

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

0245350951

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TERM TWO
KG TWO
ANNUAL SCHEME OF LEARNING
TERMLY SCHEME OF LEARNING
WEEK 1 – 12

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GENERAL INFORMATION

Name of school.....

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District

Management Unit.....

Name of Class Teacher

Class Teachers Reg. No.....

Class

Boys

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Girls.....

Average age of pupils.....

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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

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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

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YEARLY SCHEME OF LEARNING GHANAIAN LANGUAGE

WEEKS	TERM ONE	TERM TWO	TERM THREE
1	Songs Rhymes	Conversation	Asking and Answering Questions

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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

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12	Building The Love And Culture Of Reading In Learners	Read Aloud with Children	Building The Love And Culture Of Reading In Learners
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TERMLY SCHEME OF LEARNING

KG 2 Term 2

WEEK	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	K2.3. VALUES AND BELIEFS	K2.3.1. MY PERSONAL VALUES	K2.3.1.1	K2.3.1.1.1 K2.3.1.1.2 K2.3.1.1.3 K2.3.1.1.4 K2.3.1.1.5 K2.3.1.1.6	Poster/ cut out picture. Cut out shapes, big books, counters, crayons
2	K2.3. VALUES AND BELIEFS	K2.3.2. MY CULTURAL VALUES	K2.3.2.1.	K2.3.2.1.1 K2.3.2.1.2 K2.3.2.1.3 K2.3.2.1.4 K2.3.2.1.5 K2.3.2.1.6	Poster/ cut out picture. Cut out shapes, big books, counters, crayons
3 & 4	K2.3. VALUES AND BELIEFS	K2.3.3. MY NATIONAL AND CIVIC VALUES	K2.3.3.1.	K2.3.3.1.1 K2.3.3.1.2 K2.3.3.1.3 K2.3.3.1.4 K2.3.3.1.5 K2.3.3.1.6	Poster/ cut out picture. Cut out shapes, big books, counters, crayons
5	K2.3.	K2.3.4. OUR BELIEFS	K2.3.4.1.	K2.3.4.1.1 K2.3.4.1.2	Poster/ cut out picture.

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	VALUES AND BELIEFS			K2.3.4.1.3 K2.3.4.1.4 K2.3.4.1.5 K2.3.4.1.6	Cut out shapes, big books, counters, crayons
6	K2.4. MY LOCAL COMMUNITY	K2.4.1. KNOWING THE SPECIAL PLACES IN MY COMMUNITY	K2.4.1.1.	K2.4.1.1.1 K2.4.1.1.2 K2.4.1.1.3 K2.4.1.1.4 K2.4.1.1.5 K2.4.1.1.6 K2.4.1.1.7	Poster/ cut out picture. Cut out shapes, big books, counters, crayons
7 & 8	K2.4. MY LOCAL COMMUNITY	K2.4.2. KNOWING (WHO) THE IMPORTANT PEOPLE / OCCUPATION IN MY COMMUNITY	K2.4.2.1.	K2.4.2.1.1 K2.4.2.1.2 K2.4.2.1.3 K2.4.2.1.4 K2.4.2.1.5 K2.4.2.1.6 K2.4.2.1.6	Poster/ cut out picture Cut out shapes, big books, counters, crayons
9 & 10	K2.4.	K2.4.3. KNOWING THE SPECIAL LEADERS IN MY COMMUNITY	K2.4.3.1	K2.4.3.1.1 K2.4.3.1.2 K2.4.3.1.3 K2.4.3.1.4 K2.4.3.1.5 K2.4.3.1.6	Poster/ cut out picture Cut out shapes, big books, counters, crayons
11	K2.5. MY NATION GHANA	K2.5.1. HISTORY AND CELEBRATION OF GHANA'S INDEPENDENCE	K2.5.1.1.	K2.5.1.1.1 K2.5.1.1.2 K2.5.1.1.3 K2.5.1.1.4 K2.5.1.1.5 K2.5.1.1.6 K2.5.1.1.7	Poster/ cut out picture Cut out shapes, big books, counters, crayons
12	K2.5.	K2.5.2.	K2.5.2.1.		Poster/ cut out picture

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	MY NATION GHANA	SOME MAJOR HISTORICAL LOCATIONS IN OUR COUNTRY			Cut out shapes, big books, counters, crayons
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TERMLY SCHEME OF LEARNING Ghanaian Language

Week	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1.	Oral Language	Conversation		KG2.1.6.1.1	Pictures of animals, Manila cards, markers, recorded audiovisual
2.	Oral Language	Talking About Oneself, Family, People and Places		KG2.1.7.1.1 KG2.1.7.1.2	Pictures of animals, Manila cards, markers, recorded audiovisual
3.	Oral Language	Listening Comprehension		KG2.1.8.1.1 KG2.1.8.1.2	Manila cards, markers, recorded audiovisual
4.	Reading	Print Concept		KG2.2.2.1.1 KG2.2.2.1.2	Manila Cards, Class reader
5.	Reading	Print Concept		KG2.2.2.1.4	Manila Cards, Markers
6.	Reading	Phonological and Phonemic Awareness		KG2.2.3.1.1	Word cards, Manila card Markers Word cards Manila card Markers
7.	Writing	penmanship/Handwriting		KG2.3.1.1.3	Word cards, Manila card Markers Word Cards, Manila card,

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8.	Writing	penmanship/Handwriting		KG2.3.1.1.4	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	Word cards, Manila card Markers Word Cards, Manila card,
10	Writing Conventions / Usage	Integrating Grammar in Written Language (Use of Qualifying Words)		KG2.5.4.1.3	Pictures of animals, Manila cards, markers, recorded audiovisual
11.	Extensive Reading	Read Aloud with Children		KG2.6.2.1.1	Manila Cards, Markers Reading materials
12.	Extensive Reading	Read Aloud with Children		KG2.6.2.1.1	Manila Cards, Markers Reading materials

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TERM ONE KG TWO

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WEEK 1

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.....: LESSON PLAN

KINDERGARTEN TWO

Week Ending:		Class size:	
Day : Tuesday		Date :	
Period :		Lesson :	
Strand : VALUES AND BELIEFS		Sub-strand : MY PERSONAL VALUES	
Indicator (code)	K2.3.1.1.1.	K2.3.1.1.2.	
Content standard (code)	K2.3.1.1 Demonstrate understanding of their personal value in relation to their likes and dislikes.		
Performance Indicator	<ul style="list-style-type: none"> • Learners can engage in a conversation about what we like and don't like with our friends and discuss more cultural values that should influence the way we live among people • Learners can use illustrations on the cover page and title of Big book to make predictions and answer simple "wh" questions about the text 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			

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T. L .R. (s)		Poster/ cut out picture , Cut out shapes, big books, counters, crayons	
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Have learners to sing songs and recite rhymes that relate to the lesson.	<p>Follow basic procedures of the community circle time (as in K2.1.1.1.1) and introduce the theme for the week.</p> <p>Display a conversational poster and some concrete materials related to the theme,</p> <p>Pair learners and have them engage in a conversation about their likes and dislikes.</p> <p>Call pairs randomly to role play two friends who meet and converse about their personal values and why.</p> <p>Let the whole class discuss the culturally sound values of our society that should transform our character</p> <p>Follow the procedure for using the Herringbone strategy as spelt out in K2. 2.4.1.2) as you read a traditional story related to the theme to learners (The cat' hat).</p> <p>Guide learners to share what they learnt from the character in the story.</p> <p>☑ Learners pay attention to new words after reading. Show the new words to learners after reading and ask them to act them out.</p>	Review lesson with Learners by singing songs in relation to it

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		Learners use vocabulary acquired to create meaningful sentences about the main character. Assessment: let learners use illustrations on the cover page and title of Big book to make predictions	
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SUBJECT: GHANAIAN LANGUAGE

KINDERGARTEN TWO

Week Ending:		Class size:
Day :		Date :
Period :		Lesson :
Strand : Oral Language		Sub-strand : Conversation
Indicator (code)	KG2.1.6.1.1	
Content standard (code)	KG2.1.6.1.	
Performance Indicator	The learner should discuss and dramatise the day greetings (morning, afternoon, evening) and response	
Core Competencies: Communication and collaboration Personal development and leadership.		
Keywords		
T. L .R. (s)	Manila cards, markers, recorded audios visual	
Ref:	Ghanaian Language curriculum	

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DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Revise the greetings learnt in the early stage. • Let learners come out to dramatise a morning greeting and respond appropriately in pairs. • Let learners come out to dramatise an afternoon greeting and respond appropriately in pairs. • Let learners come out to dramatise an evening greeting and respond appropriately in pairs. <p>Assessment: let learners dramatise a morning greeting and respond appropriately in pairs.</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"> • Revise the greetings learnt in the early stage. • Let learners come out to dramatise a morning greeting and respond appropriately in pairs. • Let learners come out to dramatise an afternoon greeting and respond appropriately in pairs. • Let learners come out to dramatise an evening greeting and respond appropriately in pairs. <p>Assessment: let learners dramatise an afternoon greeting and respond appropriately in pairs.</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"> • Revise the greetings learnt in the early stage. • Let learners come out to dramatise a morning greeting and respond appropriately in pairs. • Let learners come out to dramatise an afternoon greeting and respond appropriately in pairs. 	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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		<ul style="list-style-type: none">• Let learners come out to dramatise an evening greeting and respond appropriately in pairs. <p>Assessment: let learners dramatise an evening greeting and respond appropriately in pairs</p>	
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.....: LESSON PLAN

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Week Ending:		Class size:	
Day : Wednesday		Date :	
Period :		Lesson :	
Strand : VALUES AND BELIEFS		Sub-strand : MY PERSONAL VALUES	
Indicator (code)	K2.3.1.1.3	K2.3.1.1.4	
Content standard (code)	K2.3.1.1 Demonstrate understanding of their personal value in relation to their likes and dislikes.		
Performance Indicator	<ul style="list-style-type: none"> Learners can randomly identify letters of the alphabet and recognize them in words and names related to the theme and clap the syllables Learners can write or copy words related to the theme in a self-dictionary or journal 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

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<p>Wednesday</p>	<p>Have learners to sing songs and recite rhymes that relate to the lesson.</p>	<p>Play a game “Listen to the sound, pick the letter and a word in which the letter is and sound it out.” As a way of revising the letters learnt so far, play this game; Put learners in a group and let them win marks for their group. Explain the rules of the game to learners. The rule is: ☐ “Listen to the teacher pronounce a word, find the letter beginning that word in a pile, move to another table and find another word in which the target sound is, pick it, pronounce the word and clap the syllables in the word.”. ☐ Use only letter-sound the learners have learnt so far. Using the word cards, guide learners to identify and read the key words by sight (recognize and pronounce the word instantly). Write the key words on the board and guide learners to copy them in their self-dictionary books and draw their picture Assessment: let learners copy word in their self-dictionary book</p>	<p>Review lesson with Learners by singing songs in relation to it</p>
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.....: LESSON PLAN

