	shapes on the board.	today?
sing song	Show learners how to differentiate letters from	
and recite	numbers and shapes.	
familiar	Call learners to point to a shape as requested	Review the lesson with
rhymes		learners
	Assessment: let learners point to a shape as requested	

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NANA FIIFI ACQUAH	
	 LESSON PLAN

Week Ending:			Class size:			
Day: Wedne	esday		Da	Date :		
Period :		Les	Lesson:			
Strand : ALL	AROUND US	Sub-st	and :	LIGHT – DAY AND NIGHT		
Indicator (co	ode)	K1.6.8.1.4				
Content star	ndard (code)	K1.6.8.1				
		Demonstrate understand	ing of	the sources of light for da	y and night	
Performance	e Indicator	Learners can use a variet orally	of ne	ew vocabulary learnt abou	ut light to form sentences	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development an Leadership Critical Thinking and Problem Solving.				ersonal Development and		
Keywords				9,		
T. L .R. (s)		Poster/ cut out picture ,	oster/ cut out picture, Cut out shapes, big books, counters, crayons			
Ref: Kindergarten Curriculum Page						
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter (preparing the brain for learning)	(new learning including assessment) Plenary / Reflections			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 conversation poster. Have learners discuss the uses of light in their everydatife 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.		light on a conversations of light in their everyday arnt. and make simple	Review lesson with Learners by singing songs in relation to it	

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	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.
	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.
	On his way back, he trips and the bag containing the
	bulbs fell and one got broken, how many bulbs would
	the family use?
	Assessment: let learners use a variety of new
	vocabulary learnt about light to form sentences orally
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NANA FIIFI ACQUAH	
	 LESSON PLAN

Week Ending:				Class size:		
Day: Thursd	ay		I	Date :		
Period :			I	Less	son :	
Strand: ALL	AROUND US	Su	ıb-strand	d : L	IGHT – DAY AND NIGHT	
Indicator (co	de)	K1.6.8.1.5				
Content star	ndard (code)	K1.6.8.1				
		Demonstrate understanding of the sources of light for day and night.				
Performance	e Indicator	Learners can identify manmade environme	•	ve a	and talk about art in th	e immediate natural and
Core Compe	tencies: Crea	tivity and Innovation (Commun	nicat	tion and Collaboration Pe	ersonal Development and
Leadership C	Critical Thinkir	ng and Problem Solvin	ıg.			
Keywords),	
T. L .R. (s)		Poster/ cut out pictu	ire , Cut	ou	shapes, big books, cour	nters, crayons
Ref:	Kindergarte	n Curriculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning includi	ing asses	ssm	ent)	Plenary / Reflections
	(preparing					
	the brain for learning)					
Thursday	Have	Using a conversation	nal postei	r of	the sources of light	Review lesson with
·	learners to		=		arners to identify the	Learners by singing
	sing songs and recite	natural and artificial sources. songs in relation				
	rhymes that relate to the lesson.	late Scenes.				
		Have learners connec	ct the lig	hts	on the posters to those	
		found in their environmanmade lights.	onment fo	ocu	sing on natural and	

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	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	
	Assessment: let learners identify and talk about art in the immediate natural and manmade environment	
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NANA FIIFI ACQUAH	
	 LESSON PLA

Week Ending:			Class size:			
Day: Friday				Date :		
Period :				Less	on:	
Strand: ALL	AROUND US	5	Sub-stran	id : LI	GHT – DAY AND NIGHT	
Indicator (co	ode)	K1.6.8.1.6				
Content star	ndard (code)	K1.6.8.1				
		Demonstrate unde	erstanding	g of th	ne sources of light for d	ay and night.
Performance	e Indicator	Learners can use no out "how many"? (mes,	counting sequences ar	nd how to count to find
		tivity and Innovation		nicat	ion and Collaboration F	ersonal Development and
Keywords					7/	
T. L .R. (s)		Poster/ cut out pict	out picture, Cut out shapes, big books, counters, crayons			
Ref:	Kindergarte	n Curriculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter (preparing the brain for learning)	(new learning including assessment) Plenary / Reflections				Plenary / Reflections
Friday	Have learners to sing songs and recite rhymes that relate to the lesson.	Let them be in pair person picks and the	g and seq ds, assist lo unt the nu rs and pla he other o ctivity indi d and the	uenc earne umbe ay "pi count ividua	ing. Using cut out ers to pick a number r using given counters. ck and count" (one s).	Review lesson with Learners by singing songs in relation to it

