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

NANA FIIFI ACQUAH SCH

0245350951

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

GENERAL INFORMATION

Name of school.....

NANA FIIFI ACQUAH District	
Management Unit	
Name of Class Teacher	
Class Teachers Reg. No	
Class	
Boys	NANA FIIFI ACQUAH SCH
Girls	
Average age of pupils	

YEARLY SCHEME OF LEARNING

WEEKS	TERM ONE	TERM TWO	TERM THREE
1	I am a wonderful and Unique creation	MY PERSONAL VALUES	iving and non-living thing
2	THE PARTS OF THE HUMAN BODY AND THEIR FUNCTIONS	MY CULTURAL VALUES UAH SCH	Living things: Animals (Domestic and wild)
3	CARING FOR THE PARTS OF MY BODY	MY NATIONAL AND CIVIC VALUES	Living things: Animals (Domestic and wild)
4	Keeping my Body healthy by eating good food and taking my vaccination	MY NATIONAL AND CIVIC VALUES	Water
5	MY ENVIRONMENT AND MY HEALTH	OUR BELIEFS	Air
6	Protecting ourselves from home and road accidents	KNOWING THE SPECIAL PLACES IN MY COMMUNITY	Plants -1

7	Protecting ourselves from home and road accidents	KNOWING (WHO) THE IMPORTANT PEOPLE / OCCUPATION IN MY COMMUNITY	Plants - 2
8	Types and members of my Family	KNOWING (WHO) THE IMPORTANT PEOPLE / OCCUPATION IN MY COMMUNITY	Gardening
9	Origin and History of my Family	KNOWING THE SPECIAL LEADERS IN MY COMMUNITY	Light - Day and Night
10	FAMILY CELEBRATIONS AND FESTIVALS	KNOWING THE SPECIAL LEADERS IN MY COMMUNITY	Changing weather conditions
11	FAMILY CELEBRATIONS AND FESTIVALS	HISTORY AND CELEBRATION OF GHANA'S INDEPENDENCE	Connecting and communicating with the global community
12	MY SCHOOL RULES AND REGULATIONS	SOME MAJOR HISTORICAL LOCATIONS IN OUR COUNTRY	Connecting and communicating with the global community

Vetted by :	Signature:	Date :
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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

12	Building The Love And Culture Of	Read Aloud with Children	Building The Love And Culture Of Reading In Learners
	Reading In Learners		

TERMLY SCHEME OF LEARNING

KG 2 Term 2

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

	VALUES AND			K2.3.4.1.3	Cut out shapes, big books,
	BELIEFS			K2.3.4.1.4	counters, crayons
				K2.3.4.1.5	
				K2.3.4.1.6	
6	K2.4.	K2.4.1.	K2.4.1.1.	K2.4.1.1.1	Poster/ cut out picture.
	MY LOCAL	KNOWING THE SPECIAL PLACES IN MY		K2.4.1.1.2	Cut out shapes, big books,
	COMMUNITY	COMMUNITY		K2.4.1.1.3	counters, crayons
				K2.4.1.1.4	, ,
				K2.4.1.1.5	
				K2.4.1.1.6	
				K2.4.1.1.7	
7 & 8	K2.4.	K2.4.2.	K2.4.2.1.	K2.4.2.1.1	Poster/ cut out picture
	MY LOCAL	KNOWING (WHO) THE IMPORTANT PEOPLE /		K2.4.2.1.2	
	COMMUNITY	OCCUPATION IN MY COMMUNITY		K2.4.2.1.3	Cut out shapes, big books,
				K2.4.2.1.4	counters, crayons
		NIANIA EUEL ACC		K2.4.2.1.5	
		NANA FIIFI ACC	$\Pi \Pi \Delta \vdash$	K2.4.2.1.6	
		IVAIVATIIITACC	(O/NI	K2.4.2.1.6	
9 & 10	K2.4.	K2.4.3.	K2.4.3.1	K2.4.3.1.1	Poster/ cut out picture
		KNOWING THE SPECIAL LEADERS IN MY		K2.4.3.1.2	
		COMMUNITY		K2.4.3.1.3	Cut out shapes, big books,
				K2.4.3.1.4	counters, crayons
				K2.4.3.1.5	
				K2.4.3.1.6	
11	K2.5.	K2.5.1.	K2.5.1.1.	K2.5.1.1.1	Poster/ cut out picture
	MY NATION	HISTORY AND CELEBRATION OF GHANA'S		K2.5.1.1.2	
	GHANA	INDEPENDENCE		K2.5.1.1.3	Cut out shapes, big books,
				K2.5.1.1.4	counters, crayons
				K2.5.1.1.5	
				K2.5.1.1.6	
				K2.5.1.1.7	
12	K2.5.	K2.5.2.	K2.5.2.1.		Poster/ cut out picture
14	ハム・ノ・	1\L.J.L.	ハム・フ・ム・エ・		1 03ter/ cut out picture

MY NATION	SOME MAJOR HISTORICAL LOCATIONS IN OUR	
GHANA	COUNTRY	Cut out shapes, big books, counters, crayons

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${\color{red} {\bf TERMLY \, SCHEME \, OF \, LEARNING} } \quad {\color{gray} {\bf Ghanaian \, Language} }$

Week	STRAND	SUB-STRAND	CONTENT	INDICATORS	RESOURCES
			STANDARD		
1.	Oral	Conversation		KG2.1.6.1.1	Pictures of animals, Manila cards,
	Language				markers, recorded audiovisual
2.	Oral	Talking About Oneself, Family, People and		KG2.1.7.1.1	Pictures of animals, Manila cards,
	Language	Places		KG2.1.7.1.2	markers, recorded audiovisual
3.	Oral	Listening Comprehension		KG2.1.8.1.1	Manila cards, markers, recorded audio-
	Language			KG2.1.8.1.2	visual
4.	Reading	Print Concept		KG2.2.2.1.1	Manila Cards,
		NANA FIIFI A	CQU	KG2.2.2.1.2	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,

 1.1.4 Word cards, Manila card Markers Word Cards, Manila card, 4.1.1 Word cards, Manila card 4.1.2 Markers Word Cards, Manila card, 4.1.3 Pictures of animals, Manila cards, markers, recorded audiovisual
4.1.1 Word cards, Manila card 4.1.2 Markers Word Cards, Manila card, 4.1.3 Pictures of animals, Manila cards,
4.1.2 Markers Word Cards, Manila card, 4.1.3 Pictures of animals, Manila cards,
4.1.2 Markers Word Cards, Manila card, 4.1.3 Pictures of animals, Manila cards,
4.1.2 Markers Word Cards, Manila card, 4.1.3 Pictures of animals, Manila cards,
Cards, Manila card, 4.1.3 Pictures of animals, Manila cards,
4.1.3 Pictures of animals, Manila cards,
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markers, recorded audiovisual
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2.1.1 Manila Cards,
Markers
Reading materials
2.1.1 Manila Cards,
Markers
Reading materials

TERM ONE KG TWO

WEEK 1

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 LESSON PLAN

KINDERGARTEN TWO

Week Ending:	Class size:		
Day : Tuesday	IVAVAFIFADate: JAFSCE		
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	 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 a Problem Solving.			
Keywords			

T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons	
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Have learners to sing songs and recite rhymes that relate to the lesson.	Follow basic procedures of the community circle time (as in K2.1.1.1.1) and introduce the theme for the week. Display a conversational poster and some concrete materials related to the theme, Pair learners and have them engage in a conversation about their likes and dislikes. Call pairs randomly to role play two friends who meet and converse about their personal values and why. Let the whole class discuss the culturally sound values of our society that should transform our character 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). Guide learners to share what they learnt from the character in the story. Learners pay attention to new words after reading. Show the new words to learners after reading and ask them to act them out.	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	
Vetted by :	Signature: Date:	

SUBJECT: GHANAIAN LANGUAGE			KINDERGARTEN TWO		
Week Ending:			Class size:		
Day:		Dat	e:		
Period :		NIANIA EIIEI AC	SON:		
Strand: Oral Language		Sub-strand : Con	versation		
Indicator (code)		KG2.1.6.1.1			
Content standard	d (code)	KG2.1.6.1.			
Performance Indi	icator	The learner should discuss and dramatise the day greetings (morning, afternoon, evening) and response			
Core Competenci	ies: Communicat	on and collaboration Personal developmen	nt and leadership.		
Keywords					
T. L .R. (s)		Manila cards, markers, recorded audios v	isual		
Ref:	Ghanaian Langu	age curriculum			

LESSON PLAN

DAY	Phase 1:	Phase 2: Main	Phase 3:
	Starter	(new learning including assessment)	Plenary / Reflections
	(preparing the		
	brain		
	for learning)		
	Engage leaners		What have we learnt today?
	to sing songs		
	and recite	appropriately in pairs.	
	familiar rhymes	Let learners come out to dramatise an afternoon greeting and respond	Review the lesson with learners
		appropriately in pairs.	
		Let learners come out to dramatise an evening greeting and respond	
		appropriately in pairs.	
		Assessment: let learners dramatise a morning greeting and respond	
		appropriately in pairs.	
	Engage leaners		What have we learnt today?
	to sing songs		,
	and recite		Review the lesson with learners
	familiar rhymes	Let learners come out to dramatise an afternoon greeting and respond	Neview the lesson with learners
		appropriately in pairs.	
		Let learners come out to dramatise an evening greeting and respond	
		appropriately in pairs.	
		Assessment: let learners dramatise an afternoon greeting and respond	
		appropriately in pairs.	
	Engage leaners		What have we learnt today?
	to sing songs	Let learners come out to dramatise a morning greeting and respond	
	and recite	appropriately in pairs.	
	familiar rhymes	 Let learners come out to dramatise an afternoon greeting and respond 	Review the lesson with learners
		appropriately in pairs.	

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	Let learners come out to dramatise an evening greeting and respond appropriately in pairs.	
	Assessment: let learners dramatise an evening greeting and respond appropriately in pairs	
Vetted by :	Date :	

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KINDERGARTEN TWO

Week Ending:				Class size:		
Day: Wednesday			Date	:		
Period :				Lesso	n:	
Strand : VALUES	AND BELIEFS	Sub-strand : MY PERSONAL VALUES				
Indicator (code)		K2.3.1.1.3	K2.3.1.1.4			
Content standar	d (code)	K2.3.1.1				
		Demonstrate understanding of their personal value in relation to their likes and dislikes.				
Performance Ind	licator	Learners can rand	domly identify l	etters	of the alphabet and recognize ther	n 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 Competenc	ies: 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 Cu	urriculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning including	; assessment)			Plenary / Reflections
	(preparing the brain					
	for learning)					

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Wednesday	Have learners	Play a game "Listen to the sound, pick the letter and a word in which the	Review lesson with Learners by
	to sing songs	letter is and sound it out.".	singing songs in relation to it
	and recite	As a way of revising the letters learnt so far, play this game;	
	rhymes that		
	relate to the	Put learners in a group and let them win marks for their group.	
	lesson.		
		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.".	
		② 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).	
		ALABIA EUEL A COLLALI COLL	
		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	
		Assessment: let learners copy word in their self-dictionary book	

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	LESSON PLAN
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KINDERGARTEN TWO

Week Ending:			Class size:
Day: Thursday		Date	2:
Period :		Less	on:
Strand: VALUES AND BELIEFS	Sub-strand:	MY P	ERSONAL VALUES

Indicator (co	de)	K2.3.1.1.5	
Content stan	dard (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 commun	nicate ideas
Core Compet Problem Solv	•	l d Innovation Communication and Collaboration Personal Development and Le	eadership Critical Thinking and
Keywords			
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons	
Ref:	Kindergarten C	urriculum 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	Using the clay or play dough, have learners mould any object of their choice e.g. fruit(s) a toy etc.	Review lesson with Learners by singing songs in relation to it
	rhymes that relate to the	② Use poster colours and brushes to paint their objects appropriately	
	lesson.	Assessment: let learners use simple tools and materials to create and communicate ideas.	