KINDERGARTEN TWO

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

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Indicator (code)		K2.3.1.1.5	
Content standard (code)		K2.3.1.1 Demonstrate understanding of their personal value in relation to their likes and dislikes.	
Performance Indicator		Learners can explore with simple tools and materials to create and communicate ideas	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Poster/ cut out picture , Cut out shapes, big books, counters, crayons	
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Thursday	Have learners to sing songs and recite rhymes that relate to the lesson.	Using the clay or play dough, have learners mould any object of their choice e.g. fruit(s) a toy etc. ☑ Use poster colours and brushes to paint their objects appropriately Assessment: let learners use simple tools and materials to create and communicate ideas.	Review lesson with Learners by singing songs in relation to it

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.....: LESSON PLAN

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Week Ending:		Class size:	
Day : Friday		Date :	
Period :		Lesson :	
Strand : VALUES AND BELIEFS		Sub-strand : MY PERSONAL VALUES	
Indicator (code)	K2.3.1.1.6		
Content standard (code)	K2.3.1.1 Demonstrate understanding of their personal value in relation to their likes and dislikes.		
Performance Indicator	Learners can compose and decompose numbers up to 10 using concrete materials		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

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<p>Friday</p>	<p>Have learners to sing songs and recite rhymes that relate to the lesson.</p>	<p>Guide learners to count counters, either bottle tops or sticks from 1 to 10 (Compose).</p> <p>Ask them to form two groups of the 10 counters given to them (decompose) in any manner they want it. E.g. They can break the 10 counters into 5 and 5 or 4 and 6, or 9 and 1. Ask them to put the piles together and check how many they get altogether.</p> <p>☑ Give different numeral cards to small groups of learners and ask them to identify and count objects/counters to match the number</p> <p>Assessment: let learners compose and decompose numbers up to 10 using concrete materials</p>	<p>Review lesson with Learners by singing songs in relation to it</p>
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TERM ONE KG TWO WEEK 2

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.....: LESSON PLAN

KINDERGARTEN TWO

Week Ending:		Class size:	
Day : Monday		Date :	
Period :		Lesson :	
Strand : VALUES AND BELIEFS		Sub-strand : MY CULTURAL VALUES	
Indicator (code)	K2.2.2.1.1	K2.2.2.1.2	
Content standard (code)	K2.2.2.1 Demonstrate understanding of the virtues, good manners and behaviour patterns our community values and why		
Performance Indicator	<ul style="list-style-type: none"> • Learners can recognize and use appropriate facial expressions, gestures and body language that convey meaning to accompany greetings. • Learners can use illustrations on the cover page and title of Big book to make predictions and answer simple story map questions on the text 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			

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T. L .R. (s)	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Have learners to sing songs and recite rhymes that relate to the lesson.	<p>Follow basic procedures of the community circle time (as in K2.1.1.1.1) and introduce the theme for the week.</p> <p>Display a conversational poster on Greetings (#6) and engage learners in active discussion about the pictures in the poster related to how we greet, why, and the acceptable non-verbal behaviours (body languages and gestures) that go with it.</p> <p>Role play different people greeting other people using appropriate cultural acceptable body language.</p> <p>Have learners predict what the story will be using the cover picture and title of the big book.</p> <ul style="list-style-type: none"> • Read aloud the narrative story related to the theme and use the Story Map strategy (follow procedure as in Appendix 1). • Guide the learners as to how to answer the story map questions. E.g. What is the setting of the story? who are the characters? what is the problem in the story? what did the character(s) do to solve the problem? How was the problem solved? 	Review lesson with Learners by singing songs in relation to it

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		<p>Learners should identify their favourite characters and explain why they like that character.</p> <ul style="list-style-type: none">• Repeat the pronunciation of the new words encountered in the text after teacher. <p>Find the meaning using context and pictures. Use vocabulary acquired to construct short meaningful sentences.</p> <p>Assessment: let learners use illustrations on the cover page and title of Big book to answer simple story map questions on the text</p>	
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SUBJECT: GHANAIAN LANGUAGE

KINDERGARTEN TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Oral Language		Sub-strand : Talking About Oneself, Family, People and Places	
Indicator (code)	KG2.1.7.1.1	KG2.1.7.1.2	
Content standard (code)	KG2.1.7.1.	KG2.1.7.1.	
Performance Indicator	<ul style="list-style-type: none"> • The learner should say his or her name and parents' names. • The learner should say names of friends and siblings. 		
Core Competencies: Communication and collaboration Personal development and leadership.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:	Ghanaian Language curriculum		

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DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Allow learners to listen to an audio of someone introducing his/herself and discuss what they heard from the audio. • Talk about yourself to learners. • Learners should talk about themselves in pairs. • Lead learners to discuss about parents. • Learners should talk about their parents in groups <p>Assessment: let learners mention his or her name and parents' names.</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"> • Introduce a friend to the learners. • Mention the names of other friends to learners. • Encourage learners to talk about their friends <p>Assessment: let learners mention names of friends and siblings.</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"> • Introduce a friend to the learners. • Mention the names of other friends to learners. • Encourage learners to talk about their friends <p>Assessment: let learners mention names of friends and siblings.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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.....: LESSON PLAN

KINDERGARTEN TWO

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

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Strand : VALUES AND BELIEFS		Sub-strand : MY CULTURAL VALUES	
Indicator (code)	K2.3.2.1.1		
Content standard (code)	K2.3.2.1 Demonstrate understanding of the virtues, good manners and behaviour patterns our community values and why		
Performance Indicator	Learners can randomly identify letters of the alphabet and recognize them in words and names related to the theme and clap the syllables		
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.	Play a game as described in K2.3.1.1.4“Listen to the sound, pick the letter and a word in which the letter is and sound it out.”. As a way of revising the letters learnt so far, play this game; Put learners in a group and let them win marks for their group Explain the rules of the game to learners. The rule is at K2.3.1.1.3 Assessment: let learners randomly identify letters of the alphabet in words and names related to the theme	Review lesson with Learners by singing songs in relation to it

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.....: LESSON PLAN

KINDERGARTEN TWO

Week Ending:		Class size:	
Day : Wednesday		Date :	
Period :		Lesson :	
Strand : VALUES AND BELIEFS		Sub-strand : MY CULTURAL VALUES	
Indicator (code)	K2.3.2.1.4		
Content standard (code)	K2.3.2.1 Demonstrate understanding of the virtues, good manners and behaviour patterns our community values and why		
Performance Indicator	Learners can read, use and copy daily greetings and some culturally appropriate and polite language in their self-dictionary/note book		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

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	for learning)		
Wednesday	Have learners to sing songs and recite rhymes that relate to the lesson.	<p>List daily greetings and some culturally appropriate words such as thank you, I am sorry, in the home languages on the BB/WB.</p> <p>Have learners read the key words on cards after you 2 to 3 times. Pair them up to use the polite words in conversation after which they copy them into their jotters/self-dictionary.</p> <p>Assessment: let learners use and copy daily greetings and some culturally appropriate and polite language in their self-dictionary/note book</p>	Review lesson with Learners by singing songs in relation to it

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..... LESSON PLAN

KINDERGARTEN TWO

Week Ending:		Class size:	
Day : Thursday		Date :	
Period :		Lesson :	
Strand : VALUES AND BELIEFS		Sub-strand : MY CULTURAL VALUES	
Indicator (code)	K2.3.2.1.5		
Content standard (code)	K2.3.2.1 Demonstrate understanding of the virtues, good manners and behaviour patterns our community values and why		

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Performance Indicator		Learners can talk about how others make their art work to project good manners in the society.	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Poster/ cut out picture , Cut out shapes, big books, counters, crayons	
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Thursday	Have learners to sing songs and recite rhymes that relate to the lesson.	<p>Show different greeting cards to learners and explain the different ways we use the cards.</p> <p>E.g. Greet people we have not seen for some time, say thank you, say sorry, wish people well etc.</p> <p>Demonstrate how greeting cards are made; Provide learners with different writing tools and cards and have them make greeting cards to appreciate their friends and family.</p> <p>Let them copy the polite words in the cards.</p> <p>Assessment: let learners talk about how they made make their art work to project good manners in the society</p>	Review lesson with Learners by singing songs in relation to it

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KINDERGARTEN TWO

Week Ending:		Class size:
Day : Friday		Date :
Period :		Lesson :
Strand : VALUES AND BELIEFS		Sub-strand : MY CULTURAL VALUES
Indicator (code)	K2.3.2.6	
Content standard (code)	K2.3.2.1 Demonstrate understanding of the virtues, good manners and behaviour patterns our community values and why	
Performance Indicator	Learners can compose and decompose numbers up to 15 using concrete materials`	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.		
Keywords		
T. L .R. (s)	Poster/ cut out picture , Cut out shapes, big books, counters, crayons	

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Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Have learners to sing songs and recite rhymes that relate to the lesson.	Have learners identify a number on the numeral chart, count objects up to that number on the card. E.g. Point 15. Ask them to share the 15 counters to two people any how they want. Ask in what different ways will they share it. Have them decompose and compose the 15 counters given to them. Scaffold them and support them when they struggle. Assessment: let learners compose and decompose numbers up to 15 using concrete materials	Review lesson with Learners by singing songs in relation to it

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KG TWO

WEEK 3

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.....: LESSON PLAN

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Week Ending:		Class size:	
Day : Monday		Date :	
Period :		Lesson :	
Strand : VALUES AND BELIEFS		Sub-strand : MY NATIONAL AND CIVIC VALUES	
Indicator (code)	K2.3.2.1.1	K2.3.3.1.2	
Content standard (code)	K2.3.3.1 Demonstrate understanding of the values and virtues we need to exhibit as Ghanaian learners.		
Performance Indicator	Learners can brainstorm good behaviours and acceptable practices that we should exhibit as Ghanaian learners. Learners can use illustrations on the cover page and title of Big book to make predictions and answer simple story map questions about the text		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			

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Keywords			
T. L .R. (s)		Poster/ cut out picture , Cut out shapes, big books, counters, crayons	
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Have learners to sing songs and recite rhymes that relate to the lesson.	<p>Follow basic procedures of the community circle time (as in K2.1.1.1.1) and introduce the theme for the week.</p> <p>Display a conversational poster related to the theme, have learners observe the pictures and share their thoughts freely about good behaviours and acceptable practices that we should exhibit as Ghanaian learners.</p> <p>☑ Put learners in small groups and have them dramatize appropriate behaviour in society. E.g. greeting when you meet someone.</p> <p>Showing hospitality to foreigners and using please when requesting for assistance.</p> <p>Have learners predict what the story will be using the cover picture and title of the big book.</p> <p>Read aloud the narrative story related to the theme (On Kwame Nkrumah) and use the Story Map strategy (follow procedure as in Appendix 1 K2.3.2.1.3).</p>	Review lesson with Learners by singing songs in relation to it

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		<p>Assessment: Learners answer the story map questions.</p> <p>E.g. What is the setting of the story? who are the characters? what is the problem in the story? what did the character(s) do to solve the problem? How was the problem solved?</p>	
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.....: LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE

