

MINISTRY OF EDUCATION



REPUBLIC OF GHANA

**KINDERGARTEN CURRICULUM
(KG 1&2)**

SEPTEMBER 2019

Kindergarten Curriculum for Preschools



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Ministry of Education
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FOREWORD

The new curriculum for Ghana's primary schools, dubbed — *curriculum for change and sustainable development* — is standards-based. It is our demonstration of placing learning at the heart of every classroom and ensuring that every learner receives quality education. Provision of accessible quality education for all is non-negotiable, if we are to meet the human capital needs of our country required for accelerated sustainable national development. It is for this reason that the new curriculum sets out clearly the learning areas that need to be taught, how they should be taught and how they should be assessed. It provides a set of core competencies and standards that learners are to know, understand and demonstrate as they progress through the curriculum from one content standard to the other and from one phase to the next. The curriculum and its related teachers' manual promote the use of inclusive and gender responsive pedagogy within the context of learning-centred teaching methods so that every learner can participate in every learning process and enjoy learning. It encourages the use of information communication technologies (ICTs) for teaching and learning as teaching and learning material (TLM).

The *curriculum for change and sustainable development* has at its heart the acquisition of skills in the 4Rs of Reading, wRiting, aRithmetic and cReativity by all learners. It is expected that at any point of exit from a formal education, all learners should be equipped with these foundational skills for life, which are also prerequisites for Ghana becoming a learning nation. The graduates from the school system should become functional citizens in the 4Rs and lifelong learners. They should be digital literates, critical thinkers and problem solvers. The education they receive through the study of the learning areas in the curriculum should enable them to collaborate and communicate well with others and be innovative. The graduates from Ghana's schools should be leaders with high sense of national and global identity. The curriculum therefore provides a good opportunity in its design to develop individuals with the right skills and attitudes to lead the transformation of Ghana into an industrialised learning nation.

For this reason, the Ministry of Education expects that learners, as a result of the new knowledge, skills and values they have acquired through the new curriculum, will show a new sense of identity as creative, honest and responsible citizens. These are our core values that underpin the identification and selection of the learning areas for this curriculum. These core values serve as fundamental building blocks for developing into our learners the spirit of teamwork, respect, resilience and the commitment to achieving excellence. The Ministry endorses a *quality learning experience* as an entitlement for each of Ghana's school-going girl and boy; *the curriculum for change and sustainable development* has rightly focused on learning and learning progression. The Ministry has also endorsed accountability as a critical domain for effective workings of standards-based curriculum.

More importantly, the role of the teacher is to make this curriculum work for the intended purpose to inculcate in learners the core competencies and values and to make learning happen; improve learning outcomes. The support that teachers need is duly recognised and endorsed by my Ministry and support the implementation of the curriculum to include capacity development of all teachers in the new curriculum. This is because teachers matter in the development and delivery of the standards-based curriculum. Therefore, we will continue to support them on this journey that we have started together to put learning at the centre of what we do best; teach!

I thank all those who have contributed their time and expertise to the development of this *curriculum for change and sustainable development* for the primary schools of Ghana.

.....
Dr. Matthew Opoku-Prempeh
Hon. Minister of Education

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RATIONALE

The rationale for the Kindergarten Curriculum is to provide through play and use of creative learning and teaching approaches a positive learning experiences to learners at this level so as that they are ready for school. The first eight years in a child's life are the formative and the most critical years and require that the learning to which they are exposed are appropriate in enhancing their curiosity, creativity and critical thinking. The kind of physical and psychological environments that are created, the interactions and the experiences adults have with learners influence and have lasting effects on them. At this stage the child requires basic needs like nutrition, warmth, health, security, interaction and stimulation for social, emotional psychological, physical and cognitive development. It is during this stage that the child establishes learning patterns, attitudes, personality and a sense of being. Learners generally learn by practice and this is done naturally and best through play. They are very active, curious, and explorative and enjoy listening to stories. This natural tendency should be the basis for designing teaching and learning programmes for young learners.

Since learners learn better in a positive learning environment, where they feel emotionally and physically safe to enjoy learning, play-based learning this curriculum has at its heart this practices essential for motivating learners to attend, stay in school and perform better socially and academically. An integrated, inquiry and discovery approach to teaching and learning will foster caring, supportive and committed relationships between teachers and learners, as well as between learners and their peers. Teachers become more confident in their practice, feel trusted by learners, and can develop better classroom management and positive discipline practices. Play-based learning further helps to develop the inherent potential of learners and the critical thinking and imagination skills.

PHILOSOPHY

The Early Years learning curriculum is informed by three main philosophical ideas, namely the Brain research, Developmental theory and the Social Constructivism. Firstly, learner's brain; from birth to ages eight undergoes maximum development. During this developmental period, the young child's brain is extraordinarily active, developing very fast, and this is the optimal time for learning and development for life. Early years are critical and very important because the experiences a child encounters at that period have a decisive impact on the development of connections in the brain. During this critical and "sensitive period" of the early years, the child develops language and literacy skills, physical, psycho motor, cognitive, emotional control and interpersonal social skills. It is important for every growing child to be exposed to learning experiences that are positive, appropriate and holistic instead of fragmented and compartmentalised.

LEARNING PHILOSOPHY

Developmental theories affirm that learners go through distinct and unique stages in their development as they move through their early years. Every child is very unique and develop at their own pace. In language and cognitive skills development, learners go through different stages that are unique. This curriculum identifies the individual differences and variability in a child's development and affirms that the differences would not be seen as deficit or weaknesses, but rather rich and appropriate developmental experiences to help them bridge home and school experiences. This curriculum ensures that classroom experiences are made rich and activities are developmentally appropriate to cater for the different and unique stages.

Further, the current curriculum relies on social constructivist philosophical notions which emphasise that learners learn better when they are actively involved in their own learning: Learning is a social and interactive process. Learners learn better when they interact and share ideas with adults and other knowledgeable peers around them. The typical characteristics of the learners at the early years is that they are active, explorers, builders, also extremely curious and thus learn best when they are involved actively in their own learning process. For such learners, learning and play are inextricably linked and as learners play and interact with their friends, they learn better.

Finally, to promote high quality learning, that is functional, meaningful, and authentic, the growing child needs a safe, warm, nurturing, and welcoming Physical, social, emotional and psychological environment. This is vital because research affirms that the type of environment created for the child is key to their successful development and a brighter future.

TEACHING PHILOSOPHY

Participatory activities, play-based and child-centred experiences must be established in the classroom to enable learners reflect on their experiences, collaborate and interact with other peers and adults. They should engage actively and connect what they are learning to their lives daily. Learning must be made functional, with the use of real life experiences to help the child apply lessons learned to their daily lives.

Integrated approaches and play methods should be used alongside inquiry and discovery in delivering the early childhood curriculum. Through play, learners make sense of the world around them and develop an internal process of inquiry that allows them to think critically and creatively about their environment and what they are learning. Play is critical for developing learners's core skills, which are not only foundational for healthy child development, but are also building blocks for success in school, especially in the areas of literacy, numeracy and science.

A child's brain is not compartmentalised. The child learns better when the learning is integrated and holistic. Therefore, an integrated and thematic approach will be used to integrate the various subjects and experiences that will be provided to these young ones. Teachers are encouraged to use experiential teaching and learning methodology to actively engage learners in their learning processes.

To promote critical and creative thinking, inquiry and discovery approaches will be used to enable these young learners solve social problems. Since language development is crucial at this period, literacy skills will be integrated across the curriculum. A rich literate environment will be created in each classroom to encourage the young learners reflect, think, create, find out things for themselves, satisfy their curiosity; ask questions, criticize, solve problems; observe, view information critically, and assimilate new knowledge. In addition, learners will be provided with materials and opportunities at different centres or corners of the classroom to explore and to independently carry out activities in order to help them achieve curriculum objectives in all areas.

Inclusive and differentiated learning strategies will be used to connect learning to the abilities of all learners including learners with special needs. Interesting and child-friendly digital and ICT programs and software will be integrated in the learning process to give a hands-on practice for learners to experience the use of technologies. The rigidly structured and teacher-centred methods of teaching should be avoided.

GENERAL AIMS

The Kindergarten Curriculum is aimed at developing individuals who are literate, good problem solvers, have the ability to think creatively and have both the confidence and competence to participate fully in Ghanaian society as responsible local and global citizens.

SPECIFIC AIMS

The overriding aim for the KG integrated thematic curriculum is to promote early literacy and numeracy as well as the requisite social skills that equip young learners with effective foundational language, literacy and numeracy to enable them:

1. Acquire the six essential skills in language and literacy (phonemic awareness, concept of print, alphabetic knowledge and phonics, vocabulary, comprehension, fluency) and use them effectively in their everyday reading and writing activities, i.e. to communicate orally, and read fluently with understanding in both the Ghanaian languages and English and also be able to write.
2. Acquire the basic skills that will assist them decode print thereby creating love for reading and writing
3. Develop essential numeracy (counting, basic number operations, shapes, data collection etc.), generic and analytical skills that would enable them to solve their everyday mathematical problems
4. Develop the appropriate socio-cultural interactive skills that will assist them communicate knowing what to say to who, how to say it and when to say it.
5. Develop the spirit of curiosity, creativity, innovation and critical thinking for understanding and developing themselves, their local and global environment.
6. Develop the awareness of the effective use of ICT e.g. (digital literacies, be interested in watching appropriate videos etc.)
7. Develop effective psychosocial skills for long term learning that would enable them to have a smooth transition in education in later years.

TEACHING AND LEARNING EXPECTATIONS

- Use play-based learning methods in delivering the curriculum, providing for experiential teaching and learning to help engage **all** learners in their learning.
- Prepare and make use of child- friendly instructional materials that actively engage learners with different learning abilities and enhance their understanding.
- Plan and organise a stimulating environment and print rich learning materials that support learners' physical, emotional, social and intellectual development.
- Employ multiple informal assessment methods to gather data about learners' abilities to guide teaching and learning and to provide feedback to both learners and parents.
- The instructional practices should encourage learners to use their senses in a variety of situations to build the skills of observing, comparing, experimenting, etc. These form the basis for the formation of positive and practical attitude to life
- Central to instructional expectations are the 5Cs, which are key attributes that need to be developed in all kindergarten learners.

These are:

- Self-Confidence
- Communication
- Cooperation
- Curiosity
- Concentration

CORE COMPETENCIES

Core competences describe a body of skills that teachers at all levels should seek to develop in their learners. The competences presented here describe a connected body of core skills that are acquired throughout the processes of teaching and learning. Core competences include the following:

Critical thinking and Problem solving (CP)

Developing in learners' cognitive and reasoning abilities to enable them to analyse and solve problems. Learners will be able to analyse and find solutions to problems using their own experiences. This will allow learners to embrace the problem and take responsibility for their own learning.

Creativity and Innovation (CI)

This competence will help learners to develop an entrepreneurial skill that requires imagination, (ingenuity of ideas, arts, technology and creativity. Learners will be able to think independently and create solutions to address problems.

Communication and Collaboration (CC)

Learners will be able to use languages, symbols and texts to exchange information about themselves and their experiences. Learners will actively participate in sharing ideas and engaging in dialogues. This will be able to boost their listening and speaking skills. They will also learn to listen, respect, value other people's views and be able to work together with peers.

Cultural identity and Global Citizenship (CG)

Develop learners to put country and service first by making them understand what it means to be active citizens. Inculcating in them a strong sense of environmental, social, and economic awareness, with emphasis on protecting the environment. Learners make use of the knowledge, skills, attitudes acquired to contribute effectively towards the socioeconomic development of the country and on the global stage. Build skills to critically analyse cultural trends, identify and contribute to the global world.

Personal Development and Leadership (PL)

Improving self-awareness, health, building self-esteem; identifying and developing talents, skills, of self and others. Also, fulfil dreams and aspirations. It involves recognising the importance of values such as honesty and empathy; seeking the well-being of others; distinguishing between right and wrong; fostering perseverance, resilience, and self-confidence; exploring leadership, self-regulation and responsibility, and developing love for lifelong learning.

Digital Literacy (DL)

Developing learners to discover, acquire and communicate through ICT to support their learning and make use of digital media responsibly.

LEARNING DOMAINS (EXPECTED LEARNING BEHAVIOURS)

A central aspect of this integrated thematic curriculum is the concept of three integral learning domains that should be the basis for instruction and assessment. These are:

- Knowledge, Understanding and Application
- Language Skills
- Attitudes and Values

Knowledge, Understanding and Application

Under this domain, learners acquire knowledge through some learning experiences. They may also show understanding of concepts by comparing, summarising, re-writing, etc. in their own words and constructing meaning from instruction. The learner may also apply the knowledge acquired in some new contexts. At a higher level of learning behaviour, the learner may be required to analyse an issue or a problem. At a much higher level, the learner may be required to synthesize knowledge by integrating a number of ideas to formulate a plan, solve a problem, compose a story, or a piece of rhyme/poem/music. Further, the learners may be required to evaluate, estimate and interpret a concept. At the last level, which is the highest, learners may be required to create, invent, compose, design and construct. These learning behaviours namely, “knowing”, “understanding”, “applying”, “analysing”, “synthesising”, “evaluating” and “creating” fall under the domain “Knowledge, Understanding and Application”.

In this curriculum, learning indicators are stated with action verbs to show what the learner should know and be able to do. For example, the learner will be able to describe something. Being able to “describe” something after teaching and learning has been completed means that the learner has acquired “knowledge”. Being able to explain, summarise, and give examples etc. means that the learner has understood the concept taught.

Similarly, being able to develop, defend, etc. means that the learner can “apply” the knowledge acquired in some new context. You will note that each of the indicators in the curriculum contains an “action verb” that describes the behaviour the learner will be able to demonstrate after teaching and learning has taken place. “Knowledge, Understanding and Application” is a domain that should be the prime focus of teaching and learning in schools. Teaching in most cases tends to stress knowledge acquisition to the detriment of other higher-level behaviours such as applying knowledge.

Each action verb in any indicator outlines the underlying expected outcome. Each indicator must be read carefully to know the learning domain towards which the teacher has to teach. The focus is to move teaching and learning from the didactic acquisition of “knowledge” where there is fact memorisation, heavy reliance on formulae, remembering facts without critiquing them or relating them to real world – **surface learning** – to a new position called – **deep learning**. Learners are expected to deepen their learning by knowledge application to develop critical thinking skills and to generate creative ideas to solve real life problems in their school lives and later in their adult lives. This is the position where learning becomes beneficial to the learner.

The explanation and the key words involved in the “Knowledge, Understanding and Application” domain are as follows:

- Knowing:** This is the ability to remember, recall, identify, define, describe, list, name, match, state principles, facts and concepts. Knowledge is the ability to remember or recall concepts already learnt and this constitutes the lowest level of learning.
- Understanding:** This is the ability to explain, summarize, translate, rewrite, paraphrase, give examples, generalize, estimate or predict consequences based on a trend. **Understanding** is generally the ability to grasp the meaning of some concepts that may be verbal, pictorial, or symbolic.
- Applying:** This dimension is also referred to as “Use of Knowledge”. It is the ability to use knowledge or apply knowledge, apply rules, methods, principles, theories, etc. to situations that are new and unfamiliar. It also involves the ability to produce, solve, plan, demonstrate, discover, etc.
- Analysing:** This is the ability to break down concepts/information into its component parts; to differentiate, compare, distinguish, outline, separate, identify significant points etc., ability to recognize unstated assumptions and logical fallacies; ability to recognize inferences from facts etc.
- Synthesizing:** This is the ability to put parts or ideas together to form a new whole. It involves the ability to combine, compile, compose, devise, plan, revise, organize, create and generate new ideas and solutions.
- Evaluating:** This is the ability to appraise, compare features of different things and make comments or judgment, contrast, criticize, justify, support, discuss, conclude, make recommendations etc. Evaluation refers to the ability to judge the worth or value of some concepts based on some criteria.
- Creating:** This is the ability to use information or materials to plan, compose, produce, manufacture or construct other products.

From the foregoing, creating is the highest form of thinking and learning and is therefore a very important behaviour. This, unfortunately, is the area where most learners perform poorly. In order to get learners to develop critical thinking skills, beginning right from the lower primary level, it is advised that teachers do their best to help their learners develop analytic skills as it has been said already.

ATTITUDES AND VALUES

At the heart of this curriculum is the belief in nurturing honesty, creativity and responsibility. So every part of the curriculum, including the related pedagogy is consistent with the following set of values.

- **Respect:** Respect for the nation Ghana, its institutions and laws, the culture and respect among citizens and friends of the nation.
- **Diversity:** Ghana is a multicultural society where every citizen enjoys fundamental rights and responsibilities. Learners must be taught to respect the views of all persons and to see national diversity as a powerful force for national development. The curriculum promotes social cohesion.
- **Equity:** The socioeconomic development across the country is uneven. Consequently, it is necessary to ensure an equitable distribution of resources based on the unique needs of learners and schools. Ghana's learners are from different backgrounds, which require the provision of equal opportunity to all.
- **Commitment to achieving excellence:** Ghana's learners must be taught to appreciate the opportunities provided through the curriculum and strive to do their best in their fields of endeavour as citizens. The curriculum encourages innovations, creativity, critical thinking and the use of contemporary technology.
- **Teamwork/Collaboration:** Ghana's schools are to be dedicated to a constructive and team-oriented working and learning environment. This also means that learners should live peacefully with all persons with an attitude of tolerance and collaboration.
- **Truth and Integrity:** The curriculum aims to develop learners into individuals who will; consistently tell the truth irrespective of the consequences, be morally upright with the attitude of doing the right thing even when no one is watching, and be true to themselves and the law. Learners will be able to possess the value of honesty, truthfulness and compassion.

ASSESSMENT

Assessment is a process of collecting and evaluating information about learners and using the information to make decisions to improve their learning.

In this curriculum, it is suggested that assessment is used to promote learning. Its purpose is to identify the strengths and weaknesses of learners to enable teachers ascertain their learners' response to instruction.

Assessment is both formative and summative. Formative assessment is viewed in terms of Assessment **as** learning and Assessment **for** learning.

Assessment *as* learning: Assessment as learning relates to engaging learners to reflect on the expectations of their learning. Information that learners provide the teacher forms the basis for refining teaching-learning strategies. Learners are assisted to play their roles and to take responsibility for their own learning to improve performance. Learners set their own goals and monitor their progress.

Assessment *for* learning: It is an approach used to monitor learners' progress and achievement. This occurs throughout the learning process. The teacher employs assessment for learning to seek and interpret evidence which serves as timely feedback to refine their teaching strategies and improve learners' performance. Learners become actively involved in the learning process and gain confidence in what they are expected to learn. At the KG level of education, authentic assessment methods (**observation, checklist, running records, portfolios, etc.**) will be used.

Assessment *of* learning: This is summative assessment. It describes the level learners have attained in the learning, what they know and can do over a period of time. The emphasis is to evaluate the learner's cumulative progress and achievement.

It must be emphasised that all forms of assessment should be based on the domains of learning. In developing assessment procedures, teachers should try to select indicators in such a way that they will be able to assess a representative sample from a given strand. Each indicator in the curriculum is considered a criterion to be achieved by the learners. When one develops assessment items or questions that are based on a representative sample of the indicators taught, the assessment is referred to as a "Criterion-Referenced Assessment". In many cases, a teacher cannot assess all the indicators taught in a term or year. The assessment procedure one uses i.e. class assessments, demonstrations, projects, etc. must be developed in such a way that the various procedures complement one another to provide a representative sample of indicators taught over a period.

SUGGESTED TIME ALLOCATION

On an average two to three hours per sitting, of depending on the age and level of learners, each period consisting of thirty minutes, is allocated to the teaching relevant physical play-based activities with equal participation, co-ordination of each learner to develop their cognitive skills at the Preschool level.