KINDERGARTEN TWO

Week Endi	ng:				Class size:	
Day : Friday	у			Date	:	
Period :				Lesso	on:	
Strand : VA	LUES AND BELIEFS		Sub-strand :	MY PE	ERSONAL VALUES	
Indicator (d	code)	K2.3.1.1.6				
Content sta	andard (code)	K2.3.1.1				
		Demonstrate understa	nding of their p	ersor	nal value in relation to their likes	and dislikes.
Performan	ce Indicator	Learners can compose	and decompos	e nun	nbers up to 10 using concrete ma	nterials
Core Comp Problem Sc		nd Innovation Communica	tion and Collab	oorati	on Personal Development and Le	eadership Critical Thinking and
Keywords						
T. L .R. (s)		Poster/ cut out picture	, Cut out shap	pes, b	ig books, counters, crayons	
Ref:	Kindergarten (Curriculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter (preparing the brain for learning)	(new learning including	g assessment)			Plenary / Reflections

Friday	Have learners to sing songs	Guide learners to count counters, either bottle tops or sticks from 1 to 10 (Compose).	Review lesson with Learners by singing songs in relation to it
	and recite rhymes that relate to the lesson.	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.	
		② Give different numeral cards to small groups of learners and ask them to identify and count objects/counters to match the number	
		Assessment: let learners compose and decompose numbers up to 10 using concrete materials	

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TERM ONE KG TWO WEEK 2

LESSON PLAN
 LESSON PLAN

KINDERGARTEN TWO

Week Ending:			Class size:
Day : Monday		Date	:
Period :		Lesso	on:
	NANA FIIFI A		OLIAH SCH
Strand: VALUES AND BELIEFS	Sub-strand :	MY C	JLTURAL VALUES
Indicator (code)	K2.2.2.1.1 K2.2.2.1.2		
Content standard (code)	K2.2.2.1		
	_	tues,	good manners and behaviour patterns our community values and
	why		
Performance Indicator			ropriate facial expressions, gestures and body language that
	convey meaning to accompan	y gree	tings.
	 Learners can use illustrations of 	on the	cover page and title of Big book to make predictions and answer
	simple story map questions or	the t	rext
Core Competencies: Creativity and	I Innovation Communication and Collab	orati	on 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 C	urriculum 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.	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 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. Role play different people greeting other people using appropriate cultural acceptable body language. Have learners predict what the story will be using the cover picture and title of the big book. • 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

Learners should identify their favourite characters and explain why they	
like that character.	
Repeat the pronunciation of the new words encountered in the text after teacher.	
Find the meaning using context and pictures. Use vocabulary acquired to construct short meaningful sentences.	
Assessment: let learners use illustrations on the cover page and title of Big	
	 Repeat the pronunciation of the new words encountered in the text after teacher. Find the meaning using context and pictures. Use vocabulary acquired to construct short meaningful sentences.

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SUBJECT: GHANAIAN LANGUAGE KINDERGARTEN TWO

Week Ending:					Class size:
Day:		Date	: :		
Period :				Less	on :
Strand : Oral Language		NAN	A F Sub-stra	and : Talkir	ng 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 Indic	ator	 The learner should say his or her name and parents' names. 			
		•	The learner shoul	d say name	es of friends and siblings.
Core Competencie	es: Communicati	on and collabo	ration Personal de	velopment	and leadership.
Keywords					
T. L .R. (s)		Manila cards,	markers, recorded	audios vis	ual
Ref:	Ghanaian Langua	age curriculur	n		

DAY	Phase 1:	Phase 2: Main	Phase 3:
	Starter (preparing the	(new learning including assessment)	Plenary / Reflections
	brain		
	for learning)		
	Engage leaners		What have we learnt today?
	to sing songs and recite	and discuss what they heard from the audio.	
	familiar rhymes	Talk about yourself to learners.	Review the lesson with learners
		Learners should talk about themselves in pairs.	
		Lead learners to discuss about parents.	
		• Learners should talk about their parents in groups	
		Assessment: let learners mention his or her name and parents' names.	
	Engage leaners		What have we learnt today?
to sing songs and recite familiar rhymes			Review the lesson with learners
	Tarrimar rriyirles	Encourage learners to talk about their friends	
		Assessment: let learners mention names of friends and siblings.	
	Engage leaners		What have we learnt today?
	to sing songs	Mention the names of other friends to learners.	
	and recite	Encourage learners to talk about their friends	
	familiar rhymes		Review the lesson with learners
		Assessment: let learners mention names of friends and siblings.	

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LESSON PLAN
 LESSON PLAN

KINDERGARTEN TWO

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

Strand: VALUES AND BELIEFS		Sub-stran	d: MY CULTURAL VALUES				
Indicator (co	ode)	K2.3.2.1.1					
Content star	ndard (code)	K2.3.2.1					
		Demonstrate understanding of the virtues, good manners and behaviour patterns our community values and					
		why					
Performance	e Indicator	Learners can randomly identify let	ters of the alphabet and recognize them	in words and names related to the			
		theme and clap the syllables					
-	•	Innovation Communication and Co	llaboration Personal Development and Le	eadership Critical Thinking and			
Problem Solv	ving.						
Keywords							
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons					
Ref:	Kindergarten C	Curriculum Page					
DAY Phase 1:		Phase 2: Main	Phase 3:				
	Starter (preparing the brain for learning)	(new learning including assessment) Plenary / Reflections					
Tuesday Have learners to sing songs and recite		Play a game as described in K2.3.1	1.4"Listen to the sound, pick the letter	Review lesson with Learners by			
		and a word in which the letter is a	nd sound it out.".	singing songs in relation to it			
	rhymes that	As a way of revising the letters lea	· · · · · · · · · · · · · · · · · · ·				
	relate to the	Put learners in a group and let the	<u> </u>				
	lesson.	Explain the rules of the game to le	arners. The rule is at K2.3.1.1.3				
		Assessment: let learners randomly and names related to the theme	identify letters of the alphabet in words				

					: LESSON PLAN	
					KINDERGARTEN TWO	
Week Ending:					Class size:	
Day: Wednesda	У			Date :		
Period :				Lesson:		
Strand : VALUES AND BELIEFS Su			Sub-strand :	Sub-strand: MY CULTURAL VALUES		
Indicator (code)		K2.3.2.1.4	l			
Content standard (code)		K2.3.2.1 Demonstrate understanding of the virtues, good manners and behaviour patterns our community values and why				
Performance Ind	licator	Learners can read, use and copy daily greetings and some culturally appropriate and polite language in their				
		self-dictionary/note book				
Core Competence Problem Solving.		d Innovation Communica	tion and Colla	aboratio	n Personal Development and Le	adership Critical Thinking and
Keywords						
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons				
Ref:	Kindergarten Cı	urriculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter (preparing the brain	(new learning including	assessment))		Plenary / Reflections

	for learning)		
Wednesday	Have learners to sing songs and recite rhymes that relate to the lesson.	List daily greetings and some culturally appropriate words such as thank you, I am sorry, in the home languages on the BB/WB. 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. . Assessment: let learners use and copy daily greetings and some culturally appropriate and polite language in their self-dictionary/note book	Review lesson with Learners by singing songs in relation to it

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KINDERGARTEN TWO

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

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

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KINDERGARTEN TWO

Week Ending:			Class size:
Day : Friday			Date:
Period :	NANA FII	IFI A	Lesson: UAH SCH
Strand: VALUES AND BELIEFS	Si	ub-strand : N	/IY CULTURAL VALUES
Indicator (code)	K2.3.2.6		
Content standard (code)	K2.3.2.1		
	Demonstrate understandi	ng of the virt	ues, good manners and behaviour patterns our community values and
	why		
Performance Indicator	Learners can compose and	d decompose	numbers up to 15 using concrete materials`
Core Competencies: Creativity and	Innovation Communication	n and Collab	oration Personal Development and Leadership Critical Thinking and
Problem Solving.			
Keywords			
T. L .R. (s)	Poster/ cut out picture,	Cut out shap	es, big books, counters, crayons

	CQUAIT		
Ref:	Kindergarten Cı	urriculum 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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KINDERGARTEN TWO

Week Ending:	1 07 11 07 1		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 understar	nding of the va	alues and virtues we need to exhibit as Ghanaian learners.
Performance Indicator	Learners can brainstorr	n good behavi	iours and acceptable practices that we should exhibit as Ghanaian
	learners.		
	Learners can use illustr	ations on the	cover page and title of Big book to make predictions and answer simple
	story map questions ab	out the text	
Core Competencies: Creativity and	d Innovation Communica	tion and Colla	boration 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 C	urriculum 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.	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 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.	Review lesson with Learners by singing songs in relation to it
		Put learners in small groups and have them dramatize appropriate behaviour in society. E.g. greeting when you meet someone. Showing hospitality to foreigners and using please when requesting for	
		assistance. Have learners predict what the story will be using the cover picture and title of the big book.	
		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).	

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	Assessment: 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?	
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SUBJECT: GHANAIAN LANGUAGE		I	KINDERGARTEN TWO
Week Ending:			Class size:
Day:		Da	ite:
	NANA F	IIFI AC	COUAH SCH
Period :		Le	sson:
Strand : Oral Language		Sub-strand : List	ening 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	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: Communicat	ion and collaboration Pe	rsonal developme	ent and leadership.
Keywords			

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Ghanaian Langu Phase 1: Starter (preparing the brain for learning) Engage leaners to sing songs and recite familiar rhymes	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections What have we learnt today?
Starter (preparing the brain for learning) Engage leaners to sing songs and recite	(new learning including assessment)Read a passage to learners.	Plenary / Reflections
Engage leaners to sing songs and recite		What have we learnt today?
Tarrinar Triyines	Write the words on the board and say them aloud.	Review the lesson with learners
Engage leaners to sing songs and recite familiar rhymes	 Assist learners to remember and mention some of the words in the passage. Learners should use some of the words in their communication 	What have we learnt today? Review the lesson with learners
Engage leaners to sing songs and recite familiar rhymes	 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 	What have we learnt today? Review the lesson with learners
l t	Engage leaners to sing songs and recite	Assessment: let learners use some of the words in their communication • Lead learners to read the passage aloud. • Assist learners to remember and mention some of the words in the passage.