KINDERGARTEN TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Oral Language		Sub-strand : Listening Comprehension	
Indicator (code)	KG2.1.8.1.1.	KG2.1.8.1.2	
Content standard (code)	KG2.1.8.1.	KG2.1.8.1.	
Performance Indicator	<ul style="list-style-type: none"> • The learner should recollect and say some of the words in the passage • The learner should use some of the words on their own. 		
Core Competencies: Communication and collaboration Personal development and leadership.			
Keywords			

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T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:	Ghanaian Language curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Read a passage to learners. • Let learners recognise some words in the passage. • Write the words on the board and say them aloud. <p>Assessment: let learners mention some of the words in the passage</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"> • Lead learners to read the passage aloud. • Assist learners to remember and mention some of the words in the passage. • Learners should use some of the words in their communication <p>Assessment: let learners use some of the words in their communication</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"> • Lead learners to read the passage aloud. • Assist learners to remember and mention some of the words in the passage. • Learners should use some of the words in their communication <p>Assessment: let learners use some of the words in their communication</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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.....: LESSON PLAN

KINDERGARTEN TWO

Week Ending:	Class size:
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Day : Tuesday		Date :	
Period :		Lesson :	
Strand : VALUES AND BELIEFS		Sub-strand : MY NATIONAL AND CIVIC VALUES	
Indicator (code)	K2.3.3.1.3		
Content standard (code)	K2.3.3.1 Demonstrate understanding of the values and virtues we need to exhibit as Ghanaian learners.		
Performance Indicator	Learners can use new vocabulary acquired to create their own drama on how to show themselves as patriotic citizens of their country		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords	NANA FIIFI ACQUAH SCH		
T. L .R. (s)	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Have learners to sing songs and recite rhymes that relate to the lesson.	Discuss what it means to be a good citizen and list civic values that patriotic citizen exhibit. ☑ Guide learners to use the words acquired to create short drama. Call on small group to perform their drama and appreciate them. E.g. how a police man caught a thief; Hardworking citizen in a factory; On	Review lesson with Learners by singing songs in relation to it

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		truthfulness; how someone found and gave back an amount of money to the owner. ☑ Ask learners why we should respect the National Anthem and the pledge Assessment: let learners use the words acquired to perform a short drama on how to show themselves as patriotic citizens of their country	
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.....: LESSON PLAN

KINDERGARTEN TWO

Week Ending:		Class size:	
Day : Wednesday		Date :	
Period :		Lesson :	
Strand : VALUES AND BELIEFS		Sub-strand : MY NATIONAL AND CIVIC VALUES	
Indicator (code)	K2.3.3.1.4		
Content standard (code)	K2.3.3.1 Demonstrate understanding of the values and virtues we need to exhibit as Ghanaian learners.		

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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.	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. 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.	Review lesson with Learners by singing songs in relation to it

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KINDERGARTEN TWO

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Week Ending:		Class size:	
Day : Thursday		Date :	
Period :		Lesson :	
Strand : VALUES AND BELIEFS		Sub-strand : MY NATIONAL AND CIVIC VALUES	
Indicator (code)	K2.3.3.1.5		
Content standard (code)	K2.3.3.1 Demonstrate understanding of the values and virtues we need to exhibit as Ghanaian learners.		
Performance Indicator	Learners can recognize and talk about some national art works of our country.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords	NANA FIIFI ACQUAH SCH		
T. L .R. (s)	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Thursday	Have learners to sing songs and recite rhymes that relate to the lesson.	Take learners outside to observe the national flag of Ghana. <input type="checkbox"/> Let learners draw and colour or paint the flag of Ghana. Assessment: Let learners draw and colour or paint the flag of Ghana	Review lesson with Learners by singing songs in relation to it

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.....: LESSON PLAN

KINDERGARTEN TWO

Week Ending:		Class size:
Day : Friday		Date :
Period :		Lesson :
Strand : VALUES AND BELIEFS		Sub-strand : MY NATIONAL AND CIVIC VALUES
Indicator (code)	K2.3.3.1.6	
Content standard (code)	K2.3.3.1 Demonstrate understanding of the values and virtues we need to exhibit as Ghanaian learners.	
Performance Indicator	Learners can Recognize and describe some simple repeating nonnumerical patterns (up to a repetition of 3, 1, 2 pattern).	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.		
Keywords		
T. L .R. (s)	Poster/ cut out picture , Cut out shapes, big books, counters, crayons	

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Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Have learners to sing songs and recite rhymes that relate to the lesson.	Guide learners to identify the numbers on cards, arrange them and let them continue the pattern you started. E.g. 1,3 5, 7... Assessment: let learners identify patterns and arrange numeral cards in a particular order and read.	Review lesson with Learners by singing songs in relation to it

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TERM ONE
KG TWO
WEEK 4

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.....: LESSON PLAN

KINDERGARTEN TWO

Week Ending:		Class size:	
Day : Monday		Date :	
Period :		Lesson :	
Strand : VALUES AND BELIEFS		Sub-strand : MY NATIONAL AND CIVIC VALUES	
Indicator (code)	K2.3.2.1.1	K2.3.3.1.2	
Content standard (code)	K2.3.3.1 Demonstrate understanding of the values and virtues we need to exhibit as Ghanaian learners.		
Performance Indicator	<ul style="list-style-type: none"> • Learners can brainstorm good behaviours and acceptable practices that we should exhibit as Ghanaian learners. • Learners can use illustrations on the cover page and title of Big book to make predictions and answer simple story map questions about 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		

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DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Have learners to sing songs and recite rhymes that relate to the lesson.	<p>Follow basic procedures of the community circle time (as in K2.1.1.1.1) and introduce the theme for the week.</p> <p>Display a conversational poster related to the theme, have learners observe the pictures and share their thoughts freely about good behaviours and acceptable practices that we should exhibit as Ghanaian learners.</p> <p>☑ Put learners in small groups and have them dramatize appropriate behaviour in society. E.g. greeting when you meet someone.</p> <p>Showing hospitality to foreigners and using please when requesting for assistance.</p> <p>Have learners predict what the story will be using the cover picture and title of the big book.</p> <p>Read aloud the narrative story related to the theme (On Kwame Nkrumah) and use the Story Map strategy (follow procedure as in Appendix 1 K2.3.2.1.3).</p> <p>Assessment: Learners answer the story map questions.</p> <p>E.g. What is the setting of the story? who are the characters? what is the problem in the story? what did the character(s) do to solve the problem?</p>	Review lesson with Learners by singing songs in relation to it

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		How was the problem solved?	
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Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Reading		Sub-strand : Print Concept	
Indicator (code)	KG2.2.2.1.1	KG2.2.2.1.2	
Content standard (code)	KG2.2.2.1.	KG2.2.2.1.	
Performance Indicator	<ul style="list-style-type: none"> The learner should talk about cover page and illustrations. The learner should turn over the pages of a book by opening gently from right to left. 		
Core Competencies: Communication and collaboration Personal development and leadership.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:	Ghanaian Language curriculum		
DAY	Phase 1: Starter (preparing the brain)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

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	Engage learners to sing songs and recite familiar rhymes	Show learners a book through discussion, assist learners to talk about the cover page and illustrations on the book. E.g. Colour, size, shape, thickness of cover, number of pages, etc. Assessment: let learners talk about cover page and illustrations.	What have we learnt today? Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Demonstrate to learners the correct way of opening a book. Ask learners to open their books from right to left. Assessment: let learners turn over the pages of a book by opening gently from right to left	What have we learnt today? Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Demonstrate to learners the correct way of opening a book. Ask learners to open their books from right to left. Assessment: let learners turn over the pages of a book by opening gently from right to left	What have we learnt today? Review the lesson with learners

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KINDERGARTEN TWO

Week Ending:		Class size:	
Day : Tuesday		Date :	
Period :		Lesson :	
Strand : VALUES AND BELIEFS		Sub-strand : MY NATIONAL AND CIVIC VALUES	

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Indicator (code)		K2.3.3.1.3	
Content standard (code)		K2.3.3.1 Demonstrate understanding of the values and virtues we need to exhibit as Ghanaian learners.	
Performance Indicator		Learners can use new vocabulary acquired to create their own drama on how to show themselves as patriotic citizens of their country	
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.	Discuss what it means to be a good citizen and list civic values that patriotic citizen exhibit. ☑ Guide learners to use the words acquired to create short drama. Call on small group to perform their drama and appreciate them. E.g. how a police man caught a thief; Hardworking citizen in a factory; On truthfulness; how someone found and gave back an amount of money to the owner. ☑ Ask learners why we should respect the National Anthem and the pledge .	Review lesson with Learners by singing songs in relation to it

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		Assessment: let learners use the words acquired to perform a short drama on how to show themselves as patriotic citizens of their country	
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.....: LESSON PLAN

NANA FIIFI ACQUAH SCH
KINDERGARTEN TWO

Week Ending:		Class size:	
Day : Wednesday		Date :	
Period :		Lesson :	
Strand : VALUES AND BELIEFS		Sub-strand : MY NATIONAL AND CIVIC VALUES	
Indicator (code)	K2.3.3.1.4		
Content standard (code)	K2.3.3.1 Demonstrate understanding of the values and virtues we need to exhibit as Ghanaian learners.		
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.			

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

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.....: LESSON PLAN

KINDERGARTEN TWO

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

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Strand : VALUES AND BELIEFS		Sub-strand : MY NATIONAL AND CIVIC VALUES	
Indicator (code)	K2.3.3.1.5		
Content standard (code)	K2.3.3.1 Demonstrate understanding of the values and virtues we need to exhibit as Ghanaian learners.		
Performance Indicator	Learners can recognize and talk about some national art works of our country.		
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 outside to observe the national flag of Ghana. <input type="checkbox"/> Let learners draw and colour or paint the flag of Ghana. Assessment: Let learners draw and colour or paint the flag of Ghana	Review lesson with Learners by singing songs in relation to it

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.....: LESSON PLAN

KINDERGARTEN TWO

Week Ending:		Class size:	
Day : Friday		Date :	
Period :		Lesson :	
Strand : VALUES AND BELIEFS		Sub-strand : MY NATIONAL AND CIVIC VALUES	
Indicator (code)	K2.3.3.1.6		
Content standard (code)	K2.3.3.1 Demonstrate understanding of the values and virtues we need to exhibit as Ghanaian learners.		
Performance Indicator	Learners can Recognize and describe some simple repeating nonnumerical patterns (up to a repetition of 3, 1, 2 pattern).		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

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	for learning)		
Friday	Have learners to sing songs and recite rhymes that relate to the lesson.	Guide learners to identify the numbers on cards, arrange them and let them continue the pattern you started. E.g. 1,3 5, 7... Assessment: let learners identify patterns and arrange numeral cards in a particular order and read.	Review lesson with Learners by singing songs in relation to it

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TERM ONE
KG TWO
WEEK 5

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.....: LESSON PLAN

Week Ending:		Class size:	
Day : Monday		Date :	
Period :		Lesson :	
Strand : VALUES AND BELIEFS		Sub-strand : OUR BELIEFS	
Indicator (code)	K2.3.4.1.1	K2.3.4.1.2	
Content standard (code)	K2.3.4.1 Demonstrate understanding of relating well with people with different beliefs.		
Performance Indicator	<ul style="list-style-type: none"> Learners can describe why and how to relate well with everyone regardless of their culture, language or belief. Learners can use illustrations in a Big book to make predictions and answer simple story map questions about 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