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	Extend this activity to matching objects with the
	number name.
	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.
	Let learners play with number name cards during the
	reading and the post-reading stages to enhance their
	understanding.
	Assessment: let learners use number names and
	counting sequences to find out "how many"? (up to 9)

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TERM THREE KG ONE WEEK 10

NANA FIIFI ACQUAH	
	 LESSON PLAN

Week Ending	g:			Class size:	
Day: Monda	Monday Date:				
Period :		Le	sson :		
Strand: ALL	AROUND US	Sub-st	and :	CHANGING WEATHER CO	NDITIONS
Indicator (co	ode)	K1.6.9.1.1			
Content star	ndard (code)	K1.6.9.1 Demonstrate understanding of changing weather conditions and seasons.			
Performance	e Indicator	Learners can sing and talk about the weather condition in Ghana.			
=		es: Creativity and Innovation Communication and Collaboration Personal Development and Il Thinking and Problem Solving.			
Keywords					
T. L .R. (s)	T. L.R. (s) Poster/ cut out picture, Cut out shapes, big books, counters, crayons			nters, crayons	
Ref:	Kindergarte	n Curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)		Phase 3: Plenary / Reflections	
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. Whether the weather" 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	

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	Have learners sound out the names of the weather condition and share personal experiences on weather conditions.
	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.
	Using a weather chart, discuss with learners how to cater for oneself during the different seasons.
	Have learners be in pair and do charade depict what they do on different weather conditions
	Assessment: let learners talk about the weather condition in Ghana.

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NANA FIIFI ACQUAH	
	 LESSON PLAN

Week Ending	g:			Class size:	
Day: Tuesda	ay	Date :			
Period :			Le	sson :	
Strand: ALL	AROUND US	Sub	o-strand :	CHANGING WEATHER CO	NDITIONS
Indicator (co	ode)	K1.6.9.1.2			
Content star	ndard (code)	K1.6.9.1			
		Demonstrate understa	anding of	changing weather conditi	ons and seasons.
Performance	e Indicator	_		page and illustrations and the weather condition	listen to and respond to
Core Compe	tencies: Crea	tivity and Innovation Co	ommunic	ation and Collaboration Pe	ersonal Development and
Leadership C	Critical Thinkir	ng and Problem Solving.			
Keywords					
T. L.R. (s) Poster/ cut out picture, Cut out shapes, big books, counters, crayons			nters, crayons		
Ref:	Kindergarte	n Curriculum Page	n Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning includin	ng assess	ment)	Phase 3: Plenary / Reflections
Tuesday	Have learners to sing songs and recite rhymes that relate to the lesson.	learners to identify the cover page, the writer/author		Review lesson with Learners by singing songs in relation to it	

NANA FIIFI ACQUAH	Have learners identify the weather conditions read about and tell the order in which they appeared. E.g. rainy weather came 1 st , sunny 2 nd , windy 3 rd , etc. Have them tell the position of the following:
	I 2 3 4 4 5 6 7 table chair duster ruler chalk
	Extend this numeracy concept with grids for them to describe the position of a given numbers/ object/ etc.
	0 1 2
	4 3 5
	6 7 8
	Assessment: let learners respond to a read aloud text on changes in the weather condition

Vetted by : Date : Date :

NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE KINDERGARTEN ONE

Week Ending	g:			Class size:	
Day:			Dat	te:	
Period :			Les	son:	
Strand : Writ	ting		ub-strand: Fonnect Soun	nd: Phonics: Letter Sound Knowledge (Blend and Sounds)	
Indicator (co	ode)	KG1.1.4.1.3			
Content star	ndard (code)	KG1.1.4.1.			
Performance	e Indicator	The learner should recognise the alphabet in order			
Core Compe	tencies: Com	nmunication and colla	boration Pe	rsonal development and	leadership.
Keywords					
T. L .R. (s)		Manila cards, marke	rs, recorded	l audios visual	
Ref:	Ghanaian La	anguage curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning includ	ing assessn	nent)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	arranged in order.Allow learners to a letters. Assessment: let learners	v the letters arrange in or	of the alphabet are	What have we learnt today? Review the lesson with learners
		letters.			