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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				
Indicator (code)	K2.3.3.1.3						
Content standar	d (code)	K2.3.3.1					
		Demonstrate understar	nding of the va	alues and virtues we need to exhibit as	Ghanaian learners.		
Performance Indicator		Learners can use new v	ocabulary acq	uired to create their own drama on ho	w to show themselves as patriotic		
		citizens of their country	Ī				
Core Competence	ies: Creativity and	Innovation Communicat	tion and Colla	boration Personal Development and Le	adership Critical Thinking and		
Problem Solving.							
Keywords		NANA FIIFI ACOLIAH SCH					
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons					
Ref:	Kindergarten Cu	ırriculum Page	riculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:		
	Starter	(new learning including	assessment)		Plenary / Reflections		
	(preparing the brain						
	for learning)						
Tuesday	Have learners	Discuss what it means t	o be a good ci	tizen and list civic values that patriotic	Review lesson with Learners by		
	to sing songs	citizen exhibit.			singing songs in relation to it		
	and recite rhymes that	2 Guide learners to use	the words ac	quired to create short drama.			
relate to the Call on s			on small group to perform their drama and appreciate them. E.g. how plice man caught a thief; Hardworking citizen in a factory; On				

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	truthfulness; how someone found and gave back an amount of money to
	the owner.
	2 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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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	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 Ind	licator	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 Competenc	ies: Creativity and	Innovation Communication and Collaboration Personal Development and Le	adership Critical Thinking and			
Problem Solving.						
Keywords						
T. L.R. (s) Poster/ cut out picture, Cut out shapes, big books, counters, cray						
Ref:	Kindergarten Cu	irriculum Page				
DAY	Phase 1:	Phase 2: Main	Phase 3:			
	Starter (preparing the brain for learning)	(new learning including assessment) NANA FIIFI ACOLIAH SCH	Plenary / Reflections			
Wednesday	Have learners	Rapidly revise the letter sounds learnt so far. 2 Follow the procedure as in	Review lesson with Learners by			
	to sing songs and recite rhymes that relate to the lesson.	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.	singing songs in relation to it			

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KINDERGARTEN TWO

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Week Ending:				Class size:		
Day : Thursday			Dat	e :		
Period :			Les	son :		
Strand : VALUES AND BELIEFS Sub-strand		Sub-strand : MY I	NATIONAL AND CIVIC VALUES			
Indicator (code) K2.3.3.1.5						
Content standard (code) K2.3.3.1		K2.3.3.1 Demonstrate understand	3.3.1 nonstrate understanding of the values and virtues we need to exhibit as Ghanaian learners.			
Performance Indicator L		Learners can recognize a	and talk about sor	ne national art works of our co	untry.	
Core Compete Problem Solvin	•	d Innovation Communicati	on and Collabora	tion Personal Development and	Leadership Critical Thinking and	
Keywords		NANA FI	NANA FIIFI ACQUAH SCH			
T. L .R. (s) Pos		Poster/ cut out picture ,	Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
Ref:	Kindergarten Cı	urriculum Page				
DAY	Phase 1: Starter (preparing the brain for learning)				Phase 3: Plenary / Reflections	
Thursday	Have learners to sing songs and recite rhymes that relate to the lesson.	Take learners outside to Let learners draw and Assessment: Let learners	colour or paint th	_	Review lesson with Learners by singing songs in relation to it	

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KINDERGARTEN TWO

Week Ending:				Class size:
Day: Friday		1	Date	:
Period :	NANA F	IIFI A	Lesso	QUAH SCH
Strand: VALUES AND BELIEFS		Sub-strand : N	AY NA	ATIONAL AND CIVIC VALUES
Indicator (code)	K2.3.3.1.6			
Content standard (code)	K2.3.3.1			
	Demonstrate understar	nding of the val	ues a	nd virtues we need to exhibit as Ghanaian learners.
Performance Indicator	Learners can Recognize	and describe s	ome	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 shap	es, bi	g books, counters, crayons

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

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KINDERGARTEN TWO

Week Ending:	Class size:		
Day : Monday	Date :		
Period :	Lesson:		
Strand : VALUES AND BELI	Sub-strand: MY NATIONAL AND CIVIC VALUES		
Indicator (code)	K2.3.2.1.1		
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: Creat	tivity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and		
Problem Solving.	and importation communication and conductation relation between principle and Leadership critical rimining and		
Varanarda			
Keywords			
T. L .R. (s)	Poster/ cut out picture, Cut out shapes, big books, counters, crayons		
Ref: Kindergarten Curriculum Page			

DAY	Phase 1:	Phase 2: Main	Phase 3:
	Starter (preparing the brain	(new learning including assessment)	Plenary / Reflections
	for learning)		
Monday	Have learners to sing songs and recite	Follow basic procedures of the community circle time (as in K2.1.1.1.1) and introduce the theme for the week.	Review lesson with Learners by singing songs in relation to it
	rhymes that	Display a conversational poster related to the theme, have learners	
	relate to the lesson.	observe the pictures and share their thoughts freely about good behaviours and acceptable practices that we should exhibit as Ghanaian learners.	
		2 Put learners in small groups and have them dramatize appropriate behaviour in society. E.g. greeting when you meet someone.	
		Showing hospitality to foreigners and using please when requesting for assistance.	
		Have learners predict what the story will be using the cover picture and title of the big book.	
		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).	
		Assessment:	
		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?	

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	How was the problem solved?	
	How was the problem solved.	
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SUBJECT: GHANAIAN LANGUAGE

KINDERGARTEN TWO

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		TAH SCH	
Content standard	d (code)	KG2.2.2.1. KG2.2.2.1.		QUAIT JUIT	
Performance Ind	icator	The learner should talk about	cover	page and illustrations.	
		 The learner should turn over t 	he pa	ges of a book by opening gently f	rom right to left.
Core Competenci	ies: Communicat	ion and collaboration Personal develop	ment	and leadership.	
Keywords					
T. L .R. (s) Manila cards, markers, recorded audi		os visi	ual		
Ref:	Ref: Ghanaian Language curriculum				
DAY	Phase 1:	Phase 2: Main			Phase 3:
Starter (new learning including assessment) (preparing the brain				Plenary / Reflections	

for learning)		
Engage leaners to sing songs and recite familiar rhymes	cover page and illustrations on the book. E.g. Colour, size, shape, thickness	What have we learnt today? Review the lesson with learners
Engage leaners to sing songs and recite familiar rhymes		What have we learnt today? Review the lesson with learners
Engage leaners to sing songs and recite familiar rhymes		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 N	ATIONAL AND CIVIC VALUES

	, ,				
Indicator (code)		K2.3.3.1.3			
Content stand	ard (code)	K2.3.3.1			
		Demonstrate understanding of the values and virtues we need to exhibit as	Ghanaian learners.		
Performance I	ndicator	Learners can use new vocabulary acquired to create their own drama on ho	w to show themselves as patriotic		
		citizens of their country			
Core Compete	encies: Creativity an	d Innovation Communication and Collaboration Personal Development and Le	adership Critical Thinking and		
Problem Solvir	ng.				
Keywords					
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons			
Ref:	Kindergarten Co	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. ② 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. ② Ask learners why we should respect the National Anthem and the pledge .	Review lesson with Learners by singing songs in relation to it		

NANA FIIFI ACQUAH	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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Week Ending:				Class size:
Day : Wednesday Dat		Date :		
Period :			Lesso	on:
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 Communicat	tion and Collab	oratio	on 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 C	urriculum 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. ② 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

Week Ending:		Class size:	
Day: Thursday	Date	:	
od: Lesse		on:	

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Strand: VALU	JES AND BELIEFS	Sub-strand : MY NATIONAL AND CIVIC VALUES	Sub-strand: MY NATIONAL AND CIVIC VALUES				
Indicator (cod	de)	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 learne							
Performance	Indicator	tor Learners can recognize and talk about some national art works of our country.					
Core Compet Problem Solv	•	l d Innovation Communication and Collaboration Personal Development an	d Leadership Critical Thinking and				
Keywords							
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons					
Ref:	Kindergarten Cı	urriculum Page A FIIFI ACQUAH SCH	-				
DAY	Phase 1:	Phase 2: Main	Phase 3:				
	Starter (preparing the brain for learning)	(new learning including assessment)	Plenary / Reflections				
Thursday	Have learners	Take learners outside to observe the national flag of Ghana.	Review lesson with Learners by				
	to sing songs and recite	2 Let learners draw and colour or paint the flag of Ghana.	singing songs in relation to it				
	rhymes that relate to the lesson.	Assessment: Let learners draw and colour or paint the flag of Ghana					
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KINDERGARTEN TWO

Week Ending:			Class size:			
Day: Friday Dat		Date	:			
Period :				Lesso	on:	
Strand: VALUES	AND BELIEFS		Sub-strand:	: MY NATIONAL AND CIVIC VALUES		
Indicator (code) K2.3.3.1.6						
Content standar	d (code)	K2.3.3.1	– .			
		Demonstrate understar	nding of the va	alues a	nd virtues we need to exhibit as	Ghanaian learners.
Performance Ind	Performance Indicator Learners can Recognize and describe some simple repeating nonnumerical patterns (up to a repetition of 3				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				adership Critical Thinking and		
Problem Solving.						
Voyavordo						
Keywords						
T D (a)		Destant out out misture	Cost acet also		is books countous avoices	
T. L.R. (s) Poster/ cut out picture, Cut out shapes, big books, counters, crayons						
Ref: Kindergarten Curriculum Page						
Rei.	Killdergarten Ct	irriculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning including	assessment)			Plenary / Reflections
	(preparing the	, 1 11 8 4 8				,,
	brain					

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

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KINDERGARTEN TWO

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			K2.3.4.1.2	2			
Content standard (code) K2.3.4.1 Demonstra		_	1 strate understanding of relating well with people with different beliefs.				
or belief.			e illustrations	why and how to relate well with everyone regardless of their culture, language trations in a Big book to make predictions and answer simple story map ext			
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 Cu	urriculum Page					
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including	assessment)			Phase 3: Plenary / Reflections	

Monday	Have learners	Community Circle time: Follow basic procedures of the community circle	Review lesson with Learners by
	to sing songs and recite	time (as in K2.1.1.1.1) and introduce the theme for the week.	singing songs in relation to it
	rhymes that	Display a conversational poster and some concrete materials related to	
	relate to the	the theme and engage learners in active discussion.	
	lesson.		
		Call on learners randomly to answer questions or contribute to the discussion.	
		Discuss the different kinds of people	
		we live with and the need to behave appropriately towards all humans.	
		Sort and group learners according to their tribes or language spoken; let	
		each child pick a friend from a different group and exchange pleasantries.	
		Take learners though a few pages of a big book (picture walk). 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).	
		Use the Story Map strategy (follow procedure as in Appendix 1, K2.3.2.1.3).	
		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?	
		Focus on what we can learn from the biblical character.	

Day:	Date :
Week Ending:	Class size:
SUBJECT: GHANAIAN LANGUAGE	KINDERGARTEN TWO
	: LESSON PLAN
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	Assessment: let learners use illustrations in a Big book to make predictions and answer simple story map questions about the text
	Write level appropriate words in the air, sand, on their arms and in their ruled books and read
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Lesson:

Period:

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QUAH					
ing	Sub-s	rand : Print Concept			
lo)	VG2 2 2 1 4				
Indicator	_	ers across tables and books from left to right (do picture walk) and top to		
encies: Communicat		development and leadership.			
	Manila cards, markers, recorded audios visual				
	NAMA FIIE	LACOLIAH SCH			
Ghanaian Langu	uage curriculum				
Phase 1:	Phase 2: Main		Phase 3:		
Starter	(new learning including assess	ment)	Plenary / Reflections		
(preparing the					
	Onen a hook and use your fit	nger to demonstrate how reading is done for	What have we learnt today?		
	·	iget to demonstrate now reading is done for	what have we learnt today;		
		fingers from left to right and from ton to			
familiar rhymes		inigers from left to right and from top to	Review the lesson with learners		
	DOLLOIII.		Review the leason with learners		
	Assessment: let learners move	their fingers from left to right and from ton			
	to bottom in a book	the mage of the territory			
	Ghanaian Langu Phase 1: Starter (preparing the brain for learning) Engage leaners to sing songs and recite	KG2.2.2.1.4 KG2.2.2.1. Indicator	Sub-strand : Print Concept		