PEDAGOGICAL APPROACHES

These include the approaches, methods and strategies for ensuring that every learner benefits from appropriate and relevant teaching and learning episodes which are timely assessed, and feedback is provided to the learner and other stakeholders such as parents and education authorities. It includes the type and use of appropriate and relevant teaching and learning resources to ensure that all learners make the expected level of learning outcomes. The curriculum emphasises:

- that the use of relevant active play-based methods in the curriculum delivery will be paramount as research has established that learners learn better through play
- Thematic integrated method will be used to integrate experiences from the various learning areas as research indicates a child's brain is not compartmentalised. Subject teaching should therefore not be used at the kindergarten level.

- that a rich literate environment will be created to encourage young learners to solve problems, satisfy their curiosity, ask questions, think and create, in order to acquire new knowledge.
- the creation of learner-centred classrooms through the use of creative approaches to teaching and learning as strategies to ensuring learner empowerment and independent learning
- the positioning of inclusion and equity at the centre of quality teaching and learning
- the use of differentiation and scaffolding as teaching and learning strategies ensuring that no learner is left behind
- the use of Information Communications Technology (ICT) as a pedagogical tool
- the integration of assessment into the teaching and learning processes as an accountability strategy

Inclusion

Inclusion is to ensure access and learning for all learners including learners with special needs (gifted/talented-less academically endowed, physically/socially challenged etc). All learners are entitled to a broad and balanced curriculum in every school in Ghana. The daily learning activities should ensure that the learners' right to equal access to quality education is being met. The curriculum suggests a variety of approaches that address learners' diversity and their special needs in the learning process, which will contribute to the full development of the learning potential of every learner. Learners have individual needs and different learning styles, learning experiences and different levels of motivation for learning. Planning, delivery and reflection on daily learning episodes should take these differences into consideration. The curriculum therefore promotes:

- learning that is linked to the learner's background and to their prior experiences, interests, potential and capacities.
- learning that is meaningful because it aligns with learners' ability (e.g. learning that is oriented towards developing general capabilities and solving the practical problems of everyday life).
- the creation of a calm and friendly emotional environment that is welcoming to **all** learners and supportive of their learning.

Differentiation and Scaffolding

This curriculum is to be delivered through the use of creative approaches. Differentiation and Scaffolding are pedagogical approaches to be used within the context of the creative approaches.

Differentiation is a process where the teacher takes account of the differences in the way learners learn. The teacher varies the teaching content, methodology and materials to suit the needs of particular learners. Differentiation could be by content, task, questions, outcome, groupings and support. This ensures maximum participation of all learners in the learning process.

Differentiation by task involves teachers setting different tasks for learners of different ability. For example, in sketching the plan and shape of their classroom some learners could be made to sketch with free hand while others would be made to trace the outline of the plan.

Differentiation by support involves the teacher providing a targeted support to learners who are seen as performing below expected standards or at risk of not reaching the expected level of learning outcome. This support may include a referral to a Guidance and Counselling Officer for academic support.

Differentiation by outcome involves the teacher allowing learners to respond at different levels. In this case, identified learners are allowed more time to complete a given task.

Scaffolding in education refers to the use of a variety of instructional techniques aimed at moving learners progressively towards stronger understanding and ultimately greater independence in the learning process.

It involves breaking up the learning episode, experience or concepts into smaller parts and providing learners with the support they need to learn each part. The process may require a teacher to work with a learner having difficulty with writing to first develop fine motor skills through pre-writing activities such as writing in the sand, scribbling on paper, screwing and unscrewing bottle lid. This will enable the learner to develop control over the muscles and be more ready to hold the writing material to write.

Common scaffolding strategies available to you the teacher include:

- giving learners a simplified version of a task or instruction, and then gradually increasing the complexity or difficulty over time
- describing or illustrating a concept, problem, or process in multiple ways to ensure understanding
- giving learners an example or model of a task they will be asked to complete
- developing learners' phonological awareness to enable them read simple words and sentences
- clearly describing the purpose of a learning activity, the directions learners need to follow, and the learning goals they are expected to achieve
- explicitly describing how the new lesson builds on the knowledge and skills learners were taught in a previous lesson.

Information Communications Technology

The Ministry of Education's ICT Education Policy identified ICT integration into the teaching and learning of all subjects as one of the three domains that any curriculum for schools in Ghana needs to address. This curriculum is designed to enable the use of ICT as a teaching and learning tool to enhance deep and independent learning. It is expected that when ICTs are used as a teaching and learning aid, the ICT in Education Policy's expected outcomes will be achieved. An expected outcome that this curriculum aims to achieve through ICT use for teaching and learning is to enhance teachers' planning and delivery of the curriculum. This can be achieved through;

- teacher's use of ICT to access information relevant to kindergarten education
- use of ICT tools (e.g. radio, TV, mobile phones) during teaching and learning

ORGANISATION OF THE KINDERGARTEN CURRICULUM

The curriculum is organised under key headings and annotations.

ANNOTATION

A unique annotation is used to label the class, strands, sub-strands, content standards and learning indicators in the curriculum for the purpose of easy referencing. The annotation is defined in Figure 1:

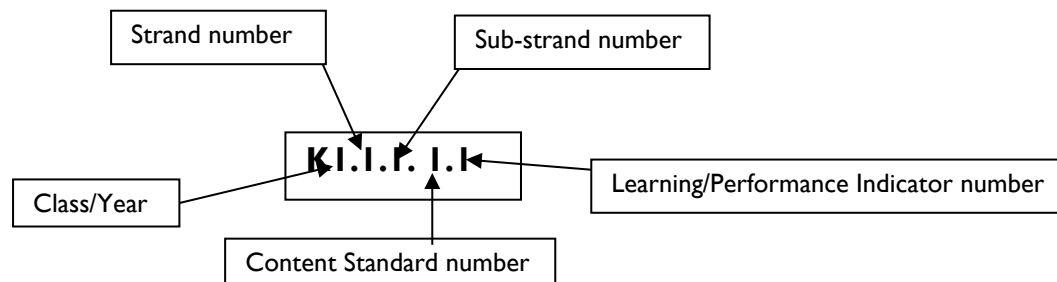


Figure 1: Curriculum Reference Numbers

Strands are the broad areas/sections or the Thematic content to be studied.

Sub-strands are the sub-themes or sub topics under each strand around which the content is organised.

Content standard refers to the pre-determined level of knowledge, skill and/or attitude that a learner attains by a set stage of education.

Indicator is a clear outcome or milestone that learners have to exhibit in each year to meet the content standard expectation. The indicators represent the minimum expected standard in a year.

Exemplar refers to support and guidance, which clearly explains the expected outcomes of an indicator and suggests what teaching and learning activities could take to support the facilitators/teachers in the delivery of the curriculum.

ORGANIZATION OF THE INTEGRATED THEMATIC CURRICULUM FOR EARLY YEARS:

Helpful notes and Guidelines for the teacher to effectively implement the KG curriculum

It is very important and critical for every teacher to understand the reasons for adopting the integrated approach of teaching in the early years of school instead of the subject-based approach. Every teacher should take time and read these notes and guidelines meant to help us to effectively implement the Integrated Thematic KG curriculum. Let us take time to read the notes.

The curriculum model known as Integrated thematic curriculum is not new in Ghana but the general observation and experience shows that there was some difficulty in handling the thematic instruction. One possible reason was that there was limited explanation on what the approach is and how to use it. To start with, we will answer these two questions: What is an integrated **thematic curriculum**? What is a **thematic approach** to teaching and learning or Instruction?

An integrated thematic curriculum model is the organization of a curriculum around big and broad “real life themes” instead of subject topics. A theme is a central idea around which teaching and learning is designed. Integrated curriculum is an educational model for decreasing instruction in isolated academic subjects. This is a way of teaching and learning, whereby many areas of the curriculum are connected together and **interwoven** within a selected broad **theme**. The focus is no longer on teaching the individual subjects in isolation but **rather connecting the knowledge in one discipline to another in the attempt to solve real life issues.**

- As we have read from our philosophy statement earlier, the integrated thematic approach to organizing curriculum is based on the idea that learners acquire knowledge best when learning experiences are coherent, holistic, practical, authentic and in real-world context.
- Integrated learning encourages students to see the interconnectedness and interrelationships between the curriculum areas rather than focusing on learning in isolated curriculum areas.

The integrated thematic approach was adopted for the Early Years curriculum because of these five major reasons:

1. As international research has shown, it is closely related to how learners and adults learn in the real world. It promotes holistic and in-depth study of a topic. In the real world, learners learn better when they are interested in a particular topic. They do not learn in bits and pieces because their brains are not compartmentalised.
2. It encourages meaningful learning. During thematic instruction, students construct their own meaning, gain new insight about themes and sub-themes they are studying and use the new knowledge meaningfully outside the classroom in the real world.
3. It promotes transfer of concepts and knowledge across different disciplines. Learners make connections between different disciplines they are learning instead of perceiving them as individual and isolated disciplines.
4. It minimises forgetfulness of key issues in education through the process of planned repetition.
5. It promotes higher-order skills and critical thinking in learners because the learners are actively involved in the learning process, formulating their own problems and finding solutions to them. An integrated classroom is a learner-centred classroom where learners are actively involved in their own learning.

In this KG curriculum for instance, the major focus is on teaching the following four basic subjects or learning areas,

- Language and Literacy, (comprising Oral Language, Reading and writing),
- Numeracy (Mathematics),
- Creative Arts, and
- Our World and our People. (Our world and Our People is a new body of knowledge that integrates Religious and Moral Education, Civics, Geography, Agriculture Science and Computing)

Due to the integrated nature of this KG curriculum, all the **major themes (strands/topic)** derived from the four learning areas (Language and Literacy-LL, Our World and Our People-OWOP, Numeracy-N, Creative Arts-CA) to be studied are integrated, and interwoven in the instruction of the language skills. These learning areas are inter-connected in a more meaningful manner during the weekly and everyday instruction using broad everyday themes (strands) that the learners will relate to.

Note that, although in KG1 and KG2, all these subjects will be integrated, yet starting from B1 to B3, the four disciplines will be taught separately. Teachers are encouraged, however, that they must continue to help learners see the interconnections between the topics in the major disciplines and provide learning experiences that will be meaningful and functional for the learners.

Integration of the 4 Learning Areas

Another key concept of this curriculum worth noting is that the four major disciplines/subjects that are to be studied in the KG and primary school are in themselves very broad areas with sub-learning areas that are all integrated. To effectively teach these subjects, we need to pay attention to the components, subskills or other learning areas that are integrated. Like a puzzle, there is the need to pay attention to the pieces as well as we try to fix the whole picture.

First, let us look at Language and Literacy

There are four main language skills to develop in learners right from the early years in order to help them become successful in their future education. These skills are:

- Listening (Oral language)
- Speaking (Oral language)
- Reading
- Writing

Explanation of the meaning of the four skills is as follows:

- Listening

This is the ability to accurately receive, attend to, understand and interpret messages in the communication process, e.g., the ability to listen to, understand and follow directions, instructions etc. given in a language. This is closely related to Speaking. The two skills move together.

- Speaking

This is the ability to speak a language clearly, and in a way that will be understood by listeners. This is an oral communication skill that learners should be encouraged to practise to perfection because it serves as a foundational skill to other language and literacy skills.

- Reading

Reading which is a receptive skill is closely linked to Listening. This is the ability to receive a written message through reading it, attend to it, and understand what is conveyed in a piece of writing/print. The reader must be able to read fluently, coherently, understand what is read before responding to it. The reader responds to something that is read in many ways; answer questions arising from the passage/text read, retell, summarize texts read in his/her own words to show understanding of the texts, act it out or write a response to it. Reading is closely linked to Writing and must not be treated as an isolated skill.

- Writing:

It is the ability to express one's thought clearly and comprehensively in writing. Writing may be in the form of scribbling, drawing, simple sentences, short essays, compositions, summaries, letters, etc.

The relationship among these quadruplet skills is that "Listening" and "Reading" are referred to as "Receptive Skills"; the skills through which a learner receives communication or a message. "Speaking" and "Writing" are referred to as the "Productive/Expressive Skills" because these skills help the learner to respond to a message received, or knowledge acquired, by expressing his/her understanding either through speaking the language and/or through writing. When a child scribbles, draws, paints, writes new stories, letters, simple sentences, short essays, or any form of compositions, he/she is producing language. It is in this context that we need to teach these skills and not see them as isolated skills.

Besides the dimensions just discussed, learning language and literacy involves the acquisition of two major behaviours. These are "Knowledge and Understanding" and the "Use of Knowledge". "Knowledge and Understanding" refers to the ability to identify and recall, for example, letter-sound relationship, manipulation of sounds in speaking and writing, etc. acquired through Listening and Reading and the principles of grammar acquired through instruction. "Use of Knowledge" implies the ability to use the language in writing and in speaking.

Reading is another complex skill which has many other components. For learners to become fluent and skilled readers, they need to acquire the following six essential components of reading. These are phonemic awareness, concept of print, alphabetic knowledge and phonics, vocabulary, comprehension, fluency) as well as the other learning areas (numeracy, our world and our people and creative arts). This is because the appropriate integration of the language and literacy skills into the other learning areas and vice versa promote learners' early literacy acquisition that will prepare them to succeed in the higher academic and social endeavours.

In this integrated thematic KG curriculum, the strands (themes) are taken from Our World and Our People of which the other learning areas are interwoven, therefore the teacher must think through and plan as well as adopt strategies and activities that will facilitate the connection.

It is therefore important to create communication-rich and print-rich classroom environments that will help motivate learners to use and experience authentic ways which in turn fosters the foundational language and literacy skills. It is essential for the teacher to label the major objects (board, door, windows, teacher's table, learning centres), teaching and learning materials and other classroom displays bilingually (in a Ghanaian language and the English language) to promote bilingualism and biliteracy.

The Six Essential Language and Literacy Skills

Phonemic Awareness: Awareness to recognize that spoken language is made up of series of sounds. Learners need to have the ability to notice, think about, and work with the individual sounds in spoken words.

Concept of Print: The knowledge and skills of identifying, understanding and working with print. Learners need to know how print works (writing/reading from left to right, top to bottom, proper handling of books/print, etc.)

Alphabetic Knowledge and Phonics: Ability to identify the letter names and their respective sounds and the manipulation of the sounds to make meaningful words. Learners need these knowledge and skills to enable them work out appropriate patterning of words into meaningful utterances and writing. Phonics instruction teaches learners the relationship between the letters of alphabets of a written language and the individual sound(s) they make in spoken language (letter-sound relationship).

Vocabulary: Words that learners must know to enable them interact effectively. Effective vocabulary instruction broadens learners' sight words that facilitates fluency and comprehension.

Comprehension: Ability to understand spoken language as well as written text. Having rich interaction and frequent reading to learners promote their comprehension of words or utterances.

Fluency: Ability to read a text correctly and quickly. This language and literacy skill enables the learner to become familiar with words so much so that the recognition of such words is automatic to them and they read them without effort. The skill is crucial to language and literacy development because it provides a bridge between word recognition and understanding (comprehension)

Oral Language (Listening and Speaking)

Oral language activities (Listening and Speaking) enhance the acquisition of the six essential skills. These activities include songs, rhymes, storytelling, role play/dramatization, conversation, reading to learners, shared reading, listening comprehension, giving and responding to commands/instructions/directions, making and responding to requests, presentation, etc. The purpose of each of these segments is to encourage learners to listen carefully, recite, sing, carry out instructions and speak both the Ghanaian and the English languages with confidence.

Oral activities such as community circle time, discussion using conversation posters or wordless books, etc. are good platforms to introduce the strands and/or sub-strands.

The teacher must endeavour to do frequent read aloud with learners especially in the English language so that they will be exposed to the oral aspect of the languages. The daily/frequent reading must integrate the instruction of the language skills. This practice will facilitate their language skills, enrich their vocabulary and inculcate in them the habit of reading.

Above all, the teacher must endeavour to use the mother tongue-based bilingual medium of instruction (MTB-BMol) and consciously teach the languages as much as possible in play-based activities so that learners will be able to acquire effective skills in speaking.

Language and Literacy skills

Steps in designing this Integrated Thematic Curriculum:

1. *Selection of the themes-* As mentioned earlier on, *the* themes are broad concepts that are connected to the everyday life of the learners. They are content area themes that are meaningful and relevant to the learners.

The following are the seven themes/strands around which the content of the curriculum is woven:

- All About Me
- My Family
- Values and Beliefs
- My Local Community
- My Nation Ghana
- All Around Us
- My Global Community

These themes are very broad and cover the two years, KG 1 and 2. In the second part of the curriculum, these themes are broken down for you again into what you will find as sub-Strands. The Curriculum planners selected the sub-themes from Our World, Our People.

The Content Standards are the statements that define what learners should know and be able to do in various disciplinary areas. These include the knowledge (facts, concepts and principles), skills (processes, strategies, and methods), and attitudes. Each CONTENT STANDARD HAS ONE OR MORE INDICATORS which are more or less similar to the lesson objectives that you want to achieve at the end of the instruction, i.e. what the learners should be able to do. The sub-topics or what is termed the content indicators are from across the other disciplines. For instance, the big theme, “**All About Me**” is broken down into sub-themes content standards as follows (Check the content Standards column for the breakdown of each content)

Throughout the various units, learning experiences from Language and Literacy, Mathematics and Creative Arts are interwoven in the instruction.

2. *Designing the integrated curriculum–*

To effectively integrate the subject areas, two types of integration were considered. These are **Inter-disciplinary integration** and **Intra-disciplinary integration**. These are explained to help you understand how this section was organized. **Inter-disciplinary integration** is an integration or combination of two or more subject areas to create one discipline. Our World and Our People is an example of an inter-disciplinary subject because over five different subjects were put together as listed early on. With this integration, subjects that have traditionally been taught separately are combined into a single integrated discipline.

Intra-disciplinary integration is an integration of different skills that are emphasized in one discipline. An example is Language and literacy. Language and Literacy is a subject in which six essential skills; three receptive and three productive skills of literacy learning are integrated. These skills include Oral Language (Listening and Speaking), Reading, Writing, Viewing and Visualising, the non-verbal aspect of language and extended reading. Oral language, reading and writing must be integrated in all the literacy lessons as well as across the curriculum.

In Literacy instruction, teachers are encouraged to ensure the integration of these skills and not teach them as individual subjects or skills.