NANA FIIFI ACQUAH

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

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NANA FIIFI ACQUAH	
	LESSON PLAN

Week Ending	g:			Class size:		
Day : Wedne	esday		Dat	e:		
Period :	d: Lesson:					
Strand : ALL	AROUND US	Sub-stra	nd : (CHANGING WEATHER CO	NDITIONS	
Indicator (co	de)	K1.6.9.1.3				
Content star	ndard (code)	K1.6.9.1				
		Demonstrate understandin	g of	changing weather conditi	ons and seasons.	
Performance	e Indicator	Learners can identify initial appropriate pictures.	lette	r-sounds of weather and	write them under the	
-		tivity and Innovation Commi	ınica	tion and Collaboration Pe	ersonal Development and	
	Critical Thinkir	ng and Problem Solving.				
Keywords						
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons				
Ref:	Kindergarte	en Curriculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including ass	essn	nent)	Plenary / Reflections	
	(preparing the brain for learning)					
Wednesday	Have	Using pictures, guide learne	ers to	identify and name the	Review lesson with	
Weariesady	learners to	initial letter sounds of the		•	Learners by singing	
	sing songs and recite	as done in K1.6.8.1.3	u110	as weather containens	songs in relation to it	
	rhymes	Ask learners to use letter of	ards	and match with the		
	that relate					
	to the lesson.	pictures. Guide learners to write the letter sounds under picture				
	iesson.			•		
		of the weather conditions. You can let them post the letter under the picture too				
		ictiei under the picture tot	•			
		Assessment: let learners id	entif	/ initial letter-sounds of		
		weather and write them ur				

Vetted by :...... Date :

NANA FIIFI ACQUAH	
	 LESSON PLAN

Week Endin	g:			Class size:	
Day: Thurso	lay		Dat	e :	
Period : Lesson :					
Strand: ALL	AROUND US	Sub-stran	d : 0	HANGING WEATHER CO	NDITIONS
Indicator (co	ode)	K1.6.9.1.4			
Content star	ndard (code)	K1.6.9.1			
		Demonstrate understanding	of c	hanging weather conditi	ons and seasons.
Performanc	e Indicator	Learners can use the vocabu	lary	learnt to talk about the	weather
		tivity and Innovation Commu ng and Problem Solving.	nica	tion and Collaboration Po	ersonal Development and
Keywords				7/	
T. L .R. (s)		Poster/ cut out picture, Cu	t ou	t shapes, big books, cour	nters, crayons
Ref:	Kindergarte	n Curriculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing the brain for learning)	(new learning including asse	Plenary / Reflections		
Thursday	Have	Discuss the different weather	er co	nditions on a	Review lesson with
	learners to sing songs and recite rhymes that relate to the lesson.	conversational poster with le cards and guide learners to r sunny, cloudy, rain, wind, etc sentences orally with the voc learners into groups. Give each group picture- wo weather – rainy, windy, sunr cloud. In turns learners pick and rea	read c. As cabu rd c ny, c	e.g. <i>rainy, windy,</i> k them to form llary acquired. Put ards of names of the loudy, rain, wind, sun,	Learners by singing songs in relation to it
thing about the word. Make				art from the words	

NANA FIIFI ACQUA	they read. Have learners draw and colour any of th	ne
	weather conditions and talk about it.	
	Assessment: let learners use the vocabulary learnt talk about the weather	to
Vetted by:	Signature:	Date :