Engage leaners to sing songs	1	What have we learnt today?
and recite familiar rhymes		Review the lesson with learners
	Assessment: let learners move their fingers from left to right and from top to bottom in a book	
Engage leaners	Open a book and use your finger to demonstrate how reading is done for	What have we learnt today?
to sing songs		
and recite	- Assist learners to move their impers from left to right and from top to	
familiar rhymes	bottom.	Review the lesson with learners
	Assessment: let learners move their fingers from left to right and from top to bottom in a book	
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•	LESSON PLAN
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Week Ending:				Class size:
Day : Tuesday		1	Date :	
Period :		1	Lesso	n:
Strand: VALUES AND BELIEFS		Sub-strand : C	OUR E	ELIEFS
Indicator (code)	K2.3.4.1.3			
Content standard (code) K2.3.4.1				
	Demonstrate understa	anding of relating	g wel	with people with different beliefs.
Performance Indicator	Learners can read leve	el-appropriate si	ght v	vords from the big book
Core Competencies: Creativity Problem Solving.	y and Innovation Communica	ation and Collabo	oratio	on Personal Development and Leadership Critical Thinking and

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

KINDERGARTEN TWO

Week Ending:	Class size:	
Day: Wednesday	Date	:

	• • •						
Period :				Lesson:			
Strand : VALUES AND BELIEFS Sub-strand :			Sub-strand :	OUR BELIEFS			
Indicator (code)		K2.3.4.1.4.					
Content standar	rd (code)	K2.3.4.1					
		Demonstrate understar	nding of relati	ng well with people with different beli	efs.		
Performance Inc	dicator	Learners can connect sp	earners can connect spoken words and sounds to letters in a playful way.				
Core Competent Problem Solving	=	d Innovation Communicat	tion and Colla	boration Personal Development and Lo	eadership Critical Thinking and		
Keywords							
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons					
Ref:	Kindergarten Cu	urriculum Page	riculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:		
	Starter (preparing the brain for learning)	(new learning including assessment)		Plenary / Reflections			
Wednesday	Have learners to sing songs and recite	Practice letter ladder-ga		oom or outside.	Review lesson with Learners by singing songs in relation to it		
lesson. looks like this.			so far in the grid on the floor which				
		A k f D)				

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

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playful way.

LESSON PLAN
 LESSON PLAN

KINDERGARTEN TWO

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

Content stan	dard (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 song	S			
Core Competer Problem Solv	•	l d Innovation Communication and Collaboration Personal Development and Le	eadership Critical Thinking and			
Keywords						
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons				
Ref:	Kindergarten C	urriculum Page				
DAY	Phase 1: Starter (preparing the brain	Phase 2: Main (new learning including assessment) COUAH SCH	Phase 3: Plenary / Reflections			
	for learning)					
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.	Review lesson with Learners by singing songs in relation to it			
		Assessment: let learners play different musical instruments and dance to religious songs				

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 LESSON PLAN

KINDERGARTEN TWO

Week Ending:			Class size:			
Day: Friday		Date	:			
Period :				Lesso	n :	
Strand : VALUES	AND BELIEFS		Sub-strand : 0	OUR B	ELIEFS	
Indicator (code)		K2.3.4.1.6				
Content standar	d (code)	K2.3.4.1				
		Demonstrate understar	nding of relating	g well	with people with different belie	fs.
Performance Ind	licator	Learners can recognise and describe some simple repeating non-numerical patterns (up to a repetition of 3, 1, 2 pattern)				
Core Competence Problem Solving.	•	l Innovation Communica	tion and Collab	oratio	on Personal Development and Le	adership Critical Thinking and
Keywords						
T. L.R. (s) Poster/ cut out pict		Poster/ cut out picture	, Cut out shap	es, bi	g books, counters, crayons	
Ref:	Kindergarten Curriculum Page					
DAY	Phase 1:	Phase 2: Main Phase 3:			Phase 3:	
	Starter (preparing the brain for learning)	the			Plenary / Reflections	

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

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KINDERGARTEN TWO

Week Ending: Class size:

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Day : Monday		Date :					
Period :			Lesson:				
Strand : MY LO	CAL COMMUNITY		Sub-strand :	KNOWING THE SPECIAL PLACES IN MY	COMMUNITY		
Indicator (code)	K2.4.1.1.1	K2.4.1.1.2				
Content standa	rd (code)	K2.4.1.1 Demonstrate understa	2.4.1.1 emonstrate understanding of the special places in our local community				
Performance In	dicator	Learners can list	ten attentively	iar, places, things and events with pro to a read aloud of an informational to L reading technique asking and answe	ext about special places and		
Core Competer Problem Solving	=	d Innovation Communica	tion and Colla	boration Personal Development and Lo	eadership Critical Thinking and		
Keywords		NANA FIIFI ACQUAH SCH					
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons					
Ref:	Kindergarten Cu	urriculum Page					
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment) Phase 3: Plenary / Reflection		Phase 3: Plenary / Reflections			
Monday	Have learners to sing songs and recite rhymes that relate to the lesson.				Review lesson with Learners by singing songs in relation to it		

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.
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.)
Arrange with a resource person to talk to the learners. While back at school, have learners share what they have learnt on the field.
Follow the KWL technique procedure and have learners learn more about the importance of special places in a community.
K-Discuss what the learners already know, W learners ask all their questions about what they want to know.
② L Read to them, pausing often for them to share what they are learning and have learnt.
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

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SUBJECT: GHANAIAN LANGUAGE A FIFA KINDERGARTEN TWO

Week Ending:				Class size:
Day:			Date	2:
Period :			Less	on:
Strand: Reading		Sub-strand :	Phone	ological and Phonemic Awareness
0				
	Tues a sur			
Indicator (code)	KG2.2.3.1.1			
Content standard (code)	KG2.2.3.1.			

Performance Indicator		The learner should recognise the location of individual sounds in one-syllable words (beginning or end).					
Core Comp	etencies: Communicat	ion and collaboration Personal development and leadership.					
Keywords							
T. L .R. (s) Manila cards, markers, recorded audios visual							
Ref:	Ghanaian Langu	uage curriculum					
DAY	to sing songs	Starter (preparing the brain for learning) Engage leaners to sing songs and recite (new learning including assessment) 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.					
	Engage leaners to sing songs and recite familiar rhymes	 Teach learners the corresponding sounds. Allow learners to recognise the individual sounds in one-syllable words. 	What have we learnt today? Review the lesson with learners				

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Engage leaners	. • Write the letters of the alphabet on the board.	What have we learnt today?
to sing songs	Teach learners the corresponding sounds.	
and recite	Allow learners to recognise the individual sounds in one-syllable words.	
familiar rhymes	E.g. Go, come, eat, etc.	Review the lesson with learners
	Assessment: let learners identify the location of individual sounds in one-	
	syllable words (beginning or end).	

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					KINDERGARTEN TWO
Week Ending:					Class size:
Day: Tuesday				Date	:
Period :				Lesso	n:
Strand: MY LOCA	AL COMMUNITY		Sub-strand :	KNOW	ING THE SPECIAL PLACES IN MY COMMUNITY
		NIANIA			JIIVII CCII
Indicator (code)		K2.4.1.1.3	<2.4.1.1.4		ZUAITOCIT
Content standard	d (code)	K2.4.1.1			
		Demonstrate understanding of the special places in our local community			
Performance Indi	icator	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 Problem Solving.		Innovation Communica	ation and Collal	boratio	on Personal Development and Leadership Critical Thinking and
Keywords					
T. L .R. (s)		Poster/ cut out picture	Cut out sha	pes, bi	g books, counters, crayons
Ref: Kindergarten Curriculum Page					

LESSON PLAN

DAY	Phase 1:	Phase 2: Main	Phase 3:
	Starter (preparing the brain	(new learning including assessment)	Plenary / Reflections
Tuesday	for learning) Have learners to sing songs and recite rhymes that relate to the lesson.	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 exercise books and read them to each other Play Alphabet Relay Game Put learners in groups of 4 to compete for letter recognition and writing. Give each group a piece of chalk. Call out a letter and let two pupils from each group run to the chalk board and write both the small and capital letter. Call out another letter and let pupils take turns.	Review lesson with Learners by singing songs in relation to it
		alphabet	

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KINDERGARTEN TWO

Week Ending:				Class size:		
Day : Wednesday	У			Date	:	
Period :			Lesso	on:		
Strand : MY LOCAL COMMUNITY Sub-strand :			KNOW	/ING THE SPECIAL PLACES IN MY	COMMUNITY	
Indicator (code)		K2.4.1.1. 5				
Content standar	d (code)	K2.4.1.1				
		Demonstrate understan	ding of the sp	ecial p	places in our local community	
Performance Ind	licator	Learners can identify th	e letter-sound	d learr	nt for the week in words related	to the theme and write the letter
		and key word boldly and	d legibly in the	eir boo	oks	
Core Competencies: Creativity and Problem Solving.		Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and NANA FIFIACOUAH SCH				
Keywords						
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons				
Ref:	Kindergarten Cu	irriculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter (new learning including assessment) Plenary / Reflections for learning)				Plenary / Reflections	
Wednesday Have learners to sing songs and recite rhymes that Rapidly revise the letter sounds learn Follow the procedure as in K2 .1.1.1 sound for the week.				Review lesson with Learners by singing songs in relation to it		

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relate to the	e e			
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				
Vetted by :	Date :			
	: LESSON PLAN			
	KINDERGARTEN TWO			
Week Ending:	Class size			
Day: Thursday	VAVAFIFADate: UAFISCE			
Period :	Lesson:			
Strand: MY LOCAL COMMUN	ITY 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			

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Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and

Learners can talk about the ideas expressed in one's own art and that of others.

Performance Indicator

Problem Solving.

Keywords

T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons					
Ref:	Kindergarten Cu	irriculum 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. ① 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				

Vetted by :	Signature:	Date :
	······:	LESSON PLAN

KINDERGARTEN TWO

Week Ending:		Class size:
Day: Friday	Date	:
Period :	Lesso	on:

Strand : MY LOCAL COMMUNITY		Sub-strand : KNOWING TH	HE SPECIAL PLACES IN MY	COMMUNITY
Indicator (co	ode)	K2.4.1.1.7		
-	ndard (code)	K2.4.1.1		
	, ,	Demonstrate understanding of the special places i	in our local community	
Performance	e Indicator	Learners can create simple patterns with more tha	an one shape, colour, size	
Core Compe Problem Sol	•	Innovation Communication and Collaboration Pers	onal Development and Le	adership Critical Thinking and
Keywords				
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big book	s, counters, crayons	
Ref:	Kindergarten C	rriculum Page A FIFI ACQU	JAH SCH	
DAY	Phase 1: Starter (preparing the brain	Phase 2: Main (new learning including assessment)		Phase 3: Plenary / Reflections
Friday	for learning) Have learners to sing songs and recite rhymes that relate to the lesson.	Encourage learners to use different colours/sizes of patterns. Arrange different colours of shapes in a particular Assessment: let learners create simple patterns we shape, colour, size	r pattern	Review lesson with Learners by singing songs in relation to it

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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	K2.4.2.1.1		
Content standard (code)	K2.4.2.1			
	Demonstrate underst	anding of knowi	ng th	e important people / occupation in our community

Performance Indicator Learners can talk about and discuss the various occupations in our communication.			ity.
Core Compe Problem Sol	•	l d Innovation Communication and Collaboration Personal Development and Le	eadership Critical Thinking and
Keywords			
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons	
Ref:	Kindergarten C	urriculum Page	
DAY	Phase 1: Starter (preparing the brain	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	for learning) Have learners	Community Circle time: Follow basic procedures of the community circle	Review lesson with Learners by
	to sing songs and recite rhymes that relate to the lesson.	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. Call on learners randomly to answer questions or contribute to the	singing songs in relation to it
		discussion. Have learners mention some occupations in their vicinity. Show pictures and discuss each occupation and what they do.	
		Learners to indicate their preferred and aspired occupation Assessment: let learners talk about and discuss the various occupations in	
		our community	

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SUBJECT: GHANAIAN LANGUAGE			KINDERGARTEN TWO
Week Ending:			Class size:
Day:		Date	:
	NANA FIIFL	4C	OUAH SCH
Period :		Less	on :
Strand : Writing	Sub-strand	l : Penm	anship/Handwriting
Indicator (code)	KG2.3.1.1.3		
Content standard (code)	KG2.3.1.1.		
Performance Indicator	The learner with the pencil in hand	d, shoul	d move the wrist from left to right to develop their motor skills
Core Competencies: Communicat	ion and collaboration Personal devel	opment	and leadership.
Keywords			

...... LESSON PLAN

T. L .R. (s) Manila cards, markers, reco		Manila cards, markers, recorded audios visual	
Ref:	Ghanaian Langu		
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		What have we learnt today? Review the lesson with learners
	Engage leaners to sing songs and recite familiar rhymes	right.	What have we learnt today? Review the lesson with learners
	Engage leaners to sing songs and recite familiar rhymes	Demonstrate how to hold the pencil in the hand and move it from left to	What have we learnt today? Review the lesson with learners
		Assessment: let learners hold and move pencil from left to right.	