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<p>Monday</p>	<p>Have learners to sing songs and recite rhymes that relate to the lesson.</p>	<p>Community Circle time: Follow basic procedures of the community circle time (as in K2.1.1.1.1) and introduce the theme for the week.</p> <p>Display a conversational poster and some concrete materials related to the theme and engage learners in active discussion.</p> <p>Call on learners randomly to answer questions or contribute to the discussion.</p> <p>Discuss the different kinds of people we live with and the need to behave appropriately towards all humans.</p> <p>☑ Sort and group learners according to their tribes or language spoken; let each child pick a friend from a different group and exchange pleasantries.</p> <p>Take learners through a few pages of a big book (picture walk).</p> <p>Have learners predict what the story will be using the pictures in the book. Read aloud the narrative story related to the theme (Little David and Goliath).</p> <p>Use the Story Map strategy (follow procedure as in Appendix 1, K2.3.2.1.3).</p> <p>Learners answer the story map questions. E.g. What is the setting of the story? who are the characters? what is the problem in the story? what did the character(s) do to solve the problem? How was the problem solved?</p> <p>Focus on what we can learn from the biblical character.</p>	<p>Review lesson with Learners by singing songs in relation to it</p>
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		<p>Write level appropriate words in the air, sand, on their arms and in their ruled books and read</p> <p>Assessment: let learners use illustrations in a Big book to make predictions and answer simple story map questions about the text</p>	
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.....: LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE

KINDERGARTEN TWO

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

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Strand : Reading		Sub-strand : Print Concept	
Indicator (code)	KG2.2.2.1.4		
Content standard (code)	KG2.2.2.1.		
Performance Indicator	The learner should move fingers across tables and books from left to right (do picture walk) and top to bottom.		
Core Competencies: Communication and collaboration Personal development and leadership.			
Keywords			
T. L .R. (s)	Manila cards, markers, recorded audios visual		
Ref:	Ghanaian Language curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Open a book and use your finger to demonstrate how reading is done for learners to observe. • Assist learners to move their fingers from left to right and from top to bottom. <p>Assessment: let learners move their fingers from left to right and from top to bottom in a book</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Open a book and use your finger to demonstrate how reading is done for learners to observe. • Assist learners to move their fingers from left to right and from top to bottom. <p>Assessment: let learners move their fingers from left to right and from top to bottom in a book</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Open a book and use your finger to demonstrate how reading is done for learners to observe. • Assist learners to move their fingers from left to right and from top to bottom. <p>Assessment: let learners move their fingers from left to right and from top to bottom in a book</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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.....: LESSON PLAN

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KINDERGARTEN TWO

Week Ending:		Class size:
Day : Tuesday		Date :
Period :		Lesson :
Strand : VALUES AND BELIEFS		Sub-strand : OUR BELIEFS
Indicator (code)	K2.3.4.1.3	
Content standard (code)	K2.3.4.1 Demonstrate understanding of relating well with people with different beliefs.	
Performance Indicator	Learners can read level-appropriate sight words from the big book	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.		

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Keywords			
T. L .R. (s)		Poster/ cut out picture , Cut out shapes, big books, counters, crayons	
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Have learners to sing songs and recite rhymes that relate to the lesson.	<ul style="list-style-type: none"> • Display sight words on word cards and guide learners to read • Have them look for the sight words from the big book and guide learners to use the words to form short and simple sentences. • Copy words in the exercise book. • Write level appropriate content vocabulary in their ruled exercised books and read them to each other Assessment: let learners read level-appropriate sight words from the big book	Review lesson with Learners by singing songs in relation to it

.....: LESSON PLAN

KINDERGARTEN TWO

Week Ending:	Class size:
Day : Wednesday	Date :

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Period :		Lesson :	
Strand : VALUES AND BELIEFS		Sub-strand : OUR BELIEFS	
Indicator (code)	K2.3.4.1.4.		
Content standard (code)	K2.3.4.1 Demonstrate understanding of relating well with people with different beliefs.		
Performance Indicator	Learners can connect spoken words and sounds to letters in a playful way.		
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.	Practice letter ladder-game Draw a grid on the floor of the classroom or outside. Write letters the learners have learnt so far in the grid on the floor which looks like this. A k f D	Review lesson with Learners by singing songs in relation to it

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		<p>s b m O p h k H</p> <p>Divide the class into 2, 3, 4 groups (this depends on the number of learners in the class).</p> <p>Read the sounds and call on the group to send a volunteer to jump/hop on the letter in the box on the floor. If the child is correct, the group gets a point.</p> <p>If the child is incorrect, the group loses their turn/ chance and does not get a point. It moves to another group.</p> <p>If nobody knows it, the teacher needs to demonstrate and hop on the grid and no one get a point.</p> <p>Select a group to start with.</p> <p>Assessment: let learners connect spoken words and sounds to letters in a playful way.</p>	
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.....: LESSON PLAN

KINDERGARTEN TWO

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

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Content standard (code)		K2.3.4.1 Demonstrate understanding of relating well with people with different beliefs.	
Performance Indicator		Learners can play different musical instruments and dance to religious songs	
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 different learners show their skills in the Music and dance day and at the centres by playing musical instruments, drums, some can lead in the songs while/and others dance. Play a variety of music on CD/tapes and let learners dance. Assessment: let learners play different musical instruments and dance to religious songs	Review lesson with Learners by singing songs in relation to it

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KINDERGARTEN TWO

Week Ending:		Class size:	
Day : Friday		Date :	
Period :		Lesson :	
Strand : VALUES AND BELIEFS		Sub-strand : OUR BELIEFS	
Indicator (code)	K2.3.4.1.6		
Content standard (code)	K2.3.4.1 Demonstrate understanding of relating well with people with different beliefs.		
Performance Indicator	Learners can recognise and describe some simple repeating non-numerical patterns (up to a repetition of 3, 1, 2 pattern)		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

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Friday	Have learners to sing songs and recite rhymes that relate to the lesson.	Show number cards and let learners work in small groups to identify the pattern. ☑ Guide learners to arrange the numeral cards to patterns. E.g. 11,22, 33, Assessment: let learners identify and describe some simple repeating non-numerical patterns (up to a repetition of 3, 1, 2 pattern)	Review lesson with Learners by singing songs in relation to it
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TERM ONE

KG TWO

WEEK 6

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.....: LESSON PLAN

KINDERGARTEN TWO

Week Ending:	Class size:
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NANA FIIFI ACQUAH

Day : Monday		Date :	
Period :		Lesson :	
Strand : MY LOCAL COMMUNITY		Sub-strand : KNOWING THE SPECIAL PLACES IN MY COMMUNITY	
Indicator (code)	K2.4.1.1.1	K2.4.1.1.2	
Content standard (code)	K2.4.1.1 Demonstrate understanding of the special places in our local community		
Performance Indicator	<ul style="list-style-type: none"> • Learners can talk about familiar, places, things and events with prompting and support • Learners can listen attentively to a read aloud of an informational text about special places and participate actively in the KWL reading technique asking and answering one's own questions. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords	NANA FIIFI ACQUAH SCH		
T. L .R. (s)	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Have learners to sing songs and recite rhymes that relate to the lesson.	Community Circle time: 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 showing some special places in a community where learners can go.	Review lesson with Learners by singing songs in relation to it

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		<p>Have learners observe the poster and talk about some of the special places in every community, e.g. the chief's house, the market, police station, the hospital.</p> <p>☑ Prepare the learners for a field trip to the chief's palace and the police station during the week. (For an advance preparation, ask permission from the places by mouth and with a letter.)</p> <p>Arrange with a resource person to talk to the learners. While back at school, have learners share what they have learnt on the field.</p> <p>Follow the KWL technique procedure and have learners learn more about the importance of special places in a community.</p> <p>K-Discuss what the learners already know, ☑ W learners ask all their questions about what they want to know.</p> <p>☑ L Read to them, pausing often for them to share what they are learning and have learnt.</p> <p>Assessment: let learners listen attentively to a read aloud of an informational text about special places and participate actively in the asking and answering questions</p>	
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.....: LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE

NANA FIIFI ACQUAH SCH

KINDERGARTEN TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Reading		Sub-strand : Phonological and Phonemic Awareness	
Indicator (code)	KG2.2.3.1.1		
Content standard (code)	KG2.2.3.1.		

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Performance Indicator		The learner should recognise the location of individual sounds in one-syllable words (beginning or end).	
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 letters of the alphabet on the board. • Teach learners the corresponding sounds. • Allow learners to recognise the individual sounds in one-syllable words. E.g. Go, come, eat, etc. <p>Assessment: let learners identify the location of individual sounds in one-syllable words (beginning or end).</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. • Teach learners the corresponding sounds. • Allow learners to recognise the individual sounds in one-syllable words. E.g. Go, come, eat, etc. <p>Assessment: let learners identify the location of individual sounds in one-syllable words (beginning or end).</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none">• Write the letters of the alphabet on the board.• Teach learners the corresponding sounds.• Allow learners to recognise the individual sounds in one-syllable words. E.g. Go, come, eat, etc. <p>Assessment: let learners identify the location of individual sounds in one-syllable words (beginning or end).</p>	What have we learnt today? Review the lesson with learners
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.....: LESSON PLAN

KINDERGARTEN TWO

Week Ending:		Class size:	
Day : Tuesday		Date :	
Period :		Lesson :	
Strand : MY LOCAL COMMUNITY		Sub-strand : KNOWING THE SPECIAL PLACES IN MY COMMUNITY	
Indicator (code)	K2.4.1.1.3	K2.4.1.1.4	
Content standard (code)	K2.4.1.1 Demonstrate understanding of the special places in our local community		
Performance Indicator	<ul style="list-style-type: none"> • Learners can read level-appropriate sight words from the big book • Learners can recognize at least 50% of the letter sounds of the alphabet 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
Ref:	Kindergarten Curriculum Page		

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DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Have learners to sing songs and recite rhymes that relate to the lesson.	<p>Display sight words on word cards and guide learners to read</p> <ul style="list-style-type: none"> ☑ Have them look for the sight words from the big book and guide learners to use the words to form short and simple sentences. ☑ Copy words in the exercise book. ☑ Write level appropriate content vocabulary in their ruled exercise books and read them to each other <p>Play Alphabet Relay Game</p> <p>Put learners in groups of 4 to compete for letter recognition and writing. Give each group a piece of chalk.</p> <p>Call out a letter and let two pupils from each group run to the chalk board and write both the small and capital letter.</p> <p>Call out another letter and let pupils take turns.</p> <p>Assessment: let learners identify at least 50% of the letter sounds of the alphabet</p>	Review lesson with Learners by singing songs in relation to it