NANA FIIFI ACQUAH	
	LESSON PLAN

Week Ending	g:				Class size:	
Day: Friday				Date	:	
Period :				Less	on :	
Strand : ALL	AROUND US	S	Sub-stran	nd : Cl	HANGING WEATHER C	ONDITIONS
Indicator (co	ode)	K1.6.9.1.5				
Content star	ndard (code)	K1.6.9.1				
		Demonstrate unde	rstanding	g of ch	nanging weather cond	tions and seasons.
Performance	e Indicator	Learners ca	n identify	y, obs	erve and talk about a	t in the immediate
	Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development eadership Critical Thinking and Problem Solving.					Personal Development and
T. L .R. (s) Poster/ cut out picture , Cut out shapes, big books Ref: Kindergarten Curriculum Page			shapes, big books, co	unters, crayons		
	- Killaci garte	ir carriculari r age				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter (preparing the brain for learning)	(new learning inclu	iding asse	essme	ent)	Plenary / Reflections
Friday	Have learners to sing songs and recite rhymes that relate to the lesson.	sentences (You can strips). Have Learners mak them. Give out som compare the numb language "more the	of each of e weather of make so ke their ow ne numer pers by us an", "less are the nu	them r voca ome of which the care than than the care than	these sentences on the sentences and talk about day, let learners be comparative ", "same as." of objects in the class	

NANA FIIFI ACQUAH	Assessment: let l	earners identify, observe and ta	alk
	about art in the i		
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TERM THREE KG ONE WEEK 11

NANA FIIFI ACQUAH	
	 LESSON PLAN

Week Ending	g:				Class size:	
Day : Monda	ny		1	Date	e :	
Period :			1	Less	on:	
Strand : MY	GLOBAL COM	IMUNITY Sub	o-stranc	d : №	IY GLOBAL COMMUNITY	
Indicator (co	ode)	K1.7.1.1.1				
Content star	ndard (code)	K1.7.1.1				
		Demonstrate understa	anding	of d	ifferent ways we connec	ct and communicate with
		the global world			1 91	
Performance	e Indicator					
-		tivity and Innovation Cong and Problem Solving		nicat	ion and Collaboration Pe	ersonal Development and
Keywords					9,	
T. L .R. (s)		Poster/ cut out picture	e, Cut	tout	shapes, big books, cour	iters, crayons
Ref:	Kindergarte	n Curriculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning includin	ng asse	ssm	ent)	Plenary / Reflections
	(preparing					
	the brain					
Monday	for learning) Have	In a community circle	time h	121/0	learners sit in a semi-	Review lesson with
Wioriday	learners to				out different means of	Learners by singing
	sing songs					songs in relation to it
	and recite		transport (if you do not know any poem/rhyme/song on			
	rhymes means of transport, create one).					
	that relate					
	to the	Guide learners to discuss the means of transport				
	lesson.	mentioned in the poe	ern.			
		Use the discussion to	introdu	uce	the sub-theme. Using	
		conversational poster on means of transports, guide				

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	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	
	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. 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)	
	Assessment: let learners talk about the various means	
	by which we connect with the international community-	
	Transportation.	
Vetted by :	Signature:	Date:

NANA FIIFI ACQUAH	
	 LESSON PLAN

Week Ending	g:			Class size:	
Day: Tuesda	ny		Da	te:	
Period :			Les	son :	
Strand : MY	GLOBAL COM	IMUNITY Sub-st	rand :	MY GLOBAL COMMUNITY	
Indicator (co	ode)	K1.7.1.1.2			
Content star	ndard (code)	K1.7.1.1			
		Demonstrate understand the global world.	ling of	different ways we connec	ct and communicate with
Performance	e Indicator	Learners can talk abou	t the	various means by whic	ch we connect with the
		international community	-Trade		
=		tivity and Innovation Comng and Problem Solving.	munica	tion and Collaboration P	ersonal Development and
Keywords		()			
T. L .R. (s)		Poster/ cut out picture ,	Cut ou	it shapes, big books, coui	nters, crayons
Ref:	Kindergarte	n Curriculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing the brain for learning)	(new learning including	assessr	nent)	Plenary / Reflections
Tuesday	Have	Have learners sit in a sen	ni-circle	position and say a	Review lesson with
	learners to sing songs	poem about buying and	selling.		Learners by singing songs in relation to it
	and recite	Using a conversational p	oster/p	ictures, discuss how	
	rhymes that relate to the	traders buy and sell in ot	her co	untries.	
	lesson.	Have word cards for the	keywo	ds and assist learners	
		pronounce them and use	some	to make simple	
		sentences.			

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	Discuss with learners some of the basic reasons why	
	people travel to other countries to trade and some of	
	the things people trade in.	
	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	
	Assessment: let learners talk about the various means	
	by which we connect with the international community-	
	Trade.	