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KINDERGARTEN TWO

Week Ending:	Class size:	
Day: Tuesday	Date	:

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Period :				Lesson:	
Strand: MY LOCAL COMMUNITY Sub-strand:			Sub-strand :	KNOWING (WHO) THE IMPORTANT PE	OPLE / OCCUPATION IN MY
	COMMUNITY				
Indicator (co	de)				
Content stan	nt standard (code) K2.4.2.1				
		Demonstrate understar	nding of know	ring the important people / occupation	in our community
Performance	Indicator		-	e teacher-read-aloud of the big book	which relates to the theme, track
		words and share lesson			
Core Compete Problem Solv	•	d Innovation Communica	tion and Colla	boration Personal Development and Le	adership Critical Thinking and
Keywords	Keywords				
T. L.R. (s) Poster/ cut out picture, Cut ou			, Cut out sha	pes, big books, counters, crayons	
Ref:	Kindergarten Curriculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including	; assessment)		Plenary / Reflections
	(preparing the				
	brain for learning)				
Tuesday	Have learners	Teacher follows the ste	ps of the KWI	strategy instruction as you read aloud	Review lesson with Learners by
to sing songs the informational text which relates			which relates	to the theme to the learners. (See	singing songs in relation to it
	and recite	lesson K2.1.2.1.2, also appendix 1)			
	rhymes that				
		V before you read the text and the L after reading. they have learnt about the theme.			
	lesson.	L- Learners Share What	they have lea	int about the theme.	
		E.g. This is a police office	er. He works	at the Police Station.	

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	Have learners draw their chosen profession and	match it with the
	sentence related to it.	
	Assessment: let learners share lessons learnt on t	the theme of the week.

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Week Ending:				Class size:	
Day: Wednesday	Date :		:		
Period :	Lesso		Less	Lesson:	
Strand: MY LOCAL COMMUNIT	MMUNITY Sub-strand : KNOWING (WHO) THE IMPORTANT PEOPLE / OCCUPATION IN MY		VING (WHO) THE IMPORTANT PEOPLE / OCCUPATION IN MY		
COMMUNIT		COMMUNITY	NITY		
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.				

Core Compete Problem Solvir	•	d Innovation Communication and Collaboration Personal Development and Lea	adership Critical Thinking and
Keywords	<u> </u>		
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons	
Ref:	Kindergarten C	urriculum Page	
DAY	Phase 1:	Phase 2: Main	Phase 3:
	Starter (preparing the brain for learning)	(new learning including assessment)	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
		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	:

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Period :				Lesson:		
Strand : MY LOCA	AL COMMUNITY		Sub-strand :	KNOWING (WHO) THE IMPORTANT PE	OPLE / OCCUPATION IN MY	
			COMMUNITY	Y		
Indicator (code)						
Content standar	d (code)	K2.4.2.1				
		Demonstrate understan	ding of know	ing the important people / occupation	in our community	
Performance Ind	licator					
	-	Innovation Communicat	ion and Colla	boration Personal Development and Le	adership Critical Thinking and	
Problem Solving.						
Keywords						
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons				
Ref:	Kindergarten Cu	ırriculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter (preparing the brain	(new learning including	assessment)		Plenary / Reflections	
	for learning)					
Thursday	Have learners	Rapidly revise the letter	sounds learn	t so far.	Review lesson with Learners by	
i and recite i		Pollow the procedure sound for the week.	as in K2 .1.1.	1.5 to continue teaching the letter-	singing songs in relation to it	
		Assessment: let learners their books	s write the let	ter and key word boldly and legibly in		

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Vetted by :		Signature:		Date :	
		 	:	LESSON PLAN	

KINDERGARTEN TWO

Week Ending:	Class size:
Day: Friday	Date :
Period :	NANA FIIFI ACOUAH SCH
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

Ref:	Kindergarten Cı	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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KINDERGARTEN TWO

Week Ending:				Class size:		
Day : Monday			ı	Date :		
Period :			1	Lesson :		
Strand : MY LOC	AL COMMUNITY		Sub-strand: KNOWING (WHO) THE IMPORTANT PEOPLE / OCCUPATION IN MY COMMUNITY			
Indicator (code)		K2.4.2.1.1				
Content standar	d (code)	K2.4.2.1 Demonstrate understan	ding of knowin	g the important people / occupation	in our community	
Performance Ind	licator	Learners can talk about	and discuss the	e various occupations in our commun	ity.	
Core Competencies: Creativity and Problem Solving.		Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and NANA FIIFI ACQUAH SCH				
Keywords		IVAIVATIITACQOAITSCIT				
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons				
Ref:	Kindergarten Cu	ırriculum Page	rriculum 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	time (as in K2.1.1.1.1) ar	nd introduce th	nd some concrete materials related	Review lesson with Learners by singing songs in relation to it	

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

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SUBJECT: GHANAIAN LANGUAGE KINDERGARTEN TWO

Week Ending:		Class size:
Day:	Date	:
Period:	Lesso	on:

Strand : Writing		Sub-strand : Penmanship/Handwriting				
Indicator (code)		KG2.3.1.1.4				
Content sta	ndard (code)	KG2.3.1.1.				
Performance Indicator		The learner with the pencil in hand, should move the wrist diagonally to do	evelop motor skills.			
Core Compe	etencies: Communicat	ion and collaboration Personal development and leadership.				
Keywords						
T. L .R. (s)		Manila cards, markers, recorded audios visual				
Ref:	Ghanaian Langu	age 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	 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	Demonstrate how to hold the pencil in the hand and move it diagonally.	What have we learnt today?			
	and recite familiar rhymes	Assessment: let learners hold and move pencil diagonally	Review the lesson with learners			

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	Engage leaners	• Demonstrate how to hold the pencil in the hand and move it diagonally.	What have we learnt today?			
	to sing songs	 Allow learners to hold and move pencil diagonally. 				
	and recite					
	familiar rhymes	Assessment: let learners hold and move pencil diagonally	Review the lesson with learners			

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 LESSON PLAN

KINDERGARTEN TWO

Week Ending:			Class size:
Day: Tuesday		Date	::
Period :	NANA FIIFI A	Less	©UAH SCH
Strand: MY LOCAL COMMUNITY	Sub-strand :	KNOV	VING (WHO) THE IMPORTANT PEOPLE / OCCUPATION IN MY
	COMMUNIT	Y	
Indicator (code)	K2.4.2.1.2		
Content standard (code)	K2.4.2.1		
	Demonstrate understanding of know	ing th	e 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 th	e ther	ne 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 sha	pes, b	ig 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) ② 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. Have learners draw their chosen profession and match it with the sentence related to it. Assessment: let learners share lessons learnt on the theme of the week.	Review lesson with Learners by singing songs in relation to it

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KINDERGARTEN TWO

Week Ending:				Class size:	
Day: Wednesday			Da	te:	
Period :		Le	sson:		
Strand: MY LO	CAL COMMUNITY		Sub-strand: KNOWING (WHO) THE IMPORTANT PEOPLE / OCCUPATION IN MY		
			COMMUNITY		
Indicator (code)	K2.4.2.1.3			
Content standa	rd (code)	K2.4.2.1			
		Demonstrate understand	ding of knowing	the important people / occupation	in our community
Performance In	dicator	Learners can use vocabul	lary acquired fro	n the week to compose oral compo	sition about their future profession
		and write simple sentend	ces which relate:	to the theme in their word bank.	
Core Competer	ncies: Creativity and	d Innovation Communicati	on and Collabor	ation Personal Development and Le	eadership Critical Thinking and
Problem Solving	g.				
Keywords		NANA FI	IFI AC	OUAH SCH	
T. L .R. (s)		Poster/ cut out picture ,	Cut out shapes	big books, counters, crayons	
Ref:	Kindergarten Cı	Curriculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including	assessment)		Plenary / Reflections
	(preparing the				
	brain				
Wednesday	for learning) Have learners	Lat learners dross up in t	hoir futuro caro	ers' uniform, dramatize what they	Review lesson with Learners by
vveuriesuay	to sing songs	·		arnt to describe their future	singing songs in relation to it
	and recite	career and what the occu			
	rhymes that				
	relate to the	Guide them to use the	above knowledg	e to talk about their preferred	
	lesson.	occupation briefly.			
		I want to be a teacher. A	A teacher teache	s pupils in a school.	

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	Assessment: let learners write simple in their word bank	e sentences which relates to the theme
Vetted by :	Signature:	
		KINDERGARTEN TWO
Week Ending:		Class size:
Day: Thursday		Date :
Period :	Lesson:	
Strand: MY LOCAL COMMUNITY Sub-strand: KNOWING (WHO) THE IMPORTANT PEOPLE / OCCUPATION COMMUNITY		\
Indicator (code)	K2.4.2.1.4	
Content standard (code) K2.4.2.1		
	Demonstrate understanding of knowi	ving the important people / occupation in our community
Performance Indicator	Learners can identify the letter-soun	nd learnt for the week in words related to the theme and write the lett
and key word boldly and legibly in their books		
Core Competencies: Creativity and Problem Solving.	d Innovation Communication and Collab	aboration Personal Development and Leadership Critical Thinking and
Keywords		
T. L .R. (s)	Poster/ cut out picture, Cut out shapes, big books, counters, crayons	

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Kindergarten Curriculum Page

Ref:

DAY	Phase 1:	Phase 2: Main	Phase 3:
	Starter	(new learning including assessment)	Plenary / Reflections
	(preparing the brain		
	for learning)		
Thursday	Have learners to sing songs	Rapidly revise the letter sounds learnt so far.	Review lesson with Learners by singing songs in relation to it
	and recite rhymes that relate to the lesson.	Pollow 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	

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KINDERGARTEN TWO

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

Demonstrate understanding of knowing the important people / occupation in our community		in our community	
Performance Indicator		Learners can create simple patterns with more than one of shape, colour, s	ize, sounds or movements.
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking an Problem Solving.			
Keywords			
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons	
Ref: Kindergarten Curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment) NANA FIFI ACQUAH SCH	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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WEEK 9

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	LESSON PLAN
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KINDERGARTEN TWO

Week Ending:	Class size:	
Day : Monday	NANA FIF A Date: JAH SCH	
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	 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		