Reading alone involves the integration of six major skills that learners need to be able to read namely, Phonological awareness, Print Awareness, Alphabetic knowledge and Phonics, Vocabulary, Comprehension and Fluency. Writing includes mechanical writing (handwriting) and meaningful composition and all the conventions (Grammatical structures, punctuation and spelling) that learners need to write effectively. We also have the visual communication, viewing and non-verbal aspect of language and extensive reading that are all included in this curriculum. For this reason, the early year's curriculum has many **strands, content standards and indicators**. Effective language and literacy instruction should emphasize the intra-disciplinary integration of oral language, visual literacy, reading and writing throughout the thematic instruction. For better understanding and clearer visualization of how the four learning areas are integrated Figure 3 below:

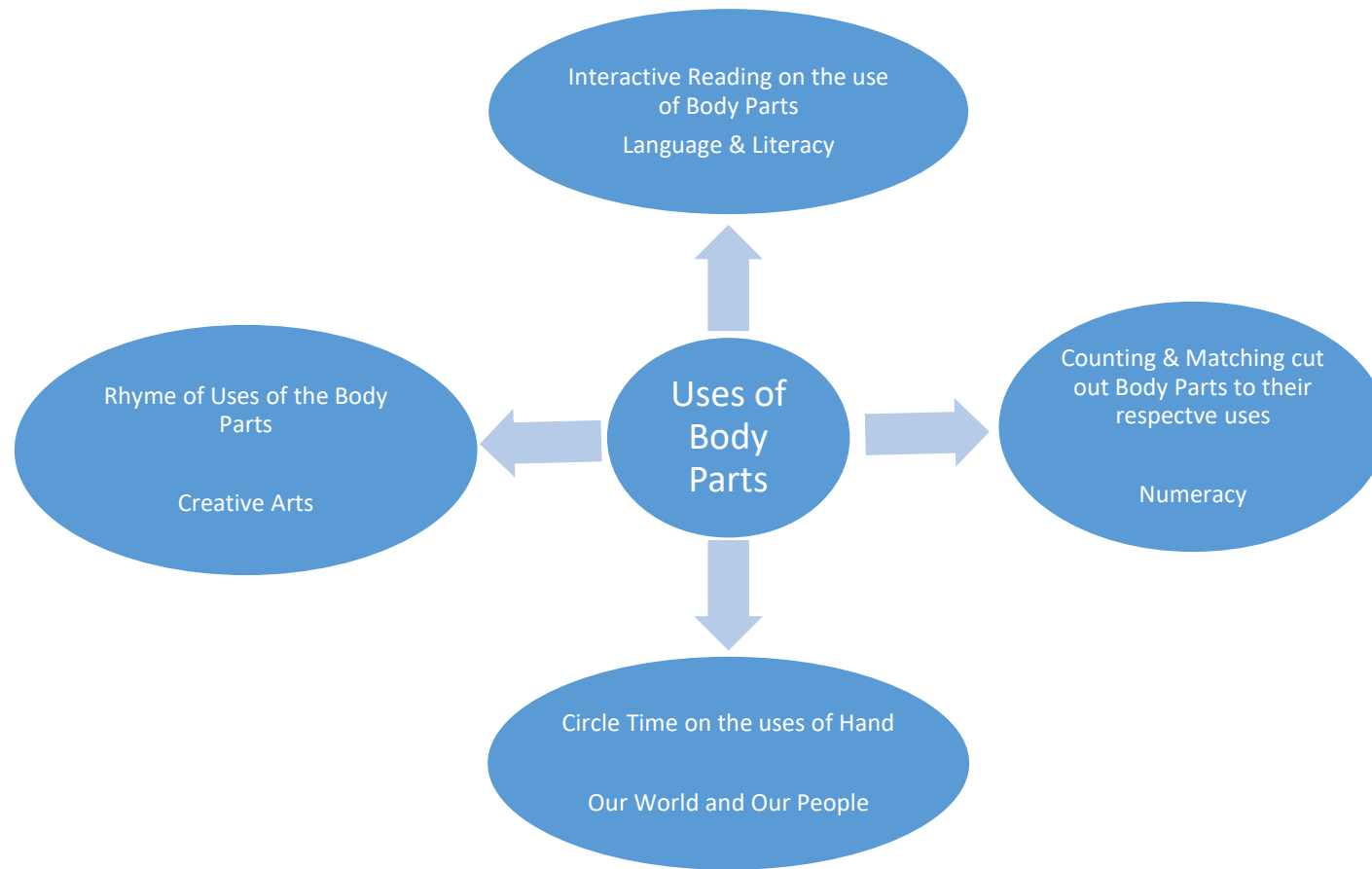


Figure 3: Interdisciplinary Thematic Integration Approach

Again, language is used across the curriculum. Language is used to communicate ideas throughout every curriculum area using at least one of the three strands: Oral, Written, or Verbal.

3. Designing the instruction

The learning experiences or the exemplars are **sample** scripted activities that classroom teachers can use in their instructions. These examples of activity-based lessons are guides to planning own lessons. To do this effectively refer to the major theme and the related sub-theme and the content standard and indicators. You need to be very creative and know your learners to enable you plan interesting activities which will engage your learners.

For effective instruction, the indicators as well as the Exemplars must link well with the content standards and the themes.

Designing a child centred instruction also involves making changes to the class schedule, combining hours normally devoted to specific subjects, organizing field trips, teaching in teams, bringing in outside experts, taking learners outside the class, organizing play involving learning centres and organizing inquiry-based projects.

4. Encouraging presentation and celebration

Thematic instruction can be a powerful tool for integrating the disciplines and eliminating the isolated, reductionist nature of teaching around individual subjects. It is experiential and thus requires a lot of hard work initially. As you practice you will get better.

Unlike subject-based learning that encourages fragmented learning of facts and can result in rote learning, integrated thematic instruction promotes meaningful and child-centred learning involving lots of varied activities. Teachers must encourage the learners to talk, share ideas freely, explore, gather, process, refine and present information about topics they want to investigate. Give the learners opportunities to choose topics they want to research into and feel free to share what they want to share. Allow them to use simple language, preferably the local language that they are comfortable with.

The type of environment you create as a teacher and your relationship with the learners would encourage a successful thematic instruction.

In integrated thematic classrooms, learners must work in small groups, share experiences and engage in real life project work. The Integrated curriculum is designed to increase pupils' learning, transfer of knowledge and retention of information acquired at school. The day to day instruction must focus on the inter-weaving of child-directed play and learning, guided play, and adult-led learning. Integrated teaching and learning means teachers must give opportunities to learners to interact with their environment, both physical and social, in response to their own curiosity about how their world works. Learners must be encouraged to interact and collaborate with other learners and more knowledgeable adults to extend their learning.

Learning Centres

The teacher must create learning centres in the classrooms to give learners the opportunity to practice learning on their own. For the sake of space, there should be at least three learning centres where learners can go and practice what they are learning individually or in groups. The teacher must set up the

centres to reflect the strand under discussion. This means the selection of the key materials at the centres must be based on the Theme/strand that is being treated.

Another issue worthy of note is the integration of social skills (human values). This is not to shift the focus of lessons to preaching these values. Small doses of these values are fused into oral activities, reading and literature as well as centre time.

Reading Material

The teacher is encouraged to read different types of learners' books or literature (storybooks, alphabet books, stories from magazines/newspapers, biographies, manuals, concept books, etc.) to broaden his/her background knowledge which is essential to understanding of texts. The teacher should select relevant appropriate and interesting reading materials that will help improve learners' understanding and use of the languages especially English at this level of education. With regard to the selection of storybooks, materials that focus on comprehensive sexuality education, moral, ethical and social values such as honesty, diligence, integrity are particularly recommended.

THE SCOPE AND SEQUENCE

As stated early on, in this KG curriculum, the following four basic disciplines/learning areas have been seamlessly integrated into thematic units to cover the whole year:

- Language and Literacy (LL), (comprising Oral Language, Reading and Writing)
- Numeracy/Mathematics (N)
- Creative Arts (CA), and
- Our World and our People (WP). (Our world and Its People is a new subject area which integrates different disciplines such as Science, Agriculture Science, Geography, History and Citizenship, Religion)

The content area themes are selected from “Our World and Our People”.

The following are the seven thematic units that are developed and broken down into sub-themes to cover the period of learning in KG 1 and KG 2:

- Thematic unit 1: All about me
- Thematic unit 2: My family
- Thematic unit 3: Values and Beliefs
- Thematic unit 4: My Local Community
- Thematic unit 5: My Nation Ghana
- Thematic unit 6: All Around Us
- Thematic unit 7: My Global Community

Strands per Term

Term	Strands (Theme)	KG 1	KG 2
1	1. All About Me	√	√
	2. My Family	√	√
2	3. Values & Beliefs	√	√
	4. My Local Community	√	√
	5. My Nation Ghana	√	√
3	6. All Around Us	√	√
	7. My Global Community	√	√

Themes and Sub-themes for Our World, Our People)

TERM I			
STRAND I: ALL ABOUT ME (K1/K2)			
(Sub theme) SUB-STRAND (K1)	(Sub theme) SUB-STRAND (K2)	KG1	KG2
K1.1.1 am a wonderful and unique creation	K2.1. I am a wonderful and unique creation		
K1.1.2 The parts of the human body and their functions.	K2.1.2 Parts of the body that we cannot see (internal) and parts of the body that we can see (external) and their functions.		
K1.1.3 Caring for the parts of my body.	K2.1.3 Personal hygiene and caring for the parts of the body		
K1.1.4 Keeping my body healthy by eating good food and taking my vaccination	K2.1.4 Eating good food and taking my vaccinations to keep my body healthy.		
K1.1.5 My environment and my Health	K2.1.5 My environment and my Health		
K1.1.6 Protecting ourselves from home and road accidents	K2.1.6 Protecting ourselves from road accidents and harmful strangers		

TERM I STRAND (OR THEMATIC UNIT) 2: MY FAMILY (K1/K2)			
(Sub theme) SUB-STRAND (K1)	(Sub theme) SUB-STRAND (K2)	KG1	KG2
K1.2.1 Type and members of my family	K2.2.1 Types and members of my family		
K1.2.2 Origin and History of my Family	K2.2.2 My family: Our origin and history		
K1.2.3 Family Celebrations and Festivals	K2.2.3 Family Celebrations and festivals.		
K1.2.4 My school family-rules and regulations	K2.2.4 My school family		
	Rules and Regulations for Learners and Teachers at school		

TERM 2 STRAND (OR THEMATIC UNIT) 3: VALUES AND BELIEFS (K1/K2)			
(Sub theme) SUB-STRAND (K1)	(Sub theme) SUB-STRAND (K2)	KG1	KG2
K1.3.1 Our Family Values	K2.3.1 Our personal values.		
K1.3.2 Our cultural and family values	K2.3.2 Our cultural values		
K1.3.3 Our religious values	K2.3.3 Our national and civic values,		
K1.3.4 Our beliefs	K2.3.4 Our Beliefs-		
	Relating well with people with different beliefs.		

TERM 2 STRAND (OR THEMATIC UNIT) 4: MY LOCAL COMMUNITY			
(Sub theme) SUB-STRAND (K1)	(Sub theme) SUB-STRAND (K2)	KG1	KG2
K1.4.1 Knowing the special places in our local community	K2.4.1 Knowing the special places in every community		
K1.4.2 Knowing (who) the important people/occupation in our community	K2.4.2 Knowing (who) the important people/occupation in our community		
K.4.3 Knowing the special leaders in our community and country	K2.4.3 Knowing the special leaders in our community and country.		

TERM 2 STRAND (OR THEMATIC UNIT) 5: MY LOCAL COMMUNITY			
(Sub theme) SUB-STRAND (K1)	(Sub theme) SUB-STRAND (K2)	KG1	KG2
K.5.1 History and celebration of Ghana's Independence.	K2.5.1 History and celebrations of Ghana.		

TERM 3 STRAND (OR THEMATIC UNIT) 6: ALL AROUND US (K.6)			
(Sub theme) SUB-STRAND (K1)	(Sub theme) SUB-STRAND (K2)	KG1	KG2
K1.6.1 Living and non-living things	K2.6.1 Living and non-living things		
K1.6.2 Living things: Animals (Domestic and wild)	K2.6.2 Living things - Domestic and wild animals		
K1.6.3 Water	K2.6.3 Water		
K1.6.4 Air	K2.6.4 Air		
K1.6.5 Plants - 1	K2.6.5 Plants 1		
K1.6.6 Plants - 2	K2.6.6 Plants 2		
K1.6.7 Gardening	K2.6.7 Types of soil and gardening		
	Making soil fertile for gardening		
K1.6.8 Light - Day and Night	K2.6.8 Natural and Man –made sources of light.		
K1.6.9 Changing weather conditions	K2.6.9 Changing weather conditions		
	Positive and negative effects of Weather conditions		

TERM 3 STRAND (OR THEMATIC UNIT) 7: MY GLOBAL COMMUNITY (K.7)			
(Sub theme) SUB-STRAND (K1)	(Sub theme) SUB-STRAND (K2)	KG1	KG2
K1.7.1 Connecting and communicating with the global community	K2.7.1 Connecting and communicating with the global community		
	K2.7.1 Financial literacy: Buying and Selling		

KINDERGARTEN NUMERACY (N) STANDARDS

Table 2 Scope of the sub-strands of the K1-K2 curriculum

STRANDS	SUB-STRANDS	K1	K2
N1 NUMBER:	Whole Numbers: Counting and Representation and Cardinality	√	√
	Whole Numbers Operations Relationship between numbers	√ √	√ √
N2-Algebra	Non-numerical Patterns and Relationships	√	√
N3-Geometry and Measurement	Lines and Shapes Telling positions of objects in space	√	√
	Measurements-length, mass, capacity	√	√
N4-Handling Data	Data (Collection, Presentation, Analysis and Interpretation)	√	√

CREATIVE ARTS (CA) STANDARDS

Strands	Content standard	KG1 Indicators	KG2 Indicators
CA 1 MEDIA, METHODS, TECHNIQUES AND TECHNOLOGY	CA 1.1 Explore, understand and experiment creatively with variety of tools and materials	CA1 1.1.1 Handle and play with simple tools and materials freely with little guidance	CA2 1.1.1 Explore with simple tools and materials to create and communicate ideas
	CA 2.1 Design, make, exhibit, and respond to own or others art works (2-dimensional and 3-dimensional) freely	Perform rhythmic action (e.g. clapping, stamping, snapping, etc.) using songs, words, etc.	CA2 2.1.1 Express ideas by using shapes and art materials to make two and three-dimensional artworks
CA 2 CREATIVE EXPRESSION THROUGH PRODUCTION AND MAKING	CA 2.1	CA1 2.1.1 Demonstrate creative knowledge in making two and three-dimensional art works, music or drama	
		CA1 2.1.2 Talk about how they made their art work, music or drama	CA2 2.1.2 Talk about how others art work, music or drama were made
CA 3 AESTHETIC PERCEPTION	CA 3.1 Derive meaning and make judgment about artworks using the senses according to its beauty.	CA1 3.1.1 Talk about art forms seen in the environment	CA2 3.1.1 Recognize and talk about simple patterns and art works found in the environment
		CA1 3.1.2 Asking and responding to questions about own and others art works; stating what they like and dislike about what they see	CA2 3.1.2 Talk about the ideas expressed in own and others art works
Strands	Content standard	KG1 Indicators	KG2 Indicators

CA 4 ELEMENTS AND PRINCIPLES OF DESIGN

CA 4.1 Create and organize the elements of design according to the principles to create art forms

CA1 4.1.1 Identify and describe objects by colour names and size

CA2 4.1.1 Identify and describe the elements of art in the environment and in works of art, emphasizing on their organization

CA1 4.1.2 Make art works with the elements of art

CA2 4.1.2 Make art works with the elements and principles of art

CA 5 HISTORICAL AND CULTURAL CONTEXT

CA 5.1 Demonstrate knowledge and skills of the visual and performing arts in relation to history, culture, environment and modern society

CA1 5.1.1 Identify, observe and talk about art in the immediate natural and manmade environment.

CA2 5.1.1 Observe, identify and talk about images, items and performances in artworks of everyday life

CA1 5.1.2 Identify and discuss art objects and performances (past and present) from other places in our culture/country

CA2 5.1.2 Create art works inspired by places in our culture and country

CA1 5.1.3 Perform dance movements and music inspired by Ghanaian history other cultures

CA2 5.1.3 Create and perform dance movements and music inspired by Ghanaian history and other cultures

Language and Literacy

Pupil Learning Outcomes for KG1 and KG2

Pupil Learning Outcomes/Standards for Oral language, Reading and Writing – all Languages

Components of Oral language, Reading and Writing/ Strands	Definitions	Learners' Learning indicators (Learning Outcomes (LOs))	
Oral Language Development	The ability to effectively communicate orally, think critically and use language appropriately (It includes Listening and speaking and appropriate use of Non-verbal forms of communication).	KG1 and KG2	<ul style="list-style-type: none"> • Listen to and participate in songs and rhymes • Listen to and carry out simple instructions and commands • Give simple instructions and commands • Participate in conversations with peers and adults in small and large groups • Follow common rules during a conversation • Initiate and engage in conversation for more than one exchange • Ask questions and seek help when something is not understood • Answer questions and confirm understanding of information presented orally • Adequately express oneself verbally and nonverbally • Begin to understand and speak with correct grammar • Begin to understand and use learned vocabulary correctly when speaking • Begin to understand, discriminate and correctly when speaking • Produce sentences and phrases of increasing length and complexity
Print Concepts	Knowing how text works for the purpose of reading and writing	KG1	<ul style="list-style-type: none"> • Understand that spoken words are represented in written language

			<ul style="list-style-type: none"> • Handle a book correctly and follow the basic concepts of print: hold the book upright, turn pages front to back, read left to right and top to bottom
		and	
		KG2	<ul style="list-style-type: none"> • Understand that words are separated in print • Point to individual words to track reading (illustrations) • Use visual information when reading (illustrations) • Identify basic components of a book (cover, back, title, author)
Phonological Awareness	The ability to hear, identify, and differentiate sounds in spoken words	KG1	<ul style="list-style-type: none"> • Identify the position of individual sounds in one-syllable words (beginning or end)
		and	
		KG2	<ul style="list-style-type: none"> • Recognize and create (say/make/form) words with the same initial sound • Recognize, separate and count syllables in simple spoken words • Blend syllables to make simple words • Count words in a spoken sentence
Phonics	The ability to connect sounds to letters; and blend letters/ syllables in order to read and write	KG1	<ul style="list-style-type: none"> • Repeat the letters of the alphabet in order • Recognize and identify letters in own local language name • Recognize and identify most letter names (at least 75% of alphabet)
		and	
		KG2	<ul style="list-style-type: none"> • Begin to connect sounds with their corresponding letters • Know some sight words, such as own name
Vocabulary	The ability to understand word meanings and usage	KG1	<ul style="list-style-type: none"> • Connect words orally with their usage in real life • Use context clues (i.e. pictures, situations) to infer meanings of new words orally
		and	
		KG2	<ul style="list-style-type: none"> • Use names of items common to familiar environments (classroom, home, community) • Read level-appropriate sight words • Sort objects into categories orally

			<ul style="list-style-type: none"> • Understand and articulate the opposites of commonly occurring words
Fluency		KG1	<ul style="list-style-type: none"> • Engage in oral storytelling based on books and “picture walks” to practice reading texts • Identify and read own name
		and	
		KG2	
Comprehension	The ability to understand analyze text heard or read	KG1	<ul style="list-style-type: none"> • “Read” pictures stories (stories with no text) • Use pictures and other text features to aid understanding of a text • Connect stories to own experiences
		and	<ul style="list-style-type: none"> • Use background knowledge to understand text • Answer factual, inferential and vocabulary questions about level-appropriate text
		KG2	<ul style="list-style-type: none"> • Retell level-appropriate text in own words • Use pictures and other text features to make predictions • Actively engage in teacher-lead reading activities with purpose and understanding

Writing

Taught in integration with reading, reinforces skills in the reading components (all but phonological awareness) through practice and self-expression

KG1

Writing Conventions

- Follow basic concepts of writing: write from left to right and top to bottom
- Write individual letters legibly and with appropriate spacing
- Demonstrate appropriate use of writing tools
- Make given patterns, trace and draw various objects

and

KG2

Writing Expression

- Adequately communicate visually through pictures, symbols letters and words
- Write or copy familiar words including own name
- Work with peers to generate ideas and draw pictures to show ideas
- Draw objects and accurately label drawings

KINDERGARTEN ONE SYLLABUS

Keys to understanding the Core Content Reference integration.

