

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

NANA FIFI ACQUAH SCHOOL

NANA FIIFI ACQUAH

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

NANA FIIFI ACQUAH SCHOOL

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

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	MY PERSONAL VALUES	iving and non-living thing
2	THE PARTS OF THE HUMAN BODY AND THEIR FUNCTIONS	MY CULTURAL VALUES	Living things: Animals (Domestic and wild)
3	CARING FOR THE PARTS OF MY BODY	MY NATIONAL AND CIVIC VALUES	Living things: Animals (Domestic and wild)
4	Keeping my Body healthy by eating good food and taking my vaccination	MY NATIONAL AND CIVIC VALUES	Water
5	MY ENVIRONMENT AND MY HEALTH	OUR BELIEFS	Air
6	Protecting ourselves from home and road accidents	KNOWING THE SPECIAL PLACES IN MY COMMUNITY	Plants -1
7	Protecting ourselves from home and road accidents	KNOWING (WHO) THE IMPORTANT PEOPLE / OCCUPATION IN MY COMMUNITY	Plants - 2
8	Types and members of my Family	KNOWING (WHO) THE IMPORTANT PEOPLE / OCCUPATION IN MY COMMUNITY	Gardening
9	Origin and History of my Family	KNOWING THE SPECIAL LEADERS IN MY COMMUNITY	Light - Day and Night
10	FAMILY CELEBRATIONS AND FESTIVALS	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	SOME MAJOR HISTORICAL LOCATIONS IN OUR COUNTRY	Connecting and communicating with the global community

Vetted by : Signature: Date :

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

YEARLY SCHEME OF LEARNING GHANAIAN LANGUAGE

WEEKS	TERM ONE	TERM TWO	TERM THREE
1	Songs Rhymes	Conversation	Asking and Answering Questions
2	Listening and Story Telling	Talking About Oneself, Family, People and Places	Giving and Following Commands/Instructions
3	Dramatisation and Role Play	Listening Comprehension	Presentation
4	Pre-Reading Activities	Print Concept	Phonics: Letter and Sound Knowledge (Blend and Connect Sounds)
5	Pre-Reading Activities	Print Concept	Phonics: Letter and Sound Knowledge (Blend and Connect Sounds)
6	Pre-Reading Activities	Phonological and Phonemic Awareness	Phonics: Letter and Sound Knowledge (Blend and Connect Sounds)
7	penmanship/Handwriting	penmanship/Handwriting	Writing Letters-Small and Capital
8	penmanship/Handwriting	penmanship/Handwriting	Writing Simple Words/Names of People and Places (Proper Nouns) Labelling Items in the Environment /Classroom
9	Integrating Grammar in Written Language (Use of Action Word)	Integrating Grammar in Written Language (Use of Qualifying Words)	Integrating Grammar in Written Language (Use of Qualifying Words)
10	Integrating Grammar in Written Language (Use of Action Word)	Integrating Grammar in Written Language (Use of Qualifying Words)	Integrating Grammar in Written Language (Use of Postpositions)
11	Building The Love And Culture Of Reading In Learners	Read Aloud with Children	Building The Love And Culture Of Reading In Learners
12	Building The Love And Culture Of Reading In Learners	Read Aloud with Children	Building The Love And Culture Of Reading In Learners

Vetted by : Signature: Date :

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

TERMLY SCHEME OF LEARNING

Termly Scheme of Learning (SOL) for KG 2 Term 3

WEEK	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	K2.6. ALL AROUND US	K2.6.1 Living and non-living thing	K2.6.1.1.1	K2.6.1.1.1 K2.6.1.1.2 K2.6.1.1.3 K2.6.1.1.4 K2.6.1.1.5 K2.6.1.1.6 K2.6.1.1.7	Poster/ cut out picture. Cut out shapes, big books, counters, crayons
2&3	K2.6. ALL AROUND US	K2.6.2 Living things: Animals (Domestic and wild)	K2.6.2.1.1	K2.6.2.1.1 K2.6.2.1.2 K2.6.2.1.3 K2.6.2.1.4 K2.6.2.1.5 K2.6.2.1.6 K2.6.2.1.7	Poster/ cut out picture. Cut out shapes, big books, counters, crayons
4	K2.6. ALL AROUND US	K2.6.3 Water	K2.6.3.1.1	K2.6.3.1.1 K2.6.3.1.2 K2.6.3.1.3 K2.6.3.1.4 K2.6.3.1.5 K2.6.3.1.6	Poster/ cut out picture. Cut out shapes, big books, counters, crayons
5	K2.6. ALL AROUND US	K2.6.4 Air	K2.6.4.1.1	K2.6.4.1.1 K2.6.4.1.2 K2.6.4.1.3 K2.6.4.1.4 K2.6.4.1.5 K2.6.4.1.6 K2.6.4.1.7	Poster/ cut out picture. Cut out shapes, big books, counters, crayons
6	K2.6. ALL AROUND US	K2.6.5 Plants -1	K2.6.5.1.1	K2.6.5.1.1 K2.6.5.1.2 K2.6.5.1.3 K2.6.5.1.4 K2.6.5.1.5 K2.6.5.1.6 K2.6.5.1.7	Poster/ cut out picture Cut out shapes, big books, counters, crayons
7	K2.6. ALL AROUND US	K2.6.6 Plants - 2	K2.6.6.1.1	K2.6.6.1.1 K2.6.6.1.2 K2.6.6.1.3 K2.6.6.1.4	Poster/ cut out picture.

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

NANA FIIFI ACQUAH

				K2.6.6.1.5 K2.6.6.1.6	Cut out shapes, big books, counters, crayons
8	K2.6. ALL AROUND US	K2.6.7 Gardening	K2.6.7.1.1	K2.6.7.1.1 K2.6.7.1.2 K2.6.7.1.3 K2.6.7.1.4 K2.6.7.1.5 K2.6.7.1.6	Poster/ cut out picture. Cut out shapes, big books, counters, crayons
9	K2.6. ALL AROUND US	K2.6.8 Light - Day and Night	K2.6.8.1.1	K2.6.8.1.1 K2.6.8.1.2 K2.6.8.1.3 K2.6.8.1.4 K2.6.8.1.5 K2.6.8.1.6 K2.6.8.1.7	Poster/ cut out picture. Cut out shapes, big books, counters, crayons
10	K2.7. ALL AROUND US	K2.6.9 Changing weather conditions	K2.6.9.1.1	K2.6.9.1.1 K2.6.9.1.2 K2.6.9.1.3 K2.6.9.1.4 K2.6.9.1.5 K2.6.9.1.6 K2.6.9.1.7	Poster/ cut out picture. Cut out shapes, big books, counters, crayons
11	K2.7. MY GLOBAL COMMUNITY	K2.7.1 Connecting and communicating with the global community	K2.7.1.1.1	K2.7.1.1.1 K2.7.1.1.2 K2.7.1.1.3 K2.7.1.1.4 K2.7.1.1.5 K2.7.1.1.6 K2.7.1.1.7	Poster/ cut out picture. Cut out shapes, big books, counters, crayons
12	K2.7. MY GLOBAL COMMUNITY	K2.7.1 Connecting and communicating with the global community	K2.7.1.1	K2.7.1.1.8	Poster/ cut out picture. Cut out shapes, big books, counters, crayons

Vetted by : Signature: Date :

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

TERMLY SCHEME OF LEARNING

KG 2 Ghanaian Language Term 3

Week	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1.	Oral Language	Asking and Answering Questions	KG2.1.9.1. KG2.1.9.1.	KG2.1.9.1.1 KG2.1.9.1.2	Pictures of animals, Manila cards, markers, recorded audiovisual
2.	Oral Language	Giving and Following Commands/Instructions	KG2.1.10.1.	KG2.1.10.1.1	Pictures of animals, Manila cards, markers, recorded audiovisual
3.	Oral	Presentation	KG2.1.11.1. KG2.1.11.1.	KG2.1.11.1.1 KG2.1.11.1.2	Manila cards, markers, recorded audio-visual
4.	Reading	Phonics: Letter and Sound Knowledge (Blend and Connect Sounds)	KG2.2.4.1.	KG2.2.4.1.1	Manila Cards, Class reader
5.	Reading	Phonics: Letter and Sound Knowledge (Blend and Connect Sounds)	KG2.2.4.1.	KG2.2.4.1.2	Manila Cards, Markers
6.	Reading	Phonics: Letter and Sound Knowledge (Blend and Connect Sounds)	KG2.2.4.1.	KG2.2.4.1.3	Word cards, Manila card Markers Word cards Manila card Markers
7.	Writing	Writing Letters-Small and Capital	KG2.3.3.1.	KG2.3.3.1.1	Word cards, Manila card Markers Word Cards, Manila card,

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

NANA FIIFI ACQUAH

8.	Writing	Writing Simple Words/Names of People and Places (Proper Nouns) Labelling Items in the Environment /Classroom	KG2.3.4.1.	KG2.3.4.1.1	Word cards, Manila card Markers Word Cards, Manila card,
9	Writing Conventions / Usage	Integrating Grammar in Written Language (Use of Qualifying Words)	KG2.5.4.1.1 KG2.5.4.1.2 KG2.5.4.1.3	KG2.5.4.1. KG2.5.4.1. KG2.5.4.1.	Word cards, Manila card Markers Word Cards, Manila card,
10	Writing Conventions / Usage	Integrating Grammar in Written Language (Use of Postpositions)	KG2.5.5.1.1 KG2.5.5.1.2	KG2.5.5.1. KG2.5.5.1.	Pictures of animals, Manila cards, markers, recorded audiovisual
11.	Extensive Reading	Building The Love And Culture Of Reading In Learners	KG2.6.1.1.1	KG2.6.1.1.	Manila Cards, Markers Reading materials
12.	Extensive Reading	Building The Love And Culture Of Reading In Learners	KG2.6.1.1.1	KG2.6.1.1.	Manila Cards, Markers Reading materials

Vetted by : Signature: Date :

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

NANA FIIFI ACQUAH

**TERM ONE
KG TWO
WEEK 1**

NANA FIIFI ACQUAH SCHOOL

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

Week Ending:		Class size:	
Day : Tuesday		Date :	
Period :		Lesson :	
Strand : ALL AROUND US		Sub-strand : LIVING AND NON-LIVING THINGS	
Indicator (code)	K2.6.1.1.1	K2.6.1.1.2	
Content standard (code)	K2.6.1.1 Demonstrate understanding of why some things are referred to as living and non-living things.		
Performance Indicator	<ul style="list-style-type: none"> Learners can talk about different types of living and non-living things around us Learners can participate actively in the shared reading of the big book which relates to the theme, and share more lessons learnt on the theme of the week. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
Ref:		Kindergarten Curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Have learners to sing songs and recite rhymes that relate to the lesson.	<ul style="list-style-type: none"> Theme discussion: Follow basic procedures of the community circle time (as in K2.1.1.1.1) and introduce the theme for the week. Display a conversational poster and some concrete materials related to the theme and engage learners in active discussion on things we can refer to as living things and things that are non-living. 	Review lesson with Learners by singing songs in relation to it

	<ul style="list-style-type: none"> • Go out for a nature walk with the learners. Take learners around the compound and let them identify and name the things they see. • Learners observe the things they see and pick some for the classroom. Back in the classroom, with the support of the poster, have learners classify things they have seen under living and nonliving things <p>• Teacher follows the steps of the KWL strategy instruction during the shared reading session of the informational text which relates to the theme to the learners (See lesson K2.1.2.1.2, also appendix 1)</p> <ul style="list-style-type: none"> • Check on the K and W before you read the text and the L after reading. <p>K- Have learners share their previous knowledge about living and nonliving thigs. W-have them ask question about what they want to know about the theme. Teacher reads and pauses often for the learners to identify answers to their questions. L- learners share the lessons learnt about the theme. E.g. examples of living things are plants, animals, human beings, etc, and non-living things- bags, spoon, table etc.</p> <p>Assessment: let learners talk about different types of living and non-living things around us</p>	
--	---	--

Vetted by : Signature: Date :

SUBJECT: GHANAIAN LANGUAGE

KINDERGARTEN TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Oral Language		Sub-strand : Asking and Answering Questions	
Indicator (code)	KG2.1.9.1.1.	KG2.1.9.1.2	
Content standard (code)	KG2.1.9.1.	KG2.1.9.1.	
Performance Indicator	<ul style="list-style-type: none"> • The learner should recognise and use the question words, “what”, “who”. • The learner should recognise and use the question words, “where” and when” 		
Core Competencies: Communication and collaboration Personal development and leadership.			
Keywords			
T. L .R. (s) Manila cards, markers, recorded audios visual			
Ref: Ghanaian Language curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Write questions on flashcards and show them to learners. • Let learners point to the question words ‘what’ and ‘who.’ • Lead learners to use “what” and “who” to form questions. E.g. What is your age? What did you do today? 	What have we learnt today? Review the lesson with learners