T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons	
Ref:	Kindergarten C	urriculum 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. Call on learners randomly to answer questions or contribute to the discussion. Have learners talk about the political leaders of the country. Ask learners questions that would assist them to describe the President, Ministers and Assembly Men and Women. Talk about the traditional leaders and where they can be found. Ask those who have seen their chiefs to describe how they dress Let learners talk about the leaders in their various religious groups. E.g. Muslins — Imam, Christians-Pastors, Catholic Father, Bishops etc	Review lesson with Learners by singing songs in relation to it

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	Teacher follows the steps of the KWL strate 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)	
	☐ Check on the K and W before you read t	he text and the L after reading.	
	K-Ask the learners to say what they already	know about the theme.	
	W-Ask them to ask questions about what the weeks' theme.	hey want to know about the	
	Learners listen to the text and answer the cand also for L- Learners share what they had the Chief is the leader of the community		
	Assessment: let learners listen to the text of questions	to the text and answer the	
Vetted by :	Signature:	Date :	
		: LESSON PLAN	
SUBJECT: GHANAIAN LANGUAGE		KINDERGARTEN TWO	
Week Ending:		Class size:	

		1			
Day:			Date:		
Period :				Lesson:	
renou.				Lesson.	
Strand : Writing (Conventions / Usa	nge	Sub-strand :	Integrating Grammar in Written Langu	age (Use of Qualifying Words)
Indicator (code)		KG2.5.4.1.1	KG2.5.4.1.2		
Content standard	d (code)	KG2.5.4.1.	KG2.5.4.1.		
Performance Ind	icator	• The lear	ner should un	derstand what adjectives are	
D 1 0° 1		• The lear	ner should wr	ite names of objects of different colours	S
Core Competenc	ies: Communicat	ion and collaboration Pe	rsonal develor	oment and leadership.	
Keywords					
T. L .R. (s)		Manila cards, markers,	recorded aud	ios visual	
Ref:	Ghanaian Langu	age curriculum			
DAY	Discount 1				Dhara 2
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing the	(new learning including	g assessment)		Plenary / Reflections
	brain				
	for learning)				

	From the standard of different standards	William Inc. of the section 2
Engage leaners		What have we learnt today?
to sing songs	Draw objects of different sizes on flashcards.	
and recite	- Let learners recognise the objects on the mania card by mentioning them	
familiar rhymes	names.	Review the lesson with learners
	• Ask learners to describe them according to their sizes. E.g. Big, small, etc.	
	Assessment: let learners describe objects them according to their sizes	
Engage leaners	Draw objects of different colours on flashcards or bring concrete objects	What have we learnt today?
to sing songs	of different colours to class to show to learners.	
and recite	Show it to learners and ask them to describe them according to their	Review the lesson with learners
familiar rhymes	colours. E.g. Red, green, yellow, etc.	
	Assessment: let learners write names of objects of different colours	
Engage leaners	Draw objects of different colours on flashcards or bring concrete objects	What have we learnt today?
to sing songs	of different colours to class to show to learners.	
and recite	- Show it to tearners and ask them to describe them according to them	
familiar rhymes	colours. E.g. Red, green, yellow, etc.	Review the lesson with learners
	Assessment: let learners write names of objects of different colours	

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KINDERGARTEN TWO

Week Ending:				Class size:	
Day: Tuesday			Date :		
Period :			Lesson:		
Strand : MY LOCAL COMMUNITY Sub-strand :		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				

117 (117 (1 111 1 7 (CQO)	•••					
Performance Ind	licator	Learners can use key words about the theme to create meaningful sentences in real life situation				
Core Competence Problem Solving.	•	Innovation Communication and Collaboration Personal Development and Le	adership Critical Thinking and			
Keywords						
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons				
Ref:	Kindergarten Cu	Curriculum Page				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment) NIANIA EIIEI ACOLIALICALI	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.		Review lesson with Learners by singing songs in relation to it			
		Assessment: let learners dramatize the role of the various leaders using some of the new word				

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	:	LESSON PLAN

KINDERGARTEN TWO

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Week Ending:			Class size:				
Day: Wednesday				Date :			
Period :				Lesson:			
Strand : MY LOCAL COMMUNITY Sub-strand :		Sub-strand:	KNOWING THE SPECIAL LEADERS IN O	UR COMMUNITY AND COUNTRY			
Indicator (code)		K2.4.3.1.4					
Content standar	rd (code)	K2.4.3.1					
		Demonstrate understand	Demonstrate understanding and knowledge of the special leaders in our community				
Performance Inc	dicator	Learners can blend indivi	idual letter-so	ound to form one syllabic words			
Core Competen Problem Solving	•	d Innovation Communication	on and Collab	ooration Personal Development and Le	eadership Critical Thinking and		
Keywords		NANA FIIFI ACQUAH SCH					
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons					
Ref:	Kindergarten Cu	urriculum Page					
DAY	Phase 1:	Phase 2: Main			Phase 3:		
	Starter	(new learning including	assessment)		Plenary / Reflections		
	(preparing the brain for learning)						
Wednesday	Have learners	Teach blending using a g	ame		Review lesson with Learners by		
	to sing songs	Blend letters to form syll	lables		singing songs in relation to it		
	and recite	Write the individual lette	•				
	rhymes that	Point to each letter slow	•	•			
	relate to the	Then move your finger sl	lowly under t	he two sounds, blending the sound			
lesson.		together to form a syllab	ole.				

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	Say the whole syllable slowly and ask pupils to repeat. Practice this with learners the whole week.	
	 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 	
	Assessment: let learners blend individual letter-sound to form one syllabic words	

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 Date :

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 LESSON PLAN

KINDERGARTEN TWO

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

NANA FIIFI ACC	UAH			
Indicator (cod	e)	K2.4.3.1.5		
Content stand	lard (code)	K2.4.3.1		
		Demonstrate understanding and knowledge of the special leaders in ou	ur community	
Performance Indicator		Learners can create art works inspired by places in our culture and cou	ntry	
Core Compete Problem Solvin		d Innovation Communication and Collaboration Personal Development a	nd Leadership Critical Thinking and	
Keywords				
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons		
Ref: Kindergarten Curriculum Page		urriculum Page		
		NIANIA FIIFI ACOLIALI CCI		
DAY	Phase 1:	Phase 2: Main A C A C A C A C A C A C A C A C A C A	Phase 3:	
	Starter	(new learning including assessment)	Plenary / Reflections	
	(preparing the			
	brain for learning)			
Thursday	Have learners	Using a picture, have learners talk about elements in the palace which	Review lesson with Learners by	
	to sing songs	interests them.	singing songs in relation to it	
	and recite			
	rhymes that			
	relate to the	Assessment: let learners make a picture of the umbrella and label it nic	cely.	
	lesson.			

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		LESSON PLAN
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KINDERGARTEN TWO

Week Ending:					Class size:		
Day: Friday		Date :					
Period :				Lesso	n:		
Strand: MY LOCA	AL COMMUNITY		Sub-strand:	KNOW	ING THE SPECIAL LEADERS IN O	JR COMMUNITY AND COUNTRY	
Indicator (code)		K2.4.3.1.6					
Content standar	d (code)	K2.4.3.1					
		Demonstrate understar	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					
		NANA FIIFLACQUAR SCR					
- · · · · · · · · · · · · · · · · · · ·		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 Cur		ırriculum Page					
DAY Phase 1: Phase 2: Main					Phase 3:		
	Starter	(new learning including	assessment)			Plenary / Reflections	
	(preparing the brain						
	for learning)						
	151 /64111110/						

Friday	Have learners	learners to compare the length of objects around them and those in the	Review lesson with Learners by
	to sing songs	picture and use the words "longer than" and "shorter than" to compare	singing songs in relation to it
	and recite rhymes that	length of various items measured with nonstandardized scales.	
	relate to the lesson.	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	



:	LESSON PLAN

KINDERGARTEN TWO

Week Ending:		Class size:
Day: Monday	Date	:

Period :				Lesson:		
Strand : MY LOCAL COMMUNITY			Sub-strand :	KNOWING THE SPECIAL LEADERS IN OU	JR COMMUNITY AND COUNTRY	
Indicator (code) K2.4.3.1.1			K2.4.3.1.2			
Content standard (code)		K2.4.3.1 Demonstrate understan	iding and kno	wledge of the special leaders in our con	nmunity	
Performance Indicator		 Demonstrate understanding and knowledge of the special leaders in our community 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 Compe Problem Solv	•	· · · · · · · · · · · · · · · · · · ·		boration Personal Development and Le		
Keywords		NANAF	IIFIΔ	COUAH SCH		
T. L .R. (s)		Poster/ cut out picture ,	Cut out sha	pes, big books, counters, crayons		
Ref:	Kindergarten C	urriculum 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.	introduce the theme for	r the week. I poster (#14)	and some concrete materials related active discussion.	Review lesson with Learners by singing songs in relation to it	

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		Call on learners randomly to answer questions or contribute to the discussion.	
		☐ Have learners talk about the political leaders of the country.	
		Ask learners questions that would assist them to describe the President, Ministers and Assembly Men and Women.	
		☐ Talk about the traditional leaders and where they can be found. Ask those who have seen their chiefs to describe how they dress	
		☐ Let learners talk about the leaders in their various religious groups. E.g. Muslins — Imam, Christians-Pastors, Catholic Father, Bishops etc	
		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)	
		☐ Check on the K and W before you read the text and the L after reading.	
		K-Ask the learners to say what they already know about the theme.	
		W-Ask them to ask questions about what they want to know about the weeks' theme.	
		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	

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TWWWTHIT TREE COLUMN	Assessment: let learners listen to the text to the text and answer the questions	
Vetted by :	Date :	
	: LESSON PLAN	
SUBJECT: GHANAIAN LANGUAGE	KINDERGARTEN TWO	
Week Ending: Day:	Class size: Date:	
Period :	Lesson:	
Strand: Writing Conventions / Us	age Sub-strand : Integrating Grammar in Written Langu	uage (Use of Qualifying Words)
Indicator (code)	KG2.5.4.1.3	

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The learner should write names of objects of different length and heights

Content standard (code)

Performance Indicator

KG2.5.4.1.

Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:	Ghanaian Langu	lage 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	Show it to learners and ask them to describe them according to their	What have we learnt today? Review the lesson with learners
	Engage leaners to sing songs and recite familiar rhymes	Show it to learners and ask them to describe them according to their	What have we learnt today? Review the lesson with learners
	Engage leaners to sing songs and recite familiar rhymes	Show it to learners and ask them to describe them according to their	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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LESSON PLAN

KINDERGARTEN TWO

Week Ending:					Class size:	
Day: Tuesday				Date	:	
Period :				Lesso	n:	
Strand : MY LOCA	AL COMMUNITY		Sub-strand : k	KNOW	/ING THE SPECIAL LEADERS IN O	JR COMMUNITY AND COUNTRY
Indicator (code)		K2.4.3.1.3				
Content standar	d (code)	K2.4.3.1				
		Demonstrate understar	nding and know	vledge	e of the special leaders in our cor	nmunity
Performance Ind	licator	Learners can use key we	ords about the	them	e to create meaningful sentence	s in real life situation
Core Competence Problem Solving.	•	d Innovation Communicat	tion and Collab	oratio	on Personal Development and Le	adership Critical Thinking and
Keywords						
T. L.R. (s) Poster/ cut out picture, Cut out shapes, big books, counters, crayons						
Ref:	Kindergarten Cu	ırriculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter (preparing the brain for learning)	(new learning including	assessment)			Plenary / Reflections

Tuesday	Have learners	List the key words on the chalk /white board and assist learners to read	Review lesson with Learners by
	to sing songs and recite	them. E.g. fly whisk, durbar, chiefs, staff, umbrellas, etc.	singing songs in relation to it
	rhymes that relate to the	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.	
	lesson.		
		Assessment: let learners dramatize the role of the various leaders using some of the new word	

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		LESSON PLAN

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Week Ending:				Class size:
Day: Wednesday			Date	:
Period :			Less	on:
Strand: MY LOCAL COMMUNITY		Sub-strand:	KNOV	VING THE SPECIAL LEADERS IN OUR COMMUNITY AND COUNTRY
Indicator (code)	K2.4.3.1.4			
Content standard (code)	K2.4.3.1			
	Demonstrate understar	nding and know	wledg	e of the special leaders in our community
Performance Indicator	Learners can blend indi	vidual letter-s	ound	to form one syllabic words
Core Competencies: Creativity an	d Innovation Communicat	tion and Collal	oorati	on 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 C	urriculum 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.	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. Say the whole syllable slowly and ask pupils to repeat. Practice this with learners the whole week. • 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 Assessment: let learners blend individual letter-sound to form one syllabic	Review lesson with Learners by singing songs in relation to it

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				KINDERGARTEN TWO
Week Ending:				Class size:
Day: Thursday			Date :	1
Period :			Lesso	n :
Strand : MY LOCA	AL COMMUNITY	Sub-strand:	KNOW	ING THE SPECIAL LEADERS IN OUR COMMUNITY AND COUNTRY
Indicator (code)		K2.4.3.1.5		
Content standard	d (code)	K2.4.3.1		
		Demonstrate understanding and know	wledge	of the special leaders in our community
Performance Indi	Performance Indicator Learners can create art works inspired by places in our culture and country		aces in our culture and country	
Core Competenci	ies: Creativity and	Innovation Communication and Collab	ooratio	n 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		g books, counters, crayons		
Ref:	Kindergarten Cu	ırriculum Page		

..... LESSON PLAN

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

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KINDERGARTEN TWO

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

Performance Indicator Learners can compare objects based on length and weight of various items and objects		and objects	
Core Competenc Problem Solving.	ies: Creativity and	Innovation Communication and Collaboration Personal Development and Le	adership Critical Thinking and
Keywords			
T. L .R. (s)	T. L.R. (s) Poster/ cut out picture, Cut out shapes, big books, counters, crayons		
Ref:	Kindergarten Cu	ırriculum Page	
DAY	Phase 1:	Phase 2: Main	Phase 3:
	Starter (preparing the brain for learning)	(new learning including assessment)	Plenary / Reflections
Friday	Have learners to sing songs and recite rhymes that relate to the lesson.	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.	Review lesson with Learners by singing songs in relation to it
		Assessment: let learners compare objects based on length and weight of various items and objects	

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WEEK 11

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•	LESSON PLAN
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KINDERGARTEN TWO

Week Ending:	$N\Delta N\Delta F$	ΠFIΔ	Class size:
Day : Monday	14/ /14/ / 1	111 1 /	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 understar	nding of histor	ry and celebrations of Ghana
Performance Indicator	 Learners can talk about activities that are done during 6th March Celebration and listen to historical 		
	stories about Gh	nana`s Indepe	ndence
	 Learners can int 	eract actively	with teacher during the Shared reading of the text on celebration of
	Independence D	ay 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 C	urriculum 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 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 K: Ask learners what they know about 6th March celebration	Review lesson with Learners by singing songs in relation to it		

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

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SUBJECT: GHANAIA	AN LANGUAGE	KINDERGARTEN TWO		
Week Ending:		Class size:		
Day:		Date :		
Period :		Lesson: NIANIA FIIFI ACOLIAH SCH		
Strand : Extensive	e Reading	Sub-strand: Read Aloud with Children		
Indicator (code)		KG2.6.2.1.1		
Content standard	d (code)	KG2.6.2.1.		
Performance Indi	icator	The learner should read picture stories		
Core Competenci	Core Competencies: Communication and collaboration Personal development and leadership.			
Keywords				
T. L .R. (s)		Manila cards, markers, recorded audios visual		
Ref:	Ghanaian Langu	age curriculum		

LESSON PLAN

DAY	Phase 1:	Phase 2: Main	Phase 3:
	Starter	(new learning including assessment)	Plenary / Reflections
	(preparing the		
	brain		
	for learning)		
	Engage leaners		What have we learnt today?
	to sing songs	1	
	and recite	pictare.	
	familiar rhymes	Supervise the groups as they do picture reading	Review the lesson with learners
		Assessment: let learners read picture stories	
	Engage leaners	Put learners in groups.	What have we learnt today?
	to sing songs	Give picture books to the groups and allow learners to talk about the	
	and recite	picture.	Review the lesson with learners
	familiar rhymes	Supervise the groups as they do picture reading Assessment: let learners read picture stories	
	Engage leaners	Put learners in groups.	What have we learnt today?
	to sing songs	Give picture books to the groups and allow learners to talk about the	
	and recite		
	familiar rhymes		Review the lesson with learners
		Assessment: let learners read picture stories	

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LESSON PLAN
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KINDERGARTEN TWO

Week Ending:		Class size:	
Day: Tuesday	Date:		
Period :	Lesso	on:	

Sub-strand: HISTORY AND CELEBRATIONS OF GHANA					
Content standard (code) R2.5.1.1 Demonstrate understanding of history and celebrations of Ghana Performance Indicator • Learners can use the new vocabulary learnt about the Independence Day celebration to simple sentences and copy them correctly into their journal or self-dictionary of pictures and elearners can identify the beginning and ending rhyming sounds in words, delete and rhyming sounds to get another rhyming pair. Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking Problem Solving. Ref: Ref: Kindergarten Curriculum Page DAY Phase 1: Starter (preparing the brain for learning) For learning) Tuesday Phase 1: Use the new sight and content vocabulary learnt about the Independence to sing songs and recite Day celebration to construct simple sentences orally in-home languages and English. E.g. Our independence is celebrated on the 6th of March.					
Performance Indicator • Learners can use the new vocabulary learnt about the Independence Day celebration to simple sentences and copy them correctly into their journal or self-dictionary of pictures and elearners can identify the beginning and ending rhyming sounds in words, delete and rhyming sounds to get another rhyming pair. Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinkip Problem Solving. Keywords T. L. R. (s) Poster/ cut out picture, Cut out shapes, big books, counters, crayons Phase 1: Starter (new learning including assessment) Phase 2: Main (new learning including assessment) Tuesday Have learners Day celebration to construct simple sentences orally in-home languages and recite and English. E.g. Our independence is celebrated on the 6th of March.					
Performance Indicator • Learners can use the new vocabulary learnt about the Independence Day celebration to simple sentences and copy them correctly into their journal or self-dictionary of pictures and rhyming sounds in words, delete and rhyming sounds to get another rhyming pair. Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinkit 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) Innovation Communication and Collaboration Personal Development and Leadership Critical Thinkit Problem Solving. Phase 2: Main (new learning including assessment) Phase 3: Plenary / Reflections Plenary / Reflections Day celebration to construct simple sentences orally in-home languages and recite and English. E.g. Our independence is celebrated on the 6th of March.					
simple sentences and copy them correctly into their journal or self-dictionary of pictures and rhyming sounds to get another rhyming pair. Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking Problem Solving. Keywords Fig. Poster/ cut out picture Cut out shapes, big books, counters, crayons Phase 1: Starter (preparing the brain for learning) Phase 2: Main (new learning including assessment) Phase 3: Plenary / Reflections Plenary / Ref					
Learners can identify the beginning and ending rhyming sounds in words, delete and recite rhyming sounds to get another rhyming pair. Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking 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) Tuesday Have learners to sing songs and recite Day celebration to construct simple sentences orally in-home languages and English. E.g. Our independence is celebrated on the 6th of March. Personal Development and Leadership Critical Thinking Problems Cut out shapes, big books, counters, crayons Phase 3: Plenary / Reflections Plenary / Reflections Review lesson with L	o construc				
T. L. R. (s) Poster/ cut out picture , Cut out shapes, big books, counters, crayons Ref: Kindergarten Curriculum Page DAY Phase 1: (preparing the brain for learning) Tuesday Have learners to sing songs and recite By competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking Personal Development and Leadership Critical Thinking Problem Solving. Cut out shapes, big books, counters, crayons Phase 2: Nain (new learning including assessment) Phase 3: Plenary / Reflections Plenary / Reflections Review lesson with	d words				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking 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) Tuesday Have learners to sing songs and recite Phase 2: Main (new learning including assessment) 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.	replace the				
Ref: Kindergarten Curriculum Page DAY Phase 1: Starter (preparing the brain for learning) Find learning Find learning Use the new sight and content vocabulary learnt about the Independence to sing songs and recite Day celebration to construct simple sentences orally in-home languages and English. E.g. Our independence is celebrated on the 6th of March. Cut out shapes, big books, counters, crayons Phase 3: Plenary / Reflections Review lesson with Lessing songs in relations and English. E.g. Our independence is celebrated on the 6th of March.					
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) Tuesday Have learners to sing songs and recite Poster/ cut out picture, Cut out shapes, big books, counters, crayons Phase 3: Plenary / Reflections Phase 3: Plenary / Reflections Review lesson with Lessing in relations of the sing in the learners of the lear	ng and				
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) Tuesday Have learners to sing songs and recite Phase 2: Main (new learning including assessment) Phase 3: Plenary / Reflections Plenary / Reflections Review lesson with Lessing songs and English. E.g. Our independence is celebrated on the 6th of March.					
Ref: Kindergarten Curriculum Page DAY Phase 1: Phase 2: Main (new learning including assessment) Phase 3: Plenary / Reflections (preparing the brain for learning) Tuesday Have learners to sing songs and recite Day celebration to construct simple sentences or ally in-home languages and English. E.g. Our independence is celebrated on the 6th of March.					
Ref: Kindergarten Curriculum Page DAY Phase 1: Phase 2: Main (new learning including assessment) Flenary / Reflections (preparing the brain for learning) Tuesday Have learners to sing songs and recite Day celebration to construct simple sentences or ally in-home languages and English. E.g. Our independence is celebrated on the 6th of March.	·IIFI ACOLIAH SCH				
DAY Phase 1: Starter (preparing the brain for learning) Tuesday Have learners to sing songs and recite Phase 2: Main (new learning including assessment) Phase 3: Plenary / Reflections Plenary / Reflections Review lesson with Less	e, Cut out shapes, big books, counters, crayons				
DAY Phase 1: Starter (preparing the brain for learning) Tuesday Have learners to sing songs and recite Phase 2: Main (new learning including assessment) Phase 3: Plenary / Reflections Plenary / Reflections Review lesson with Less					
Starter (preparing the brain for learning) Tuesday Have learners to sing songs and recite Tuesday (new learning including assessment) (new learning including assessment) (new learning including assessment) Plenary / Reflections Plenary / Reflections Review lesson with Lessing songs in relational relations.					
(preparing the brain for learning) Tuesday Have learners to sing songs and recite Tuesday Have learners to sing songs and recite Tuesday Have learners to sing songs and English. E.g. Our independence is celebrated on the 6th of March.					
brain for learning) Tuesday Have learners to sing songs and recite Tuesday Have learners to sing songs and English. E.g. Our independence is celebrated on the 6th of March. Brain for learning) Review lesson with Less					
Tuesday Have learners to sing songs and recite Tuesday Have learners to sing songs and recite Tuesday Have learners to sing songs and English. E.g. Our independence is celebrated on the 6th of March. Review lesson with					
Tuesday Have learners to sing songs and recite Use the new sight and content vocabulary learnt about the Independence to construct simple sentences or ally in-home languages and recite and English. E.g. Our independence is celebrated on the 6th of March.					
and recite and English. E.g. Our independence is celebrated on the 6th of March.	earners by				
and English. E.g. our madpendence is delegated on the other march.	on to it				
rhymes that					
relate to the lesson.					