- WP- Our World and Our People**
- LL1- Oral language**
- LL2- Print Awareness**
- LL3- Listening Comprehension and
Vocabulary integrated**
- LL4 Phonemic Awareness and Alphabetic knowledge**
- LL5- Phonics**
- LL 6 Writing**
- N Numeracy**
- CA Creative Arts**

KG I TERM I

Kindergarten I (KI) Term I

STRAND I: ALL ABOUT ME			
SUB-STRAND I	I am a wonderful and Unique creation		
Content Standard	Indicators and Exemplars	References	Core Competencies
<p>KI.I.I.I Demonstrate the understanding that all learners are wonderful and have unique body features that make them different from other people and other God’s creation in the environment.</p>	<p>KI.I.I.I.1 Identify and talk in simple sentences, about the features of our body that make us unique and different from other God’s creation. E.g. animals</p> <p>Exemplars:</p> <p>With learners seated in a big circle outside the classroom, and using “pass a ball” game, (in which learners pass a ball to their friends), learners take turns to use positive language to describe and appreciate themselves. Have them talk about themselves focusing on the uniqueness of their names, the homes they are from, their physical bodies, how tall or short, big or small. Use the following questions to guide the learners who cannot talk fluently. E.g. What is your name? age? Gender? height? What are your likes and dislikes? etc. The teacher must model the description and scaffold the learners to do so.</p> <p>KI.I.I.I.2 Sing an action song that helps learners name the parts of the body and point to them</p> <p>Exemplars:</p> <p>Have learners sing different songs in their local language and/or in the English language that identify parts of the body and perform actions on it. E.g. Learners point to the parts of their bodies as they sing e.g.</p> <p style="text-align: center;"><i>Head, shoulders knees and toes</i></p>	<p>WPI</p> <p>LL1</p> <p>LL2</p> <p>LL3</p> <p>LL4</p> <p>LL1</p> <p>LL1</p> <p>LL4</p>	<p>Personal Development and</p> <p>Leadership (PL)</p> <p>Communication and collaboration (CC)</p> <p>Critical thinking and innovation (CI)</p> <p>Creativity</p>

	<p><i>Knees and toes 2x</i></p> <p><i>And eyes and ears</i></p> <p><i>And mouth and nose...</i></p> <p>Other examples of action songs are <i>My head, my shoulder, my knees,</i> I have one head, two eyes. I am black and beautiful, someone is fair.</p> <p>Have learners follow the model of the teacher in clapping on the rhythm of the song, putting more stress on the names of the body parts.</p> <p>KI.1.1.1.3 Recognize and talk about the different parts of book, (the front/ cover page of a book and back of a book) and relate the content of the text to our body parts.</p> <p>Exemplars:</p> <p>As part of the process of the daily read aloud lesson, have learners talk about the front/cover and the back page of a book, and ask them to make connections to their own body. Just as we human being have unique features, books also have. Books have a front cover and also a back cover.</p> <p>Guide learners do a picture walk through the text. Point to the pictures and let the learners tell stories about the pictures. Show the pages to the class and read the text aloud. Help learners learn more positive words to describe themselves. Read the text again and have learners pay attention to the correct names of the parts of the body.</p> <p>KI.1.1.1.4 Use new and positive expressions/vocabulary related to the parts of the body</p> <p>Exemplars:</p> <p>Have learners watch a displayed conversational poster on the wall (parts of the human body) and use the positive descriptive words and expression they learnt</p>	<p>LL3</p> <p>CA 2.1</p> <p>LL2</p> <p>LL3</p> <p>LL4</p> <p>LL2</p> <p>LL5</p> <p>LL3</p> <p>LL2</p>	<p>Personal Development and Leadership (PL)</p> <p>Communication and collaboration (CC)</p> <p>Critical thinking and innovation (CI)</p> <p>Creativity</p>
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	<p>to describe themselves. Direct their discussions with questions like (how do you look? How tall are you?)</p> <p>E.g. I am fair</p> <p>KI.3.1.5 Sing songs about the body parts and the letters of the alphabet and clap hands on the rhythm of the songs</p> <p>Exemplars:</p> <p>Have learners sit in a semi-circle, using pictures and toys, let pupils identify the different parts of their body. In pairs, have pupils count each other's fingers, toes, write it down on the board, and individually have pupils count the other parts of their bodies and write it down on the board as they sing and clap their hands to the rhythm.</p> <p>E.g. my head, my shoulders, my knees, my toe...</p> <p>Have learners sing Alphabet song and follow the sequence of the letters as it is written on the wall.</p> <p>KI.1.1.1. 6 Draw a beautiful picture of themselves and scribble freely underneath the picture paper</p> <p>Exemplars:</p> <p>Learners are asked to draw themselves, colour it nicely, after which they scribble freely underneath. Let them talk about what they have written with friends sitting next to them in the classroom. Ask learners what they have drawn and write them on the board. e.g. What did you draw? and write it on the board or under their drawing.</p> <p>KI.1.1.1.7 Create sets of human parts that are similar and represent them with numbers up to 5.</p> <p>Exemplars:</p>	<p>LL3</p> <p>LL4</p> <p>LL1</p> <p>LL1</p> <p>NI.1</p> <p>CA 2.1</p> <p>LL4</p> <p>CA 1</p> <p>CA 1.1</p> <p>LL6</p> <p>LL1</p>	
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	<p>In pairs, the learners check on the body parts that are similar and draw them in Sets, count them and represent them with numbers one to five (1-5).</p> <p>Pose story problems about what total number you will get if you put different number of learners together. What will be the total no of eyes? What will the total number of hands? Give opportunity to learners to count parts of group members and their parts.</p>	LL4	
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	<p>Through “Pick and act” activity, have learners pick cut-out body part and act their functions</p> <p>K1.1.2.1.2 Use visual information to aid comprehension before, during and after reading a text on functions of the parts of the human body.</p> <p>Exemplars:</p> <p>Guide learners demonstrate to how books are read from left to right and top to bottom. Have learners think critically about the illustrations on the cover page of the Big book on body parts and share what the book will be about. They do picture reading and share what they think the pictures are saying about the functions of the body parts. They listen attentively to the text and share what they have learnt about the functions of the parts of the Human body. Focus on a letter and its corresponding sound and stress on words that the sound appears in the “during reading” stage of the reading</p> <p>K1.2.1.3 Learn and use new /vocabulary related to what they do with the parts of the body</p> <p>Exemplars:</p> <p>Have learners use different part of the body to perform different actions and use new words learnt to describe what they are doing. Have them sing related action songs. E.g. ... what can the legs do?</p> <p>K1.1.2.1.4 Count the number of the names of the body parts in songs through clapping on the rhythm</p> <p>Learners sing three different songs, clap on the rhythm and count the number of parts they hear in the songs. E.g. My head, my shoulder, my knee. (3 names). Help them understand that the last number names is the number of object or items counted.</p>	<p>CA2.1</p> <p>LL1</p> <p>LL2</p> <p>LL3</p> <p>LL4</p> <p>LL5</p> <p>LL3</p> <p>CA 2.1</p> <p>LL1</p> <p>LL3</p> <p>NI</p> <p>NI.1</p> <p>LL4</p> <p>N5.1</p> <p>CA 2.2</p> <p>LL6</p>	<p>Communication and collaboration (CC)</p> <p>Critical thinking</p> <p>Personal Development and Leadership (PL)</p>
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	<p>Have learners act and count the functions of some selected body parts (legs, mouth, hands, etc.)</p> <p>Have them draw more sets, with different parts and match them with sets of same numbers</p> <p>Have learners match pictures of the parts of the body using arrows with pictures showing the functions</p> <p>KI.2.1.5 Sing songs about functions of the body parts and perform the actions on it.</p> <p>Exemplars:</p> <p>Have learners sing songs related to functions of the body parts and perform actions on it. E.g. What do you do with your eyes, I can see I can see</p> <p>Call the body part and have learners perform what they use it for.</p> <p>Sing an Alphabet song to conclude the lesson.</p> <p>KI.2.1.6 Colour an outline of a part of the body used in performing a function.</p> <p>Exemplar:</p> <p>Display an outline of drawing on a paper for pupils to colour and tell what the illustration is about to friends with accuracy.</p> <p>E.g. A boy running to school. Have learners talk about their art work with friends</p> <p>KI.1.2.1.7 Compare lines and other shapes that are same and different</p> <p>Exemplar:</p>	<p>LL2</p> <p>LL2</p> <p>LL4</p> <p>CA I</p> <p>CAI.1</p> <p>CA 3.2</p> <p>LL1</p> <p>LL3</p> <p>LL3</p> <p>N3.1</p>	
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	Through think-pair-share, have learners compare lines and shape of their body parts. E.g. the head looks like a circle, the arms are straight, the hand looks like a line. Compare length and size of different lines.		
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SUB-STRAND 3:	CARING FOR THE PARTS OF MY BODY		
Content Standard	Indicators and Exemplars	References	Core Competencies
K1.1.3.1. Demonstrate understanding of the importance of personal hygiene and how to care for my body parts e. g. hand, feet finger nails-washing, face washing, nose	<p>K1.1.3.1.1 Sing songs and recite rhymes about how we take care of each part of the body and demonstrate how to do it. e.g. This is the way we wash our face...</p> <p>Exemplars: Have learners sit in a semi-circle (community circle time), sing a song (This is the way I brush my teeth, brush my teeth, 2×) and call out parts of the body that should be cared for and have learners touch that part to show comprehension. E.g. I brush my teeth, I cut my fingernails short, etc.</p> <p>K1.1.3.1.2 Watch a short video clip and talk about how to care for the various parts of the body.</p> <p>Exemplar: Show a video clip and let the learners watch the correct ways to care for each part of the body using the vocabulary learnt from the book (Use the ICT tool if available)</p>	<p>LL1</p> <p>LL3</p> <p>LL4</p> <p>LL2</p> <p>LL3</p>	<p>Communication and collaboration (CC)</p> <p>Critical thinking</p> <p>Personal Development and Leadership (PL)</p>

	<p>Guide learners to count the materials used to clean the body (e.g. soap, toothbrush, toothpaste, sponge, etc.) seen in the video clip and/or those listed on the board. Classify the cleaning materials according to their colours</p> <p>K1.1.3. 1.3 Talk about what we use in caring for the human body in our everyday life as they listen to a read aloud text.</p> <p>Exemplar:</p> <p>Have learners listen to the (BIG BOOK) again as you read aloud again and demonstrate how to care for the different parts of the body. E.g. wash your face and hands, brush your teeth, cut your finger nails etc.). Show the pictures in the Big Book and guide the learners to demonstrate the proper way of washing the face, hands and other body parts. Take learners through different activities to demonstrate how to take care of their body. <i>Set different centres in the classroom and have them rotate to care for their body parts. Give opportunity to as many learners.</i></p> <p>K1.1.3.1.4 Show and explain why learners’ books are open from right to left.</p> <p>Exemplars:</p> <p>Let learners talk about the front/cover page of the big book to be read. Do a picture walk through the book going page by page with the learners. Have the learners tell you the direction you are going as you open the pages. Run a pointer under the pictures as you do the picture walk to buttress the left-right and top-bottom directionality. Using “Pair share repeat” have learners classify the pictures according to size in their rows</p>	<p>N1.1 CA 3.1</p> <p>LL3</p> <p>LL1</p> <p>LL3</p> <p>LL3</p> <p>LL2 LL1, LL3 LL4</p> <p>N3.1</p>	
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	<p>K1.1.3.1.5 Stress the words that show caring for the body as learners sing songs about personal care of the body parts and clap hands on the rhythm of the songs E.g. wash, brush, cut nails.</p> <p>Exemplars:</p> <p>Have learners repeat the song: this is the way I wash my face..., clapping the rhythm to stress on the care words. Model for them how to stress the words and have them follow along just doing the actions. Repeat the lines several times.</p> <p>With the aid of cut-out pictures of body cleaning tools, have learners pick and demonstrate appropriate way of how that tool is used to clean the body. Introduce the letter of the week activity (one letter a week)</p> <p>K1.1.3.1.6 Match the parts of the body to the tools we use in caring for the body and colour them with same colour. E.g. soap matched with the hand and brush with the teeth.</p> <p>Exemplars:</p> <p>Display an outline of drawing on a paper for pupils to match the tools with the body part and use same colour for each body part and its tool. Talk about the colouring with their friends. Tell what the illustration is about to friends with accuracy. E.g. An outline of soap, toothbrush, toothpaste, etc.</p> <p>K1.1.3.1.7 Use number names to count, find out how many and match body parts with other part with same number (1- 5)</p> <p>Exemplar:</p>	<p>LL3</p> <p>LL4 CA 2.1</p> <p>LL3</p> <p>CA 1</p> <p>LL1 LL6 CA 3.1</p> <p>N4.1</p> <p>NI</p>	
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	<p>Show picture of different parts put in a set e.g. two eyes, one mouth, two hands, five fingers matched with 5 toes. Model how to match and have learners in small groups match body parts with the same number. Repeat the activity with body parts and encourage learners to describe their answers.</p> <p>Extend the activity using other non-body parts objects in the given sets. Have learners match similar activity/task in their workbook</p> <p>K1.1.3.1.8 Use number names to count, find out how many and match body parts with other part with same number (1- 5)</p> <p>Exemplar:</p> <p>Show picture of different parts put in a set e.g. two eyes, one mouth, two hands, five fingers matched with 5 toes. Model how to match and have learners match them in their workbook.</p>	<p>CA 4</p> <p>N 1.1</p> <p>N 4.2</p> <p>LL1</p> <p>CA 4.1</p> <p>LL6</p> <p>NI</p> <p>LL1</p> <p>NI.3</p>	
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SUB-STRAND	K.I.1.4 Keeping my Body healthy by eating good food and taking my vaccination		
Content Standard	Indicators and Exemplars	References	Core Competencies
<p>K.I.1.4.1</p> <p>Demonstrate the understanding that eating good food and taking all my childhood vaccinations will keep me growing healthy and strong.</p>	<p>K.I.1.4.1.1 Learners talk about different types of food they eat at home and classify those that can make them grow healthy. (Body building food, energy giving food etc.)</p> <p>Exemplar: (Sub-Theme Discussion) Learners sit in a semi-circle (community circle time) and talk about the subtheme for the week. Through questions and answers, find out from learners the things we have to do to keep healthy and strong. Show them two conversational posters, one on different types of food and one at the hospital. With the aid of pictures, have them talk about the types of balanced food we need to eat to help us grow. <i>For instance:</i> We have 1. Fats and Oil Foods: Such foods are high in fat and <i>sugar</i> 2. Protein (beef, chicken), 3. Carbohydrates (starchy food, bread, cereal and rice group), 4. Calcium Rich Foods help the bones, 5. Fruit and Vegetable, 6. Whole Grain food such as bread, wheat, 7. Food and drinks high <i>sugar</i>. Encourage learners to share experiences</p> <p>Another day you can let them talk about the importance of taking all their childhood vaccination.</p> <p>K.I.1.4.1.2 Tell their own short stories about pictures in the Big book to be read.</p> <p>Exemplar: Have learners talk about the pictures in the book and ask them to make connections to the written symbols. Learners retell story read to. Using word of the day, encourage learners to give examples of words that contain the prominent sound in the word of the day e.g. mug: jug, hug, tug, etc.</p>	<p>WP 1</p> <p>LL1</p> <p>LL2</p> <p>LL5</p> <p>LL2</p> <p>LL5</p> <p>LL1</p> <p>LL2</p> <p>LL3</p> <p>LL5</p> <p>LL1</p>	<p>Communication and collaboration (CC)</p> <p>Personal Development and Leadership (PL)</p> <p>Critical thinking and Problem-solving skills</p> <p>Communication</p>

	<p>KI.1.4.1.3 Listen attentively, respond to an information text about foods we eat to keep healthy and use new content words learnt to create simple sentence (orally) on how to keep healthy.</p> <p>Exemplar: Listening comprehension Have learners sit in a semi-circle (community circle time), as they listen attentively to the Teacher -read-aloud text on balanced diet. Mention and discuss the different food types we have as it is explained in the book and on the conversational poster you show to them. Have learners count the examples of foods identified under the given food group/types and represent them in sets. Guide learners to examine the food they eat at home and/or bring to school, to find out whether they are eating a balanced meal. Talk about some food items that are not very healthy, e.g. sugar drinks. Mention some food items in the environment that they need to be eating and draw their favourite. E.g. They should add kontomire and other green leaf to their food and also eat a lot of different types of fruit. Have learners use the new words learnt to construct simple sentences orally in relation to keeping healthy.</p> <p>KI.1.4.1.4 Count and clap the keywords in songs about types of food.</p> <p>Exemplar: In whole class group, model how to sing and clap and count words in a song. Learners follow your example and sing, clap and count number of words in the song about food They can also jump on each word and count and share with their friends the number of the keywords in the song.</p> <p>KI.1.4.1.5 Sing Alphabet song about food and identify the beginning letter of the most common food item in season in the environment. E.g. Banana begins with /b/</p>	<p>LL3 LL5 LL1 LL3 N5.1 LL4 CA 3.1 LL5 LL5 LL1 LL4 N1.2 CA 5.1 LL5 N.2 LL5</p>	
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	<p>Exemplar: Learners sing an alphabet song and identify the letter that begins the name of the food item. Create letter cards with the letter and picture of the food item. Play a memory game where the learners will pick the letter card that matches with other food items with the same beginning letter [E.g. banana, beans, banku, bread, boodoo,] Mix the picture cards of food items that do not have /b/ starting their names with other cards. Through “Show and Tell” have learners pick the picture card that matches with a ‘B’ food item and show it to the class. Have them pronounce the names of the food item first and if it does not begin with the letter for the week, they put the picture aside. Have them group words in sets according to the following: Set A: Words that begin with the letter of the week Set B: Words that do not begin with the letter of the week</p> <p>KI.1.4.1.6 Draw a picture of any food item that has its name beginning with the letter B and write the letter underneath.</p> <p>Exemplar: The teacher models how to write the letter in the air and have the learners do same. After much practice as a whole class and in small groups, the learners write the letter in the sand and finally use crayon to draw a food item and write the letter underneath it. Have learners talk about their work</p> <p>KI.1.4.1.7 Sort and classify different food items under the six food groups and sort the food items that keep the body healthy into shapes</p> <p>Exemplar: Bring different food items to the class. Explain the food groups to them again. In small groups, let them classify the food items into the six food groups. Have learners sort food items that keep the body healthy into</p>	<p>CA 2.1 LL4 LL3 N3.1</p> <p>CA 2 LL6 CA2.3 LL1 N3</p> <p>LL1 N3</p> <p>LL1 N3.1 CA 4.1</p>	
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	<p>shapes and talk about them. Extend the activity to other non-food items (e.g. tables, chairs, cups, etc.). Have them compare the quantities and work on “less than” and “more than” at the centres.</p> <p>K1.1.4.1.8 Sing and dance to traditional songs about foods</p> <p>Exemplar:</p> <p>Have learners sing traditional songs about food in your locality, play different musical instrument and dance to the tunes to keep the body healthy. Have learners do oral classification of foods mentioned in songs under the food groups</p>	<p>LL3</p> <p>CA 5</p> <p>CA 5.3</p> <p>LL1</p> <p>N3.1</p>	
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SUB-STRAND 5	MY ENVIRONMENT AND MY HEALTH		
Content Standard	Indicators and Exemplars	References	Core Competencies
K1.1.5.1 Demonstrate understanding of how keeping our home and school environment clean can keep us healthy and strong.	<p>K1.1.5.1.1 Talk about how we can keep our environment clean in order to avoid getting sick.</p> <p>Exemplar: (Theme discussion) Have learners sit in a semi-circle (community circle time) and sing a song related to keeping the environment clean. Show them a conversational poster with people defecating around their homes and at school Teacher and pupils discuss the causes of sickness. Teacher asks the learners how our environment can cause us to be sick. Using think-pair-share, have learners contribute to how we make the environment dirty. <i>E.g. Some ideas can be: when we throw papers/rubbish about, bushy and gutters are choked., Animals walking through rivers, learners walking in the garbage area, people washing in the rivers. etc. Create more situations of a dirty village</i></p>	<p>WP 1</p> <p>LL1</p> <p>LL1</p> <p>LL2</p> <p>LL3</p>	<p>Communication and collaboration (CC)</p> <p>Personal Development and Leadership (PL)</p>