Vetted by :	Signature:		Date :
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NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE KINDERGARTEN ONE

Week Endin	g:			Class size:	
Day:			0	Date :	
Period :			L	esson :	
Strand : Wri	ting Conventi	on s/ Usage	Sub-strand	: Penmanship/Handwritin	g
Indicator (co	ode)	KG1.3.1.1. 2			
Content star	ndard (code)	KG1.3.1.1.			
Performance	e Indicator	The learner should move the wrist from left t			evelop their motor skills.
Core Competencies: Communication and collaboration		ollaboration	Personal development and	l leadership.	
Keywords					
T. L .R. (s)		Manila cards, mar	rkers, record	led audios visual	
Ref:	Ghanaian La	anguage curricului	m		
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing the brain for learning)	(new learning incl	luding asses	ssment)	Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	learners. • Assist learners t their wrist from learners	o develop theft to right	t of the wrist in front of neir motor skills by moving the the wrist from left to	What have we learnt today? Review the lesson with learners
		right			

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Engage	Demonstrate the movement of the wrist in front of	What have we learnt
leaners to	learners.	today?
sing songs and recite familiar rhymes	 Assist learners to develop their motor skills by moving their wrist from left to right Assessment: let learners move the wrist from left to right 	Review the lesson with learners
Engage	Demonstrate the movement of the wrist in front of	What have we learnt
leaners to	learners.	today?
sing songs	 Assist learners to develop their motor skills by moving 	
and recite	their wrist from left to right	
familiar		Review the lesson with
rhymes		learners
	Assessment: let learners move the wrist from left to	
	right	

	Vetted by	/:	Signature:	Date :
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NANA FIIFI ACQUAH	
	 LESSON PLAN

Week Endin	g:			Class size:	
Day: Wedne	esday		Da	te:	
Period :			Les	son :	
Strand : MY	GLOBAL COM	IMUNITY Sub-str	and :	MY GLOBAL COMMUNITY	
Indicator (co	ode)	K1.7.1.1.3			
Content star	ndard (code)	K1.7.1.1			
		Demonstrate understandi the global world	ng of	different ways we connec	ct and communicate with
Performance	e Indicator	Learners can identify and sentence	cover	and back page of a book	c and read aloud a simple
		tivity and Innovation Comn ng and Problem Solving.	iunica	tion and Collaboration Pe	ersonal Development and
Keywords		(/			
T. L .R. (s)		Poster/ cut out picture ,	Cut ou	it shapes, big books, cour	nters, crayons
Ref:	Kindergarte	n Curriculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing the brain for learning)	(new learning including a	ssessr	nent)	Plenary / Reflections
Wednesday	Have learners to sing songs and recite rhymes that relate to the lesson.	In a community circle time theme and ask learners to back of the book as part of the illustrator of the book. Have use the cover page a predict the content of the assist learners read.	ident f the e title nd co	ify the front and the ore-reading activity. the writer/author and other illustrations to	Review lesson with Learners by singing songs in relation to it

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	aloud the text. Ask question during the reading to assist	
	learners monitor their understanding.	
	Use questions to let learners respond to the text.	
	You can have them role play their understanding of the text.	
	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.	
	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	
	Assessment: let learners read aloud a simple sentence	

Vetted by :	Signature:	Date :