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NANA FIIFI ACQUAH SCH

.....: LESSON PLAN

Week Ending:		Class size:	
Day : Wednesday		Date :	
Period :		Lesson :	
Strand : MY LOCAL COMMUNITY		Sub-strand : KNOWING THE SPECIAL PLACES IN MY COMMUNITY	
Indicator (code)	K2.4.1.1. 5		
Content standard (code)	K2.4.1.1 Demonstrate understanding of the special places in our local community		
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.			
NANA FIIFI ACQUAH SCH			
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	Rapidly revise the letter sounds learnt so far. <input type="checkbox"/> Follow the procedure as in K2 .1.1.1.5 to continue teaching the letter-sound for the week.	Review lesson with Learners by singing songs in relation to it

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	relate to the lesson.	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	
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.....: LESSON PLAN

KINDERGARTEN TWO

Week Ending:	Class size:
Day : Thursday	Date :
Period :	Lesson :
Strand : MY LOCAL COMMUNITY	Sub-strand : KNOWING THE SPECIAL PLACES IN MY COMMUNITY
Indicator (code)	K2.4.1.1.6
Content standard (code)	K2.4.1.1 Demonstrate understanding of the special places in our local community
Performance Indicator	Learners can talk about the ideas expressed in one's own art and that of others.
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.	
Keywords	

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T. L .R. (s)		Poster/ cut out picture , Cut out shapes, big books, counters, crayons	
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Thursday	Have learners to sing songs and recite rhymes that relate to the lesson.	Let learners draw any special place(s) they have ever been to. ☑ Display the work and give each child the opportunity to explain elements in the art. Assessment: let learners talk about the ideas expressed in one's own art and that of others	Review lesson with Learners by singing songs in relation to it

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.....: LESSON PLAN

KINDERGARTEN TWO

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

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Strand : MY LOCAL COMMUNITY		Sub-strand : KNOWING THE SPECIAL PLACES IN MY COMMUNITY	
Indicator (code)	K2.4.1.1.7		
Content standard (code)	K2.4.1.1 Demonstrate understanding of the special places in our local community		
Performance Indicator	Learners can create simple patterns with more than one shape, colour, size		
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.	Encourage learners to use different colours/sizes of shapes to create the patterns. Arrange different colours of shapes in a particular pattern Assessment: let learners create simple patterns with more than one shape, colour, size	Review lesson with Learners by singing songs in relation to it

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**TERM ONE
KG TWO
WEEK 7**

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.....: LESSON PLAN

KINDERGARTEN TWO

Week Ending:		Class size:	
Day : Monday		Date :	
Period :		Lesson :	
Strand : MY LOCAL COMMUNITY		Sub-strand : KNOWING (WHO) THE IMPORTANT PEOPLE / OCCUPATION IN MY COMMUNITY	
Indicator (code)	K2.4.2.1.1		
Content standard (code)	K2.4.2.1 Demonstrate understanding of knowing the important people / occupation in our community		

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Performance Indicator		Learners can talk about and discuss the various occupations in our community.	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Poster/ cut out picture , Cut out shapes, big books, counters, crayons	
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Have learners to sing songs and recite rhymes that relate to the lesson.	<p>Community Circle time: Follow basic procedures of the community circle time (as in K2.1.1.1.1) and introduce the theme for the week.</p> <p>Display a conversational poster (#30) and some concrete materials related to the theme and engage learners in active discussion.</p> <p>Call on learners randomly to answer questions or contribute to the discussion.</p> <p>Have learners mention some occupations in their vicinity.</p> <p>Show pictures and discuss each occupation and what they do. Learners to indicate their preferred and aspired occupation</p> <p>Assessment: let learners talk about and discuss the various occupations in our community</p>	Review lesson with Learners by singing songs in relation to it

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.....: LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE

KINDERGARTEN TWO

Week Ending:		Class size:
Day :		Date :
Period :		Lesson :
Strand : Writing		Sub-strand : Penmanship/Handwriting
Indicator (code)	KG2.3.1.1.3	
Content standard (code)	KG2.3.1.1.	
Performance Indicator	The learner with the pencil in hand, should move the wrist from left to right to develop their motor skills	
Core Competencies: Communication and collaboration Personal development and leadership.		
Keywords		

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T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:	Ghanaian Language curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Demonstrate how to hold the pencil in the hand and move it from left to right. • Allow learners to hold and move pencil from left to right. Assessment: let learners hold and move pencil from left to right.	What have we learnt today? Review the lesson with learners
	Engage leaners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Demonstrate how to hold the pencil in the hand and move it from left to right. • Allow learners to hold and move pencil from left to right. Assessment: let learners hold and move pencil from left to right.	What have we learnt today? Review the lesson with learners
	Engage leaners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Demonstrate how to hold the pencil in the hand and move it from left to right. • Allow learners to hold and move pencil from left to right. Assessment: let learners hold and move pencil from left to right.	What have we learnt today? Review the lesson with learners

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.....: LESSON PLAN

KINDERGARTEN TWO

Week Ending:	Class size:
Day : Tuesday	Date :

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Period :		Lesson :	
Strand : MY LOCAL COMMUNITY		Sub-strand : KNOWING (WHO) THE IMPORTANT PEOPLE / OCCUPATION IN MY COMMUNITY	
Indicator (code)			
Content standard (code)		K2.4.2.1 Demonstrate understanding of knowing the important people / occupation in our community	
Performance Indicator		Learners can Listen attentively to the teacher-read-aloud of the big book which relates to the theme, track words and share 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.	Teacher follows the steps of the KWL strategy instruction as you read aloud the informational text which relates to the theme to the learners. (See lesson K2.1.2.1.2, also appendix 1) ☑ Check on the K and W before you read the text and the L after reading. L- Learners share what they have learnt about the theme. E.g. This is a police officer. He works at the Police Station.	Review lesson with Learners by singing songs in relation to it

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		<p>Have learners draw their chosen profession and match it with the sentence related to it.</p> <p>Assessment: let learners share lessons learnt on the theme of the week.</p>	
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.....: LESSON PLAN
NANA FIIFI ACQUAH SCH
 KINDERGARTEN TWO

Week Ending:		Class size:	
Day : Wednesday		Date :	
Period :		Lesson :	
Strand : MY LOCAL COMMUNITY		Sub-strand : KNOWING (WHO) THE IMPORTANT PEOPLE / OCCUPATION IN MY COMMUNITY	
Indicator (code)			
Content standard (code)	K2.4.2.1 Demonstrate understanding of knowing the important people / occupation in our community		
Performance Indicator	Learners can use vocabulary acquired from the week to compose oral composition about their future profession and write simple sentences which relates to the theme in their word bank.		

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Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L.R. (s)		Poster/ cut out picture , Cut out shapes, big books, counters, crayons	
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Have learners to sing songs and recite rhymes that relate to the lesson.	Let learners dress up in their future careers' uniform, dramatize what they will be doing and using the vocabulary learnt to describe their future career and what the occupation is all about. <ul style="list-style-type: none"> • Guide them to use the above knowledge to talk about their preferred occupation briefly. I want to be a teacher. A teacher teaches pupils in a school. Assessment: let learners write simple sentences which relates to the theme in their word bank	Review lesson with Learners by singing songs in relation to it

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.....: LESSON PLAN

KINDERGARTEN TWO

Week Ending:	Class size:
Day : Thursday	Date :

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Period :		Lesson :	
Strand : MY LOCAL COMMUNITY		Sub-strand : KNOWING (WHO) THE IMPORTANT PEOPLE / OCCUPATION IN MY COMMUNITY	
Indicator (code)			
Content standard (code)		K2.4.2.1 Demonstrate understanding of knowing the important people / occupation in our community	
Performance Indicator			
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.	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. Assessment: let learners write the letter and key word boldly and legibly in their books	Review lesson with Learners by singing songs in relation to it

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.....: LESSON PLAN

KINDERGARTEN TWO

Week Ending:		Class size:	
Day : Friday		Date :	
Period :		Lesson :	
Strand : MY LOCAL COMMUNITY		Sub-strand : KNOWING (WHO) THE IMPORTANT PEOPLE / OCCUPATION IN MY COMMUNITY	
Indicator (code)			
Content standard (code)	K2.4.2.1 Demonstrate understanding of knowing the important people / occupation in our community		
Performance Indicator	Learners can create simple patterns with more than one of shape, colour, size, sounds or movements.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		

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Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Have learners to sing songs and recite rhymes that relate to the lesson.	Using the coloured rubber counters, or legos, or different bottle tops, Guide learners to create patterns with different colours. Assessment: let learners create simple patterns with more than one of shape, colour, size, sounds or movements	Review lesson with Learners by singing songs in relation to it

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TERM ONE

KG TWO

WEEK 8

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.....: LESSON PLAN

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Week Ending:		Class size:	
Day : Monday		Date :	
Period :		Lesson :	
Strand : MY LOCAL COMMUNITY		Sub-strand : KNOWING (WHO) THE IMPORTANT PEOPLE / OCCUPATION IN MY COMMUNITY	
Indicator (code)	K2.4.2.1.1		
Content standard (code)	K2.4.2.1 Demonstrate understanding of knowing the important people / occupation in our community		
Performance Indicator	Learners can talk about and discuss the various occupations in our community.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords	NANA FIIFI ACQUAH SCH		
T. L .R. (s)	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Have learners to sing songs and recite rhymes that	Community Circle time: 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 (#30) and some concrete materials related to the theme and engage learners in active discussion.	Review lesson with Learners by singing songs in relation to it

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	relate to the lesson.	<p>Call on learners randomly to answer questions or contribute to the discussion.</p> <p>Have learners mention some occupations in their vicinity.</p> <p>Show pictures and discuss each occupation and what they do. Learners to indicate their preferred and aspired occupation</p> <p>Assessment: let learners talk about and discuss the various occupations in our community</p>	
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.....: LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE

KINDERGARTEN TWO

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

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Strand : Writing		Sub-strand : Penmanship/Handwriting	
Indicator (code)	KG2.3.1.1.4		
Content standard (code)	KG2.3.1.1.		
Performance Indicator	The learner with the pencil in hand, should move the wrist diagonally to develop motor skills.		
Core Competencies: Communication and collaboration Personal development and leadership.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:	Ghanaian Language curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Demonstrate how to hold the pencil in the hand and move it diagonally. • Allow learners to hold and move pencil diagonally. Assessment: let learners hold and move pencil diagonally	What have we learnt today? Review the lesson with learners
	Engage leaners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Demonstrate how to hold the pencil in the hand and move it diagonally. • Allow learners to hold and move pencil diagonally. Assessment: let learners hold and move pencil diagonally	What have we learnt today? Review the lesson with learners

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	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none">• Demonstrate how to hold the pencil in the hand and move it diagonally.• Allow learners to hold and move pencil diagonally. Assessment: let learners hold and move pencil diagonally	What have we learnt today? Review the lesson with learners
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.....: LESSON PLAN

KINDERGARTEN TWO

Week Ending:		Class size:
Day : Tuesday		Date :
Period :		Lesson :
Strand : MY LOCAL COMMUNITY		Sub-strand : KNOWING (WHO) THE IMPORTANT PEOPLE / OCCUPATION IN MY COMMUNITY
Indicator (code)	K2.4.2.1.2	
Content standard (code)	K2.4.2.1 Demonstrate understanding of knowing the important people / occupation in our community	
Performance Indicator	Learners can Listen attentively to the teacher-read-aloud of the big book which relates to the theme, track words and share 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	