	<p>and ask learners to think about how to change the situation and avoid sickness.eg. <i>What do we do make our classroom/school compound clean from litter? What do we do to stop people from going to toilet all around our home and the school compound? What do we do to avoid getting sick?</i> <i>E.g. Washing hand with soap and water, put rubbish or unwanted papers and rubbish in bins, etc.</i></p> <p>K1.1.5.1.2 Recognize that written symbols in books carry important information about the pictures.</p> <p>Exemplar:</p> <p>Teacher and people do a picture walk through the Big book page by page. Ask learners to tell a story about the pictures they see. Through interactive reading of a big book, have learners compare their story to the author’s version to see if they are similar or different.</p> <p>K1.1.5.1.3 Listen attentively to the read aloud text and share what they have learnt about diseases we can get from dirty environments</p> <p>Exemplar: Using Teacher-read-aloud and listening Comprehension, introduce learners to KWL strategy as you read the informational book on the Diseases we get from the environment.</p> <p>Explain the KWL strategy as K: What do you <i>know</i>, W: What do you <i>want</i> to know and L: What have you <i>learnt</i></p> <p>K- Before reading, have learners tell you all they know about how dirty environment can make people sick.</p>	<p>LL4</p> <p>LL2</p> <p>LL2</p> <p>LL3</p> <p>LL1</p> <p>LL1</p> <p>LL2</p>	<p>Critical thinking and innovation (CI)</p> <p>Creativity</p>
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	<p>W- Ask learners what they want to know about how the environment affects our health</p> <p>During the reading: Have learners listen attentively as you read aloud, pause often to allow them to share their understanding of the text. (BIG BOOK).</p> <p>L- Have learners share what they have learnt about the theme</p> <p>Learners should be given the opportunity to walk round the school campus and clean, throwing away tins and empty cans with water that could breed mosquitoes which could make people sick of Malaria.</p> <p>K1.1.5.1.4 Compose their stories about pictures in the book to be read to enable them to understand that important messages are hidden in books.</p> <p>Exemplar:</p> <p>Learners create their own stories about the pictures in the Big book before it is read aloud to them. Stress on cleanliness words during the reading activity (e.g. neat, clean, tidy, clear, etc.). Learners come up with rules about how to take good care of books because books contain important information. Have learners draw clean classroom and talk about their drawing. Help learners sound out cleanliness words on word card and have them fill in the missing letters of selected ones written on the board. They can also have vocabulary games with cut out words and letters on cleanliness words. Have learners count and classify words by colour and length</p> <p>K1.1.5.1.5 Sing alphabet songs that contain the letter of the week.</p>	<p>LL3</p> <p>LL4</p> <p>LL2</p> <p>LL1</p> <p>LL2</p> <p>CA3 .2</p> <p>LL5</p> <p>N4.2</p> <p>LL4</p> <p>LL1</p> <p>LL3</p> <p>LL6</p>	<p>Communication and collaboration (CC)</p> <p>Personal Development and Leadership (PL)</p> <p>Critical thinking and innovation (CI)</p> <p>Creativity</p>
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	<p>Exemplar:</p> <p>Introduce the letter for the week, e.g. the lower case of the vowel /a/</p> <p>Write it boldly on the whiteboard or chalkboard. Introduce a key word in which they can find the letter of the week. The word should be related to a disease from the environment such as <i>malaria, cholera, etc.</i> Read the word and let learners repeat it three times after you. Hold letter cards of different names and words for learners to identify the letter ‘a’ in it. Ask learners who have the two letters /b/ and /a/ in their names to stand and mention their names.</p> <p>KI.1.5.1.6 Begin to write letters of the alphabet.</p> <p>Exemplar:</p> <p>Learners exercise their wrist and fingers by clapping and shaking them as they sing a local song. Model how to write the letter in the air and have the learners practice with you in the air, the sand and then onto a slate. Have them practice writing the letter on the back of their friends. Have them talk about their experience</p> <p>KI.1.5.1.7 Prepare posters with pictures cut from calendar and newspapers to post in the environment cautioning people not to make the place dirty.</p> <p>Exemplar:</p> <p>Provide newspaper cutting or pictures from calendars showing what people do to mess the environment and have pupils (in small groups) prepare posters and write big “NO” on each poster with each group choosing just one colour from the three selected colours. Have learners sort their final works into same colours and count the quantity of each. Take learners for</p>	<p>LL6</p> <p>CA1.1</p> <p>LL1</p> <p>CA1.3</p> <p>WPI</p> <p>LL2</p> <p>LL6</p> <p>CA5.1</p> <p>N5.1</p> <p>CA4</p> <p>CA4.1</p>	<p>Communication and collaboration (CC)</p> <p>Personal Development and Leadership (PL)</p> <p>Critical thinking and innovation (CI)</p>
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	<p>a walk outside and have them post “NO” poster all over the school compound to encourage cleanliness practice.</p> <p>K1.1.5.1.8 Describe the attributes of 3-D objects and draw them</p> <p>Exemplars:</p> <p>Describe the attributes and show examples of 3-D objects to learners. Learners go for a nature walk around the school compound and bring other examples (e.g. stone, leaf, empty cans, etc.). Have each child describe the 3-D materials he/she has brought using words like <i>big</i>, <i>little</i>, <i>round</i> like a box or a can. Learners assess each other whether all the objects brought are truly 3-D materials.</p>	<p>N4.1</p> <p>LL1</p>	<p>Creativity</p>
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SUB-STRAND 6	Protecting ourselves from home and road accidents		
Content Standard	Indicators and Exemplars	References	Core Competencies
<p>K1.1.6.1 Demonstrate understanding of measures to take to keep safe (from accidents, hurts, and harms).</p>	<p>K1.1.6.1.1 Talk about possible accidents we can have at home and at school and safety measures we can take to avoid them.</p> <p>Exemplars:</p> <p>During the community circle time, when learners sit in a semi-circle, introduce the sub-theme and have them talk about the possible home and/or road accidents that occur. Put them in three smaller groups and ask them to come up with practical examples of how such accidents happen at home, at school, and on the way to school. Have them present their findings by role-playing the various accidents and how to avoid them. Have learners suggest safety measures we can take to avoid such accidents</p>	<p>WP</p> <p>LL1</p> <p>LL3</p> <p>CA2.3</p>	<p>Communication and collaboration (CC)</p> <p>Personal Development and Leadership (PL)</p>

	<p>Teach the rhyme “if you see a traffic light, there is something you should know, red means stop...” and have learners recite it with you with actions.</p> <p>K1.1.6.1.2 Recognize that spoken words are represented in written language in books.</p> <p>Exemplar:</p> <p>Teacher and learners do a picture walk through the Big book, page by page. Ask learners to tell their story about the pictures. Using LEA (Language Experience Approach) have learners dictate their stories to you and write it down. Read it and have learners echo you word by word. Read the story to them and have learners compare their story to the author’s version to see if they are similar or different. Through art work, have learners indicate the part of the story they liked most</p> <p>K1.1.6.1.3 Listen to and respond to a read aloud text about keeping safe in the environment.</p> <p>Exemplars:</p> <p>Using the KWL strategy as in the previous lesson, let the Learners tell you what learners know about the sub-theme, what they want to know, before you read (the BIG BOOK) to them. Let learners share what they have learnt about safety measures we need to take to prevent accidents (<i>hurts, and harm from sharp objects, electricity, boiling water, etc.</i>). Practice some safety measures of how to cross the road, how to hold a knife. Learners role play using these safety measures at home.</p> <p>(Reference: A big book on protection against hurt, harms, sharp objects, strangers, electricity and hot water.)</p> <p>K1.1.6.1.4 Clap and count syllables in longer words</p> <p>Exemplar:</p>	<p>LL2</p> <p>LL1</p> <p>LL3</p> <p>LL5</p> <p>CA3.2</p> <p>LL3</p> <p>LL1</p> <p>LL2</p> <p>CA2.3</p> <p>LL3</p>	<p>Critical thinking and innovation (CI)</p> <p>Creativity</p> <p>Communication and collaboration (CC)</p> <p>Personal Development and</p>
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	<p>Introduce learners to reading longer words such as <i>objects</i> (2 syllables), <i>strangers</i> (2 syllables), <i>electricity</i> (5 syllables) and <i>water</i> (2 syllables), <i>Traffic</i> (2 syllables) etc. Let them know that we break words according to the syllables. Practice clapping these words and counting the number of syllables in them. Have learners add the syllables in some selected words e.g. <i>water</i> and <i>understand</i> (2 syllables + 3 syllables = 5 syllables). Extend the activity to include other objects.</p> <p>K1.1.6.1.5 Use vocabulary learnt to express and demonstrate how to protect themselves from hurt, harm, strangers, sharp objects, electricity and water.</p> <p>Exemplar:</p> <p>In pairs, learners use words acquired from the read-aloud text to teach each other how to avoid accidents occurring from fire, electricity, sharp objects, crossing the road. E.g. Don't go near, Don't touch electrical wires. Using "Show and tell" have learners pick drawn cut out objects that can cause accidents and tell how they can keep safe from that object. Have learners match objects with their related accidents they can cause</p> <p>K1.1.6.1.6 Describe the attributes of 3-D objects and sort objects into planes and 3-D objects.</p> <p>Exemplars:</p> <p>Revise the description of the attributes of 3-D and call learners to show you show examples of 3-D objects in the classroom. Ask learners to sort the different objects they brought from home into planes and 3D objects and bring other examples. Have each child draw two 3D objects e.g. A Tin and box. Learners review the definition of a 3-D object.</p> <p>K1.1.6.1.7 Draw and colour five harmful objects that can cause accidents.</p>	<p>LL1 LL4 CA2.1 N2.1</p> <p>LL1 LL3 LL2 N3.1 CA4.2</p> <p>N4 LL1 N4.1 CA4.1 LL6</p>	<p>Leadership (PL)</p> <p>Critical thinking and Problem Solving (CI)</p> <p>Creativity and innovation</p>
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	<p>Exemplar:</p> <p>Give learners an outline of harmful objects to colour or (if you don't have) ask learners to draw and colour harmful objects and situations around their homes. E.g. knife, pointed stick, fire, a person crossing the road. Have learners talk about their drawings.</p>	<p>CA2</p> <p>LL5</p> <p>LL6</p>	
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STRAND 2: MY FAMILY			
SUB-STRAND	K1.2.1 Types and members of my Family		
Content Standard	Indicators and Exemplars	References	Core Competencies
K1.2.1.1 Demonstrate understanding of the importance, roles and responsibilities of family members.	<p>K1.2.1.1.1 Discuss different types of family they have at home, their roles and responsibilities</p> <p>Exemplar:</p> <p>In a community circle, learners mention the people in their families and what they see each person do. Explain to them that we all have different people in our families but the important thing is the role of the members and what they do to help the family. Show a conversational poster on Extended families, have learners observe the picture and using a think-pair share strategy, have learners talk about what they see the members of families do. Put learners into smaller groups and let them role play the roles and responsibilities of different families, the nuclear, the single where learners are staying with only one of the parents and the extended home.</p> <p>K1.2.1.1.2. Demonstrate that print matches with illustration in a book.</p> <p>Exemplar:</p> <p>Help learners identify the key elements of a book's front matter (<i>Title, Author/Writer, and Illustrator</i>). Using interactive reading, have learners track the text as you read. Run a pointer under the words as you read. Pause often and have learners tell you the number of words in a sentence. Have learners identify the illustration(s) that matched well with</p>	<p>WP 2</p> <p>LL1</p> <p>LL2</p> <p>CA2.1</p> <p>LL2</p> <p>LL1</p> <p>NI.1</p>	<p>Communication and collaboration (CC)</p> <p>Personal Development and Leadership (PL)</p> <p>Critical thinking and innovation (CI)</p> <p>Creativity</p>

	<p>the print (illustration that made them understand the print better). Have them draw (replicate) their favourite illustration.</p> <p>K1.2.1.1.3. Listen, interact actively in a read aloud session on a story about families, and use the new vocabulary learnt to describe the roles and responsibilities of their family members.</p> <p>Exemplars:</p> <p>Do a picture walk and have learners predict what the story will be about. Introduce the vocabulary related to appropriate titles of extended family members to the learners. Use the title to have them talk about the members in their family. Using interactive reading, pause often and have learners talk about family members mentioned and what they do to help the family and the learners. E.g. Father, mother, uncle, sister, brother. Have learners count all the members of the family read about. Assist them to subtract (take away) the learners from the number and tell how many members will be left? Repeat the activity using other criteria e.g. males, females, young, old, etc.</p> <p>K1.2.1.1.4. Identify the names and words with similar beginning sounds.</p> <p>Exemplars:</p> <p>Sing a song “<i>All those born on Monday, stand up, and dance..</i>” and perform actions on it. Ask learners to mention their names and that of their family members. List them on the board. Pronounce them and have them listen to those beginning with similar sounds. Eg. Kosi, Kofi, Kafui, Kakra. Learners divide into groups according to letters beginning their names and count the number of pupils in each group. Introduce the letter</p>	<p>CA3.1</p> <p>LL3</p> <p>LL1</p> <p>LL2</p> <p>LL5</p> <p>N2.1</p> <p>LL4</p> <p>LL1</p> <p>CA2.1</p> <p>LL2</p> <p>LL5</p>	<p>Communication and collaboration (CC)</p> <p>Personal Development and Leadership (PL)</p> <p>Critical thinking and innovation (CI)</p> <p>Creativity</p>
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	<p>of the week. Have learners do a “Letter hunt” game with the letter of the week</p> <p>K1.2.1.1.5. Talk about the basic concepts of writing, from left to right, and top to bottom</p> <p>Exemplar:</p> <p>Learners have a warm up exercise. Have pupils tap their fingers one at a time on their thumb. Do one hand at a time and another.</p> <p>Introduce the learners to writing vertical straight-line strokes from top to down and show them the direction of writing them on a line from left to right in a model on the Chalkboard. Have learners practice writing the vertical straight-line strokes on their tables.</p> <p>K1.2.1.1.6. Introduce the concept “more than” to learners and solve some word puzzles with the concept.</p> <p>Exemplar:</p> <p>Collect a quick data on number of people with different week-day birthday names. Represent the numbers with milk tins. Use this information to solve problems on “Which group has more members than the other(s)?</p> <p>Ask the question: Which group has more members?</p> <p>K1.2.1.1.7 Role-play the responsibilities of family members</p> <p>Exemplar: Centre time</p> <p>Read the Big book again and allow learners to role play dad, mom and other members of the family at home. Guide learners to highlight the responsibilities of the family members with special attention to that of learners. Assist them to use the vocabulary learnt in their interaction</p>	<p>NI.1</p> <p>LL6</p> <p>LL1</p> <p>LL4</p> <p>N5</p> <p>LL1</p> <p>LL3</p> <p>CA2</p> <p>LL1</p> <p>LL3</p> <p>CA2.3</p>	
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SUB-STRAND	K1.2.2 Origin and History of my Family		
Content Standard	Indicators and Exemplars	References	Core Competencies
<p>K1.2.2.1 Demonstrate knowledge of the origin and history of our families.</p>	<p>K1.2.2.1.1 Listen and tell stories about origin and history of their family members</p> <p>Exemplar:</p> <p>Community circle time: In pairs ask learners to greet their friends in their home languages just to find out the diverse cultures in the classroom and whether the learners know the name of the languages they speak.</p> <p>Introduce the theme by telling the learners a story of one of the major tribes in your region. E.g. In Cape Coast, talk about the origin of the Fantes, in Volta-the Ewes, Kumasi -the Ashantis, Accra-the Gas, Tamale – the Dagombas or Gonjas etc.</p> <p>K1.2.2.1.2. Demonstrate that print matches with illustration in a book.</p> <p>Exemplar:</p> <p>Discuss the front matter of the book to be read with the learners. Have learners use the front-page illustration to predict the story. During the reading, have learners track the text as you read. Pause often and let them count the words in the last sentences. Write the number of words in the last sentence of each page on the board. Compare and identify which of the sentences has more words than the other(s).</p>	<p>WP</p> <p>LL1</p> <p>LL3</p> <p>LL2</p> <p>LL1</p> <p>LL2</p> <p>LL3</p> <p>N4.2</p> <p>LL1</p>	<p>Communication and collaboration (CC)</p> <p>Personal Development and Leadership (PL)</p> <p>Critical thinking and Problem Solving</p> <p>Creativity and innovation (CI)</p>

	<p>K1.2.2.1.3 Listen, interact actively in a read aloud session on a story about the origin and history of a child’s family.</p> <p>Exemplars:</p> <p>Guide learners to talk about the front matter of the book. Do a picture walk and have learners predict what the story will be about. Introduce the vocabulary related to major languages in Ghana and where they are in Ghana. Show them the Ghana map and help them identify where their parent are from using thread (Use a pin to locate where the school is e.g. Accra, Cape Coast, etc. and string a thread to where they come from/hometown). Read the story, pausing often and have learners relate the story to their lives. Let them share their history as their parents told them. Have learners dance to a traditional music in their place they come from (<i>Have a recorded collection of traditional music from different region in Ghana for this activity. You can use your mobile phone</i>)</p> <p>K1.2.2.1.4 Identify the names and words with similar beginning sounds.</p> <p>Exemplars:</p> <p>Sing a song “<i>All those from Kumasi, stand up, and dance...</i>” and perform actions on it. Ask learners to mention the names of the hometowns of their family members. List them on the Chalkboard (Whiteboard). Pronounce them and have them listen and identify the towns with similar initial sounds. Eg. Kumasi, Konongo, Mankessim, Mamfe. Call learners to form a group according to the letter beginning the names of their towns. Have learners group and count towns with similar initial sounds. Compare the group with the highest number.</p>	<p>LL1</p> <p>LL3</p> <p>LL4</p> <p>LL5</p> <p>CA5.1</p> <p>LL4</p> <p>CA5.1</p> <p>LL3</p> <p>LL4</p> <p>N5.1</p> <p>LL6</p>	<p>Communication and collaboration (CC)</p> <p>Personal Development and Leadership (PL)</p> <p>Critical thinking and Problem Solving</p>
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	<p>K1.2.2.1.5 Talk about the basic concepts of writing: write from left to right, and top to bottom</p> <p>Exemplar:</p> <p>Learners have a warm up exercise. Have pupils tap their fingers one at a time on their thumb. Do one hand at a time and another as they learn movement.</p> <p>Introduce the learners to writing curves on a straight.</p> <p>Model how you do it and let them follow the direction of writing them on a line from left to right. Encourage more practice with learners writing in the sand and on their tablets. Have learners draw the heads of the members they are living with following the left to right and top to bottom direction. In pairs, have learners count the number of <i>males</i> and <i>females</i> in their drawings (Heads of their family members)</p> <p>K1.2.2.1.6 Use comparative language/phrases “more than”, “less than”, or “same as” to describe relationship between quantities</p> <p>Exemplar:</p> <p>Through interactive read aloud, introduce the concept “more than”, “less than” or “same as” in comparing objects. Collect a quick data on the different languages groups in the classroom. Represent the numbers with milk tins. Use comparative language “more than”, “less than”, or “same as” to describe the relationship between the milk tins collected for the languages.</p>	<p>N3</p> <p>LL4</p> <p>LL6</p> <p>CA2.3</p> <p>NI.1</p> <p>N4</p> <p>LL1</p> <p>LL3</p> <p>N4.2</p>	<p>Creativity and innovation (CI)</p> <p>Communication and collaboration (CC)</p> <p>Personal Development and Leadership (PL)</p> <p>Critical thinking and Problem Solving</p> <p>Creativity and innovation</p>
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	<p>Ask the question</p> <p>“Which language group has more members? Or: “Which groups have same members?</p> <p>K1.2.2.1.7. Draw a family tree that includes Grandpa and Grandma</p> <p>Exemplar:</p> <p>Have a sample family tree on the board and guide learners to draw their own. Using Pair share repeat, have learners talk about and compare their drawings. Learners in small groups, count and compare the number of <i>girls</i> and <i>boys</i> in their family tree using comparative language such as “<i>more than</i>”, “<i>less than</i>” or “<i>same as</i>”.</p>	<p>CA3</p> <p>CA3.2</p> <p>LLI</p> <p>N4.2</p>	<p>(CI)</p>
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SUB-STRAND 3	FAMILY CELEBRATIONS AND FESTIVALS		
Content Standard	Indicators and Exemplars	References	Core Competencies
<p>K1.2.3.1</p> <p>Demonstrate the knowledge of celebrations and festivals that the individual families celebrate.</p>	<p>K1.2.3.1.1 Talk about some special family days and activities e.g. birthdays, naming, festivals, etc.</p> <p>Exemplar:</p> <p>In a community circle, show a conversational poster of people celebrating a festival. Have learners observe the picture and using a think-pair share strategy, talk about what they see the members of families do. Put learners into smaller groups and let them talk about their family celebrations to each other and then share with the whole class. Have them talk about how they celebrate their birthdays. Have learners sing and dance to some of</p>	<p>WP</p> <p>LLI</p> <p>CA5.3</p>	<p>Communication and collaboration (CC)</p> <p>Personal Development and Leadership (PL)</p>