NANA FIIFI ACQUAH

		<p>Who is your mother? Who is your teacher?</p> <p>Assessment: let learners use “what” and “who” to form questions.</p>	
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Let learners recognise the question word. • Let learners recognise when to use the question word “where” E.g. Where is your school? Where is your house? Etc. • Let learners use known questions words to form questions. • Write questions on the board. <p>Assessment: let learners use known questions words to form questions</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Let learners recognise the new question word. • Let learners use the new question word “when” in their speech. Eg. When is your birthday? When did you eat today? Etc. <p>Assessment: let learners use known questions words to form questions</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

Vetted by : Signature: Date :

Week Ending:		Class size:	
Day : Wednesday		Date :	
Period :		Lesson :	
Strand : ALL AROUND US		Sub-strand : LIVING AND NON-LIVING THINGS	
Indicator (code)	K2.6.1.1.3	K2.6.1.1.4	
Content standard (code)	K2.6.1.1 Demonstrate understanding of why some things are referred to as living and non-living things.		
Performance Indicator	<ul style="list-style-type: none"> Learners can keep record of sight words and new content vocabulary learnt from the reading text on the theme Learners can recognize at least 75% of letter sounds in words 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Have learners to sing songs and recite rhymes that relate to the lesson.	<ul style="list-style-type: none"> List key words of the theme on the marker /chalk board and have learners learn the correct pronunciation of words. Teach the meaning of the words using contextual clues including pictures Show the words on cards and have learners study the spelling. and use the words to create their own sentences. Guide learners to copy the words in their books. <p>Play Alphabet Relay with learners.</p>	Review lesson with Learners by singing songs in relation to it

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

NANA FIIFI ACQUAH

		<p>Put learners in groups of 4 to compete for letter recognition and writing. Give each group a piece of chalk. Call out a letter and let two pupils from each group run to the chalk board and write both the small and capital letter. Call out another letter and let pupils take turns.</p> <p>Assessment: let learners identify at least 75% of letter sounds in words</p>	
--	--	---	--

Vetted by : Signature: Date :

Week Ending:		Class size:	
Day : Thursday		Date :	
Period :		Lesson :	
Strand : ALL AROUND US		Sub-strand : LIVING AND NON-LIVING THINGS	
Indicator (code)	K2.6.1.1.5	K2.6.1.1.6	
Content standard (code)	K2.6.1.1 Demonstrate understanding of why some things are referred to as living and non-living things.		
Performance Indicator	<ul style="list-style-type: none"> Learners can identify the letter-sound learnt for the week in words related to the theme and write the letter and key word boldly and legibly in their books Learners can identify, draw and colour two items each under living and non-living things 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
Ref:		Kindergarten Curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Thursday	Have learners to sing songs and recite rhymes that relate to the lesson.	<ul style="list-style-type: none"> Rapidly revise the letter sounds learnt so far. Follow the procedure as in K2 .1.1.1.5 to continue teaching the letter-sound for the week. Look for words in which we can find the new letter for the week	Review lesson with Learners by singing songs in relation to it

NANA FIIFI ACQUAH

		<p>Learners observe the things in their environment and indicate which one is living and which one is not. Have learners draw and label two living and non-living things each</p> <p>Assessment: let learners identify the letter-sound learnt for the week in words related to the theme and write the letter and key word boldly and legibly in their books</p> <p>Assessment: let learners identify, draw and colour two items each under living and non-living things</p>	
--	--	---	--

Vetted by : Signature: Date :

Week Ending:		Class size:	
Day : Friday		Date :	
Period :		Lesson :	
Strand : ALL AROUND US		Sub-strand : LIVING AND NON-LIVING THINGS	
Indicator (code)	K2.6.1.1.7		
Content standard (code)	K2.6.1.1 Demonstrate understanding of why some things are referred to as living and non-living things.		
Performance Indicator	Learners can tell the position and motion of objects in space. Using words such as below, to the right, behind etc.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Have learners to sing songs and recite rhymes that relate to the lesson.	Using objects in the class, scaffold learners to describe the various position that objects are at in the classroom. E.g. the teacher’s table, a non-living is at the front. Have learners describe their siting position relative to other learners. Introduce them to vocabularies such as: in front of, behind, on the third row, and other words that show position.	Review lesson with Learners by singing songs in relation to it

NANA FIIFI ACQUAH

		<p>e.g. Sesi is behind Neni. Scaffold learners to understand that object as well as humans can change their position any time moving from position to position in space.</p> <p>Assessment: let learners tell the position and motion of objects in space, sing words such as below, to the right, behind etc.</p>	
--	--	--	--

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

NANA FIIFI ACQUAH SCHOOL

NANA FIIFI ACQUAH

**TERM ONE
KG TWO
WEEK 2**

NANA FIIFI ACQUAH SCHOOL

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

KINDERGARTEN TWO

Week Ending:		Class size:	
Day : Monday		Date :	
Period :		Lesson :	
Strand : ALL AROUND US		Sub-strand : LIVING THINGS – DOMESTIC AND WILD ANIMALS	
Indicator (code)	K2.6.2.1.1	K2.6.2.1.2	
Content standard (code)	K2.6.2.1 Demonstrate understanding of the importance of domestic and wild animals.		
Performance Indicator	<ul style="list-style-type: none"> Learners can talk about different types of animals that live at home and in the bush and how human being care for domestic animals. Learners can Listen to a shared reading on a traditional story on how some animals became domestic animals 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Have learners to sing songs and recite rhymes that relate to the lesson.	Theme discussion: Follow basic procedures of the community circle time (as in K2.1.1.1.1) and introduce the theme for the week. Display a conversational poster and some concrete materials related to the theme and engage learners in active discussion. Call on learners randomly to answer questions or contribute to the discussion. <ul style="list-style-type: none"> Let learners talk about animals found in the home and those that are not at home. 	Review lesson with Learners by singing songs in relation to it

		<ul style="list-style-type: none">• Discuss with learners how and why domestic animals should be catered/cared for. <p>Take learners through picture reading and let them guess what the text will be about. Pretend and ask them to decode a word using the illustration. Read aloud the story and ask simple Story map questions on the setting, characters, the problem and the resolution of the problem.</p> <p>Learners think-pair share and then brainstorm as a whole class the differences between domestic and wild animals. Ask learners to think about why a wild animal would want to become a domestic animal.</p> <p>Assessment: let learners talk about different types of animals that live at home and in the bush and how human being care for domestic animals</p>	
--	--	--	--

Vetted by : Signature: Date :

SUBJECT: GHANAIAN LANGUAGE

KINDERGARTEN TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Oral Language		Sub-strand : Giving and Following Commands/Instructions	
Indicator (code)	KG2.1.10.1.1		
Content standard (code)	KG2.1.10.1.		
Performance Indicator	The learner should recognise what a command is and how to respond to commands		
Core Competencies: Communication and collaboration Personal development and leadership.			
Keywords			
T. L .R. (s) Manila cards, markers, recorded audios visual			
Ref: Ghanaian Language curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Let learners watch a short clip on giving and responding to commands. • Discuss the clip with learners. • Demonstrate command with a learner in class. • Help learners to recognise and respond to commands. E.g. Stand up! Sit down! Keep quiet! Assessment: let learners respond to commands	What have we learnt today? Review the lesson with learners

NANA FIIFI ACQUAH

	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Let learners watch a short clip on giving and responding to commands. • Discuss the clip with learners. • Demonstrate command with a learner in class. • Help learners to recognise and respond to commands. E.g. Stand up! Sit down! Keep quiet! <p>Assessment: let learners respond to commands</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Let learners watch a short clip on giving and responding to commands. • Discuss the clip with learners. • Demonstrate command with a learner in class. • Help learners to recognise and respond to commands. E.g. Stand up! Sit down! Keep quiet! <p>Assessment: let learners respond to commands</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

Vetted by : Signature: Date :

Week Ending:		Class size:	
Day : Tuesday		Date :	
Period :		Lesson :	
Strand : ALL AROUND US		Sub-strand : LIVING THINGS – DOMESTIC AND WILD ANIMALS	
Indicator (code)	K2.6.2.1.3	K2.6.2.1.4	
Content standard (code)	K2.6.2.1 Demonstrate understanding of the importance of domestic and wild animals.		
Performance Indicator	Learners can create an informational text on different types of animals using a variety of new vocabulary learnt from the conversational poster on domestic animals. <ul style="list-style-type: none"> Learners can tap and clap and count the syllables of the names of animals and lines of the song 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Poster/ cut out picture , Cut out shapes, big books, counters, crayons	
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Have learners to sing songs and recite rhymes that relate to the lesson.	Using the Language Experience Approach (LEA), create an informational text on Domestic animals. Learners observe the conversational poster on Animals and with leading questions, they create and dictate simple sentences to you. Write the story for them on a big sheet and use that as a reading text. E.g. There are different kinds of animals, Animals that lay eggs – hen, duck	Review lesson with Learners by singing songs in relation to it

NANA FIIFI ACQUAH

		<p>Animals that do not lay eggs-goat, dog Animals that have fur – rabbit, goat, dog, cat Animals that have feathers – hen, duck, parrot Teacher can add few sentences. Give the text a title. Ask learners to add illustrations to the text. Learners can copy this text into their exercise books if they want.</p> <p>Let learners mimic the sound of the various animals in the song.</p> <p>Old Macdonald has a farm. Play the song in the Computer or a tape and ask learners to sing along and mention names of animals and clap the syllables in their names.</p> <p>Clap or tap parts of the first line of the song (Old MacDonald) Substitute parts of the song with claps. Count the claps</p> <p>Assessment: let learners tap and clap and count the syllables of the names of animals and lines of the song</p>	
--	--	---	--

Vetted by : Signature: Date :

Week Ending:		Class size:	
Day : Wednesday		Date :	
Period :		Lesson :	
Strand : ALL AROUND US		Sub-strand : LIVING THINGS – DOMESTIC AND WILD ANIMALS	
Indicator (code)	K2.6.2.1.5		
Content standard (code)	K2.6.2.1 Demonstrate understanding of the importance of domestic and wild animals.		
Performance Indicator	Learners can identify the letter-sound learnt for the week in words related to the theme and write the letter and key word boldly and legibly in their books.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Have learners to sing songs and recite rhymes that relate to the lesson.	<ul style="list-style-type: none"> ☑ Rapidly revise the letter sounds learnt so far. ☑ Follow the procedure as in K2 .1.1.1.5 to continue teaching the letter sound for the week. Teach learners to Blend individual letter sound to form one syllabic words. <ul style="list-style-type: none"> • Practice with Pupils blending. • Two pupils hold individual letter card separately • They move towards each other slowly until they stand • close and put their letters together to read a syllable. 	Review lesson with Learners by singing songs in relation to it

NANA FIIFI ACQUAH

		<ul style="list-style-type: none">• Pupils practice more of these to help them blend easily <p>Assessment: let learners identify the letter-sound learnt for the week in words related to the theme and write the letter and key word boldly and legibly in their books</p>	
--	--	---	--

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCHOOL

Week Ending:		Class size:	
Day : Thursday		Date :	
Period :		Lesson :	
Strand : ALL AROUND US		Sub-strand : LIVING THINGS – DOMESTIC AND WILD ANIMALS	
Indicator (code)	K2.6.2.1.6		
Content standard (code)	K2.6.2.1 Demonstrate understanding of the importance of domestic and wild animals.		
Performance Indicator	Learners can observe, identify and talk about images, items and performances in artworks of everyday life		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Thursday	Have learners to sing songs and recite rhymes that relate to the lesson.	<ul style="list-style-type: none"> Let learners observe pictures of some animals, and talk about their characteristics, colours and size. Learners cut and paste animals in the two categories: domestic and wild animals Assessment: let learners identify and talk about images, items and performances in artworks of everyday life	Review lesson with Learners by singing songs in relation to it

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

Week Ending:		Class size:	
Day : Friday		Date :	
Period :		Lesson :	
Strand : ALL AROUND US		Sub-strand : LIVING THINGS – DOMESTIC AND WILD ANIMALS	
Indicator (code)	K2.6.2.1.7		
Content standard (code)	K2.6.2.1 Demonstrate understanding of the importance of domestic and wild animals.		
Performance Indicator	Learners can compare the size and height of different animals using the phrases, bigger than, taller than		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Have learners to sing songs and recite rhymes that relate to the lesson.	Using picture, guide learners to compare the size and height of animals. E.g. elephant is bigger than the fox, the giraffe is taller than the lion. Assessment: let learners compare the size and height of different animals using the phrases, bigger than, taller than	Review lesson with Learners by singing songs in relation to it