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Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Have learners to sing songs and recite rhymes that relate to the lesson.	<p>Teacher follows the steps of the KWL strategy instruction as you read aloud the informational text which relates to the theme to the learners. (See lesson K2.1.2.1.2, also appendix 1)</p> <p>☐ Check on the K and W before you read the text and the L after reading. L- Learners share what they have learnt about the theme.</p> <p>E.g. This is a police officer. He works at the Police Station.</p> <p>Have learners draw their chosen profession and match it with the sentence related to it.</p> <p>Assessment: let learners share lessons learnt on the theme of the week.</p>	Review lesson with Learners by singing songs in relation to it

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KINDERGARTEN TWO

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NANA FIIFI ACQUAH

Week Ending:		Class size:	
Day : Wednesday		Date :	
Period :		Lesson :	
Strand : MY LOCAL COMMUNITY		Sub-strand : KNOWING (WHO) THE IMPORTANT PEOPLE / OCCUPATION IN MY COMMUNITY	
Indicator (code)	K2.4.2.1.3		
Content standard (code)	K2.4.2.1 Demonstrate understanding of knowing the important people / occupation in our community		
Performance Indicator	Learners can use vocabulary acquired from the week to compose oral composition about their future profession and write simple sentences which relates to the theme in their word bank.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords		NANA FIIFI ACQUAH SCH	
T. L .R. (s)		Poster/ cut out picture , Cut out shapes, big books, counters, crayons	
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Have learners to sing songs and recite rhymes that relate to the lesson.	Let learners dress up in their future careers' uniform, dramatize what they will be doing and using the vocabulary learnt to describe their future career and what the occupation is all about. • Guide them to use the above knowledge to talk about their preferred occupation briefly. I want to be a teacher. A teacher teaches pupils in a school.	Review lesson with Learners by singing songs in relation to it

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		Assessment: let learners write simple sentences which relates to the theme in their word bank	
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.....: LESSON PLAN

KINDERGARTEN TWO

Week Ending:		Class size:	
Day : Thursday		Date :	
Period :		Lesson :	
Strand : MY LOCAL COMMUNITY		Sub-strand : KNOWING (WHO) THE IMPORTANT PEOPLE / OCCUPATION IN MY COMMUNITY	
Indicator (code)	K2.4.2.1.4		
Content standard (code)	K2.4.2.1 Demonstrate understanding of knowing the important people / occupation in our community		
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		

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DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Thursday	Have learners to sing songs and recite rhymes that relate to the lesson.	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. Assessment: let learners write the letter and key word boldly and legibly in their books	Review lesson with Learners by singing songs in relation to it

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.....: LESSON PLAN

KINDERGARTEN TWO

Week Ending:		Class size:	
Day : Friday		Date :	
Period :		Lesson :	
Strand : MY LOCAL COMMUNITY		Sub-strand : KNOWING (WHO) THE IMPORTANT PEOPLE / OCCUPATION IN MY COMMUNITY	
Indicator (code)	K2.4.2.1.6		
Content standard (code)	K2.4.2.1		

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	Demonstrate understanding of knowing the important people / occupation in our community		
Performance Indicator	Learners can create simple patterns with more than one of shape, colour, size, sounds or movements.		
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 the coloured rubber counters, or legos, or different bottle tops, Guide learners to create patterns with different colours. Assessment: let learners create simple patterns with more than one of shape, colour, size, sounds or movements	Review lesson with Learners by singing songs in relation to it

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TERM ONE

KG TWO

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WEEK 9

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.....: LESSON PLAN

KINDERGARTEN TWO

Week Ending:		Class size:	
Day : Monday		Date :	
Period :		Lesson :	
Strand : MY LOCAL COMMUNITY		Sub-strand : KNOWING THE SPECIAL LEADERS IN OUR COMMUNITY AND COUNTRY	
Indicator (code)	K2.4.3.1.1	K2.4.3.1.2	
Content standard (code)	K2.4.3.1 Demonstrate understanding and knowledge of the special leaders in our community		
Performance Indicator	<ul style="list-style-type: none"> • Learners can talk about and describe the roles of the political, traditional and religious leaders in our community • Learners can listen attentively to the teacher-read-aloud of the big book (The Chief) which relates to the theme, track words and share lessons learnt on the roles of the chiefs 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			

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T. L .R. (s)		Poster/ cut out picture , Cut out shapes, big books, counters, crayons	
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Have learners to sing songs and recite rhymes that relate to the lesson.	<p>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> <p>Display a conversational poster (#14) and some concrete materials related to the theme and engage learners in active discussion.</p> <p>Call on learners randomly to answer questions or contribute to the discussion.</p> <p><input type="checkbox"/> Have learners talk about the political leaders of the country.</p> <p>Ask learners questions that would assist them to describe the President, Ministers and Assembly Men and Women.</p> <p><input type="checkbox"/> Talk about the traditional leaders and where they can be found. Ask those who have seen their chiefs to describe how they dress</p> <p><input type="checkbox"/> Let learners talk about the leaders in their various religious groups. E.g. Muslims – Imam, Christians-Pastors, Catholic Father, Bishops etc</p>	Review lesson with Learners by singing songs in relation to it

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	<p>Teacher follows the steps of the KWL strategy instruction as you read aloud the informational text which relates to the theme to the learners (Chiefs and Queen mothers). (See lesson K2.1.2.1.2, also appendix 1)</p> <p><input type="checkbox"/> Check on the K and W before you read the text and the L after reading.</p> <p>K-Ask the learners to say what they already know about the theme.</p> <p>W-Ask them to ask questions about what they want to know about the weeks' theme.</p> <p>Learners listen to the text and answer the questions they asked for the W and also for L- Learners share what they have learnt about the theme. E.g., The Chief is the leader of the community</p> <p>Assessment: let learners listen to the text to the text and answer the questions</p>	
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.....: LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE

KINDERGARTEN TWO

Week Ending:	Class size:
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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	
Content standard (code)	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 		
Core Competencies: Communication and collaboration Personal development and leadership.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:	Ghanaian Language curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

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	Engage learners to sing songs and recite familiar rhymes	<p>E.g. showing objects of different sizes</p> <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. <p>Assessment: let learners describe objects them according to their sizes</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 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 write 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 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 write names of objects of different colours</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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.....: LESSON PLAN

KINDERGARTEN TWO

Week Ending:		Class size:	
Day : Tuesday		Date :	
Period :		Lesson :	
Strand : MY LOCAL COMMUNITY		Sub-strand : KNOWING THE SPECIAL LEADERS IN OUR COMMUNITY AND COUNTRY	
Indicator (code)	K2.4.3.1.3		
Content standard (code)	K2.4.3.1 Demonstrate understanding and knowledge of the special leaders in our community		

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Performance Indicator		Learners can use key words about the theme to create meaningful sentences in real life situation	
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.	List the key words on the chalk /white board and assist learners to read them. E.g. fly whisk, durbar, chiefs, staff, umbrellas, etc. Learners identify the new words on word cards and use them to form their own sentences. E.g. The pastor is the leader in my church. Assessment: let learners dramatize the role of the various leaders using some of the new word	Review lesson with Learners by singing songs in relation to it

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KINDERGARTEN TWO

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NANA FIIFI ACQUAH

Week Ending:		Class size:	
Day : Wednesday		Date :	
Period :		Lesson :	
Strand : MY LOCAL COMMUNITY		Sub-strand : KNOWING THE SPECIAL LEADERS IN OUR COMMUNITY AND COUNTRY	
Indicator (code)	K2.4.3.1.4		
Content standard (code)	K2.4.3.1 Demonstrate understanding and knowledge of the special leaders in our community		
Performance Indicator	Learners can blend individual letter-sound to form one syllabic words		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords	NANA FIIFI ACQUAH SCH		
T. L .R. (s)	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assesment)	Phase 3: Plenary / Reflections
Wednesday	Have learners to sing songs and recite rhymes that relate to the lesson.	Teach blending using a game Blend letters to form syllables Write the individual letters, a consonant and a vowel. Point to each letter slowly and the learners say its sound. Then move your finger slowly under the two sounds, blending the sound together to form a syllable.	Review lesson with Learners by singing songs in relation to it

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		<p>Say the whole syllable slowly and ask pupils to repeat. Practice this with learners the whole week.</p> <ul style="list-style-type: none">• Another strategy you can use is Pupils Blending. Two pupils hold individual letter cards separately They move towards each other slowly until they stand close and put their letters together to read a syllable <p>Assessment: let learners blend individual letter-sound to form one syllabic words</p>	
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.....: LESSON PLAN

KINDERGARTEN TWO

Week Ending:	Class size:
Day : Thursday	Date :
Period :	Lesson :
Strand : MY LOCAL COMMUNITY	Sub-strand : KNOWING THE SPECIAL LEADERS IN OUR COMMUNITY AND COUNTRY

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Indicator (code)	K2.4.3.1.5		
Content standard (code)	K2.4.3.1 Demonstrate understanding and knowledge of the special leaders in our community		
Performance Indicator	Learners can create art works inspired by places in our culture and country		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Thursday	Have learners to sing songs and recite rhymes that relate to the lesson.	Using a picture, have learners talk about elements in the palace which interests them. Assessment: let learners make a picture of the umbrella and label it nicely.	Review lesson with Learners by singing songs in relation to it

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KINDERGARTEN TWO

Week Ending:		Class size:	
Day : Friday		Date :	
Period :		Lesson :	
Strand : MY LOCAL COMMUNITY		Sub-strand : KNOWING THE SPECIAL LEADERS IN OUR COMMUNITY AND COUNTRY	
Indicator (code)	K2.4.3.1.6		
Content standard (code)	K2.4.3.1 Demonstrate understanding and knowledge of the special leaders in our community		
Performance Indicator	Learners can compare objects based on length and weight of various items and objects		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Poster/ cut out picture , Cut out shapes, big books, counters, crayons	
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

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Friday	Have learners to sing songs and recite rhymes that relate to the lesson.	learners to compare the length of objects around them and those in the picture and use the words “longer than” and “shorter than” to compare length of various items measured with nonstandardized scales. Let learners also compare the weight of some objects around them and use words, “heavier than” and “lighter than”. Get them scales and rulers to use and compare the length and height of items measured. Assessment: let learners compare objects based on length and weight of various items and objects	Review lesson with Learners by singing songs in relation to it
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KG TWO

WEEK 10

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.....: LESSON PLAN

KINDERGARTEN TWO

Week Ending:	Class size:
Day : Monday	Date :

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Period :		Lesson :	
Strand : MY LOCAL COMMUNITY		Sub-strand : KNOWING THE SPECIAL LEADERS IN OUR COMMUNITY AND COUNTRY	
Indicator (code)	K2.4.3.1.1	K2.4.3.1.2	
Content standard (code)	K2.4.3.1 Demonstrate understanding and knowledge of the special leaders in our community		
Performance Indicator	<ul style="list-style-type: none"> Learners can talk about and describe the roles of the political, traditional and religious leaders in our community Learners can listen attentively to the teacher-read-aloud of the big book (The Chief) which relates to the theme, track words and share lessons learnt on the roles of the chiefs 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords	NANA FIIFI ACQUAH SCH		
T. L .R. (s)	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Have learners to sing songs and recite rhymes that relate to the lesson.	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 (#14) and some concrete materials related to the theme and engage learners in active discussion.	Review lesson with Learners by singing songs in relation to it