	<p>celebration songs e.g. <i>Happy birthday to you.... Bronya aba o, afe pa ato hEn... etc.</i></p> <p>KI.2.3.1.2 Demonstrate the proper way to handle a book</p> <p>Exemplar:</p> <p>Have learners observe and practise how to hold the book upright and open it cautiously as part of your pre-reading activities. Using a Big book, have some of the learners demonstrate the proper way of handling a book. During the interactive reading stage, call some of the learners to demonstrate how to open the pages. Repeat this activity throughout the reading. Have learners count the number of sheets or pages of the book read.</p> <p>KI.2.3.1.3 Listen, interact actively in a read aloud session on a story about families, and use the new vocabulary learnt to describe the roles and responsibilities of their family members.</p> <p>Exemplars</p> <p>Using a KWL strategy for your read aloud, have learners say what they <i>know</i> about some local festivals and what they <i>want</i> to know about it. Explain the new vocabulary and have learners use some of them to form sentences. During the reading stage, use questions that will highlight the new concepts the learners want to know the new vocabulary as well. After the reading the book, have learners share what they have learnt. Learners use the vocabulary learnt to talk about family celebrations. i.e. birthday, gifts, happy, etc. Draw their favourite part of the book and tell why</p> <p>KI.2.3.1.4 Talk about the basic concepts of writing: from left to right, and top to bottom</p> <p>Exemplar:</p>	<p>LL2</p> <p>LL1</p> <p>LL3</p> <p>LL1</p> <p>NI.1</p> <p>LL3</p> <p>LL1</p> <p>LL4</p> <p>LL5</p> <p>CA3.2</p> <p>LL6</p> <p>LL1</p>	<p>Critical thinking and Problem Solving</p> <p>Creativity and innovation (CI)</p> <p>Communication and collaboration (CC)</p>
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	<p>Learners have a warm up exercise. Have pupils snap their fingers one at a time on their thumb. Learners shake their hands in the air several times. Do one hand at a time and another.</p> <p>Introduce the learners to writing Vertical straight-line strokes from top to down and show them the direction of writing them on a line from left to right. Have learners practice writing the vertical straight-line strokes on their tablets</p> <p>K1.2.3.1.5 Use comparative language “more than”, “less than”, or “same as” to show relation between quantities/numbers</p> <p>Exemplar:</p> <p>Collect a quick data on the months that the learners are born. Represent the numbers with empty cans/tins or any other object. Use this information to compare learners born in different months. Compare the grouping, those born on January, February etc. finding out which group has more members than the other using the comparative language: “more than”, “less than”, or “same as” Use questions like “ Which group has more number of people? “Which groups have the same number of people? etc. to guide learners. “Which group has more members? “</p> <p>K1.2.3.1.6 Create special birthday cards for loved ones using different writing and drawing tools.</p> <p>Exemplar:</p> <p>Provide special cards with different colours and allow learners to use any writing tool to design different birthday cards for their family members. Have learners classify into sets the designed birthday cards according family members they designed for e.g. parents, siblings, grandparents, etc.</p>	<p>LL6</p> <p>N4</p> <p>LL1</p> <p>LL3</p> <p>N4.2</p> <p>CA2</p> <p>CA2.3</p> <p>LL1</p> <p>N3.1</p>	<p>Personal Development and Leadership (PL)</p> <p>Critical thinking and Problem Solving</p> <p>Creativity and innovation (CI)</p>
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SUB-STRAND 4	MY SCHOOL RULES AND REGULATIONS		
Content Standard	Indicators and Exemplars	References	Core Competencies
<p>K1.2.4.1 Demonstrate understanding of the rules and regulations that governs the members of the school</p>	<p>K1.2.4.1.1 Talk about the members of the school, activities they do and create rules and regulations that should govern their classroom.</p> <p>Exemplar: Use the Community Circle time strategy as described in the previous lessons for the theme introduction. Give learners the opportunity to talk freely with the teacher and peers about the theme. Ask leading questions to guide the discussion on the theme, 'Who are the members of the school family? What are some of the special activities that go on in school? What rules should we create to help the school family live in peace? Write down some relevant points for the classroom rules.</p> <p>K1.2.4.1.2 Demonstrate that print matches with illustration in a book.</p> <p>Exemplar:</p> <p>Using a book about rules and regulations with illustrated cover page, have learners predict the content of the book using the illustration on the cover. Discuss the meaning of the keywords with learner. During the reading, run a pointer under the words as you read to assist the learners track the text. Pause often and encourage learners to use illustration to predict the content/print on the page. Have learners count and tell the number of words in a sentence and sum up words in some selected sentences. Have learners draw a member of their school family and give a brief description of it.</p> <p>K1.2.4.1.3 Use the vocabulary acquired in the read aloud session to prepare rules and regulations to govern your school.</p>	<p>WP</p> <p>LL1</p> <p>LL2</p> <p>LL2</p> <p>LL1</p> <p>LL3</p> <p>NI.2</p> <p>CA3.2</p> <p>LL3</p>	<p>Communication and collaboration (CC)</p> <p>Personal Development and Leadership (PL)</p> <p>Critical thinking and Problem Solving (CP)</p> <p>Creativity and innovation (CI)</p>

	<p>Exemplar:</p> <p>In a community circle, have learners observe the picture and use the title of the big book on the theme to predict what would happen in the book. Pick out five new words and help learners understand them using illustration and action. Read the text pausing often and have learners understand other words in the text using the context clues. Let them answer factual questions on the text e.g. Who are the members of the school family? What rules govern their school? What do they do for the lawless learners who misbehave? Guide learners to create their own simple classroom rules for the using simple pictures and different colours to design the rules and post it on the classroom wall. Using the number line, have learners play “one more” to show the number of rules made guide behaviours in their classroom</p> <p>K1.2.4.1.4 Identify and look for more rhyming words in different rhymes related to school.</p> <p>Exemplars</p> <p>Talk about some of the different activities we do at school one of which is to learn and recite rhymes. Have learners recite common rhymes and identify some common rhyming sounds at the end. Learners should fish out the rhyming words as new vocabulary e.g.</p> <p><i>Hey diddle, diddle,</i></p> <p><i>The cat and fiddle,</i></p> <p><i>The cow jumped over the moon;</i></p> <p><i>The little dog laughed</i></p> <p><i>To see such sport,</i></p> <p><i>And the dish ran away with the spoon</i></p>	<p>LL1 LL2 LL6 CA4.2 N2.1 LL4 LL1 LL2 LL3 LL4 LL5 CA3.1 N2.1</p>	
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	<p>Have learners draw any object or animal mentioned in the rhyme. Have learners identify and group animals and other objects in two sets, one containing the animal(s) and one containing the other objects. Have learners count the number of items in each set and add them.</p> <p>K1.2.4.1.5 Recognize and identify the target letter name for the week in given words related to the school</p> <p>Exemplar:</p> <p>Write the letter for the week boldly on the chalkboard/whiteboard. Teach the pronunciation and show where it is in the keywords. E.g. /s/ for <i>school, sobolo, suku</i> etc. Put up a chart and have learners show you where the sound is located in the words, either at the initial, middle or ending. Demonstrate how to write the letter in the air. Learners take turns to practise writing in the air with you. Have them repeat this activity on other appropriate surfaces. Learners should practise writing the letter 5 times on their table and/or in their book. Learners who have this letter in their names should call out their names.</p> <p>K1.2.4.1.6 Solve story problems using comparative language “more than”, ”less than”, or “same as” to show relation between quantities/numbers</p> <p>Exemplar:</p> <p>Have learners sing the “week-day birthday” song and collect quick data on the number of people born on different days in the week. Guide learners to solve problems on “Which group has less members than the other? Practice with different numbers and sets of people, money and other</p>	<p>LL5</p> <p>LL1</p> <p>LL4</p> <p>LL5</p> <p>LL6</p> <p>N4</p>	<p>Communication and collaboration (CC)</p> <p>Personal Development and Leadership (PL)</p> <p>Critical thinking and Problem Solving (CP)</p> <p>Creativity and innovation (CI)</p>
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	objects. Show the sign to learners and have them write it down at the appropriate place in an equation/inequality on Chalkboard.	N4.2 LL1 LL6	
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KINDERGARTEN ONE TERM TWO

STRAND 3: VALUES AND BELIEFS			
SUB-STRAND 1: OUR FAMILY VALUES			
Content Standard	Indicators and Exemplars	References	Core Competencies
<p>K1.3.1.1 Demonstrate understanding of the good manners that our families value and why they value them.</p>	<p>K1.3.1.1.1 identify the good manners our families value and how it can change our personal likes and dislikes.</p> <p>Exemplar:</p> <p>In a Community Circle time, the learners should be asked to talk about what they like and dislike. Teacher scaffold them to share their reasons for their like and dislike. Write their likes and dislikes on the board or cut out manila cards using different colour of makers (e.g. blue marker for <i>likes</i> and red marker for <i>dislikes</i>).</p> <p>Through scaffolding, have learners talk about what their parents and grandparents (family) value. Discuss why learners sometimes refuse to do what families value and why it would not be good for them to do that. Have learners sort the “likes” from the “dislikes” and count the number of cards they will get from each group. Guide them use comparative language to describe the comparative language to describe the groups. Extend this activity by using concrete objects e.g. counters, shapes, etc.</p> <p>Teach the learners a song that shows the reward of showing good manners e.g.</p> <p><i>Abofra ye somako a</i></p>	<p>WP3</p> <p>LL1</p> <p>LL3</p> <p>LL4</p> <p>N4.2</p> <p>CA5.1</p>	<p>Communication and collaboration (CC)</p> <p>Personal Development and Leadership (PL)</p> <p>Personal development and Leadership (PL)</p> <p>Communication and collaboration (CC)</p>

	<p><i>Obiara pε n'asem 3^x</i></p> <p><i>Ntsi yε somako</i></p> <p>KI.3.1.1.2 Demonstrate that spoken words are represented in written words/print</p> <p>Exemplar:</p> <p>Using as Big book, model to learners by pointing to each word you read with a pointer. Highlight the awareness that spoken words can be written. Discuss the meaning of the keywords in the text while you read and assist learners give examples of synonyms of some selected keywords. Write the examples the learners give on the board to illustrate the concept. Through LEA, assist the class to create their version of the story read to them using some of the keywords learnt and write it on a manila card for them. Guide learners to illustrate their story.</p> <p>KI.3.1.1.3 Listen to a story on importance of exhibiting good manners in our everyday life and role-play how to use simple daily greetings with different people in the society.</p> <p>Exemplar:</p> <p>Greet and welcome learners to the community circle time. Introduce the theme for the week and invite learners to share some of the good manners that their parents insist on at home, e.g. <i>when they are eating, when they wake up from bed, when they receive visitors, when they are in public</i> etc.</p> <p>Tell them a nice Ananse story about the importance and benefit of greetings. Write the daily greetings on strips of manila cards. Show conversational poster and have learners identify the non-verbal behaviours that that learners show when greeting at school and elderly people. Have learners role play the daily greetings, showing appropriate non-verbal behaviours when greeting</p>	<p>LL2</p> <p>LL1</p> <p>LL3</p> <p>LL6</p> <p>CA4.2</p> <p>LL3</p> <p>LL1</p> <p>LL2</p> <p>LL3</p> <p>LL4</p>	<p>Creativity and Innovation (CI)</p> <p>Communication and collaboration (CC)</p>
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	<p>different people in the community. Using “Pick and act” have learners use the cut out manila strips to demonstrate the appropriate greeting they pick.</p> <p>K1.3.1.1.4 Recognise that spoken words are made up of individual speech sounds and letters that can be written down</p> <p>Exemplar:</p> <p>Have learners sing Alphabet song and point to the letters in the classroom. E.g. ABCD -F-G... Write some words on the board or manila cards, assist learners say the words slowly stretching them using a rubber band and have learners count the sounds they hear in the word. Repeat the activity with the names of some objects in the classroom and have learners say each of the words slowly, stretching them to hear the individual sounds, and count them. Highlight the sounds learners will be able to identify and assist learners to select the letter(s) that represent the sounds. Using phonics game, assist learners to replace different sound/letter at the beginning of some selected words to create new words e.g. /pin/ /sin/, /tin/, /bin/, /fin/ etc. /tan/, /man/, /pan/, /fan/, etc. Have learners count the number of words they can create and represent their answer visually arranging bottle tops, empty cans, cut out shapes, etc. or board illustrations with different colours of chalk or markers. Repeat these activities with different objects.</p> <p>K1.3.1.1.5 Recognize details in shapes and height of the letter for the week and write it legibly and correctly</p> <p>Exemplars:</p> <p>Learners watch teacher model the pre-writing exercise, learners emulate what the teacher does in a whole class, in groups and individually. Have learners write the letter in the air and on their tables. Talk about the height</p>	<p>LL4</p> <p>LL1</p> <p>LL2</p> <p>LL3</p> <p>LL4</p> <p>LL5</p> <p>LL6</p> <p>N3.2</p> <p>LL6</p> <p>LL1</p> <p>LL2</p> <p>LL6</p> <p>LL4</p> <p>CA2.2</p>	<p>Personal Development and Leadership (PL)</p> <p>Personal development and Leadership (PL)</p> <p>Communication and collaboration (CC)</p> <p>Creativity Innovation (CI)</p> <p>Critical thinking and Problem solving</p>
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	<p>and shape of the letter. Using dots or tracing, have learners practice writing new letter on slates and in their exercise book. Have learners give examples of words that the letter for the week can begin. Have learners use shapes e.g. circle, triangles, rectangles to create simple patterns with 2,3,2, 2,2,3,2, etc. Have learners clap and stamp their feet with the patterns</p> <p>K1.3.1.1.6 Show the time of the day using clock faces.</p> <p>Exemplar:</p> <p>Using a wooden or plastic clock, tell a short story about time. Talk about the times we greet in the morning and show it shows on the clock face. Have the keywords on cut out papers and use them to explain how we describe time of the day using the <i>long arm</i> and the <i>short arm</i> on the clock face. Have learners practice manipulating clock faces showing different time. Assist learners to locate the a given time on the clock face (e.g 6, 9)</p>  <p>6 O'clock</p> <p>Have learners create their own clock face using arts materials like play dough, clay, manila cards, etc.</p> <p>K1.3.1.1.7 Draw clock faces and write down the given time under it.</p> <p>Exemplar:</p> <p>Discuss the importance of time and why learners need to obey the times for school and classroom activities. Talk about times we greet in the morning and</p>	<p>N3.2</p> <p>LL2</p> <p>LL1</p> <p>LL3</p> <p>N4.1</p> <p>CA2.1</p> <p>LL6</p> <p>CA2</p> <p>LL1</p> <p>LL3</p> <p>N4.1</p>	<p>Communication and collaboration (CC)</p> <p>Personal Development and Leadership (PL)</p>
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	<p>show it on the clock face explaining how we describe time of the day using the long arm and the short arm. With different times written on cut out papers, have learners in pairs draw clock faces showing different times and write the times underneath e.g. 6, 7, 2, etc. E.g.</p>  <p>2 O'clock</p>	<p>LL1</p> <p>LL2</p> <p>LL3</p>	<p>Personal development and Leadership (PL)</p> <p>Communication and collaboration (CC)</p> <p>Critical thinking and Problem Solving (CP)</p> <p>Creativity and innovation (CI)</p>
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SUB-STRAND 3: MY CULTURAL VALUES			
Content Standard	Indicators and Exemplars	References	Core Competencies
	<p>K1. 3.2.1.1 Talk about some important cultural values and good manners that promote respect and politeness</p> <p>Exemplar:</p> <p>In a Community Circle time have learners sit in a semi-circle. Always welcome and greet the learners before you introduce the theme for the week. Have a cut-out papers with the polite words/phrases including greetings and discuss them with learners. Invite learners to demonstrate how to show respect to each other, to adults in our society, mother/father and then teachers. Display a conversational poster and have learners observe, think pair share and describe some behaviours that depict respect and politeness at home and at school.</p> <p style="text-align: center;"><i>E.g. saying “please, and “thank you”, asking permission before doing everything, e.g. saying “may I go out” etc..</i></p> <p>Create a scenario for learners to tell the appropriate polite words/phrases that they will use and why? Have learners role play some of the scenarios</p> <p>K1.3.2.1.2 Recognize the basic components of a book using the Big Book on Showing respect.</p> <p>Exemplars:</p> <p>Using a Big book on showing respect/politeness, have learners talk about the front/cover page, the body, and end page of a book. With the use of</p>	<p>LL4</p> <p>LL1</p> <p>LL3</p> <p>LL4</p> <p>LL6</p> <p>CA5.2</p> <p>N2.1</p> <p>LL3</p> <p>LL1</p> <p>LL2</p>	<p>Personal development and Leadership (PL)</p> <p>Communication and collaboration (CC)</p> <p>Critical thinking and Problem Solving (CP)</p> <p>Creativity and innovation (CI)</p> <p>Communication and collaboration (CC)</p>