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

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

NANA FIIFI ACQUAH

TERM ONE

KG TWO

WEEK 3

NANA FIIFI ACQUAH SCHOOL

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

KINDERGARTEN TWO

Week Ending:		Class size:	
Day : Monday		Date :	
Period :		Lesson :	
Strand : ALL AROUND US		Sub-strand : LIVING THINGS – DOMESTIC AND WILD ANIMALS	
Indicator (code)	K2.6.2.1.1	K2.6.2.1.2	
Content standard (code)	K2.6.2.1 Demonstrate understanding of the importance of domestic and wild animals.		
Performance Indicator	Learners can talk about different types of animals that live at home and in the bush and how human being care for domestic animals. <ul style="list-style-type: none"> Learners can Listen to a shared reading on a traditional story on how some animals became domestic animals 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Poster/ cut out picture , Cut out shapes, big books, counters, crayons	
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Have learners to sing songs and recite rhymes that relate to the lesson.	Theme discussion: Follow basic procedures of the community circle time (as in K2.1.1.1.1) and introduce the theme for the week. Display a conversational poster and some concrete materials related to the theme and engage learners in active discussion. Call on learners randomly to answer questions or contribute to the discussion. <ul style="list-style-type: none"> Let learners talk about animals found in the home and those that are not at home. 	Review lesson with Learners by singing songs in relation to it

	<ul style="list-style-type: none">• Discuss with learners how and why domestic animals should be catered/cared for. <p>Take learners through picture reading and let them guess what the text will be about. Pretend and ask them to decode a word using the illustration. Read aloud the story and ask simple Story map questions on the setting, characters, the problem and the resolution of the problem.</p> <p>Learners think-pair share and then brainstorm as a whole class the differences between domestic and wild animals. Ask learners to think about why a wild animal would want to become a domestic animal.</p> <p>Assessment: let learners talk about different types of animals that live at home and in the bush and how human being care for domestic animals</p>	
--	--	--

Vetted by : Signature: Date :

SUBJECT: GHANAIAN LANGUAGE

KINDERGARTEN TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Oral Language		Sub-strand : Presentation	
Indicator (code)	KG2.1.11.1.1.	KG2.1.11.1.2	
Content standard (code)	KG2.1.11.1	KG2.1.11.1.	
Performance Indicator	<ul style="list-style-type: none"> The learner should Discuss the times of the day. The learner should Recognise the names of the days of the week. 		
Core Competencies: Communication and collaboration Personal development and leadership.			
Keywords			
T. L .R. (s) Manila cards, markers, recorded audios visual			
Ref: Ghanaian Language curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Write the different times of the day on flashcards. Use the flashcards to help learners recognise the different times of the day. Show a picture of the times of the day. Let learners match the pictures with the words on the flashcard. E.g. Morning, afternoon and evening. 	What have we learnt today? Review the lesson with learners

NANA FIIFI ACQUAH

		Assessment: let learners match the pictures with the words on the flashcard. E.g. Morning, afternoon and evening	
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Write the different names of the days of the week on flashcards. • Say them aloud to learners. • Let learners recognise the names of the days of the week from the card. E.g. Monday, Tuesday, Wednesday, etc. <p>Assessment: let learners identify the names of the days of the week from the card. E.g. Monday, Tuesday, Wednesday, etc.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Write the different names of the days of the week on flashcards. • Say them aloud to learners. • Let learners recognise the names of the days of the week from the card. E.g. Monday, Tuesday, Wednesday, etc. <p>Assessment: let learners the names of the days of the week from the card. E.g. Monday, Tuesday, Wednesday, etc.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

Vetted by : Signature: Date :

Week Ending:		Class size:	
Day : Tuesday		Date :	
Period :		Lesson :	
Strand : ALL AROUND US		Sub-strand : LIVING THINGS – DOMESTIC AND WILD ANIMALS	
Indicator (code)	K2.6.2.1.3	K2.6.2.1.4	
Content standard (code)	K2.6.2.1 Demonstrate understanding of the importance of domestic and wild animals.		
Performance Indicator	Learners can create an informational text on different types of animals using a variety of new vocabulary learnt from the conversational poster on domestic animals. <ul style="list-style-type: none"> Learners can tap and clap and count the syllables of the names of animals and lines of the song 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
Ref: Kindergarten Curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Have learners to sing songs and recite rhymes that relate to the lesson.	Using the Language Experience Approach (LEA), create an informational text on Domestic animals. Learners observe the conversational poster on Animals and with leading questions, they create and dictate simple sentences to you. Write the story for them on a big sheet and use that as a reading text. E.g. There are different kinds of animals, Animals that lay eggs – hen, duck	Review lesson with Learners by singing songs in relation to it

NANA FIIFI ACQUAH

		<p>Animals that do not lay eggs-goat, dog Animals that have fur – rabbit, goat, dog, cat Animals that have feathers – hen, duck, parrot Teacher can add few sentences. Give the text a title. Ask learners to add illustrations to the text. Learners can copy this text into their exercise books if they want.</p> <p>Let learners mimic the sound of the various animals in the song.</p> <p>Old Macdonald has a farm. Play the song in the Computer or a tape and ask learners to sing along and mention names of animals and clap the syllables in their names.</p> <p>Clap or tap parts of the first line of the song (Old MacDonald) Substitute parts of the song with claps. Count the claps</p> <p>Assessment: let learners tap and clap and count the syllables of the names of animals and lines of the song</p>	
--	--	---	--

Vetted by : Signature: Date :

Week Ending:		Class size:	
Day : Wednesday		Date :	
Period :		Lesson :	
Strand : ALL AROUND US		Sub-strand : LIVING THINGS – DOMESTIC AND WILD ANIMALS	
Indicator (code)	K2.6.2.1.5		
Content standard (code)	K2.6.2.1 Demonstrate understanding of the importance of domestic and wild animals.		
Performance Indicator	Learners can identify the letter-sound learnt for the week in words related to the theme and write the letter and key word boldly and legibly in their books.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Have learners to sing songs and recite rhymes that relate to the lesson.	<p>☑ Rapidly revise the letter sounds learnt so far.</p> <p>☑ Follow the procedure as in K2 .1.1.1.5 to continue teaching the letter sound for the week.</p> <p>Teach learners to Blend individual letter sound to form one syllabic words.</p> <ul style="list-style-type: none"> • Practice with Pupils blending. • Two pupils hold individual letter card separately • They move towards each other slowly until they stand 	Review lesson with Learners by singing songs in relation to it

NANA FIIFI ACQUAH

		<ul style="list-style-type: none">• close and put their letters together to read a syllable.• Pupils practice more of these to help them blend easily <p>Assessment: let learners identify the letter-sound learnt for the week in words related to the theme and write the letter and key word boldly and legibly in their books</p>	
--	--	--	--

Vetted by : Signature: Date :

Week Ending:		Class size:	
Day : Thursday		Date :	
Period :		Lesson :	
Strand : ALL AROUND US		Sub-strand : LIVING THINGS – DOMESTIC AND WILD ANIMALS	
Indicator (code)	K2.6.2.1.6		
Content standard (code)	K2.6.2.1 Demonstrate understanding of the importance of domestic and wild animals.		
Performance Indicator	Learners can observe, identify and talk about images, items and performances in artworks of everyday life		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Thursday	Have learners to sing songs and recite rhymes that relate to the lesson.	<ul style="list-style-type: none"> Let learners observe pictures of some animals, and talk about their characteristics, colours and size. Learners cut and paste animals in the two categories: domestic and wild animals Assessment: let learners identify and talk about images, items and performances in artworks of everyday life	Review lesson with Learners by singing songs in relation to it

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

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

Week Ending:		Class size:	
Day : Friday		Date :	
Period :		Lesson :	
Strand : ALL AROUND US		Sub-strand : LIVING THINGS – DOMESTIC AND WILD ANIMALS	
Indicator (code)	K2.6.2.1.7		
Content standard (code)	K2.6.2.1 Demonstrate understanding of the importance of domestic and wild animals.		
Performance Indicator	Learners can compare the size and height of different animals using the phrases, bigger than, taller than		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Have learners to sing songs and recite rhymes that relate to the lesson.	Using picture, guide learners to compare the size and height of animals. E.g. elephant is bigger than the fox, the giraffe is taller than the lion. Assessment: let learners compare the size and height of different animals using the phrases, bigger than, taller than	Review lesson with Learners by singing songs in relation to it

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

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

**TERM ONE
KG TWO
WEEK 4**

NANA FIIFI ACQUAH SCHOOL

KINDERGARTEN TWO

Week Ending:		Class size:	
Day : Monday		Date :	
Period :		Lesson :	
Strand : ALL AROUND US		Sub-strand : WATER	
Indicator (code)	K2.6.3.1.1	K2.6.3.1.2	
Content standard (code)	K2.6.3.1 Demonstrate understanding of the sources of water and its importance to human, plants and animals		
Performance Indicator	<ul style="list-style-type: none"> Learners can discuss where we get water from, its importance to living things and how to care for water sources. Learners can participate actively in the shared reading of the big book which relates to the theme, answer inferential questions, and demonstrate how sentences are written with spaces between the word 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
Ref:	Kindergarten Curriculum Page		
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.	<ul style="list-style-type: none"> Theme discussion: Follow basic procedures of the community circle time (as in K2.1.1.1.1) and introduce the theme for the week. <p>Display a conversational poster (#12) on sources of water and some concrete materials related to the theme and engage learners in active discussion.</p>	Review lesson with Learners by singing songs in relation to it

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

	<p>Call on learners randomly to answer questions or contribute to the discussion. Have learners recite a poem/rhyme or sing a song related to them, e.g. "Rain, rain go away."</p> <ul style="list-style-type: none">• Have learners observe the Conversational poster and dictate a story out of the pictures or watch and discuss a video on the sources of water. Using Language Experience Approach (LEA) have the learners create an informational text on Sources of Water. <p>Learners dictate the story to you and you write it on a big sheet for them. Let this become the reading text for the week</p> <p>Use the Big book on the Thirsty Crow. Do a Picture Walk through the text and have learners guess what the text will be about. Read the story aloud with all enthusiasm and pause often for the learners to predict what happens next in the story.</p> <p>Ask simple Story map questions on the setting, characters, the problem and the resolution of the problem.</p> <p>Learners think-pair share and then brainstorm as a whole class how water is very important to human beings and plants</p> <p>Assessment: let learners demonstrate writing of sentences with spaces between the word</p>	
--	--	--

Vetted by : Signature: Date :

SUBJECT: GHANAIAN LANGUAGE

KINDERGARTEN TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Reading		Sub-strand : Phonics: Letter and Sound Knowledge (Blend and Connect Sounds)	
Indicator (code)	KG2.2.4.1.1		
Content standard (code)	KG2.2.4.1.		
Performance Indicator	The learner should recognise and differentiate between all the upper and lower cases of the alphabets		
Core Competencies: Communication and collaboration Personal development and leadership.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:	Ghanaian Language curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Write on the board upper and lower cases of the letters of the alphabet. • Say them aloud for learners to listen. • Lead learners through discussion to differentiate between all the upper and lower cases of the alphabet. Assessment: let learners differentiate between all the upper and lower cases of the alphabets.	What have we learnt today? Review the lesson with learners

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

NANA FIIFI ACQUAH

	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Write on the board upper and lower cases of the letters of the alphabet. • Say them aloud for learners to listen. • Lead learners through discussion to differentiate between all the upper and lower cases of the alphabet. <p>Assessment: let learners differentiate between all the upper and lower cases of the alphabets.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Write on the board upper and lower cases of the letters of the alphabet. • Say them aloud for learners to listen. • Lead learners through discussion to differentiate between all the upper and lower cases of the alphabet. <p>Assessment: let learners differentiate between all the upper and lower cases of the alphabets.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

Vetted by : Signature: Date :

Week Ending:		Class size:	
Day : Tuesday		Date :	
Period :		Lesson :	
Strand : ALL AROUND US		Sub-strand : WATER	
Indicator (code)	K2.6.3.1.3		
Content standard (code)	K2.6.3.1 Demonstrate understanding of the sources of water and its importance to human, plants and animals		
Performance Indicator	Learners can use a variety of new vocabulary learnt about the sources and importance of water to all living things to create a text for reading using LEA		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Have learners to sing songs and recite rhymes that relate to the lesson.	Using the Language Experience Approach (LEA), create an informational text on Water. Learners observe the conversational poster on Sources of Water and with leading questions, have them dictate simple sentences to you orally and write the story for them on a big sheet and use that as a reading text throughout the week in addition to the Thirsty Crow. E.g. Good Water is clear and colourless. Animals drink water to live. Plants need water to grow.	Review lesson with Learners by singing songs in relation to it

NANA FIIFI ACQUAH

		<ul style="list-style-type: none">• Teacher can add few sentences. Give the text a title. Ask learners to add illustrations to the text. <p>Assessment: let learners use a variety of new vocabulary learnt about the sources and importance of water to all living things to create a text for reading</p>	
--	--	---	--

Vetted by : Signature: Date :