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.
Have learners recite the national anthem and make meaning of it.
Give an example of two syllables that rhyme. e.g [to, mo.]
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.
Ask them what they notice about the two words.
Delete the ending vowel and replace with a new vowel sound to make a
new syllable with a different rhyming pair.
Replace the o with [a] and we get {ta and ma}
Do this for the beginning sound too.
First delete the /s/ in [Sabala] and you get [abala],
Replace /S/ with /t/ and you get [tabala].
Have learners manipulate the sound in a playful way.

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rhyming pair

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

Assessment: let learners identify the beginning and ending rhyming sounds in words, delete and replace the rhyming sounds to get another

		:	LESSON PLAN
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		KINDERG	ARTEN TWO

Week Ending:				Class size:			
Day: Wednesday	I	Date	:				
Period :	ı	Lesson:					
Strand: MY NATION GHANA		Sub-strand: H	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 le			ds and identify letters in print			
Core Competencies: Creativity and	Innovation Communicat	tion and Collabo	oratio	on Personal Development and Leadership Critical Thinking and			
Problem Solving.							

Keywords			
T. L .R. (s)			
Ref:	Kindergarten C	 urriculum 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.	Play Practice ladder game of letters Draw a grid and write letters the learners have studied so far in it on the floor a k f D S B M O D D D D D D D D D D D D D D D D D D	Review lesson with Learners by singing songs in relation to it

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	Keep on calling out words and the groups send volunteers to hop on the
	letter in the box on the floor.
	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
	Those who got it wrong will be given the word and the letter to take home
	and relearn.
	Select a group to start with.
	Assessment: let learners connect letters to spoken words and identify

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letters in print

	LESSON	PLAN
KINDERG	SARTEN	TWO

Week Ending:				Class size:	
Day: Thursday		Date :			
Period :	NANA FI	IFI A	Lesso	OUAH SCH	
Strand: MY NATION GHANA	S	Sub-strand: H	HISTC	DRY AND CELEBRATIONS OF GHANA	
Indicator (code)	K2.5.1.1.6				
Content standard (code)	K2.5.1.1				
	Demonstrate understand	ing of history	and	celebrations of Ghana	
Performance Indicator	Learners can prepare an a	artwork relat	ed to	the Independence Day and use it for the Kiddies Independence Day	
	celebration				
Core Competencies: Creativity and	Innovation Communication	on and Collab	orati	on Personal Development and Leadership Critical Thinking and	
Problem Solving.					
Keywords					
T. L .R. (s)	Poster/ cut out picture ,	Cut out shap	es, b	ig books, counters, crayons	

Ref:	Kindergarten C	urriculum 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

Vetted by :	Signature:	Date :
	:	LESSON PLAN

KINDERGARTEN TWO

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

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Indicator (c	(code) K2.5.1.1.7				
Content standard (code) K2.5.1.1					
Demonstrate understanding of history and celebrations of Ghana					
Performano	Learners can identify Ghanaian coins and money by name and use it to buy and sell in the classroom store.				
Core Compe Problem Sol		d Innovation Communication and Collaboration Personal Development and L	eadership Critical Thinking and		
Keywords					
T. L.R. (s) Poster/ cut out picture, Cut out shapes, big books, counters, crayons					
Ref:	Kindergarten Cı	ırriculum Page			
		NIANIA FIIFI ACOLIALI CCLI			
DAY	Phase 1:	Phase 2: Main A FIIFI ALUUAN SUN	Phase 3:		
	Starter	(new learning including assessment)	Plenary / Reflections		
	(preparing the				
	brain for learning)				
Friday	Have learners	Display the various coins currently being used for transaction in Ghana.	Review lesson with Learners by		
	to sing songs	Have learners touch, feel and say the features of each coin.	singing songs in relation to it		
	and recite	Play games with the learners asking them to identify the coins and buying			
	rhymes that	things with them in the classroom store			
	relate to the				
	lesson.	Assessment: let learners identify Ghanaian coins and money by name and			
		use it to buy and sell in the classroom store			

Vetted by	/ :	Signature:	Date :
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KINDERGARTEN TWO

Week Ending:				Class size:
Day : Monday			Date :	
Period :			Lesson:	
Strand : MY NATION GHANA Sub-stra		Sub-strand : N	b-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	 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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 Learners can interact actively with teacher during the Shared reading of the text on celebra 				
Independence Day and other national celebrations of the country				
Core Compet Problem Solv	•	d Innovation Communication and Collaboration Personal Development and Le	eadership Critical Thinking and	
Keywords				
T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons		
Ref:	Kindergarten C	urriculum Page		
DAY	Phase 1:	Phase 2: Main	Phase 3:	
	Starter (preparing the brain	(new learning including assessment)	Plenary / Reflections	
Monday	for learning) 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.	Review lesson with Learners by singing songs in relation to it	
		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		

NANA FIIFI ACQUAH	
	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
	K: Ask learners what they know about 6th March celebration
	W: learners should share what they want to know.
	Read the book pausing often to allow learners to find answers to their questions under (L)
	Assessment: let learners mention what they know about 6th March celebration

SUBJECT: GHANAIAN LANGUAGE	KINDERGARTEN TWO		
Week Ending:	Class size:		
Day:	Date :		
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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: Communicat	on and collaboration Personal development and leadership.		
Keywords			

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Ref:	Phase 1: Starter (preparing the brain for learning) Engage leaners to sing songs	age curriculum Phase 2: Main (new learning including assessment) • Put learners in groups.	Phase 3: Plenary / Reflections
DAY	Starter (preparing the brain for learning) Engage leaners	(new learning including assessment)	Plenary / Reflections
		Put learners in groups.	
	and recite familiar rhymes	 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 leaners to sing songs and recite familiar rhymes		What have we learnt today? Review the lesson with learners
	Engage leaners to sing songs and recite familiar rhymes	 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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KINDERGARTEN TWO

Week Ending:				Class size:	
Day: Tuesday			Date	::	
Period :				on :	
Strand : MY NA	TION GHANA	S	Sub-strand : MY N	ATION GHANA	
Indicator (code) K2.5.1.1.3 K2.5.1.1.4			K2.5.1.1.4		
Content standa	rd (code)	K2.5.1.1			
		Demonstrate understand	ing of history and	celebrations of Ghana	
 Learners can use the new vocabulary learnt about the Independence Day celebration to consentences 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 rhyto get another rhyming pair. 				pictures and words	
Core Competencies: Creativity and Innovation Communication and Core Problem Solving.			on and Collaborati	on Personal Development and Le	eadership Critical Thinking and
Keywords					
T. L.R. (s) Poster/ c		Poster/ cut out picture ,	ster/ cut out picture , Cut out shapes, big books, counters, crayons		
Ref:	Kindergarten Cu	ırriculum Page			
DAY	Phase 1:	Phase 2: Main Phase 3:			
	Starter (preparing the brain for learning)	(new learning including assessment) Plenary / Reflections			
Tuesday	Have learners		•	learnt about the Independence	Review lesson with Learners by
	to sing songs			ces orally in-home languages	singing songs in relation to it
	and recite rhymes that	and English. E.g. Our independence is celebrated on the 6th of March.			

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	relate to the lesson.	Dramatize some of the activities that happen on Independence Day. For instance, have Kiddies March past with one of the learners playing the role
	1633011.	of the President and others will play different roles.
		Have learners recite the national anthem and make meaning of it.
		Give an example of two syllables that rhyme. e.g [to, mo.]
		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.
		Ask them what they notice about the two words.
		Delete the ending vowel and replace with a new vowel sound to make a new syllable with a different rhyming pair.
		Replace the o with [a] and we get {ta and ma}
		Do this for the beginning sound too.
		First delete the /s/ in [Sabala] and you get [abala],
		Replace /S/ with /t/ and you get [tabala].
		Have learners manipulate the sound in a playful way.
		Assessment: let learners identify the beginning and ending rhyming sounds in words, delete and replace the rhyming sounds to get another rhyming pair

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KINDERGARTEN TWO

Week Ending:				Class size:	
Day: Wednesday		Date :			
Period:		Lesson:			
Strand : MY NATION GHANA Sub-strand		Sub-strand:	and: 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				

Performance Indicator		Learners can connect letters to spoken words and identify letters in print					
Core Compet Problem Solv		d Innov	ation Co	mmunicat	ion and Co	ollaboration Personal Development and L	eadership Critical Thinking and
Keywords T. L .R. (s)							
		Poster/ cut out picture , Cut out shapes, big books, counters, crayons					
Ref:	Kindergarten C	 Curriculum Page					
DAY	Phase 1: Starter (preparing the brain for learning)		2: Main learning		assessme		Phase 3: Plenary / Reflections
Wednesday	Have learners to sing songs and recite rhymes that relate to the	learners g songs ecite Draw a grid and write letters the learners have studied so far in it on the floor					Review lesson with Learners by singing songs in relation to it
	lesson.	of lea The ru child)	rners in ule for th	the class). ne game is d hops ont	that When	ips, (the number depends on the number n you call out a word, a volunteer (a se where the beginning letter of the word	

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	If the child is correct, the group gets a point.	
	Keep on calling out words and the groups send volunteers to hop on the letter in the box on the floor.	
	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	
	Those who got it wrong will be given the word and the letter to take home and relearn.	
	Select a group to start with.	
	Assessment: let learners connect letters to spoken words and identify letters in print	
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Week Ending:	Class size:			
Day: Thursday	NANA ELE A Date: A LA CAL			
Period :	Lesson: United the last of the			
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 Problem Solving.	Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and			
Keywords				

T. L .R. (s)		Poster/ cut out picture, Cut out shapes, big books, counters, crayons					
Ref: Kindergart		n 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				
Vetted by :		Date :					

Vetted by :	Signature:	Date :
	:	LESSON PLAN

KINDERGARTEN TWO

Week Ending:		Class size:
Day: Friday	Date	:
Period :	Lesso	on:

QUAH					
NATION GHANA	Sub-strand : MY NATION GHANA				
ode)	K2.5.1.1.7				
ndard (code)	K2.5.1.1				
	Demonstrate understanding of history and celebrations of Ghana				
e Indicator	Learners can identify Ghanaian coins and money by name and use it to buy and sell in the classroom store				
•	l Innovation Communication and Collaboration Personal Development and	Leadership Critical Thinking and			
	Poster/ cut out picture, Cut out shapes, big books, counters, crayons				
Kindergarten C	urriculum Page A FIFI ACQUAH SCH				
Phase 1:	Phase 2: Main	Phase 3:			
Starter (preparing the brain for learning)	(new learning including assessment)	Plenary / Reflections			
Have learners to sing songs and recite rhymes that relate to the lesson.	things with them in the classroom store Assessment: let learners identify Ghanaian coins and money by name and				
	NATION GHANA ode) ndard (code) e Indicator tencies: Creativity and ving. Kindergarten Cu Phase 1: Starter (preparing the brain for learning) Have learners to sing songs and recite rhymes that relate to the	NATION GHANA Sub-strand: MY NATION GHANA Mede) K2.5.1.17 Demonstrate understanding of history and celebrations of Ghana Learners can identify Ghanaian coins and money by name and use it to butencies: Creativity and Innovation Communication and Collaboration Personal Development and ving. Poster/ cut out picture, Cut out shapes, big books, counters, crayons Kindergarten Curriculum Page Phase 1: Starter (preparing the brain for learning) Have learners to sing songs and recite rhymes that relate to the Sub-strand: MY NATION GHANA K2.5.1.17 Demonstrate understanding of history and celebrations of Ghana Each Could Fall Coul			

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