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		<p>Call on learners randomly to answer questions or contribute to the discussion.</p> <ul style="list-style-type: none"><input type="checkbox"/> Have learners talk about the political leaders of the country. <p>Ask learners questions that would assist them to describe the President, Ministers and Assembly Men and Women.</p> <ul style="list-style-type: none"><input type="checkbox"/> Talk about the traditional leaders and where they can be found. Ask those who have seen their chiefs to describe how they dress<input type="checkbox"/> Let learners talk about the leaders in their various religious groups. E.g. Muslims – Imam, Christians-Pastors, Catholic Father, Bishops etc <p>Teacher follows the steps of the KWL strategy instruction as you read aloud the informational text which relates to the theme to the learners (Chiefs and Queen mothers). (See lesson K2.1.2.1.2, also appendix 1)</p> <ul style="list-style-type: none"><input type="checkbox"/> Check on the K and W before you read the text and the L after reading. <p>K-Ask the learners to say what they already know about the theme.</p> <p>W-Ask them to ask questions about what they want to know about the weeks' theme.</p> <p>Learners listen to the text and answer the questions they asked for the W and also for L- Learners share what they have learnt about the theme. E.g., The Chief is the leader of the community</p>	
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		Assessment: let learners listen to the text to the text and answer the questions	
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.....: LESSON PLAN

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)	KG2.5.4.1.3
Content standard (code)	KG2.5.4.1.
Performance Indicator	The learner should write names of objects of different length and heights

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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 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. Assessment: let learners describe objects according to their heights and lengths	What have we learnt today? Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • 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. Assessment: let learners describe objects according to their heights and lengths	What have we learnt today? Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • 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. 	What have we learnt today? Review the lesson with learners

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		Assessment: let learners describe objects according to their heights and lengths	
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KINDERGARTEN TWO

Week Ending:		Class size:	
Day : Tuesday		Date :	
Period :		Lesson :	
Strand : MY LOCAL COMMUNITY		Sub-strand : KNOWING THE SPECIAL LEADERS IN OUR COMMUNITY AND COUNTRY	
Indicator (code)	K2.4.3.1.3		
Content standard (code)	K2.4.3.1 Demonstrate understanding and knowledge of the special leaders in our community		
Performance Indicator	Learners can use key words about the theme to create meaningful sentences in real life situation		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Poster/ cut out picture , Cut out shapes, big books, counters, crayons	
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

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Tuesday	Have learners to sing songs and recite rhymes that relate to the lesson.	List the key words on the chalk /white board and assist learners to read them. E.g. fly whisk, durbar, chiefs, staff, umbrellas, etc. Learners identify the new words on word cards and use them to form their own sentences. E.g. The pastor is the leader in my church. Assessment: let learners dramatize the role of the various leaders using some of the new word	Review lesson with Learners by singing songs in relation to it
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KINDERGARTEN TWO

Week Ending:		Class size:	
Day : Wednesday		Date :	
Period :		Lesson :	
Strand : MY LOCAL COMMUNITY		Sub-strand : KNOWING THE SPECIAL LEADERS IN OUR COMMUNITY AND COUNTRY	
Indicator (code)	K2.4.3.1.4		
Content standard (code)	K2.4.3.1 Demonstrate understanding and knowledge of the special leaders in our community		
Performance Indicator	Learners can blend individual letter-sound to form one syllabic words		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			

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Keywords			
T. L .R. (s)		Poster/ cut out picture , Cut out shapes, big books, counters, crayons	
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Have learners to sing songs and recite rhymes that relate to the lesson.	<p>Teach blending using a game</p> <p>Blend letters to form syllables</p> <p>Write the individual letters, a consonant and a vowel. Point to each letter slowly and the learners say its sound.</p> <p>Then move your finger slowly under the two sounds, blending the sound together to form a syllable.</p> <p>Say the whole syllable slowly and ask pupils to repeat. Practice this with learners the whole week.</p> <ul style="list-style-type: none"> • Another strategy you can use is Pupils Blending. Two pupils hold individual letter cards separately They move towards each other slowly until they stand close and put their letters together to read a syllable <p>Assessment: let learners blend individual letter-sound to form one syllabic words</p>	Review lesson with Learners by singing songs in relation to it

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.....: LESSON PLAN

KINDERGARTEN TWO

Week Ending:		Class size:	
Day : Thursday		Date :	
Period :		Lesson :	
Strand : MY LOCAL COMMUNITY		Sub-strand : KNOWING THE SPECIAL LEADERS IN OUR COMMUNITY AND COUNTRY	
Indicator (code)	K2.4.3.1.5		
Content standard (code)	K2.4.3.1 Demonstrate understanding and knowledge of the special leaders in our community		
Performance Indicator	Learners can create art works inspired by places in our culture and country		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
Ref:	Kindergarten Curriculum Page		

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DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Thursday	Have learners to sing songs and recite rhymes that relate to the lesson.	Using a picture, have learners talk about elements in the palace which interests them. Assessment: let learners make a picture of the umbrella and label it nicely.	Review lesson with Learners by singing songs in relation to it

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..... LESSON PLAN

KINDERGARTEN TWO

Week Ending:		Class size:	
Day : Friday		Date :	
Period :		Lesson :	
Strand : MY LOCAL COMMUNITY		Sub-strand : KNOWING THE SPECIAL LEADERS IN OUR COMMUNITY AND COUNTRY	
Indicator (code)	K2.4.3.1.6		
Content standard (code)	K2.4.3.1 Demonstrate understanding and knowledge of the special leaders in our community		

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Performance Indicator		Learners can compare objects based on length and weight of various items and objects	
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>learners to compare the length of objects around them and those in the picture and use the words “longer than” and “shorter than” to compare length of various items measured with nonstandardized scales.</p> <p>Let learners also compare the weight of some objects around them and use words, “heavier than” and “lighter than”.</p> <p>Get them scales and rulers to use and compare the length and height of items measured.</p> <p>Assessment: let learners compare objects based on length and weight of various items and objects</p>	Review lesson with Learners by singing songs in relation to it

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WEEK 11

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.....: LESSON PLAN

KINDERGARTEN TWO

Week Ending:		Class size:	
Day : Monday		Date :	
Period :		Lesson :	
Strand : MY NATION GHANA		Sub-strand : HISTORY AND CELEBRATIONS OF GHANA	
Indicator (code)	K2.5.1.1	K2.5.1.2	
Content standard (code)	K2.5.1.1 Demonstrate understanding of history and celebrations of Ghana		
Performance Indicator	<ul style="list-style-type: none"> • Learners can talk about activities that are done during 6th March Celebration and listen to historical stories about Ghana`s Independence • Learners can interact actively with teacher during the Shared reading of the text on celebration of Independence Day and other national celebrations of the country 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			

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Keywords			
T. L .R. (s)		Poster/ cut out picture , Cut out shapes, big books, counters, crayons	
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Have learners to sing songs and recite rhymes that relate to the lesson.	<p>Theme discussion: Use the KWL strategy, during the community circle time to discuss the theme.</p> <p>The K stands for what the pupils know about Ghana’s Independence Day and W-they ask question about what they want to learn.</p> <p>The teacher or the resource person shares ideas or reads a book to pupils on the theme.</p> <p>Pupils then share what they have learned (L).</p> <p>Learners must be encouraged and given the opportunity to ask questions freely when the resource person is talking about the theme and the roles of the leaders.</p> <p>End by singing the National Anthem and pay attention to the words</p> <p>Teacher follows the read aloud procedure of KWL as described under K2.1.1.1.1. to involve the learners actively in the shared reading..</p> <p>K: Ask learners what they know about 6th March celebration</p>	Review lesson with Learners by singing songs in relation to it

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		<p>W: learners should share what they want to know.</p> <p>Read the book pausing often to allow learners to find answers to their questions under (L)</p> <p>Assessment: let learners mention what they know about 6th March celebration</p>	
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.....: LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE

KINDERGARTEN TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Extensive Reading		Sub-strand : Read Aloud with Children	
Indicator (code)	KG2.6.2.1.1		
Content standard (code)	KG2.6.2.1.		
Performance Indicator	The learner should read picture 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		

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DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • 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 read picture stories</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 read picture stories</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 read picture stories</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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.....: LESSON PLAN

KINDERGARTEN TWO

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

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Strand : MY NATION GHANA		Sub-strand : HISTORY AND CELEBRATIONS OF GHANA	
Indicator (code)	K2.5.1.1.3	K2.5.1.1.4	
Content standard (code)	K2.5.1.1 Demonstrate understanding of history and celebrations of Ghana		
Performance Indicator	<ul style="list-style-type: none"> Learners can use the new vocabulary learnt about the Independence Day celebration to construct simple sentences and copy them correctly into their journal or self-dictionary of pictures and words Learners can identify the beginning and ending rhyming sounds in words, delete and replace the rhyming sounds to get another rhyming pair. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords	NANA FIIFI ACQUAH SCH		
T. L .R. (s)	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Have learners to sing songs and recite rhymes that relate to the lesson.	Use the new sight and content vocabulary learnt about the Independence Day celebration to construct simple sentences orally in-home languages and English. E.g. Our independence is celebrated on the 6th of March.	Review lesson with Learners by singing songs in relation to it

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		<p>Dramatize some of the activities that happen on Independence Day. For instance, have Kiddies March past with one of the learners playing the role of the President and others will play different roles.</p> <p>Have learners recite the national anthem and make meaning of it.</p> <p>Give an example of two syllables that rhyme. e.g... [to, mo.]</p> <p>Say the sound and have learners repeat the two words that have same rhyming ending. Repeat the two words slowly again, and have learners repeat after you.</p> <p>Ask them what they notice about the two words.</p> <p>Delete the ending vowel and replace with a new vowel sound to make a new syllable with a different rhyming pair.</p> <p>Replace the o with [a] and we get {ta and ma}</p> <p>Do this for the beginning sound too.</p> <p>First delete the /s/ in [Sabala] and you get [abala],</p> <p>Replace /S/ with /t/ and you get [tabala}.</p> <p>Have learners manipulate the sound in a playful way.</p> <p>Assessment: let learners identify the beginning and ending rhyming sounds in words, delete and replace the rhyming sounds to get another rhyming pair</p>	
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.....: LESSON PLAN
NANA FIIFI ACQUAH SCH
 KINDERGARTEN TWO

Week Ending:		Class size:	
Day : Wednesday		Date :	
Period :		Lesson :	
Strand : MY NATION GHANA		Sub-strand : HISTORY AND CELEBRATIONS OF GHANA	
Indicator (code)	K2.5.1.1.5		
Content standard (code)	K2.5.1.1 Demonstrate understanding of history and celebrations of Ghana		
Performance Indicator	Learners can connect letters to spoken words and identify letters in print		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			