Week Ending:		Class size:	
Day : Wednesday		Date :	
Period :		Lesson :	
Strand : ALL AROUND US		Sub-strand : WATER	
Indicator (code)	K2.6.3.1.4		
Content standard (code)	K2.6.3.1 Demonstrate understanding of the sources of water and its importance to human, plants and animals		
Performance Indicator	<ul style="list-style-type: none"> Learners can blend the letter-sounds learn so far into syllables, read and write the syllables boldly and legibly in their books 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Have learners to sing songs and recite rhymes that relate to the lesson.	<ul style="list-style-type: none"> Rapidly revise the letter sounds learnt so far. Teach learners to blend individual letter sound to form one syllabic words. Practice creating many mono-syllabic words putting together consonant and vowel sounds. E.g. Ma, va, ba. Use the Pupils blending process. Call two pupils to the front and give them a consonant and a vowel sound. Let them hold individual letter card 	Review lesson with Learners by singing songs in relation to it

NANA FIIFI ACQUAH

		<p>separately and gradually and slowly move towards each other until they stand close to each other and put their letters together to read a syllable. Pupils practice more of this process to help them blend sounds easily.</p> <ul style="list-style-type: none">• Learners make their own simple words and copy them into their books <p>Assessment: let learners blend the letter-sounds learn into syllables, write the syllables boldly and legibly in their books</p>	
--	--	---	--

Vetted by : Signature: Date :

Week Ending:		Class size:	
Day : Thursday		Date :	
Period :		Lesson :	
Strand : ALL AROUND US		Sub-strand : WATER	
Indicator (code)	K2.6.3.1.5		
Content standard (code)	K2.6.3.1 Demonstrate understanding of the sources of water and its importance to human, plants and animals		
Performance Indicator	<ul style="list-style-type: none"> Learners can draw and colour different sources of water 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Thursday	Have learners to sing songs and recite rhymes that relate to the lesson.	Have learners look at the conversational poster again and draw and colour any two sources of water Assessment: let learners draw and colour different sources of water	Review lesson with Learners by singing songs in relation to it

Vetted by : Signature: Date :

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

Week Ending:		Class size:	
Day : Friday		Date :	
Period :		Lesson :	
Strand : ALL AROUND US		Sub-strand : WATER	
Indicator (code)	K2.6.3.1.6		
Content standard (code)	K2.6.3.1 Demonstrate understanding of the sources of water and its importance to human, plants and animals		
Performance Indicator	<ul style="list-style-type: none"> Learners can measure, estimate and compare the capacity of different containers of water 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Have learners to sing songs and recite rhymes that relate to the lesson.	<p>Provide different containers of water in the classroom and have learners fill the bottles, bowls and the containers, measure and estimate the volumes and compare the weight.</p> <p>Have learners use the different litres of existing water bottles and check which weight is heavier or less heavy.</p> <p>Centre time: Measure water with different sizes of bottles and compare volumes of different sizes of</p>	Review lesson with Learners by singing songs in relation to it

NANA FIIFI ACQUAH

		containers of water. Set up stations for different uses of water Assessment: let learners measure, estimate and compare the capacity of different containers of water	
--	--	--	--

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCHOOL

NANA FIIFI ACQUAH

**TERM ONE
KG TWO
WEEK 5**

NANA FIIFI ACQUAH SCHOOL

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

KINDERGARTEN TWO

Week Ending:		Class size:	
Day : Monday		Date :	
Period :		Lesson :	
Strand : ALL AROUND US		Sub-strand : AIR	
Indicator (code)	K2.6.4.1.1	K2.6.4.1.2	
Content standard (code)	K2.6.4.1 Demonstrate understanding that air is all around us and it is an important and beneficial natural resource for all living things.		
Performance Indicator	<ul style="list-style-type: none"> Learners can share their ideas with teacher and peers about the presence and importance of air to human being, animals and plants as they listen to a read aloud using an informational text. e.g. we breathe, air makes things burn Learners can use a variety of new vocabulary learnt about importance of air to create an informational text for reading using LEA 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Have learners to sing songs and recite rhymes that relate to the lesson.	Theme discussion: Follow basic procedures of the community circle time (as in K2.1.1.1.1) and introduce the theme for the week. Display a conversational poster and some concrete materials related to the theme, e.g. balloons, and engage learners in activities that shows air is around us.	Review lesson with Learners by singing songs in relation to it

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

	<p>E.g. Learners hold their nose for some few seconds, blow into balloons, hold their breath, etc.</p> <p>Learners share their experiences on the theme. Take learners for a Nature Walk and challenge them to look at the movement of leaves and for other evidence of Air around us.</p> <p>Centre time: Learners perform different experiments to show presence and importance of air around us and talk about their experiences</p> <ol style="list-style-type: none"> 1. Fill bottles with water and observe the bubbles, 2. Observe balloons fly, observe trees 3. Prepare and send kites into the air etc. <p>Using the Language Experience Approach (LEA), create an informational text on Air as important.</p> <p>Learners observe the conversational poster on the “Weather” and “Rainforest” and with leading questions, have them create and dictate simple sentences orally and the teacher should act as a scribe to write the story for them on a big sheet and use that as a reading text throughout the week.</p> <p>Teacher can add few sentences. Give the text a title. Ask learners to add illustrations to the text.</p> <p>Assessment: let learners use a variety of new vocabulary learnt about importance of air to create an informational text for reading</p>	
--	---	--

Vetted by : Signature: Date :

SUBJECT: GHANAIAN LANGUAGE

KINDERGARTEN TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Reading		Sub-strand : Phonics: Letter and Sound Knowledge (Blend and Connect Sounds)	
Indicator (code)	KG2.2.4.1.2		
Content standard (code)	KG2.2.4.1.		
Performance Indicator	The learner should Recognise letter names and connect them with their corresponding sounds		
Core Competencies: Communication and collaboration Personal development and leadership.			
Keywords			
T. L .R. (s) Manila cards, markers, recorded audios visual			
Ref: Ghanaian Language curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessmen	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Write the letters of the alphabet on the board. • Allow learners to relate sounds to their corresponding letters of the alphabet. E.g. A=/a/ Assessment: let learners identify letter names and connect them with their corresponding sounds.	What have we learnt today? Review the lesson with learners

NANA FIIFI ACQUAH

	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Write the letters of the alphabet on the board. • Allow learners to relate sounds to their corresponding letters of the alphabet. E.g. A=/a/ <p>Assessment: let learners identify letter names and connect them with their corresponding sounds.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Write the letters of the alphabet on the board. • Allow learners to relate sounds to their corresponding letters of the alphabet. E.g. A=/a/ <p>Assessment: let learners identify letter names and connect them with their corresponding sounds.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

Vetted by : Signature: Date :

Week Ending:		Class size:	
Day : Tuesday		Date :	
Period :		Lesson :	
Strand : ALL AROUND US		Sub-strand : AIR	
Indicator (code)	K2.6.4.1.3 K2.6.4.1.4		
Content standard (code)	K2.6.4.1 Demonstrate understanding that air is all around us and it is an important and beneficial natural resource for all living things.		
Performance Indicator	<ul style="list-style-type: none"> Learners can participate actively in the teacher-read-aloud of the text on Air, share lessons learnt on the theme of the week and demonstrate that words have spaces in a sentence. Learners can recognise and read 25% of sight words instantly and automatically 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
Ref:		Kindergarten Curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Have learners to sing songs and recite rhymes that relate to the lesson.	Teacher follows the steps of the KWL strategy instruction in reading aloud the informational text entitled AIR is all around us). (See lesson K2.1.2.1.2, also appendix 1) Have learners perform some simple activities showing that air is all around us.	Review lesson with Learners by singing songs in relation to it

	<p>Use the Practice Ladder-Sight words game.</p> <p>Draw a grid and write some common sight words the learners have learnt so far on the floor either outside or in the classroom</p> <p>good to sister dad in the mom o come he she in air water boy girl</p> <p>Divide the class into 3 to 4 groups (depending on the number of learners in the class).</p> <p>The rule of the game: Teacher read the sight word aloud and call on the groups to send a volunteer to hop on the word in the box on the floor and read it aloud too. If the child is correct, the group gets a point</p> <p>☐ If the child is incorrect, the group loses the chance and does not get a point. If nobody knows it, the teacher demonstrates and hop on the grid and no one gets a point.</p> <p>Select a group to start with</p> <p>Assessment: let learners read 25% of sight words instantly and automatically</p>	
--	--	--

Vetted by : Signature: Date :

Week Ending:		Class size:	
Day : Wednesday		Date :	
Period :		Lesson :	
Strand : ALL AROUND US		Sub-strand : AIR	
Indicator (code)	K2.6.4.1.5		
Content standard (code)	K2.6.4.1 Demonstrate understanding that air is all around us and it is an important and beneficial natural resource for all living things.		
Performance Indicator	Learners can blend the letter-sounds learnt so far into syllables, read and write the syllables boldly and legibly in their books.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Have learners to sing songs and recite rhymes that relate to the lesson.	<ul style="list-style-type: none"> Rapidly revise the letter sounds learnt so far. Teach learners to blend individual letter sound to form one syllabic words. E.g., go, do, to, ba. Give individual sounds to learners and let them practise creating many mono-syllabic words putting together consonant and vowel sounds. Use the Pupils blending process as found in K2. 6.3.1.4 	Review lesson with Learners by singing songs in relation to it

NANA FIIFI ACQUAH

		Assessment: let learners blend the letter-sounds learnt into syllables, and write the syllables boldly and legibly in their books	
--	--	---	--

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

NANA FIIFI ACQUAH SCHOOL

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

KINDERGARTEN TWO

Week Ending:		Class size:	
Day : Thursday		Date :	
Period :		Lesson :	
Strand : ALL AROUND US		Sub-strand : AIR	
Indicator (code)	K2.6.4.1.6		
Content standard (code)	K2.6.4.1 Demonstrate understanding that air is all around us and it is an important and beneficial natural resource for all living things.		
Performance Indicator	Learners can prepare and fly kites and other paper aeroplanes outside the classroom.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Thursday	Have learners to sing songs and recite rhymes that relate to the lesson.	Take learners through the preparation of kites and paper aeroplanes. Provide them with ruler or any measuring tool to measure length and breadth of cards or paper and threads or string to attach to the kites. Each in pairs, the learners use the paper and other tools to make kites and paper aeroplanes and other objects to play with to show that air is around us.	Review lesson with Learners by singing songs in relation to it

NANA FIIFI ACQUAH

		Assessment: let learners prepare and fly kites and other paper aeroplanes outside the classroom	
--	--	---	--

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

NANA FIIFI ACQUAH SCHOOL

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

Week Ending:		Class size:	
Day : Friday		Date :	
Period :		Lesson :	
Strand : ALL AROUND US		Sub-strand : AIR	
Indicator (code)	K2.6.4.1.7		
Content standard (code)	K2.6.4.1 Demonstrate understanding that air is all around us and it is an important and beneficial natural resource for all living things.		
Performance Indicator	Learners can classify objects in the environment according to those that have weight and heavy and those without weight and less heavy, count the number of objects in each category up to 20		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Poster/ cut out picture , Cut out shapes, big books, counters, crayons	
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Have learners to sing songs and recite rhymes that relate to the lesson.	Provide learners with variety of objects picked from the environment and around the school, e.g. leaves, pens, paper, balloons, paper aeroplanes, bottle tops, bottles with water, empty bottles, rocks. Working in small groups, have learners use non-standardized scales to estimate the weight of these objects and then classify them into two groups, objects	Review lesson with Learners by singing songs in relation to it

NANA FIIFI ACQUAH

		<p>that have weight and heavy, and objects that have little weight and less heavy.</p> <p>Using bottle tops or other countable objects, guide learners to pick and count the number of objects in each category.</p> <p>Pick the numeral card which matches with the number of objects.</p> <p>Assessment: let learners classify objects in the environment according to those that have weight and heavy and those without weight and less heavy, count the number of objects in each category up to 20</p>	
--	--	--	--

Vetted by : Signature: Date :

NANA FIIFI ACQUAH

**TERM ONE
KG TWO
WEEK 6**

NANA FIIFI ACQUAH SCHOOL

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

KINDERGARTEN TWO

Week Ending:		Class size:	
Day : Monday		Date :	
Period :		Lesson :	
Strand : ALL AROUND US		Sub-strand : PLANTS - 1	
Indicator (code)	K2.6.5.1.1	K2.6.5.1.2	
Content standard (code)	K2.6.5.1 Demonstrate understanding of the knowledge that there are different parts of plants and are important sources of food and medicine for other living things		
Performance Indicator	<ul style="list-style-type: none"> • Learners can talk freely about different parts of a plants and their uses • Learners can use a variety of new vocabulary learnt about plants to create an informational text for reading using LEA 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Have learners to sing songs and recite rhymes that relate to the lesson.	Theme discussion: Follow basic procedures of the community circle time (as in K2.1.1.1.1) and introduce the theme for the week. Display a conversational poster and some concrete materials related to the theme, and engage learners in active discussion on the theme, the different parts of a plant	Review lesson with Learners by singing songs in relation to it