	<p>picture walk from the cover page illustration and the body/content, have learners predict the content of the text. Discuss the meaning of the keywords before reading the book. Use interactive read aloud to assist learners to make connections with why they need to show respect to each other and their teachers. Have learners use some of the keywords sentences that depicts showing respect. Have learners filling the missing letters in the given polite words e.g. may, respect, please, thank, etc. Have learners count the number of letters they used to fill in the spaces of the words and represent the number of the letters on a number line.</p> <p>K1.3.2.1.3 Use positive words learnt from the teacher-read-aloud of the Big Book to talk about how to show respect to teachers and peers at school. Exemplar:</p> <p>Do a picture walk through the text and let the learners predict what the story will be about looking at the pictures. Learners listen to the Teacher-read-aloud the Big Book on a Girl who refused to listen to his parents and retell the story. Learners share what they learn from the story relating it to how good it is for a child to adopt their cultural values.</p> <p>Learners dramatize different ways to show respect to teachers and their peers at school and in the house. E.g. saying sorry, thank you, etc.</p> <p>Use vocabulary acquired from the text to create meaningful simple sentences. Have each learner count the number of words in their sentence and represent the number of words on a number line</p> <p>K1.3.2.1.4 Identify the location of individual sounds in a given word (beginning or end of a word)</p> <p>Exemplar:</p> <p>Introduce target letter-sound for the week to learners. Have learners identify words beginning with the letter-sound for the week</p>	<p>LL3</p> <p>CA5.2</p> <p>LL4</p> <p>N.2.1</p> <p>LL5</p> <p>LL1</p> <p>LL3</p>	<p>Personal Development and Leadership (PL)</p>
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	<p>Learners search for words with the letter sound at different position- beginning, middle and the ending sound. E.g. dada – the beginning sound is /d/ and /wind/ the sound is at the end. Learners practice the writing of the letter in the air, on other flat surfaces and write it boldly in their writing/exercise books. Read sentence strips to learners and have them identify words that begins with the letter-sound of under study. Have learners design the given letter using pebbles, shells, etc. and talk about their designs</p> <p>K1.3.2.1.5 Practice using the more than and less than concept and their signs to compare different items that learners like and don't like.</p> <p>Exemplar:</p> <p>Have learners talk about their likes and dislike. Using “Think-Pair share”, have learners enumerate behaviours they like and those that they dislike using shells, pebbles, sticks, etc. Have learners share their findings using comparative language “more than” and “less than”. Introduce learners to using the mathematical signs for the “more than” [$<$] and “less than” [$>$] to solve problems. Extend the activities with other objects.</p>		
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SUB-STRAND 3: OUR RELIGIOUS VALUES			
Content Standard	Indicators and Exemplars	References	Core Competencies
<p>K1.3.3.1 Demonstrate understanding of the religious and moral values and virtues we need to exhibit as good Christians and Muslims</p>	<p>K1.3.3.1.1 Recite rhymes and talk about religious values and how to show it</p> <p>Exemplar: Using poster and/or pictures, introduce the theme and let learners recite common rhymes and sing song that depict religious values. As whole class discuss the common moral values and virtues that the three major religious groups preach. E.g. love, forgiveness, living at peace with people, behave appropriately towards other people. Have cut out pictures of some of the values with their labels written under them “pick and act” activity. In small groups, have each group pick one of the cut-out pictures and dramatize the religious and/or moral values they picked.</p> <p>K1.3.3.1.2. Handle books correctly and with care.</p> <p>Exemplar: Using a Big book and other books, have learners demonstrate the appropriate way of handling books, holding books upright when reading, not bending the spine, opening the pages carefully in order not to tear the pages, etc. Have learners take turns to do “Pretend reading” using the appropriate book handling skills. Guide learners discuss the effects of mishandling books e.g. the spine/backbone of the will break, the sheets of the book will get torn, we will find it difficult to get books, etc. Schedule a book mending day with the learners to assist them to mend the class torn</p>	<p>WP3</p> <p>LL1</p> <p>LL3</p> <p>CA2.2</p> <p>LL2</p> <p>LL3</p> <p>LL2</p> <p>LL3</p> <p>CA4.1</p> <p>N4.1</p>	<p>Communication and collaboration (CC)</p> <p>Personal Development and Leadership (PL)</p> <p>Personal development and Leadership (PL)</p> <p>Communication and collaboration (CC)</p> <p>Creativity Innovation (CI)</p> <p>Critical thinking and Problem solving (PC)</p>

	<p>books. Using a book, explain 2/3 dimensional (2/3 D) shapes. With more activities and examples, assist learners identify and describe 2/3 D shapes.</p> <p>K1.3.3.1.3 Interact actively with peers during a teacher-read aloud session about religious and moral values, use visual information to understand the unfamiliar words when reading and use new vocabulary acquired to create short sentences.</p> <p>Exemplar:</p> <p>Using a Big book, have interactive read aloud with learners and assist them identify and tell the religious and moral values in the text. Use visual information to assist the explanation of the keywords before the interactive reading is done. Have learners use some of the unfamiliar words learnt to make simple sentences. After the reading, have learners relate the content of the book with their experiences. Encourages learners to share some of the experiences. Have learners identify the 2/3 D objects in the illustrations and have them group them into the two categories (2D and 3D). Use the comparative signs “more than” [$<$] and “less than” [$>$] to describe the data collected. Have learners draw their favourite 2D or 3D object.</p> <p>K1.3.3.1.4 stretch and count the number of sounds in a word and blend them together.</p> <p>Exemplar:</p> <p>Teacher holds a rubber band and model how to stretch examples of moral words while pronunciation so as to identify all the sound. List the words on the board or on cut out papers. As learners practice the select words, write the sounds identified on the board. Have learners in pairs play sound blending games where one stretches out the sounding of a word for the</p>	<p>LL5</p> <p>LL1</p> <p>LL2</p> <p>LL3</p> <p>LL4</p> <p>N4.1</p> <p>N4.2</p> <p>CA.3.1</p> <p>LL5</p> <p>LL1</p> <p>N.1.1</p> <p>LL2</p> <p>LL4</p> <p>LL5</p> <p>LL6</p>	<p>Communication and collaboration (CC)</p> <p>Personal Development and Leadership (PL)</p> <p>Communication and collaboration (CC)</p> <p>Critical thinking and Problem Solving (CP)</p>
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	<p>other to blend the sound to make out the word. Have learners repeat the activity with different words and introduce the concept of silent letters to learners e.g. <i>love</i>, <i>time</i>, <i>make</i>, etc.</p> <p>K1.3.3.1.5: Write letters legibly and boldly</p> <p>Exemplar:</p> <p>Go through prewriting exercise as in the previous writing exemplars. Write two words depicting moral values on the board. Have learners tell situations/occasion when the values are used. Help learners use the words to make simple sentences. Have learners spell the words and then write them into their books. After, have learners count the letters that make up each word and use objects such as pebbles, straws, counters, etc. to represent the letters. Have learners sum up the number of letters in the two words. Extend the activity by using different words or objects. Learners can also create patterns with the numbers of letters in each word</p> <p>K1.3.3.1.6 Write numeral 1 to 5 and represent them with different objects in the church, number of letters in a word etc.</p> <p>Exemplar</p> <p>Write selected words on the board. Have learners count number of letters in words. Have learners make simple sentences with the words in sentences. Using number cards, have learners identify words that have the same letters as the number card shown. Repeat the activity and then have match the words with the appropriate number. Have individual learner identify the numbers on cards and match it with correct numerals on another card. Have learners form patterns with the shapes representing the letters in words</p>	<p>LL1</p> <p>LL3</p> <p>LL6</p> <p>N2.1</p> <p>CA4.1</p> <p>N4</p> <p>LL1</p> <p>LL2</p> <p>LL3</p> <p>LL4</p> <p>N4.1</p> <p>CA4.1</p>	<p>Creativity and innovation</p> <p>(CI)</p>
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SUB STRAND 4: OUR BELIEFS			
Content Standard	Indicators and Exemplars	References	Core Competencies
<p>K1.3.4.1 Demonstrate understanding of and relating well with people with different beliefs</p>	<p>K1.3.4.1.1 Talk about God as the Creator of all things and discuss different ways that people worship him.</p> <p>Exemplar:</p> <p>Using the KWL strategy, introduce the theme for the week and assist learners to learn more about different beliefs system of their friends.</p> <p>K- Call on the learners to share what they know about God and what religious group they belong to. Learners should also mention the different ways they refer to God in their religious groups.</p> <p>W- Allow learners to ask question about what they want to know from their friends about how they worship.</p> <p>Learners talk about and dramatize how they worship, pray and the songs they sing.</p> <p>L- Encourage learners to appreciate each other and then share what they have learned (L) from their friends.</p> <p><i>Decorate the classroom with conversational posters of different religious groups and have learners use them as resource to talk about their beliefs.</i></p> <p>K1.3.4.1.2 Handle their religious scriptures (book) appropriately.</p> <p>Exemplar:</p> <p>Display different scriptures, the Bible, Learners Bible stories, the Quran and any others that the learners could bring. Using the learners’s book as the model, scaffold learners to identify how to open the books paying</p>	<p>WP3</p> <p>LL1</p> <p>LL3</p> <p>LL2</p> <p>LL3</p> <p>CA3.1</p> <p>LL5</p> <p>LL1</p> <p>LL2</p> <p>LL3</p>	<p>Communication and collaboration (CC)</p> <p>Personal Development and Leadership (PL)</p> <p>Personal development and Leadership (PL)</p> <p>Communication and collaboration (CC)</p> <p>Critical thinking and Problem Solving (CP)</p> <p>Creativity and innovation (CI)</p>

	<p>attention to the page numbers in the books. Use a short story to assist learners appreciate and respect other religious books. Have learners either sing or draw one object each that identify the three main religions in Ghana and talk about it.</p> <p>K1.3.4.1.3 Interact actively with peers during a teacher-read aloud session about religious beliefs, use visual information to understand the unfamiliar words when reading and use new vocabulary acquired to talk about their beliefs.</p> <p>Exemplar:</p> <p>Follow the before reading, during reading and after reading strategies as you read an informational text on different religious groups in Ghana and how they worship. Pause often and have the learners respond to the text by relating the information to their lives. Use visual information such as pictures to explain unfamiliar words such as mosque, chapel, etc.</p> <p>Learners identify and share what they have learnt about the things that we all do in common and things that are different about the three religious groups. Allow learners to talk a lot using the new vocabulary that they have heard from the book. Learners role play what their religious leaders do when leading worship. Have learners talk about and demonstrate how they will relate with their classmates and other learners in harmony although they belong to different religious groups. Count the letters in at least two religious books and/or name of worship place and use comparative language (“<i>more than</i>”, “<i>less than</i>”, “<i>same as</i>”) and signs ([<], [>], [=]) to describe the letters in the spelling of the religious books e.g. <i>Bible, chapel, Quran, Mosque, Shrine</i>, etc. You can extend this activity using different objects</p> <p>K1.3.4.1.4 Draw one activity that we do when worshipping God and label it with one or two words.</p>	<p>CA5.3</p> <p>LL5</p> <p>LL1</p> <p>LL3</p> <p>LL5</p> <p>CA.5.1</p> <p>NI.1</p> <p>N4.1</p> <p>CA5</p> <p>LL6</p> <p>LL1</p> <p>CA5.1</p>	<p>Communication and collaboration (CC)</p> <p>Personal Development and Leadership (PL)</p> <p>Personal development and Leadership (PL)</p> <p>Communication and collaboration (CC)</p> <p>Critical thinking and Problem Solving (CP)</p> <p>Creativity and innovation (CI)</p>
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	<p>Exemplar:</p> <p>Using poster and/or picture depicting the three main religion at worship, discuss the three main with the learners. Providing learners with sheet of paper or exercise books, have learners draw, paint and label one way to worship God and label it. Teacher provides different vocabulary on the whiteboard as a resource. Learners decorate the classroom with their pictures. Have learners sort the drawings according to the given criterion (e.g. religion, colours, size) and match the groups with number cards. You can have learners replicate the matching activity into their exercise books</p> <p>K1.3.4.1.5 Play different musical instrument, sing religious songs and dance on the music.</p> <p>Exemplar:</p> <p>Using different religious songs and musical instruments, have learners be in groups and perform and dance to the music of the three different religions in Ghana. Encourage learners to sing and dance together as a way of appreciating each other. Have learners discuss their performances. Create different everyday situations and scaffold learners to add numbers. E.g. Combine amount of money collected at church service, etc. Extend this activity with other objects. Using level-appropriate sight words, display sight words on cards and guide learners to read. Explain the words and guide learners to use the words to form short and simple sentences. Copy words in the exercise book.</p>	<p>LL3</p> <p>N5.1</p> <p>CA 5</p> <p>LL1</p> <p>CA5.3</p> <p>N2.1</p> <p>LL3</p> <p>LL4</p> <p>LL6</p>	
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STRAND 4: MY LOCAL COMMUNITY			
SUB STRAND 1: KNOWING THE SPECIAL PLACES IN MY LOCAL COMMUNITY			
Content Standard	Indicators and Exemplars	References to Core Contents integrated	Core Competencies
K1.4.1.1 Demonstrate understanding of the special places in our local communities	<p>K1.4.1.1.1 Visit and talk about some special places in our community</p> <p>Exemplar:</p> <p>Using a poster or pictures depicting special places in the community, have learners identify and name places in the community they have been to. Plan and take learners out to a field trip to special places like <i>the police station, the chief's house, etc.</i> Have learners talk about why these special places are important in the community. Have learners draw one the special places (discussed on the poster) they like best and tell the reason behind their drawing. Have learners group their drawing according to the drawn places write number under each group. Use the numbers to take learners through subtraction activities. You can also let learners use shapes to form patterns</p> <p>K1.4.1.1.2 Use visual information (illustrations) when reading.</p> <p>Exemplar:</p> <p>Using picture walk, allow go through the pictures from cover to cover as you flip the pages and let them talk extensively on what they see in the pictures</p> <p>Follow the before reading, during reading and after reading strategies as you read a big book on special places in the community</p>	<p>WP4</p> <p>LL1</p> <p>LL3</p> <p>CA3.1</p> <p>N2.1</p> <p>N3.1</p> <p>LL2</p> <p>LL1</p> <p>LL3</p> <p>CA4.1</p>	<p>Communication and collaboration (CC)</p> <p>Personal Development and Leadership (PL)</p> <p>Personal development and Leadership (PL)</p> <p>Communication and collaboration (CC)</p> <p>Creativity and Innovation (CI)</p>

	<p>Introduce the letter by teaching a tongue twister in which the sound is. (for example, /Kk/) <i>Kororoko ko nu kakaka be koklo kuku ko yeadu. (Ewe)</i></p> <p style="text-align: center;"><i>Kakaw na kaw na ayamukaw (Mfantse)</i></p> <p>Ask learners the sound they hear most. Teach the pronunciation of the letter-sound. Show learners how to write the letter, first, legibly and boldly on the chalkboard/whiteboard and provide a keyword. Demonstrate how to write the letter in the air, on the back of learners and on a flash card. Learners take turns with you to practice as a whole class, in small groups, in pairs and individually. Scaffold learners to search for words in the community in which we can find the target letter sound e.g. <i>bakery, lake, kite</i>, etc. Make a word wall (a chart on the wall) where you keep track of all the words found (a list of k words). Write and count words with the letter k in their exercise book.</p> <p>K1.4.1.1.5. Colour nicely a scene from the community and label it.</p> <p>Exemplar:</p> <p>Provide an outline or allow the learners to draw a scene from the special places visited, colour it nicely, put a caption or label on it using their own invented spelling and paste it in the classroom.</p> <p>K1.4.1.1.6 Demonstrate their understanding of the concept of addition by combining people and objects and finding how many altogether.</p> <p>Exemplar:</p> <p>Learners continue to use the concept of addition and subtraction this week</p> <p>Create a market scene where learners buy and sell different items in the community and use their understanding of the addition concept to combine</p>	<p>LL1</p> <p>LL2</p> <p>LL3</p> <p>LL4</p> <p>NI.2</p> <p>LL6</p> <p>CA3</p> <p>CA3.1</p> <p>LL6</p> <p>N2</p> <p>N2.1</p> <p>LL1</p>	<p>Communication and collaboration (CC)</p> <p>Personal Development and Leadership (PL)</p> <p>Communication and collaboration (CC)</p> <p>Creativity and Innovation (CI)</p>
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	money or number of items and find out how many altogether/how many are left? Create different everyday situations and scaffold learners to add numbers. Let learners work in pairs and individually to solve problems in their exercise books.	LL3 LL6	
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SUB STRAND 2: KNOWING (WHO) THE IMPORTANT PEOPLE / OCCUPATION IN MY COMMUNITY			
Content Standard	Indicators and Exemplars	References	Core Competencies
K1.4.2.1 Demonstrate knowledge of the people in the community and their occupation.	<p>K1.4.2.1.1 Talk about who the neighbours are, the work they do and how important their profession are in the community.</p> <p>Exemplar:</p> <p>Use the Community Circle time strategy as described in K1.3.2.1.1 for the theme introduction. Give learners the opportunity to talk freely with the teacher and their peers about the people in their neighbourhood and the work they do. Learners should first talk about the occupation of their parents. e.g. My parents are both farmers. Ask leading questions and job terminologies to guide the discussion on the theme (<i>teacher, nurse, doctor, police officer, trader, fisherman, fishmonger, etc.</i>). Play some songs and let learners sing it along with the tape. Talk about each profession and how important they are to the community. Learners select the work they want to do when they grow up and draw themselves their uniform. Sort the occupations into sets of formal and informal. Match the sets with their correct number</p>	<p>WP4</p> <p>LL1</p> <p>LL3</p> <p>LL4</p> <p>CA4.1</p> <p>N5.1</p> <p>LL2</p>	<p>Communication and collaboration (CC)</p> <p>Personal Development and Leadership (PL)</p> <p>Cultural identity and Global citizenship (CGC)</p> <p>Critical thinking and problem-solving (CP)</p> <p>Creativity and Innovation (CI)</p>

	<p>K1.4.2.1.2 Demonstrate that sentences are made of words and that words are separated in print.</p> <p>Exemplar:</p> <p>Use the “<i>Be the word</i>” game to demonstrate the concept. Cut up a sentence into individual words. Call a group of learners to rearrange the words to form the sentence. Each child picks a word and be that word when the sentence is being rebuild. Call the learners to rearrange the words to form the sentence. Make sure learners leave a space in between them when rearranging the words to form the sentence. Scaffold them to see how words are separated in print.</p> <p>K1.4.2.1.3. Interact with resource people from different occupation</p> <p>Exemplar:</p> <p>Have learners dress up in the uniform of the profession they are aspiring to become and interact with resource people from different profession.</p> <p>Resource people use the KWL strategy in their presentation.</p> <p>K- The learners say all they know about each job,</p> <p>W-They ask question about what they want to know. Coach the learners to ask the following two questions: What do you do? and How important is your work to the community.</p> <p>Resource people talk about themselves, what they do and why they are very important. The learners share what they have learnt. Have learners role play some of the occupations discussed</p> <p>K1.4.2.1.4 Recognize the letter-sound learnt in the previous week in words</p>	<p>LL1</p> <p>LL3</p> <p>LL4</p> <p>LL3</p> <p>LL1</p> <p>LL2</p> <p>LL3</p> <p>CA4.1</p> <p>LL4</p> <p>LL5</p> <p>LL1</p> <p>LL2</p> <p>LL3</p> <p>LL5</p>	<p>Critical thinking</p>
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	<p>Exemplar:</p> <p>Show word cards out to students, have learners identify the letter sound /K/ [k] in the list of words. [Kwasi (Yes) mama (no), Kofi] etc. Learners put their hands on the head when there is the target letter-sound in the word, if not they put their hands down. In groups, learners do a treasure hunt for words beginning with the target word in the classroom. The group that finds more words with the target letter wins the game. Copy selected words on the board for learners write into their exercise books</p> <p>KI.4.2.1.5 Write boldly and legibly the target letter for the week and add a name of a friend to it.</p> <p>Exemplar:</p> <p>Have learners practise exercising the fingers. Refer to the previous writing lesson, and have learners practise in the air, on the other surfaces and on paper. Have learners give examples of words that contain the letter of the week. Have learners form sentences with the selected words and count the words in their sentences. Learners in pairs sum up the number of words in their sentences.</p> <p>KI. 4.2.1.6 Draw themselves in the uniform of their aspired future job, colour it nicely and write the name of the job underneath.</p> <p>Exemplar:</p> <p>Show poster and/or pictures depicting professionals in informs. Learners choose their future jobs and talk to each other about why they made that selection. Learners draw and colour themselves and paste it all round the classroom. Have learners be in groups according to their chosen profession and count the members in each group. Represent the number visually</p>	<p>LL6</p> <p>LL6</p> <p>LL1</p> <p>LL3</p> <p>LL6</p> <p>N2.1</p> <p>CA4</p> <p>CA4.2</p> <p>LL1</p> <p>LL3</p> <p>N5.1</p>	<p>Communication and collaboration (CC)</p> <p>Personal Development and Leadership (PL)</p> <p>Cultural identity and Global citizenship (CGC)</p> <p>Critical thinking and problem-solving (CP)</p> <p>Creativity and Innovation (CI)</p> <p>Critical thinking</p>
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	<p>KI.4.1.1.6 Demonstrate their understanding of the concept of subtraction as separating and finding out how many is left.</p> <p>Exemplar:</p> <p>Learners review the concept of addition and concentrate on Subtraction this week. Create a market scene where learners buy and sell different items in the community and use their understanding of the subtraction concept to buy with money and ask for a change. The buyer asks the seller a question “how much is left”. Create different everyday situations and scaffold learners to subtract numbers. Let learners work in pairs and individually to solve problems in their exercise books.</p>	<p>N2</p> <p>LL1</p> <p>LL3</p> <p>N2.1</p>	
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SUB –STRAND 3: KNOWING THE SPECIAL LEADERS IN MY COMMUNITY			
Content Standard	Indicators and Exemplars	References	Core Competencies
<p>KI.4.3.1</p> <p>Demonstrate understanding and knowledge of the special leaders and their roles in our communities.</p>	<p>KI.4.3.1.1 Talk about and describe the traditional and religious leaders in our community.</p> <p>Exemplar:</p> <p>Using poster and/or pictures depicting special leaders in the community. Have learners talk about the religious leaders in their various religious groups. (E.g. Muslims – Imam, Christian churches-Pastors) and their roles.</p> <p>Talk about the traditional leaders and the role they play to support the community. Learners’ role play some activities of these leaders do to support the community. You can use a Big book and have learners role play turning of the pages of a story book to look at pictures on the left pages first then on the right and from top to bottom. Have learners count the community leaders identified during the picture walk.</p>	<p>WP4</p> <p>LL1</p> <p>LL3</p> <p>CA2.3</p> <p>LL2</p> <p>N2.1</p>	<p>Communication and collaboration (CC)</p> <p>Personal Development and Leadership (PL)</p> <p>Cultural identity and Global citizenship (CGC)</p> <p>Critical thinking and problem-solving (CP)</p>