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Keywords		Learners can connect letters to spoken words and identify letters in print																	
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>Play Practice ladder game of letters</p> <p>Draw a grid and write letters the learners have studied so far in it on the floor</p> <table style="margin-left: 40px;"> <tr> <td>a</td> <td>k</td> <td>f</td> <td>D</td> </tr> <tr> <td>s</td> <td>b</td> <td>m</td> <td>O</td> </tr> <tr> <td>p</td> <td>h</td> <td>k</td> <td>H</td> </tr> <tr> <td>k</td> <td>g</td> <td>k</td> <td>M</td> </tr> </table> <p>Divide the class into 2, 3, or 4 groups, (the number depends on the number of learners in the class).</p> <p>The rule for the game is that When you call out a word, a volunteer (a child) runs and hops onto the space where the beginning letter of the word is placed on the grid.</p> <p>If the child is correct, the group gets a point.</p>	a	k	f	D	s	b	m	O	p	h	k	H	k	g	k	M	Review lesson with Learners by singing songs in relation to it
a	k	f	D																
s	b	m	O																
p	h	k	H																
k	g	k	M																

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	<p>Keep on calling out words and the groups send volunteers to hop on the letter in the box on the floor.</p> <p>If the child is incorrect, the group loses the chance and does not get a point. If nobody knows it, you need to demonstrate and hop on the grid and no one gets a point</p> <p>Those who got it wrong will be given the word and the letter to take home and relearn.</p> <p>Select a group to start with.</p> <p>Assessment: let learners connect letters to spoken words and identify letters in print</p>	
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.....: LESSON PLAN
 KINDERGARTEN TWO

Week Ending:		Class size:	
Day : Thursday		Date :	
Period :		Lesson :	
Strand : MY NATION GHANA		Sub-strand : HISTORY AND CELEBRATIONS OF GHANA	
Indicator (code)	K2.5.1.1.6		
Content standard (code)	K2.5.1.1 Demonstrate understanding of history and celebrations of Ghana		
Performance Indicator	Learners can prepare an artwork related to the Independence Day and use it for the Kiddies Independence Day celebration		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		

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Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Thursday	Have learners to sing songs and recite rhymes that relate to the lesson.	Provide learners with different writing tools and colours and white paper. Show them the Ghana flag and have them prepare their own individual flag with a black star. With a glue, attach sticks to the card. During the Kiddie march-past each child should have a flag of his own to wave Assessment: let learners prepare an artwork related to the Independence Day and use it for the Kiddies Independence Day celebration	Review lesson with Learners by singing songs in relation to it

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.....: LESSON PLAN

KINDERGARTEN TWO

Week Ending:	Class size:
Day : Friday	Date :
Period :	Lesson :
Strand : MY NATION GHANA	Sub-strand : HISTORY AND CELEBRATIONS OF GHANA

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Indicator (code)	K2.5.1.1.7		
Content standard (code)	K2.5.1.1 Demonstrate understanding of history and celebrations of Ghana		
Performance Indicator	Learners can identify Ghanaian coins and money by name and use it to buy and sell in the classroom store.		
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.	Display the various coins currently being used for transaction in Ghana. Have learners touch, feel and say the features of each coin. Play games with the learners asking them to identify the coins and buying things with them in the classroom store Assessment: let learners identify Ghanaian coins and money by name and use it to buy and sell in the classroom store	Review lesson with Learners by singing songs in relation to it

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NANA FIIFI ACQUAH

TERM ONE
KG TWO
WEEK 12

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.....: LESSON PLAN
NANA FIIFI ACQUAH SCH
 KINDERGARTEN TWO

Week Ending:		Class size:	
Day : Monday		Date :	
Period :		Lesson :	
Strand : MY NATION GHANA		Sub-strand : MY NATION GHANA	
Indicator (code)	K2.5.1.1	K2.5.1.2	
Content standard (code)	K2.5.1.1 Demonstrate understanding of history and celebrations of Ghana		
Performance Indicator	<ul style="list-style-type: none"> Learners can talk about activities that are done during 6th March Celebration and listen to historical stories about Ghana`s Independence 		

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	<ul style="list-style-type: none"> Learners can interact actively with teacher during the Shared reading of the text on celebration of Independence Day and other national celebrations of the country 		
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: Use the KWL strategy, during the community circle time to discuss the theme. The K stands for what the pupils know about Ghana’s Independence Day and W-they ask question about what they want to learn. The teacher or the resource person shares ideas or reads a book to pupils on the theme. Pupils then share what they have learned (L). Learners must be encouraged and given the opportunity to ask questions freely when the resource person is talking about the theme and the roles of the leaders. End by singing the National Anthem and pay attention to the words	Review lesson with Learners by singing songs in relation to it

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		<p>Teacher follows the read aloud procedure of KWL as described under K2.1.1.1.1. to involve the learners actively in the shared reading..</p> <p>K: Ask learners what they know about 6th March celebration</p> <p>W: learners should share what they want to know.</p> <p>Read the book pausing often to allow learners to find answers to their questions under (L)</p> <p>Assessment: let learners mention what they know about 6th March celebration</p>	
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.....: LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE

KINDERGARTEN TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Extensive Reading		Sub-strand : Read Aloud with Children	
Indicator (code)	KG2.6.2.1.1		
Content standard (code)	KG2.6.2.1.		
Performance Indicator	The learner should read picture stories		
Core Competencies: Communication and collaboration Personal development and leadership.			
Keywords			

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T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:	Ghanaian Language curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • 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
	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
	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

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.....: LESSON PLAN

KINDERGARTEN TWO

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Week Ending:		Class size:	
Day : Tuesday		Date :	
Period :		Lesson :	
Strand : MY NATION GHANA		Sub-strand : MY NATION GHANA	
Indicator (code)	K2.5.1.1.3	K2.5.1.1.4	
Content standard (code)	K2.5.1.1 Demonstrate understanding of history and celebrations of Ghana		
Performance Indicator	<ul style="list-style-type: none"> Learners can use the new vocabulary learnt about the Independence Day celebration to construct simple sentences and copy them correctly into their journal or self-dictionary of pictures and words Learners can identify the beginning and ending rhyming sounds in words, delete and replace the rhyming sounds to get another rhyming pair. 		
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	Use the new sight and content vocabulary learnt about the Independence Day celebration to construct simple sentences orally in-home languages and English. E.g. Our independence is celebrated on the 6th of March.	Review lesson with Learners by singing songs in relation to it

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	relate to the lesson.	<p>Dramatize some of the activities that happen on Independence Day. For instance, have Kiddies March past with one of the learners playing the role of the President and others will play different roles.</p> <p>Have learners recite the national anthem and make meaning of it.</p> <p>Give an example of two syllables that rhyme. e.g... [to, mo.]</p> <p>Say the sound and have learners repeat the two words that have same rhyming ending. Repeat the two words slowly again, and have learners repeat after you.</p> <p>Ask them what they notice about the two words.</p> <p>Delete the ending vowel and replace with a new vowel sound to make a new syllable with a different rhyming pair.</p> <p>Replace the o with [a] and we get {ta and ma}</p> <p>Do this for the beginning sound too.</p> <p>First delete the /s/ in [Sabala] and you get [abala],</p> <p>Replace /S/ with /t/ and you get [tabala}.</p> <p>Have learners manipulate the sound in a playful way.</p> <p>Assessment: let learners identify the beginning and ending rhyming sounds in words, delete and replace the rhyming sounds to get another rhyming pair</p>	
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.....: LESSON PLAN

KINDERGARTEN TWO

Week Ending:		Class size:	
Day : Wednesday		Date :	
Period :		Lesson :	
Strand : MY NATION GHANA		Sub-strand : MY NATION GHANA	
Indicator (code)	K2.5.1.1.5		
Content standard (code)	K2.5.1.1		
	Demonstrate understanding of history and celebrations of Ghana		

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Performance Indicator		Learners can connect letters to spoken words and identify letters in print																	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.																			
Keywords																			
T. L .R. (s)		Poster/ cut out picture , Cut out shapes, big books, counters, crayons																	
Ref:	Kindergarten 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>Play Practice ladder game of letters</p> <p>Draw a grid and write letters the learners have studied so far in it on the floor</p> <table style="margin-left: 40px;"> <tr><td>a</td><td>k</td><td>f</td><td>D</td></tr> <tr><td>s</td><td>b</td><td>m</td><td>O</td></tr> <tr><td>p</td><td>h</td><td>k</td><td>H</td></tr> <tr><td>k</td><td>g</td><td>k</td><td>M</td></tr> </table> <p>Divide the class into 2, 3, or 4 groups, (the number depends on the number of learners in the class).</p> <p>The rule for the game is that When you call out a word, a volunteer (a child) runs and hops onto the space where the beginning letter of the word is placed on the grid.</p>	a	k	f	D	s	b	m	O	p	h	k	H	k	g	k	M	Review lesson with Learners by singing songs in relation to it
a	k	f	D																
s	b	m	O																
p	h	k	H																
k	g	k	M																

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	<p>If the child is correct, the group gets a point.</p> <p>Keep on calling out words and the groups send volunteers to hop on the letter in the box on the floor.</p> <p>If the child is incorrect, the group loses the chance and does not get a point. If nobody knows it, you need to demonstrate and hop on the grid and no one gets a point</p> <p>Those who got it wrong will be given the word and the letter to take home and relearn.</p> <p>Select a group to start with.</p> <p>Assessment: let learners connect letters to spoken words and identify letters in print</p>	
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.....: LESSON PLAN
 KINDERGARTEN TWO

Week Ending:		Class size:	
Day : Thursday		Date :	
Period :		Lesson :	
Strand : MY NATION GHANA		Sub-strand : MY NATION GHANA	
Indicator (code)	K2.5.1.1.6		
Content standard (code)	K2.5.1.1 Demonstrate understanding of history and celebrations of Ghana		
Performance Indicator	Learners can prepare an artwork related to the Independence Day and use it for the Kiddies Independence Day celebration		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			

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T. L .R. (s)		Poster/ cut out picture , Cut out shapes, big books, counters, crayons	
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Thursday	Have learners to sing songs and recite rhymes that relate to the lesson.	Provide learners with different writing tools and colours and white paper. Show them the Ghana flag and have them prepare their own individual flag with a black star. With a glue, attach sticks to the card. During the Kiddie march-past each child should have a flag of his own to wave Assessment: let learners prepare an artwork related to the Independence Day and use it for the Kiddies Independence Day celebration	Review lesson with Learners by singing songs in relation to it

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.....: LESSON PLAN

KINDERGARTEN TWO

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

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Strand : MY NATION GHANA		Sub-strand : MY NATION GHANA	
Indicator (code)	K2.5.1.1.7		
Content standard (code)	K2.5.1.1 Demonstrate understanding of history and celebrations of Ghana		
Performance Indicator	Learners can identify Ghanaian coins and money by name and use it to buy and sell in the classroom store		
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.	Display the various coins currently being used for transaction in Ghana. Have learners touch, feel and say the features of each coin. Play games with the learners asking them to identify the coins and buying things with them in the classroom store Assessment: let learners identify Ghanaian coins and money by name and use it to buy and sell in the classroom store	Review lesson with Learners by singing songs in relation to it

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