		<p>Call on learners randomly to answer questions or contribute to the discussion</p> <p>Learners observe the pictures of different types of plant and identify their different parts, the root, stem and leaves and fruit, (as it is shown on the conversational poster). and discuss the different parts of plants and food we get from them,</p> <p>Centre time: Learners exhibit different parts of plants that we use as food and medicines</p> <p>Using the Language Experience Approach (LEA), create an informational text on Plants give us Food and Medicine.</p> <p>Learners observe the conversational poster # 19, On the farm and with leading questions, have them create and dictate simple sentences orally and the teacher writes the story for them. Add few more contents and copy onto a big sheet and use that as a reading text</p> <p>Assessment: let learners use a variety of new vocabulary learnt about plants to create an informational text for reading</p>	
--	--	---	--

Vetted by : Signature: Date :

SUBJECT: GHANAIAN LANGUAGE

KINDERGARTEN TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Reading		Sub-strand : Phonics: Letter and Sound Knowledge (Blend and Connect Sounds)	
Indicator (code)	KG2.2.4.1.3		
Content standard (code)	KG2.2.4.1.		
Performance Indicator	The learner should recognise and say letter sounds in their own name.		
Core Competencies: Communication and collaboration Personal development and leadership.			
Keywords			
T. L .R. (s) Manila cards, markers, recorded audios visual			
Ref: Ghanaian Language curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Refer to the letters of the alphabet on the board or manila card. Let learners mention their names and write them on the board. Put learners in pairs to recognise letter sounds in their own names by pointing to them. 	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

NANA FIIFI ACQUAH

		Assessment: let learners identify and say letter sounds in their own name.	
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Refer to the letters of the alphabet on the board or manila card. • Let learners mention their names and write them on the board. • Put learners in pairs to recognise letter sounds in their own names by pointing to them. <p>Assessment: let learners identify and say letter sounds in their own name.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Refer to the letters of the alphabet on the board or manila card. • Let learners mention their names and write them on the board. • Put learners in pairs to recognise letter sounds in their own names by pointing to them. <p>Assessment: let learners identify and say letter sounds in their own name.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

Vetted by : Signature: Date :

Week Ending:		Class size:	
Day : Tuesday		Date :	
Period :		Lesson :	
Strand : ALL AROUND US		Sub-strand : PLANTS - 1	
Indicator (code)	K2.6.5.1.3	K2.6.5.1.4	
Content standard (code)	K2.6.5.1 Demonstrate understanding of the knowledge that there are different parts of plants and are important sources of food and medicine for other living things		
Performance Indicator	<ul style="list-style-type: none"> Learners can participate actively in the teacher-read-aloud of the LEA text which relates to the theme, and share lessons learnt from the text. Learners can recognise and read 25% of sight words instantly and automatically 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Poster/ cut out picture , Cut out shapes, big books, counters, crayons	
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Have learners to sing songs and recite rhymes that relate to the lesson.	<ul style="list-style-type: none"> Follow the steps of the KWL strategy instruction as you read aloud the informational text on the uses of plants to the learners. Pause often and let learners find answers to their questions. (See lesson K2.1.2.1.2, also appendix 1), <p>Learners first say what they know about plants(K), ask questions on what they want to know, listen to the text</p>	Review lesson with Learners by singing songs in relation to it

		<p>and answer their own questions during the reading and share what they have learnt about the parts of a plant and their uses after the reading.</p> <p>Use the Practice Ladder-Sight words game. Draw a grid and write some common sight words the learners have learnt so far on the floor either outside or in the classroom</p> <p>Good to sister dad In the mom to Come he she in air water boy girl</p> <p>Divide the class into 3 to 4 groups (depending on the number of learners in the class) and play the game. Follow the steps in K2. 6.4.1.4</p> <p>Assessment: let learners read 25% of sight words instantly and automatically</p>	
--	--	--	--

Week Ending:		Class size:	
Day : Wednesday		Date :	
Period :		Lesson :	
Strand : ALL AROUND US		Sub-strand : PLANTS - 1	
Indicator (code)	K2.6.5.1.5		
Content standard (code)	K2.6.5.1 Demonstrate understanding of the knowledge that there are different parts of plants and are important sources of food and medicine for other living things		
Performance Indicator	Learners can blend the letter-sound learnt so far into syllables, read and write the syllables boldly and legibly in their books.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Have learners to sing songs and recite rhymes that relate to the lesson.	<ul style="list-style-type: none"> Rapidly revise the letter sounds learnt so far. Revise blending one syllabic words as was done the previous week using pupils blending game. Teach learners to blend monosyllabic words to form two syllabic words. e.g. Ko-fi letter sound to form two syllabic words. E.g., gogo, te-do(tedo), to-lo(tolo), ba-ba (baba) A-ma. <p>Call to the front and give one- syllabic word each to 2 learners. Upon prompting, let them practise creating</p>	Review lesson with Learners by singing songs in relation to it

NANA FIIFI ACQUAH

		<p>many mono-syllabic words by gradually moving towards each other sounding out the single syllabic words separately until they come together, put the two syllables together and sound them as one word. Call on many other learners to practise putting together two monosyllabic words to become one word. (Ko+ fi=kofi, a+fi =afi. Ma+ma =Mama).</p> <p>Use the Pupils blending process as found in K2. 6.3.1.4</p> <p>Assessment: let learners blend the letter-sound learnt so far into syllables, read and write the syllables boldly and legibly in their books</p>	
--	--	---	--

Vetted by : Signature: Date :

Week Ending:		Class size:	
Day : Thursday		Date :	
Period :		Lesson :	
Strand : ALL AROUND US		Sub-strand : PLANTS - 1	
Indicator (code)	K2.6.5.1.6		
Content standard (code)	K2.6.5.1 Demonstrate understanding of the knowledge that there are different parts of plants and are important sources of food and medicine for other living things		
Performance Indicator	Learners can draw and label the parts of a plant		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Thursday	Have learners to sing songs and recite rhymes that relate to the lesson.	Learners should go out and observe different types of plants or trees and choose one to draw showing the different parts and labelling them appropriately, Learner grow different seeds in cans and watch the growth. Assessment: let learners draw and label the parts of a plant	Review lesson with Learners by singing songs in relation to it

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

Week Ending:		Class size:	
Day : Friday		Date :	
Period :		Lesson :	
Strand : ALL AROUND US		Sub-strand : PLANTS - 1	
Indicator (code)	K2.6.5.1.7		
Content standard (code)	K2.6.5.1 Demonstrate understanding of the knowledge that there are different parts of plants and are important sources of food and medicine for other living things		
Performance Indicator	Learners can classify different food items into the parts of the plant from which we get it from.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Have learners to sing songs and recite rhymes that relate to the lesson.	Provide a variety of food items and have the learners sort and classify them into five categories=food from the root, stem, leaves, fruits, or seed. Count the number of objects in each category up to 20. E.g. guide learners to count the number of food item and pick a numeral card which matches the number quantity. Assessment: let learners classify different food items into the parts of the plant from which we get it from	Review lesson with Learners by singing songs in relation to it

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

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

NANA FIIFI ACQUAH

**TERM ONE
KG TWO
WEEK 7**

NANA FIIFI ACQUAH SCHOOL

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

KINDERGARTEN TWO

Week Ending:		Class size:	
Day : Monday		Date :	
Period :		Lesson :	
Strand : ALL AROUND US		Sub-strand : PLANTS -2	
Indicator (code)	K2.6.6.1.1	K2.6.6.1.2	
Content standard (code)	K2.6.6.1 Demonstrate understanding of how plants grow and how they prepare their food		
Performance Indicator	<ul style="list-style-type: none"> Learners can share ideas about the things (Nutrients) plants need to grow well Learners can use a variety of new vocabulary learnt about plants to create an informational text for reading using LEA 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Have learners to sing songs and recite rhymes that relate to the lesson.	<ul style="list-style-type: none"> Let learners sing some songs about plants. Theme discussion: Follow basic procedures of the community circle time (as in K2.1.1.1.1) and introduce the theme for the week. <p>Display a conversational poster # 19, On the farm and some concrete materials, e.g. small plants, related to the theme, and engage learners in active discussion on</p>	Review lesson with Learners by singing songs in relation to it

	<p>the theme for the week using the informational on the poster.</p> <ul style="list-style-type: none">• Go for a Nature walk and observe why some plants grow very well but others not. Back to the classroom, call on learners randomly to contribute to the discussion on what things plants need to grow well. <p>Centre time: Have learners grow various plants and put them at different places in the classroom and outside. Put some where there is no sunlight.</p> <p>Grow some in rocky soil, cover some of the, put some outside, grow some in a good soil, some in the classroom but without any water.</p> <p>Have students move to the plants and observe them and come back and share their observation</p> <p>Using the Language Experience Approach (LEA), create an informational text on Plants give us Food and Medicine. Learners observe the conversational poster # 19, On the farm and with leading questions, have them create and dictate simple sentences orally and the teacher writes the story for them.</p> <p>Add few more contents and copy onto a big sheet and use that as a reading text</p> <p>Assessment: let learners use a variety of new vocabulary learnt about plants to create an informational text for reading</p>	
--	---	--

Vetted by : Signature: Date :

SUBJECT: GHANAIAN LANGUAGE

KINDERGARTEN TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Writing		Sub-strand : Writing Letters-Small and Capital	
Indicator (code)	KG2.3.3.1.1		
Content standard (code)	KG2.3.3.1.		
Performance Indicator	The learner should write letters in lower and upper case correctly		
Core Competencies: Communication and collaboration Personal development and leadership.			
Keywords			
T. L .R. (s) Manila cards, markers, recorded audios visual			
Ref: Ghanaian Language curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	KG2.3.3.1.1 Write letters in lower and upper case correctly. <ul style="list-style-type: none"> • Write the lower case of the letters of the alphabet on the board. • Call a learner to point to the letter and mention it. • Let the whole class say the letters aloud. • Let learners write letters in the lower case correctly 	What have we learnt today? Review the lesson with learners

NANA FIIFI ACQUAH

		Assessment: let learners write letters in lower and upper case correctly	
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Write the upper case of the letters of the alphabet on the board. • Mention the letters aloud to learners. • Call learners individually to point and mention the letters. • Let learners write letters in the upper case correctly <p>Assessment: let learners write letters in lower and upper case correctly</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Write the upper case of the letters of the alphabet on the board. • Mention the letters aloud to learners. • Call learners individually to point and mention the letters. • Let learners write letters in the upper case correctly <p>Assessment: let learners write letters in lower and upper case correctly</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

Vetted by : Signature: Date :

Week Ending:		Class size:	
Day : Tuesday		Date :	
Period :		Lesson :	
Strand : ALL AROUND US		Sub-strand : PLANTS -2	
Indicator (code)	K2.6.6.1.3		
Content standard (code)	K2.6.6.1 Demonstrate understanding of how plants grow and how they prepare their food		
Performance Indicator	Learners can participate actively in the teacher-read-aloud of the big book which relates to the theme, and share lessons learnt from the reading.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Have learners to sing songs and recite rhymes that relate to the lesson.	Teacher reads the Big Book on the theme, answer different levels of questions and use the information to conduct some experiments on why some plants don't grow well. E, G grow plants in a can, put some outside, cover some and hide some in a dark room and find out why some of the plants are not growing well Assessment: let learners share lessons learnt from the reading.	Review lesson with Learners by singing songs in relation to it

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

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

Week Ending:		Class size:	
Day : Wednesday		Date :	
Period :		Lesson :	
Strand : ALL AROUND US		Sub-strand : PLANTS -2	
Indicator (code)	K2.6.6.1.4		
Content standard (code)	K2.6.6.1 Demonstrate understanding of how plants grow and how they prepare their food		
Performance Indicator	Learners can blend the letter-sounds learn so far into syllables, read and write the syllables boldly and legibly in their books		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Have learners to sing songs and recite rhymes that relate to the lesson.	<input type="checkbox"/> Rapidly revise the letter sounds learnt so far. <ul style="list-style-type: none"> • Revise previous week’s lesson on blending of two individual sounds to make one syllabic word as done the previous week using pupils blending game. • Teach learners to blend monosyllabic words to form two syllabic words such as Ko-fi, gogo, te-do(tedo), to-lo(tolo), ba-ba (baba) Ama. 	Review lesson with Learners by singing songs in relation to it

		<ul style="list-style-type: none"> Use Pupil blending process as found in K2. 6.3.1.4 to teach blending of two syllabic words. <i>Call to the front and give one- syllabic word each to 2 learners. Upon prompting, let them practise creating many mono-syllabic words by gradually moving towards each other sounding out the single syllabic together two monosyllabic words to become one word. {Ko+ fi=kofi, a+fi =afi. Ma+ma =Mama}.</i> <i>words separately until they come together, put the two syllables together and sound them as one word. Call on many other learners to practise putting</i> <ul style="list-style-type: none"> Assessment: let learners blend the letter-sounds learn so far into syllables and write the syllables boldly and legibly in their books 	
--	--	---	--