NANA FIIFI ACQUAH	
	 LESSON PLAN

Week Endin	g:			(Class size:	
Day: Thursday		D	ate	:		
Period :			Le	esso	on:	
Strand : MY	GLOBAL COM	IMUNITY Sub	o-strand	: M	Y GLOBAL COMMUNITY	
Indicator (co	ode)	K1.7.1.1.4				
Content star	ndard (code)	K1.7.1.1				
		Demonstrate understate the global world.	anding o	of di	fferent ways we connec	ct and communicate with
Performance	e Indicator	Learners can blend inc	dividual	sou	nds to decode words w	hich relates to the theme
		and write the words in	n their bo	ook	35	
-		•		cati	on and Collaboration P	ersonal Development and
Leadership (Critical Thinkir	ng and Problem Solving.				
Keywords		, (
T. L .R. (s)		Poster/ cut out picture	e, Cuto	out	shapes, big books, cou	nters, crayons
Ref:	Kindergarte	n Curriculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter (preparing the brain for learning)	(new learning includin	ng assess	sme	ent)	Plenary / Reflections
Thursday	Have	sing a letter-sound cha	art, revis	se tl	he letter sounds	Review lesson with
	learners to	learnt. With the use o	of letter c	card	ls, guide learners to	Learners by singing
	sing songs and recite	arrange the letters to	form wo	ords		songs in relation to it
	rhymes that relate	Have learners use som	ne of the	e wo	ords to construct	
	to the	simple sentences on t	their own	า (y	ou can write some of	
	lesson.	the sentences on strip	os).			
		Let learners write few	w of the v	wor	ds in their books.	

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	Using conversational poster, have learners draw their	
	favourite type of transport and compare their art works using positive language	
	Assessment: let learners blend individual sounds to decode words which relates to the theme and write the words in their books	
Vottod by	Cignatura	Data :

NANA FIIFI ACQUAH	
	 LESSON PLAN

Week Endin	g:				Class size:	
Day: Friday				Date	:	
Period :				Less	on:	
Strand : MY	GLOBAL COM	IMUNITY S	Sub-strand	d : Ⅳ	Y GLOBAL COMMUNITY	
Indicator (co	ode)	K1.7.1.1.5				
Content star	ndard (code)	K1.7.1.1 Demonstrate under the global world.	rstanding	of d	fferent ways we connec	ct and communicate with
Performance	e Indicator	Learners ca situation	an use vo	cabu	lary leant to form sim	ple sentences in real life
		tivity and Innovation ng and Problem Solvi		nicat	on and Collaboration Pe	ersonal Development and
Keywords						
T. L .R. (s)		Poster/ cut out pict	ture, Cut	t out	shapes, big books, cour	nters, crayons
Ref:	Kindergarte	n Curriculum Page				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inclu	ding asse	essm	ent)	Phase 3: Plenary / Reflections
Friday	Have learners to sing songs and recite rhymes that relate to the lesson.	each form a senten to buy goods for my travel to China. My car etc. Learners to	nce with a y friends. y parents a o role play sell using t	word will and I how the r	will go to Togo with a neighbouring narket centre as a tool.	Review lesson with Learners by singing songs in relation to it

NANA FIIFI ACQUAH		
	Using story problems guide learners to add or subtract	
	single digit numbers which sums up to 9.	
	Assessment: let learners use vocabulary leant to form simple sentences in real life situation	
Vetted by :	Signature:	

TERM THREE KG ONE WEEK 12

NANA FIIFI ACQUAH	
	 LESSON PLAN

Week Endin	g:			Class size:	
Day : Monda	ay		D	ate:	
Period :			Le	esson :	
Strand : MY	GLOBAL COM	IMUNITY Su	ıb-strand	: MY GLOBAL COMMUNITY	
Indicator (co	ode)	K1.7.1.1.1			
Content sta	ndard (code)		standing o	f different ways we connec	ct and communicate with
Performanc	e Indicator				
		tivity and Innovation (ng and Problem Solvin		cation and Collaboration P	ersonal Development and
Keywords				/0,	
T. L.R. (s) Poster/ cut out picture,		ire , Cut o	out shapes, big books, cou	nters, crayons	
Ref:	Kindergarte	n Curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning includi	ing assess	sment)	Phase 3: Plenary / Reflections
Monday	Have learners to sing songs and recite rhymes that relate to the lesson.	circle position and sa transport (if you do r means of transport, of Guide learners to dis mentioned in the poor	ay a poem not know a create one scuss the n em.		Review lesson with Learners by singing songs in relation to it

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 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. 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) Assessment: let learners talk about the various means by which we connect with the international community.	learners to discuss various means one use to travel to
other countries e.g. to study, work, visit, etc 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. 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) Assessment: let learners talk about the various means	other countries e.g. air-aeroplane, sea-ship, road-car.
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. 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) Assessment: let learners talk about the various means	Discuss some of the basic reasons why people travel to
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. 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) Assessment: let learners talk about the various means	other countries e.g. to study, work, visit, etc
chosen means of transport. 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) Assessment: let learners talk about the various means	Have learners talk about the means through which one
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) Assessment: let learners talk about the various means	can travel to another country and tell why they like the
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) Assessment: let learners talk about the various means	chosen means of transport. Have learners be in groups
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) Assessment: let learners talk about the various means	according to their choice of means of transport.
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) Assessment: let learners talk about the various means	
line (divide large group so that no group will have number more than 10) Assessment: let learners talk about the various means	-
number more than 10) Assessment: let learners talk about the various means	Have each group present their number on a number
Assessment: let learners talk about the various means	line (divide large group so that no group will have
	number more than 10)
by which we connect with the international community-	Assessment: let learners talk about the various means
by which we connect with the international confindinty-	by which we connect with the international community-
Transportation.	Transportation.

Vetted by :		Signature:	Date :
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NANA FIIFI ACQUAH	
	 LESSON PLAN

Week Ending:				Class size:		
Day: Tuesday			C	Date :		
Period :			L	Lesson:		
Strand : MY	GLOBAL COM	IMUNITY Su	ıb-strand	I : M\	GLOBAL COMMUNITY	
Indicator (co	ode)	K1.7.1.1.2				
Content star	ndard (code)	K1.7.1.1				
		Demonstrate understanding of different ways we connect and communicate with the global world.				
Performance	e Indicator	Learners can international				hich we connect with the
Core Competencies: Crea Leadership Critical Thinkin		tivity and Innovation Communication and Collaboration Personal Development and				
Keywords		. () -		
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons				
Ref:	Kindergarte	n Curriculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter (preparing the brain for learning)	(new learning including assessment)		Plenary / Reflections		
Tuesday	Have learners to sing songs and recite rhymes that relate to the lesson.	Have learners sit in a poem about buying a Using a conversation traders buy and sell in Have word cards for pronounce them and sentences.	and selling nal poster in other co the keyw	ng. r/pict count	cures, discuss how cries.	Review lesson with Learners by singing songs in relation to it

NANA FIIFI ACQUAH		
	Discuss with learners some of the basic reasons why	
	people travel to other countries to trade and some of	
	the things people trade in.	
	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	
	Assessment: let learners talk about the various means	
	by which we connect with the international community-	
	Trade.	

Vetted by :	Signature:		Date :
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NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE KINDERGARTEN ONE

Week Ending	g:				Class size:	
Day:				Date	e:	
Period :				Less	son:	
Strand : Writ	ting Conventi	on s/ Usage	Sub-strand	d : P	enmanship/Handwriting	
Indicator (co	ode)	KG1.1.1.3				
Content star	ndard (code)	KG1.1.1.				
Performance	e Indicator	The learner should	The learner should move the wrist diagonally to develop motor skills			
Core Compe	tencies: Com	nmunication and co	llaboration	n Per	sonal development and	leadership.
Keywords						
T. L .R. (s)		Manila cards, markers, recorded audios visual				
Ref:	Ghanaian La	anguage curriculur	m			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter (preparing the brain for learning)	(new learning including assessment)				Plenary / Reflections
	Engage		e movemei	nt o	f the wrist in front of	What have we learnt
	leaners to					today?
	sing songs and recite	• Let learners mov	ve their wri	ist d	iagonally	
	familiar rhymes	Assessment: let le	earners mov	ve th	ne wrist diagonally	Review the lesson with learners

NANA FIIFI ACQUAH

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

etted by :	. Signature:	Date :
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NANA FIIFI ACQUAH	
	LESSON PLAN