Vetted by : Signature: Date :

Week Ending:		Class size:	
Day : Thursday		Date :	
Period :		Lesson :	
Strand : ALL AROUND US		Sub-strand : PLANTS -2	
Indicator (code)	K2.6.6.1.5		
Content standard (code)	K2.6.6.1 Demonstrate understanding of how plants grow and how they prepare their food		
Performance Indicator	Learners can create a leaf album using different types of leaves.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Thursday	Have learners to sing songs and recite rhymes that relate to the lesson.	Ask learners to pick different kinds of leaves from the school environment and use glue to paste them on cards to create an album of leaves. Assessment: let learners create a leaf album using different types of leaves.	Review lesson with Learners by singing songs in relation to it

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

Week Ending:		Class size:	
Day : Friday		Date :	
Period :		Lesson :	
Strand : ALL AROUND US		Sub-strand : PLANTS -2	
Indicator (code)	K2.6.6.1.6		
Content standard (code)	K2.6.6.1 Demonstrate understanding of how plants grow and how they prepare their food		
Performance Indicator	Learners can classify different types of food items according to categories and count the number of objects in each category up to 20.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
Ref:		Kindergarten Curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Have learners to sing songs and recite rhymes that relate to the lesson.	Provide a variety of fruits, vegetables and seeds. Have the learners sort and classify them into their three categories. Fruits in one group, seeds and vegetables. Count the number of objects in each category up to 20. E.g. guide learners to count the number of food item and pick a numeral card which matches the number quantity. Assessment: let learners classify different types of food items according to categories and count the number of objects in each category up to 20.	Review lesson with Learners by singing songs in relation to it

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

NANA FIIFI ACQUAH

TERM ONE
KG TWO
WEEK 8

NANA FIIFI ACQUAH SCHOOL

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

Week Ending:		Class size:	
Day : Monday		Date :	
Period :		Lesson :	
Strand : ALL AROUND US		Sub-strand : TYPES OF SOIL AND GARDENING	
Indicator (code)	K2.6.7.1.1	K2.6.7.1.2	
Content standard (code)	K2.6.7.1 Demonstrate understanding of types of soil we find around us and which one helps plant to grow well		
Performance Indicator	<ul style="list-style-type: none"> Learners can talk about different types of soil we find around us and which one is best used for gardening Learners can participate actively in the teacher-read-aloud of the big book which relates to the theme, count words in a sentence and answer inferential questions on the text 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Have learners to sing songs and recite rhymes that relate to the lesson.	<ul style="list-style-type: none"> Say a rhyme or sing songs related to the topic. Follow basic procedures of the community circle time (as in K2.1.1.1.1) and introduce the theme for the week. Display a conversational poster and some concrete materials related to the theme, #19 and engage learners in active discussion on the theme. 	Review lesson with Learners by singing songs in relation to it

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

	<p>Interact and peers about the types of soil and the different ways we use soil (for building, moulding and planting)</p> <ul style="list-style-type: none"> • Talk about the types of soil and what we use them for e.g. Sand, Loamy soil and clay <p>Centre time: Look for good and fertile soil and prepare beds. Grow different types of plants and flowers on it and take care of the plants every day.</p> <p>Take learners through before reading activities to activate pupils' previous knowledge on the theme. Read aloud the informational text about different types of soil while pointing to words in a sentence. Learners answer factual and inference questions on the text. Let learners find answers to which type of soil we use for farming and why.?</p> <p>Ask learners to find the many other uses of sand and clay soil?</p> <p>Write some sentences, cut them up and have learners count the words in the cut-up sentences and rearrange them to form sentences.</p> <p>Assessment: let learners count words in a sentence and answer inferential questions on the text</p>	
--	--	--

Vetted by : Signature: Date :

SUBJECT: GHANAIAN LANGUAGE

KINDERGARTEN TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Writing		Sub-strand : Writing Simple Words/Names of People and Places (Proper Nouns) Labelling Items in the Environment /Classroom	
Indicator (code)	KG2.3.4.1.1		
Content standard (code)	KG2.3.4.1.		
Performance Indicator	The learner should combine strokes to write some letters in lower and upper case correctly		
Core Competencies: Communication and collaboration Personal development and leadership.			
Keywords			
T. L .R. (s) Manila cards, markers, recorded audios visual			
Ref: Ghanaian Language curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Make strokes on the board and combine them to write some letters in lower case. • Assist learners to combine strokes to write some letters in lower case correctly. Assessment: let learners combine strokes to write some letters in lower and upper case correctly	What have we learnt today? Review the lesson with learners

NANA FIIFI ACQUAH

	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Make strokes on the board and combine them to write some letters in upper case. • Assist learners to combine strokes to write some letters in upper case correctly. <p>Assessment: let learners combine strokes to write some letters in lower and upper case correctly</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Make strokes on the board and combine them to write some letters in upper case. • Assist learners to combine strokes to write some letters in upper case correctly. <p>Assessment: let learners combine strokes to write some letters in lower and upper case correctly</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

Vetted by : Signature: Date :

Week Ending:		Class size:	
Day : Tuesday		Date :	
Period :		Lesson :	
Strand : ALL AROUND US		Sub-strand : TYPES OF SOIL AND GARDENING	
Indicator (code)	K2.6.7.1.3		
Content standard (code)	K2.6.7.1 Demonstrate understanding of types of soil we find around us and which one helps plant to grow well		
Performance Indicator	Learners can use a variety of new vocabulary learnt about soil to create an informational text for reading using LEA		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Have learners to sing songs and recite rhymes that relate to the lesson.	Follow the procedure for Using the Language Experience Approach (LEA) to create an informational text on Soil and Gardening. Add few more content and copy the text onto a big sheet and use it as reading text Learners draw different items that are made from soil to add to the text Assessment: let learners use a variety of new vocabulary learnt about soil to create an informational text for reading	Review lesson with Learners by singing songs in relation to it

Week Ending:		Class size:	
Day : Wednesday		Date :	
Period :		Lesson :	
Strand : ALL AROUND US		Sub-strand : TYPES OF SOIL AND GARDENING	
Indicator (code)	K2.6.7.1.4		
Content standard (code)	K2.6.7.1 Demonstrate understanding of types of soil we find around us and which one helps plant to grow well		
Performance Indicator	Learners can identify the beginning sounds in words and practise creating new words through phoneme substitution		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Have learners to sing songs and recite rhymes that relate to the lesson.	<ul style="list-style-type: none"> Give learners a set of words with same beginning letter sounds and ask them to identify the letter sound, e.g. Bag, ball, bat, let learners circle the beginning letter sound, Ask them to delete the beginning letter sounds in some common words and replace it with another sound and see the new word they get. E.g. Letter sound /b/ and /t/ and /c/ to replace /s/ in soil. We get words like {boil, toil, coil, etc. 	Review lesson with Learners by singing songs in relation to it

NANA FIIFI ACQUAH

		<ul style="list-style-type: none">• Give them easier words to practise e.g. delete b from .bat and replace with [f, s,m,c,] Prepare a word wall (word chart) for the classroom with familiar words <p>Assessment: let learners identify the beginning sounds in words and practise creating new words through phoneme substitution</p>	
--	--	--	--

Vetted by : Signature: Date :

Week Ending:		Class size:	
Day : Thursday		Date :	
Period :		Lesson :	
Strand : ALL AROUND US		Sub-strand : TYPES OF SOIL AND GARDENING	
Indicator (code)	K2.6.7.1.5		
Content standard (code)	K2.6.7.1 Demonstrate understanding of types of soil we find around us and which one helps plant to grow well		
Performance Indicator	Learners can draw and colour at least four items that are made out of clay soil		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Thursday	Have learners to sing songs and recite rhymes that relate to the lesson.	<ul style="list-style-type: none"> Ask learners to draw any three objects they would use the three types of soil for. Allow each learner to share his ideas on what he/she has drawn. E.g. clay for building, pot, loamy soil for gardening, sand for building blocks. Display learners work for appreciation. <p>Assessment: let learners draw and colour at least four items that are made out of clay soil</p>	Review lesson with Learners by singing songs in relation to it

Vetted by : Signature: Date :

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

Week Ending:		Class size:	
Day : Friday		Date :	
Period :		Lesson :	
Strand : ALL AROUND US		Sub-strand : TYPES OF SOIL AND GARDENING	
Indicator (code)	K2.6.7.1.6		
Content standard (code)	K2.6.7.1 Demonstrate understanding of types of soil we find around us and which one helps plant to grow well		
Performance Indicator	Learners can prepare beds outside for Gardening by measuring the length and breadth of the land.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Have learners to sing songs and recite rhymes that relate to the lesson.	Put the class into 4 groups, discuss what each group will like to plant. Assign areas for gardening to the groups. Teacher guides each group to draw a box around the portion they have been assigned. Using a non standardized measurement tool, such as, a rope or stick, learners measure the long side (length) and then the short side (breadth) of the plot. Teacher demonstrates how to measure with stick and write the number down.	Review lesson with Learners by singing songs in relation to it

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

NANA FIIFI ACQUAH

		<p>In turns each group uses the stick to measure the long and short sides of their portion. They count as they measure. They record the number of sticks on a paper to show to their peers.</p> <p>Assessment: let learners prepare beds outside for Gardening by measuring the length and breadth of the land</p>	
--	--	--	--

Vetted by : Signature: Date :

NANA FIIFI ACQUAH

**TERM ONE
KG TWO
WEEK 9**

NANA FIIFI ACQUAH SCHOOL

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

KINDERGARTEN TWO

Week Ending:		Class size:	
Day : Monday		Date :	
Period :		Lesson :	
Strand : ALL AROUND US		Sub-strand : NATURAL AND MAN-MADE (ARTIFICIAL) SOURCES OF LIGHT	
Indicator (code)	K2.6.8.1.1 K2.6.8.1.2		
Content standard (code)	K2.6.8.1 Demonstrate understanding of the knowledge that the different types of lights we use during the day or in the night can be classified as of into natural and manmade and its usefulness.		
Performance Indicator	<ul style="list-style-type: none"> Learners can talk about the natural and artificial sources of light and what each is best used for. Learners can participate actively in the teacher-read-aloud of the big book which relates to the theme, count words in a sentence and answer simple questions on the text. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Have learners to sing songs and recite rhymes that relate to the lesson.	<ul style="list-style-type: none"> Learners say the poem “I see the moon” In a community circle time, learners talk about the different sources of light using the Conversational poster # 27. 	Review lesson with Learners by singing songs in relation to it

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

	<ul style="list-style-type: none"> • Discuss the different types of light we use during the day and in the night. Have learners brainstorm the sources from which we get these lights. <p>Scaffold the learners to identify and classify the sources of light as God made or natural and man-made. Have learners give examples of each category. Recite the rhyme E.g. I can see the sun; it is a natural light. I can see the candle; it is a manmade light.</p> <p>Take learners through before reading activities to activate pupils' previous knowledge on the theme. Read aloud a narrative story of the girl who felt disappointed for not catching the moon.</p> <p>Ask factual and inferential questions about the book. E.g. Why was it difficult for the girl to catch the moon?</p> <p>Have the learners relate the story to their lives. Learners brainstorm some other lights that we cannot catch or touch. Learners answer more factual and inference questions on the text.</p> <p>Write some sentences, cut them up and have learners count the words in the cut-up sentences and rearrange them to form sentences.</p> <p>Assign the learners the task of finding out more examples (a project) on the different types of light that we can classify as natural and man-made lights</p> <p>Assessment: let learners count words in a sentence and answer simple questions on the text</p>	
--	--	--

Vetted by : Signature: Date :

SUBJECT: GHANAIAN LANGUAGE

KINDERGARTEN TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Writing Conventions / Usage		Sub-strand : Integrating Grammar in Written Language (Use of Qualifying Words)	
Indicator (code)	KG2.5.4.1.1	KG2.5.4.1.2	KG2.5.4.1.3
Content standard (code)	KG2.5.4.1.	KG2.5.4.1.	KG2.5.4.1.
Performance Indicator	<ul style="list-style-type: none"> The learner should understand what adjectives are. The learner should write names of objects of different colours The learner should write names of objects of different length and heights 		
Core Competencies: Communication and collaboration Personal development and leadership.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:	Ghanaian Language curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Draw objects of different sizes on flashcards. Let learners recognise the objects on the manila card by mentioning their names. Ask learners to describe them according to their sizes. E.g. Big, small, etc. Assessment: let learners describe what adjectives are	What have we learnt today? Review the lesson with learners

NANA FIIFI ACQUAH

	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Draw objects of different colours on flashcards or bring concrete objects of different colours to class to show to learners. • Show it to learners and ask them to describe them according to their colours. E.g. Red, green, yellow, etc. <p>Assessment: let learners names of objects of different colours</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Draw or bring concrete objects of different lengths and heights. • Show it to learners and ask them to describe them according to their heights and lengths. E.g. Tall, short, long, high, etc. <p>Assessment: let learners write names of objects of different length and heights</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

Vetted by : Signature: Date :

Week Ending:		Class size:	
Day : Tuesday		Date :	
Period :		Lesson :	
Strand : ALL AROUND US		Sub-strand : NATURAL AND MAN-MADE (ARTIFICIAL) SOURCES OF LIGHT	
Indicator (code)	K2.6.8.1.3	K2.6.8.1.4	
Content standard (code)	K2.6.8.1 Demonstrate understanding of the knowledge that the different types of lights we use during the day or in the night can be classified as of I into natural and manmade and its usefulness.		
Performance Indicator	<ul style="list-style-type: none"> Learners can use a variety of new vocabulary learnt about the theme to create an informational text for reading using LEA Learners can recognize instantly at least 75% of letter sounds in names of items in the environment by playing Letter Bingo games 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Have learners to sing songs and recite rhymes that relate to the lesson.	Follow the procedure for using the Language Experience Approach (LEA) to create an informational text on types of light and their sources Learners sing an alphabet song and point to the letters on the wall. Play a bingo game with learners finding and ticking beginning letters of words on a chart	Review lesson with Learners by singing songs in relation to it

		<p>The game: Put learners into groups of 4 each. Give each group a bingo master card. (with 12 letters related to light and some sight words on the card). Teacher who has the master card mentions the words and the learners put a tick on the beginning letter on their cards.</p> <p>The first group who get the first four words in a row, shout loudly BINGO and get a point for the group. Learners can use a tick, a stone or a bottle top to mark their card</p> <p>Assessment: let learners identify instantly at least 75% of letter sounds in names of items in the environment by playing Letter Bingo games</p>	
--	--	---	--

Week Ending:		Class size:	
Day : Wednesday		Date :	
Period :		Lesson :	
Strand : ALL AROUND US		Sub-strand : NATURAL AND MAN-MADE (ARTIFICIAL) SOURCES OF LIGHT	
Indicator (code)	K2.6.8.1.5		
Content standard (code)	K2.6.8.1 Demonstrate understanding of the knowledge that the different types of lights we use during the day or in the night can be classified as of 1 into natural and manmade and its usefulness.		
Performance Indicator	Learners can use individual letter-sounds to form simple monosyllabic content and sight words		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Poster/ cut out picture , Cut out shapes, big books, counters, crayons	
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Have learners to sing songs and recite rhymes that relate to the lesson.	Put the class into three groups, give each group a picture card E.g. moon, star, sun, candle, touch light etc. and letter cards (d, a, n, c, s, g, o, u, l etc.). Guide each group to form their new words with the letter cards which matches with the picture they have and read them Assessment: let learners use individual letter-sounds to form simple monosyllabic content and sight words	Review lesson with Learners by singing songs in relation to it

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

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

Week Ending:		Class size:	
Day : Thursday		Date :	
Period :		Lesson :	
Strand : ALL AROUND US		Sub-strand : NATURAL AND MAN-MADE (ARTIFICIAL) SOURCES OF LIGHT	
Indicator (code)	K2.6.8.1.6		
Content standard (code)	K2.6.8.1 Demonstrate understanding of the knowledge that the different types of lights we use during the day or in the night can be classified as of 1 into natural and manmade and its usefulness.		
Performance Indicator	Learners can identify and describe the elements of art in the environment and create their own artwork		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Poster/ cut out picture , Cut out shapes, big books, counters, crayons	
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Thursday	Have learners to sing songs and recite rhymes that relate to the lesson.	Display a variety of pictures and other art work of natural and man-made lights, learners observe them and describe the way they are created. Learners then draw or use different cards to design their own picture of the various sources of light. Assessment: let learners describe the elements of art in the environment and create their own artwork	Review lesson with Learners by singing songs in relation to it

Vetted by : Signature: Date :

Week Ending:		Class size:	
Day : Friday		Date :	
Period :		Lesson :	
Strand : ALL AROUND US		Sub-strand : NATURAL AND MAN-MADE (ARTIFICIAL) SOURCES OF LIGHT	
Indicator (code)	K2.6.8.1.7		
Content standard (code)	K2.6.8.1 Demonstrate understanding of the knowledge that the different types of lights we use during the day or in the night can be classified as of 1 into natural and manmade and its usefulness.		
Performance Indicator	Learners can tell the position and motion of objects in space. Using words such as below, to the right, behind etc		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Poster/ cut out picture , Cut out shapes, big books, counters, crayons	
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Have learners to sing songs and recite rhymes that relate to the lesson.	Model how to describe the various position that objects are at in the classroom and in space. Introduce them to vocabularies such as: in front of, behind, in the sky, above, on the wall, on the third row, and other words that show position. e.g. Sesi is behind Neni. Scaffold learners to understand that object as well as human being can change their position any time moving from position to position in space.	Review lesson with Learners by singing songs in relation to it

NANA FIIFI ACQUAH

		<p>The sun moves from the east to the west so does the moon Let them change position of objects and describe their new positions</p> <p>Assessment: let learners tell the position and motion of objects in space. Using words such as below, to the right, behind etc</p>	
--	--	--	--

Vetted by : Signature: Date :

NANA FIIFI ACQUAH

TERM ONE
KG TWO
WEEK 10

NANA FIIFI ACQUAH SCHOOL

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

KINDERGARTEN TWO

Week Ending:		Class size:	
Day : Monday		Date :	
Period :		Lesson :	
Strand : ALL AROUND US		Sub-strand : CHANGING WEATHER CONDITIONS	
Indicator (code)	K2.6.9.1.1	K2.6.9.1.2	
Content standard (code)	K2.6.9.1 Demonstrate understanding of positive and negative effects of weather conditions.		
Performance Indicator	<ul style="list-style-type: none"> Learners can identify and describe the elements the different weather conditions. Learners can participate actively in the shared reading of the big book which relates to the theme and answer simple questions on the text. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Have learners to sing songs and recite rhymes that relate to the lesson.	<ul style="list-style-type: none"> Learners learn and say the rhyme “weather the weather...” Follow basic procedures of the community circle time (as in K2.1.1.1.1) and introduce the theme for the week. Display a Conversational Poster #8 and some concrete materials related to the theme, and engage 	Review lesson with Learners by singing songs in relation to it

		<p>learners in active discussion on the following leading questions: what makes the weather dull or bright? what do we like to do when the weather is bright and sunny or rainy and dull?</p> <ul style="list-style-type: none">• Follow the steps of the KWL strategy instruction as you read aloud the informational text on the weather to the learners. Pause often and let learners find answers to their questions. (See lesson K2.1.2.1.2, also appendix 1),• Learners first say what they know about the weather(K), ask questions on what they want to know, listen to the text and answer their own questions during the reading and share what they have learnt about the weather.• Learners talk about their experiences, e.g. with floods, the scorching sun, windy weather conditions. <p>Assessment: let learners answer simple questions on the text</p>	
--	--	--	--

Vetted by : Signature: Date :

SUBJECT: GHANAIAN LANGUAGE

KINDERGARTEN TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Writing Conventions / Usage		Sub-strand : Integrating Grammar in Written Language (Use of Postpositions)	
Indicator (code)	KG2.5.5.1.1	KG2.5.5.1.2	
Content standard (code)	KG2.5.5.1.	KG2.5.5.1.	
Performance Indicator	<ul style="list-style-type: none"> The learner should recognise and know postpositions The learner should demonstrate the use of postpositions in context 		
Core Competencies: Communication and collaboration Personal development and leadership.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:	Ghanaian Language curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Write sentences that have postpositional words in them on the board. Let learners recognise the post-positions words. Assessment: let learners identify the post-positions words.	What have we learnt today? Review the lesson with learners

NANA FIIFI ACQUAH

	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Write sentences that have postpositional words in them on the board. • Let learners use the postpositions words to form their own sentences <p>Assessment: let learners use the postpositions words to form their own sentences</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Write sentences that have postpositional words in them on the board. • Let learners use the postpositions words to form their own sentences <p>Assessment: let learners use the postpositions words to form their own sentences</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

Vetted by : Signature: Date :

Week Ending:		Class size:	
Day : Tuesday		Date :	
Period :		Lesson :	
Strand : ALL AROUND US		Sub-strand : CHANGING WEATHER CONDITIONS	
Indicator (code)	: K2.6.9.1.3 K2.6.9.1.4		
Content standard (code)	K2.6.9.1 Demonstrate understanding of positive and negative effects of weather conditions.		
Performance Indicator	<ul style="list-style-type: none"> Learners can use a variety of new vocabulary learnt about the theme to create an informational text for reading using LEA Learners can read level appropriate content sight words and use them to form sentences and also copy them in their books. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Have learners to sing songs and recite rhymes that relate to the lesson.	Follow the procedure for using the Language Experience Approach (LEA) to create an informational text on the changing conditions of the weather and what learners do. Show key words of the theme on cards and guide learners to read. them Provide learners with word chart on weather conditions – dry, cold, wet, windy, rainy, cloudy, warm, sunny, sun, water.	Review lesson with Learners by singing songs in relation to it

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

NANA FIIFI ACQUAH

		<p>Scaffold learners to read the words and decode the simple sentences using their decoding strategies learn so far.</p> <p>Assessment: let learners read level appropriate content sight words and use them to form sentences and also copy them in their books</p>	
--	--	--	--

Week Ending:		Class size:	
Day : Wednesday		Date :	
Period :		Lesson :	
Strand : ALL AROUND US		Sub-strand : CHANGING WEATHER CONDITIONS	
Indicator (code)	K2.6.9.1.5		
Content standard (code)	K2.6.9.1 Demonstrate understanding of positive and negative effects of weather conditions.		
Performance Indicator	Learners can recognize and identify most letter names and their sounds in different names of people from other cultures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Have learners to sing songs and recite rhymes that relate to the lesson.	Write names of learners on a card. E.g. Fati, Fafa etc. Put all the pupils' name cards on the floor. Call out a set of names at a time and let two or three friends come out at a time to look for their names. Watch to make sure pupils pick up the correct names Assessment: let learners identify most letter names and their sounds in different names of people from other cultures	Review lesson with Learners by singing songs in relation to it

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

Week Ending:		Class size:	
Day : Thursday		Date :	
Period :		Lesson :	
Strand : ALL AROUND US		Sub-strand : CHANGING WEATHER CONDITIONS	
Indicator (code)	K2.6.9.1.6		
Content standard (code)	K2.6.9.1 Demonstrate understanding of positive and negative effects of weather conditions.		
Performance Indicator	Learners can role play how changing weather conditions affect the clothes we wear		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Thursday	Have learners to sing songs and recite rhymes that relate to the lesson.	Play the game: Look who is here today and what is the weather condition? Group learners according to the weather conditions and have them role play dressing up in different weather conditions. Have them wear clothes in relation to the weather conditions. Group A dress like it is rainy (boots, rain coat, umbrella),	Review lesson with Learners by singing songs in relation to it

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

NANA FIIFI ACQUAH

		<p>Group B wears very warm clothing and pullovers to show it is cold, Group C, wears sleeveless simple dresses, Group D wears things to cope with a windy day to</p> <p>.</p> <p>Learners enter the classroom and walk by and others guess what the weather condition is. Recite different rhymes related to the weather to end the day.</p> <p>Assessment: let learners role play how changing weather conditions affect the clothes we wear</p>	
--	--	---	--

Vetted by : Signature: Date :

Week Ending:		Class size:	
Day : Friday		Date :	
Period :		Lesson :	
Strand : ALL AROUND US		Sub-strand : CHANGING WEATHER CONDITIONS	
Indicator (code)	K2.6.9.1.7		
Content standard (code)	K2.6.9.1 Demonstrate understanding of positive and negative effects of weather conditions.		
Performance Indicator	Learners can collect and handle data on learner's preference of weather conditions		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
Ref: Kindergarten Curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Have learners to sing songs and recite rhymes that relate to the lesson.	Learners interview each other about what weather conditions each person like most. Learners count and represent data in a graphical form and in groups. Use the data to ask questions such e.g. Which group has the most members? Count them. Which group has few members? Is there a group with no one? Etc. Also scaffold learners to develop conceptual understanding of subtraction (0 to 20).	Review lesson with Learners by singing songs in relation to it

NANA FIIFI ACQUAH

		<p>Ask if the whole class has 20 members and 10 pupils do not prefer any weather condition, how many will be left to dress up?</p> <p>Guide learners to subtract numbers using countable objects.</p> <p>Assessment: let learners collect and handle data on learner's preference of weather conditions</p>	
--	--	---	--

Vetted by : Signature: Date :