Week Ending:			Class size:				
Day: Wedne	esday			Date :			
Period :				Less	on :		
Strand : MY	GLOBAL COM	IMUNITY S	Sub-stran	nd : №	1Y GLOBAL (COMMUNITY	
Indicator (co	de)	K1.7.1.1.3				CV	
Content star	ndard (code)	K1.7.1.1					
		Demonstrate unde	rstanding	g of d	ifferent way	s we connec	ct and communicate with
		the global world					
Performance	e Indicator	Learners can identi	ify and co	over a	and back pa	ge of a bool	and read aloud a simple
		sentence					
		tivity and Innovatior ng and Problem Solvi		ınicat	ion and Coll	aboration Pe	ersonal Development and
Keywords							
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons					
Ref:	Kindergarte	n Curriculum Page					
DAY	Phase 1:	Phase 2: Main					Phase 3:
	Starter	(new learning inclu	iding asso	essm	ent)		Plenary / Reflections
	(preparing the brain						
	for learning)						
Wednesday	Have learners to sing songs and recite rhymes that relate to the lesson.	In a community circle theme and ask learn back of the book as Assist learners to sethe illustrator of the Have use the cover predict the content assist learners read aloud the text. Ask learners monitor the	ners to ice s part of show the ne book. r page and t of the to	dentif the p title, d cor ext. U	y the front a re-reading a the writer/a ntent illustra Jse Echo-rea	and the activity. Author and tions to ading to	Review lesson with Learners by singing songs in relation to it

NANA FIIFI ACQU	AH
	Use questions to let learners respond to the text.
	You can have them role play their understanding of the text.
	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.
	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
	Assessment: let learners read aloud a simple sentence

/etted by :	Signature:	Date :
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NANA FIIFI ACQUAH	
	 LESSON PLAN

Week Ending:				Class size:			
Day: Thursday			D	Date :			
Period :			Le	Lesson:			
Strand: MY GLOBAL COM		IMUNITY Sub-	Sub-strand: MY GLOBAL COMMUNITY				
Indicator (co	ode)	K1.7.1.1.4					
Content standard (code)		K1.7.1.1					
		Demonstrate understanding of different ways we connect and communicate with the global world.					
Performance Indicator		Learners can blend individual sounds to decode words which relates to the theme					
		and write the words in their books					
=				cati	on and Collaboration P	ersonal Development and	
Leadership (Critical Thinkir	ng and Problem Solving.					
Keywords		. (
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons					
Ref:	Kindergarte	n Curriculum Page					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter (preparing the brain for learning)	(new learning including	ncluding assessment) Pl			Plenary / Reflections	
Thursday Have		sing a letter-sound cha	art, revis	Review lesson with			
	learners to	learnt. With the use of	f letter c	card	s, guide learners to	Learners by singing	
	sing songs arrange the letters		form wo	words. songs in relation			
	rhymes that relate	Have learners use som	ords to construct				
	to the	simple sentences on their own (you can write some of					
	lesson.	the sentences on strip	os).				
		Let learners write few	v of the v	wor	ds in their books.		

NANA FIIFI ACQUAH		
	Using conversational poster, have learners draw their	
	favourite type of transport and compare their art works using positive language	
	Assessment: let learners blend individual sounds to decode words which relates to the theme and write the words in their books	
Vetted by:	Signature:	Date:

NANA FIIFI ACQUAH	
	LESSON PLAN

Week Ending:				Class size:			
Day: Friday			Date :				
Period :				Lesson:			
Strand: MY GLOBAL COM		IMUNITY	Sub-strand: MY GLOBAL COMMUNITY				
Indicator (co	ode)	K1.7.1.1.5					
Content standard (code)		K1.7.1.1					
		Demonstrate understanding of different ways we connect and communicate with					
		the global world.					
Performance Indicator		Learners can use vocabulary leant to form simple sentences in real life situation					
		tivity and Innovationg and Problem Solv		nicat	tion and Collaboration Pe	ersonal Development and	
Keywords							
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons					
Ref:	Kindergarte	rten Curriculum Page					
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inclu				Phase 3: Plenary / Reflections	
Friday	Have learners to sing songs and recite rhymes that relate to the lesson.	each form a sented to buy goods for more travel to China. More car etc. Learners to countries buy and Discuss and draw countries.	eywords on a chart and guide I form a sentence with a word. It y goods for my friends. I will used to China. My parents and I witc. Learners to role play how not tries buy and sell using the mains and draw some things we be tries. It story problems guide learners and digit numbers which sums up		rd. E.g. I will go to Dubai Il use aeroplane to I will go to Togo with a v neighbouring market centre as a tool. ve buy from other	Review lesson with Learners by singing songs in relation to it	

NANA FIIFI ACQUAH	Assessment: let learners use vocabulary leant to form simple sentences in real life situation
Vetted by :	Signature: Date :
MIL	