NANA FIIFI ACQUAH

**TERM ONE
KG TWO
WEEK 11**

NANA FIIFI ACQUAH SCHOOL

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

KINDERGARTEN TWO

Week Ending:		Class size:	
Day : Monday		Date :	
Period :		Lesson :	
Strand : MY GLOBAL COMMUNITY		Sub-strand : CONNECTING AND COMMUNICATING WITH THE GLOBAL COMMUNITY (K2.7.1)	
Indicator (code)	K2.7.1.1.1	K2.7.1.1.2	
Content standard (code)	K2.7.1.1. Demonstrate understanding of the various ways we connect with the global community.		
Performance Indicator	<ul style="list-style-type: none"> Learners can sing or recite poems about the theme and discuss the various ways new connect with the outside world Learners can participate actively in the shared reading of the big book which relates to the theme and answer simple questions on the text. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Have learners to sing songs and recite rhymes that relate to the lesson.	<ul style="list-style-type: none"> Learners recite the poem” An areophane is passing” Follow basic procedures of the community circle time (as in K2.1.1.1.1) and introduce the theme for the week. Using a Globe or a World map, show learners how big the world is Ask leading questions to make the 	Review lesson with Learners by singing songs in relation to it

		<p>learners think critically about how we connect with the outside world. Engage the learners in active discussion on the following: What various modes of transport do people use to connect with the global community? (Aeroplanes and ship) How do people in our country communicate with others? (phones), How do we know about these other people? (TV)</p> <ul style="list-style-type: none">• Follow the steps of the KWL strategy instruction (K2.1.2.1.2, also appendix 1), as you read aloud the informational text on the global community to the learners. Learners first say what they know about the outside world (K), ask questions on what they want to know, listen as you read, pause often and let learners find answers to their questions. After reading, have them share the lessons learnt. <p>Encourage students to share their experiences too</p> <p>Assessment: let learners answer simple questions on the text</p>	
--	--	--	--

Vetted by : Signature: Date :

SUBJECT: GHANAIAN LANGUAGE

KINDERGARTEN TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Extensive Reading		Sub-strand : Building The Love And Culture Of Reading In Learners	
Indicator (code)	KG2.6.1.1.1		
Content standard (code)	KG2.6.1.1.		
Performance Indicator	The learner should read pictures/stories		
Core Competencies: Communication and collaboration Personal development and leadership.			
Keywords			
T. L .R. (s) Manila cards, markers, recorded audios visual			
Ref: Ghanaian Language curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Learners should be put in a horse formation. • Display a picture to learners and let learners talk about the picture. • Demonstrate picture reading in front of learners. • Let learners read pictures/stories in groups Assessment: let learners read pictures/stories in groups	What have we learnt today? Review the lesson with learners

NANA FIIFI ACQUAH

	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Learners should be put in a horse formation. • Display a picture to learners and let learners talk about the picture. • Demonstrate picture reading in front of learners. • Let learners read pictures/stories in groups <p>Assessment: let learners read pictures/stories in groups</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Learners should be put in a horse formation. • Display a picture to learners and let learners talk about the picture. • Demonstrate picture reading in front of learners. • Let learners read pictures/stories in groups <p>Assessment: let learners read pictures/stories in groups</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

Vetted by : Signature: Date :

Week Ending:		Class size:	
Day : Tuesday		Date :	
Period :		Lesson :	
Strand : MY GLOBAL COMMUNITY		Sub-strand : CONNECTING AND COMMUNICATING WITH THE GLOBAL COMMUNITY (K2.7.1)	
Indicator (code)	K2.7.1.1.3	K2.7.1.1.4	
Content standard (code)	K2.7.1.1. Demonstrate understanding of the various ways we connect with the global community.		
Performance Indicator	<ul style="list-style-type: none"> Learners can use a variety of new vocabulary learnt about the theme to create an informational text for reading using LEA Learners can identify sounds of letters and be able to write them 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Have learners to sing songs and recite rhymes that relate to the lesson.	Follow the procedure for using the Language Experience Approach (LEA) to create an informational text on the ways we communicate with the global community <i>Play Alphabet Relay</i> <input type="checkbox"/> Put learners in groups of 4 to compete for letter recognition and writing. Give each group a piece of chalk. Call out a letter and let two pupils from each	Review lesson with Learners by singing songs in relation to it

		<p><i>group run to the chalk board and write both the small and capital letter. Call out another letter and let pupils take turns</i></p> <p>Assessment: let learners identify sounds of letters and be able to write them</p>	
--	--	--	--

Week Ending:		Class size:	
Day : Wednesday		Date :	
Period :		Lesson :	
Strand : MY GLOBAL COMMUNITY		Sub-strand : CONNECTING AND COMMUNICATING WITH THE GLOBAL COMMUNITY (K2.7.1)	
Indicator (code)	K2.7.1.1.5		
Content standard (code)	K2.7.1.1. Demonstrate understanding of the various ways we connect with the global community.		
Performance Indicator	Learners can 5 identify letter-sounds in key words about the theme and be able to write them in their books.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Have learners to sing songs and recite rhymes that relate to the lesson.	Using the flash cards, let learners identify the key words. Flash the letter cards and have learners sound them out instantly. Dictate some words and let learners write the words on lines in their books. Assessment: let learners identify 5 letter-sounds in key words about the theme and be able to write them in their books	Review lesson with Learners by singing songs in relation to it

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

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

Week Ending:		Class size:	
Day : Thursday		Date :	
Period :		Lesson :	
Strand : MY GLOBAL COMMUNITY		Sub-strand : CONNECTING AND COMMUNICATING WITH THE GLOBAL COMMUNITY (K2.7.1)	
Indicator (code)	K2.7.1.1.6		
Content standard (code)	K2.7.1.1. Demonstrate understanding of the various ways we connect with the global community.		
Performance Indicator	Learners can sing songs from different cultures and languages (French songs) and perform actions on them.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Thursday	Have learners to sing songs and recite rhymes that relate to the lesson.	Learn and sing French songs and learn the names of the days of the week in other languages. Learners learn their week day names in other languages Assessment: let learners sing songs from different cultures and languages (French songs) and perform actions on them	Review lesson with Learners by singing songs in relation to it

Vetted by : Signature: Date :

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

Week Ending:		Class size:	
Day : Friday		Date :	
Period :		Lesson :	
Strand : MY GLOBAL COMMUNITY		Sub-strand : CONNECTING AND COMMUNICATING WITH THE GLOBAL COMMUNITY (K2.7.1)	
Indicator (code)	K2.7.1.1.7		
Content standard (code)	K2.7.1.1. Demonstrate understanding of the various ways we connect with the global community.		
Performance Indicator	Learners can talk about the colours of the flags of other countries and other art work and music that they have		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Have learners to sing songs and recite rhymes that relate to the lesson.	Learners study the flags of other countries and design different maps for the classroom. The classroom should be set up as an international classroom with different centres exhibiting different clothes and food item. Provide learners with colourful materials, colourful papers, colourful clothes, to wear representing different countries.	Review lesson with Learners by singing songs in relation to it

NANA FIIFI ACQUAH

		Assist learners to use music and drama to demonstrate how the various countries dance. Assessment: let learners talk about the colours of the flags of other countries and other art work and music that they have.	
--	--	--	--

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

NANA FIIFI ACQUAH

**TERM ONE
KG TWO
WEEK 12**

NANA FIIFI ACQUAH SCHOOL

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

KINDERGARTEN TWO

Week Ending:		Class size:	
Day : Monday		Date :	
Period :		Lesson :	
Strand : MY GLOBAL COMMUNITY		Sub-strand : CONNECTING AND COMMUNICATING WITH THE GLOBAL COMMUNITY (K2.7.1)	
Indicator (code)	K2.7.1.1.8		
Content standard (code)	K2.7.1.1 Demonstrate understanding of the various ways we connect with the global community.		
Performance Indicator	Learners can develop a conceptual understanding of addition and subtraction in the buying and selling that goes in between different countries		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Have learners to sing songs and recite rhymes that relate to the lesson.	Set up an international market in the classroom where all kinds of international traders come and shop. Demonstrate buying and selling, practicing addition and subtraction of money and giving change. The store keeper can receive calls from abroad for orders Assessment: let learners demonstrate a conceptual understanding of addition and subtraction in the buying and selling that goes in between different countries.	Review lesson with Learners by singing songs in relation to it

Vetted by : Signature: Date :

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

SUBJECT: GHANAIAN LANGUAGE

KINDERGARTEN TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Extensive Reading		Sub-strand : Building The Love And Culture Of Reading In Learners	
Indicator (code)	KG2.6.2.1.1		
Content standard (code)	KG2.6.2.1.		
Performance Indicator	The learner should Read pictures/stories		
Core Competencies: Communication and collaboration Personal development and leadership.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:	Ghanaian Language curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Put learners in groups. Give picture books to the groups and allow learners to talk about the picture. Supervise the groups as they do picture reading Assessment: let learners do picture reading.	What have we learnt today? Review the lesson with learners

NANA FIIFI ACQUAH

	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Put learners in groups. • Give picture books to the groups and allow learners to talk about the picture. • Supervise the groups as they do picture reading <p>Assessment: let learners do picture reading.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Put learners in groups. • Give picture books to the groups and allow learners to talk about the picture. • Supervise the groups as they do picture reading. <p>Assessment: let learners do picture reading.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

Vetted by : Signature: Date :

Week Ending:		Class size:	
Day : Monday		Date :	
Period :		Lesson :	
Strand : MY GLOBAL COMMUNITY		Sub-strand : CONNECTING AND COMMUNICATING WITH THE GLOBAL COMMUNITY (K2.7.1)	
Indicator (code)	K2.7.1.1.8		
Content standard (code)	K2.7.1.1 Demonstrate understanding of the various ways we connect with the global community.		
Performance Indicator	Learners can develop a conceptual understanding of addition and subtraction in the buying and selling that goes in between different countries		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Have learners to sing songs and recite rhymes that relate to the lesson.	Set up an international market in the classroom where all kinds of international traders come and shop. Demonstrate buying and selling, practicing addition and subtraction of money and giving change. The store keeper can receive calls from abroad for orders Assessment: let learners demonstrate a conceptual understanding of addition and subtraction in the buying and selling that goes in between different countries.	Review lesson with Learners by singing songs in relation to it

Week Ending:		Class size:	
Day : Monday		Date :	
Period :		Lesson :	
Strand : MY GLOBAL COMMUNITY		Sub-strand : CONNECTING AND COMMUNICATING WITH THE GLOBAL COMMUNITY (K2.7.1)	
Indicator (code)	K2.7.1.1.8		
Content standard (code)	K2.7.1.1 Demonstrate understanding of the various ways we connect with the global community.		
Performance Indicator	Learners can develop a conceptual understanding of addition and subtraction in the buying and selling that goes in between different countries		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Have learners to sing songs and recite rhymes that relate to the lesson.	Set up an international market in the classroom where all kinds of international traders come and shop. Demonstrate buying and selling, practicing addition and subtraction of money and giving change. The store keeper can receive calls from abroad for orders Assessment: let learners demonstrate a conceptual understanding of addition and subtraction in the buying and selling that goes in between different countries.	Review lesson with Learners by singing songs in relation to it

Vetted by : Signature: Date :

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

Week Ending:		Class size:	
Day : Monday		Date :	
Period :		Lesson :	
Strand : MY GLOBAL COMMUNITY		Sub-strand : CONNECTING AND COMMUNICATING WITH THE GLOBAL COMMUNITY (K2.7.1)	
Indicator (code)	K2.7.1.1.8		
Content standard (code)	K2.7.1.1 Demonstrate understanding of the various ways we connect with the global community.		
Performance Indicator	Learners can develop a conceptual understanding of addition and subtraction in the buying and selling that goes in between different countries		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Have learners to sing songs and recite rhymes that relate to the lesson.	Set up an international market in the classroom where all kinds of international traders come and shop. Demonstrate buying and selling, practicing addition and subtraction of money and giving change. The store keeper can receive calls from abroad for orders Assessment: let learners demonstrate a conceptual understanding of addition and subtraction in the buying and selling that goes in between different countries.	Review lesson with Learners by singing songs in relation to it

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

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

Week Ending:		Class size:	
Day : Monday		Date :	
Period :		Lesson :	
Strand : MY GLOBAL COMMUNITY		Sub-strand : CONNECTING AND COMMUNICATING WITH THE GLOBAL COMMUNITY (K2.7.1)	
Indicator (code)	K2.7.1.1.8		
Content standard (code)	K2.7.1.1 Demonstrate understanding of the various ways we connect with the global community.		
Performance Indicator	Learners can develop a conceptual understanding of addition and subtraction in the buying and selling that goes in between different countries		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Have learners to sing songs and recite rhymes that relate to the lesson.	Set up an international market in the classroom where all kinds of international traders come and shop. Demonstrate buying and selling, practicing addition and subtraction of money and giving change. The store keeper can receive calls from abroad for orders Assessment: let learners demonstrate a conceptual understanding of addition and subtraction in the buying and selling that goes in between different countries.	Review lesson with Learners by singing songs in relation to it

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

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