	<p>KI.4.3.1.2 Listen attentively to an informational read aloud text on who our special leaders are and respond by sharing what they have learnt about the different ways they support the community.</p> <p>Exemplars:</p> <p>Use the KWL strategy and involve learners in the reading as much as possible.</p> <p>K-Learners talk about the leaders they know and what they do to support the community.</p> <p>W-Learners ask more question about the other leaders in the community and what they do?</p> <p>Teacher reads the text aloud, pausing as often as possible to give opportunity to the learners to interact with peers and the teacher.</p> <p>L-Learners share what they have learnt with whole class.</p> <p>KI.4.3.1.3 Sing traditional songs, play rattle and shakers, clap and dance on the correct rhythm.</p> <p>Exemplar:</p> <p>In a whole class, teacher leads in singing familiar traditional songs, let half the class clap and other play the shaker, while others dance.</p> <p>Learners take turns and change hands in playing and clapping so that everyone can practice the shakers on the correct rhythm. Have them talk about their experience in performing this activity</p>	<p>LL2</p> <p>LL1</p> <p>LL1</p> <p>LL2</p> <p>LL3</p> <p>LL4</p> <p>LL1</p> <p>LL1</p> <p>CA5.3</p> <p>LL3</p> <p>LL4</p>	<p>Creativity and Innovation (CI)</p> <p>Communication and collaboration (CC)</p> <p>Personal Development and Leadership (PL)</p> <p>Cultural identity and Global citizenship (CGC)</p> <p>Critical thinking and problem-solving (CP)</p> <p>Creativity and Innovation (CI)</p> <p>Communication and collaboration (CC)</p>
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	<p>KI. 4.3.1.4 Recognize and identify target letter name and the sound in items and names of words in the home</p> <p>Exemplar:</p> <p>Follow the procedure under indicator and <i>Exemplar KI.4.1.1.4</i> as you teach the new letter sound for the week. Start with a tongue twister, introduce the letter-sound (a vowel). Write in on the chalkboard and have learners pronounce the words after you. Have them write in the air and on other surfaces before they write into their exercise book. Show different word cards and have learners identify the letter sound in the words.</p> <p>KI.4.3.1.5. Role play the various leaders and what they do in the community.</p> <p>Exemplar:</p> <p>Learners play the roles of e.g. the traditional chief, the queen mother, the assemblyman and the PTA chairman at a meeting to improve on the conditions of the school. The class teacher should create more innovative ideas for this role play. (Dress students in Full regalia.</p> <p>Create different Adinkra symbols e.g. <i>Gye Nyame</i>, <i>Sankofa</i>, etc. for the chief's umbrella</p> <p>KI.4.1.1.6 Demonstrate their understanding of the concept of subtraction as separating and finding out how many is left.</p> <p>Exemplar:</p> <p>Learners review the concept of subtraction. Create different scenarios and story problems to help learners practise subtraction in a real-life situation. The chief came to the schools with 7 boxes of books and donate 5 boxes to our school. How many more are left? Repeat this with sharing of school</p>	<p>LL1</p> <p>LL2</p> <p>LL3</p> <p>LL4</p> <p>LL6</p> <p>CA5.1</p> <p>LL1</p> <p>LL2</p> <p>LL3</p> <p>LL5</p> <p>LL6</p> <p>NA2</p> <p>N2.1</p> <p>LL1</p> <p>LL3</p>	<p>Personal Development and Leadership (PL)</p> <p>Cultural identity and Global citizenship (CGC)</p> <p>Critical thinking and problem-solving (CP)</p> <p>Creativity and Innovation (CI)</p>
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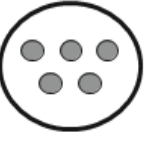
	materials, market scene where learners buy and sell different items in the community, etc.		
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STRAND 5: MY NATION GHANA			
SUB-STRAND: KI.5.1: HISTORY AND CELEBRATION OF GHANA'S INDEPENDENCE			
Content Standard	Indicators and Exemplars	References	Core Competencies
KI.5.1.1 Demonstrate knowledge of the history and independence of Ghana	<p>KI.5.1.1.1 locate their home regions on an outline map of Ghana and talk about the history behind their festivals.</p> <p>Exemplar:</p> <p>Display a big poster of the map of Ghana showing the 16 regions in different colours on the board. Guide learners to talk about their regions they come from and the festival they celebrate. Using cut out colour papers depicting the respective colours of the regions, model the location of your home region and the telling of behind your festival. Have learners take turns to pick the colour from the cut-out papers that is the same as the colour of their region, locate their region on the map and then tell a short history/what they know about their festivals. Have learners group cut out papers picked during the activity into colours and count. Have learners do addition and/or subtraction activities with the cut-out papers</p> <p>KI.5.1.1. Learners retell the story about Ghana's independence.</p> <p>Exemplar:</p> <p>Community Circle time: Use KWL strategy to deliver this lesson.</p> <p>K; Learners talk about any family or regional celebrations they know about, when they celebrate, why and what they do. They also share anything they know about Ghana's Independence Day celebration.</p>	<p>WP 5</p> <p>LL1</p> <p>LL2</p> <p>LL3</p> <p>LL4</p> <p>N2.1</p> <p>LL3</p>	<p>Communication and collaboration (CC)</p> <p>Personal Development and Leadership (PL)</p> <p>Cultural identity</p> <p>Cultural identity and global citizenship (CG)</p>

	<p>W-they are given the opportunity to ask questions related to what they want to know about the Independence Day celebration.</p> <p>Displaying a conversational poster, on Independence Day, teacher tells a short history about the Independence Day of Ghana and why we celebrate it on 6th March. L-Learners are given the chance to retell the story behind 6th March. Involve all learners in the talking by using the “pass the ball” (Learners pass a small ball round; the learner with the ball is the only one to talk). Have learners watch a video on 6th march celebration and/or role play a simple speech on what they will do to help advancement of Ghana at a 6th March celebration</p> <p>KI.5.1.1.2: Show peers that sentences are made of words and that words are separated in print.</p> <p>Exemplar:</p> <p>Play the “Be the word” game as described in KI. 4.2.1.2, using cut-up sentences to show that sentences are made up of words. Guide learners to rearrange the words to form sentences. Assist learners to demonstrate that writers have to leave spaces between the words. Play the games in small groups with different sentence strips. Call on group to demonstrate to whole class. Have learners form a simple sentence from the cut-up words and it write into their exercise books. Have learners count the letters in selected words and use them to do addition and/or subtraction activities. Extend this numeracy activities using other objects/word problem</p> <p>KI.5.1.1.3. Listen attentively and interact with peers during a teacher-read-aloud session about the Independence Day of Ghana</p> <p>Exemplar:</p> <p>Refer to the Reading instruction procedure in KI.3.4.1.3.</p>	<p>LL1</p> <p>LL2</p> <p>LL3</p> <p>CA 2.3</p> <p>LL2</p> <p>LL1</p> <p>LL2</p> <p>LL3</p> <p>L6</p> <p>N2.1</p> <p>LL1</p>	<p>Communication and collaboration (CC)</p> <p>Personal Development and Leadership (PL)</p> <p>Cultural identity</p> <p>Cultural identity and global citizenship (CG)</p> <p>Communication and collaboration (CC)</p> <p>Personal Development and Leadership (PL)</p> <p>Cultural identity</p>
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	<p>Encourage the learners to interact actively with peers during the teacher-read aloud session on the theme.</p> <p>Ask leading questions and have learners answer to bring out the main points in the text. Assist learners to use illustrations and picture to enable them to understand unfamiliar words. Learners use new vocabulary in describing activities that go on during the celebration of the Independence Day.</p> <p>Have learners draw Independence Day celebration scene</p> <p>Have learners use selected words to perform addition and subtraction activities. Extend the activities using different objects/materials</p> <p>KI.5.1.1.4 Demonstrate respect for the symbols and songs of our nation.</p> <p>Exemplar:</p> <p>Learners sing the national anthem along with a tape recording and recite the pledge with the necessary postures and gestures, i.e. Standing at attention, hand on chest, etc.</p> <p>In small groups, the learners use glue and pieces of materials in the colours of the national flag to build a large collage of the Ghana Flag.</p> <p>KI.5.1.1.5 Sing Alphabet song and point to the letters of the alphabet in the classroom.</p> <p>Exemplar:</p> <p>Learners sing different alphabet songs and perform actions on them, picking and showing the letters in turns</p> <p>Have learners use some of the selected words to make sentences</p>	<p>LL1</p> <p>LL3</p> <p>LL4</p> <p>LL5</p> <p>CA2.3</p> <p>N2.1</p> <p>LL2</p> <p>LL1</p> <p>LL2</p> <p>CA2.3</p> <p>CA1.1</p>	<p>Cultural identity and global citizenship (CG)</p> <p>Communication and collaboration (CC)</p> <p>Personal Development and Leadership (PL)</p> <p>Cultural identity</p>
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	<p>Recapping previous subtraction lessons, have the learners subtract the number of the focus letter from the other letters in a word. Extend the activities using other objects</p> <p>KI.5.1.1.6 Create and perform dance movements and music inspired by Ghanaian history and other cultures</p> <p>Exemplar:</p> <p>Learners listen to a music on Ghanaian history and dance to it (<i>You can let them watch a video to</i>) e.g. Hɛn ara asaase ni</p> <p>Teach the keywords and discuss the lyrics of the song with the learners</p> <p>Learners use improvised musical instrument to play their own music, accompanied by dance movements.</p> <p>Learners should organize a Kiddies march past. Let them sing some patriotic songs and march on it while others play instruments. One child can post as the President of Ghana while others salute.</p> <p>KI.5.1.1.7 Compose and decompose numbers up to ten</p> <p>Exemplar:</p> <p>Learners decompose a group 10 bottle tops, e.g. 6 and 4 or 5 plus 5. Teacher Scaffold learners to understand the terms Decomposing and composing numbers. <i>Composing means putting numbers together to make a whole and Decomposing means breaking down numbers into their sub-parts.</i></p> <p>Learners also use dot cards to decompose numbers (0-10), Learners look at a dot card (e.g. with 5 dots) and say how many dots they see' <i>If the teacher asks, how many dots do you see?</i></p> <p style="text-align: center;"><i>The child says, 'I see 3 and 2 dots'</i></p> <ul style="list-style-type: none"> • Have learners draw a line to join or circle the 3 dots and 2 dots separately e.g. Learners repeat activity with different number of dots 	<p>CA2</p> <p>LL1</p> <p>CA2.3</p> <p>LL4</p> <p>NI.2</p> <p>CA5</p> <p>CA5.3</p> <p>LL1</p> <p>LL3</p> <p>LL4</p>	
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	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>5</p> </div> <div style="text-align: center;">  <p>2 and 3</p> </div> <div style="text-align: center;">  <p>4 and 1</p> </div> </div> <ul style="list-style-type: none"> • Give learners cards with different number of dots e.g. 5, 6, 9, etc. and in pairs let them play the game “Pick and circle” (cut out cards with different number of dots. Write two figures under each circled dots into which the dots should be decomposed. Have learners decompose the dots in different forms and talk about their work e.g. 6 (2 and 4, 3 and 3, 5 and 1), 7(2 and 5, 3 and 4, 6 and 1), etc. e.g. 5 (3 and 2, 4 and 2) <div style="text-align: center; margin-top: 20px;">  </div>	<p>N2</p> <p>N2.2</p> <p>LL</p> <p>LL6</p> <p>LL1</p>	
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KINDERGARTEN I TERM 3

STRAND 6: ALL AROUND US

SUB STRAND: KI.6.1: LIVING AND NON-LIVING THINGS			
Content Standard	Indicators and Exemplars	References	Core Competencies
<p>KI.6.1.1 Demonstrate understanding of living and non-living things.</p>	<p>KI.6.1.1.1 Talk about different types of things around us and classify them into living things and non-living things</p> <p>Exemplar:</p> <p>In a community circle time, let learners recite poem or rhymes about some things around us. E.g. “Akoo ketewa bi” and talk about the key ideas in the poems</p> <p>Take learners out to observe and identify things around them.</p> <p>Let learners tell what they saw during the nature walk. Write their answers on the board</p> <p>Discuss which of the things are living things and those that are not (<i>Living Things</i> grow, move, feed, etc. and <i>Non-Living Things</i> do not grow, do not move, do not feed, etc.).</p> <p>Assist learners to classify the list on the board into living and non-living things</p>	<p>WP6</p> <p>LL1</p> <p>LL2</p> <p>LL3</p> <p>LL4</p> <p>N3.1</p>	<p>Communication and collaboration (CC)</p> <p>Personal Development and Leadership (PL)</p> <p>Personal Development and Leadership (PL)</p> <p>Communication and Collaboration (CC)</p> <p>Creativity and Innovation (CI)</p>

	<p>KI.6.1.1.2 Participate actively in an Interactive Read Aloud story about living and non-living things</p> <p>Exemplars:</p> <p>Take learners through the pre-reading activity of a Big book e.g. observe the book, have a picture walk with learners, predict the content of the story, etc.</p> <p>During the reading, ask questions and encourage learners to talk about what is being read to monitor their understanding.</p> <p>After the reading, take learners through post-reading activities e.g. tell the living and non-living things mentioned in the story, retell the story, summarize, tell what they liked about the story and why, etc.</p> <p>Have learners draw their version of one living thing and one non-living thing they saw in the book and talk about their drawings</p> <p>Have learners classify and count the living and non-living things read about. This can be done according to the pictures on the pages of the book. Extend this activity to include classification of cut out shapes, colours, and/or other objects</p> <p>KI.6.1.1.3 Blend letter sounds to form words related to the theme.</p> <p>Exemplars:</p> <p>Using letter cards, let learners identify the letter sounds.</p>	<p>LL1</p> <p>LL2</p> <p>LL3</p> <p>LL4</p> <p>CA3.2</p> <p>N3.1</p> <p>LL5</p>	<p>Problem Solving and Critical Thinking (PC)</p> <p>Communication and collaboration (CC)</p> <p>Personal Development and Leadership (PL)</p> <p>Personal Development and Leadership (PL)</p>
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	<p>Guide learners to clap the syllables of the names of objects e.g. cat, tree, river, bucket, book, table</p> <p>Learners use the letter cards to names some of living and non-living things. E.g. /c//a//t/, /b//oo//k/.</p> <p>Classify and count the words used in the activity according to syllables and use comparative language to describe the groups e.g.</p> <p style="padding-left: 40px;">One syllable word e.g. book, tree, cat, etc. Two syllable word e.g. bucket, table, etc.</p> <p>Extend the activity to include their drawing, things in the classroom, community, etc.</p> <p>Write at least two words each for living things and non-living things</p> <p>K1.6.1.1.4 Identify and write initial sounds of the objects.</p> <p>Exemplars:</p> <p>Using pictures clearly labelled, guide learners to identify some living and non-living things.</p> <p>Mention the word and let learners identify the initial letter sound and pick the correct letter sound to match it. Extend this activity to include other objects in the classrooms and/or community</p> <p>Have learners match pictures with their initial letter sounds in their books.</p> <p>K1.6.1.1.5 Identify and describe objects by colour names and size</p> <p>Exemplars:</p>	<p>LL1</p> <p>CA 2.1</p> <p>LL3</p> <p>LL4</p> <p>N3.1</p> <p>N4.2</p> <p>LL6</p> <p>LL6</p> <p>LL1</p> <p>LL4</p> <p>LL5</p> <p>LL6</p>	<p>Communication and Collaboration (CC)</p> <p>Creativity and Innovation (CI)</p> <p>Problem Solving and Critical Thinking (PC))</p> <p>Communication and collaboration (CC)</p> <p>Personal Development and Leadership (PL)</p>
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	<p>Using conversational posters about living and non-living things, let learners describe the colours, size and other features.</p> <p>Guide learners to use the colour names (red, yellow, green, white, black, etc.) to describe given items/objects on the poster e.g. trees, walls of buildings, dresses, etc.</p> <p>Guide learners to use the size (big, small, long, short, etc.) to describe given items/objects on the poster e.g. people, buildings, trees, etc</p> <p>Assist learners to create simple patterns using colour or size.</p> <p>Extend this activity to include sounds and movement patterns</p> <p>K.1.6.1.1.6 Recognise, sort, classify, describe and extend non-numerical patterns.</p> <p>Exemplars:</p> <p>Using cut out papers and/or cards assist learners to recognise and describe a simple repeating non-numerical pattern of sound, shapes, colours, etc. (e.g. repetition of 2,3, 2 pattern)</p> <p>e.g Sound 2,3,2 (clap, clap-snap, snap, snap-clap,clap)</p> <p>Shapes <u>2,3,2</u> (■ ■ ● ● ● ■ ■)</p> <p>Colour 2,3,2,3 (▲▲ ▲▲▲ ▲▲▲ ▲▲▲)</p> <p>Have learners in pairs form simple repeated patterns according to a given pattern and extend it. You can let learners do this activity individually.</p>	<p>N3</p> <p>LL1</p> <p>LL3</p> <p>N3.2</p> <p>CA 4.1</p> <p>N3</p> <p>LL1</p> <p>LL3</p> <p>N3.1</p> <p>CA 4.1</p>	<p>Personal Development and Leadership (PL)</p> <p>Communication and Collaboration (CC)</p> <p>Creativity and Innovation (CI)</p> <p>Problem Solving and Critical Thinking (PC)</p>
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SUB STRAND: KI.6.2: LIVING THINGS – ANIMALS (DOMESTIC AND WILD)																							
Content Standard	Indicators and Exemplars	References	Core Competencies																				
KI.6.2.1 Demonstrate understanding of domestic and wild animals.	<p>KI.6.2.1.1 Sing and talk about different kinds of animals, what they eat, the sound they make and put them into groups.</p> <p>Exemplars:</p> <p>In community circle time, learners recite the poem “Fiddo is a dog” and have them discuss the poem. Use the discussion to explain domestic animal to the learners e.g. Animals in the home – cat, dog, goat, hen, etc.</p> <p>Learners watch a video/conversational poster and talk about domestic animals regarding what they eat and their uses as well as the sound they make. E.g.</p> <table border="1"> <thead> <tr> <th>Animal</th> <th>What they Eat</th> <th>Uses</th> <th>Sound They Make</th> </tr> </thead> <tbody> <tr> <td>Dog</td> <td>Food & plant</td> <td>Pet/Protection</td> <td>Barks (wow, wow)</td> </tr> <tr> <td>Cat</td> <td>Food & plant</td> <td>Pet/Protection</td> <td>Meow</td> </tr> <tr> <td>Sheep</td> <td>Plant</td> <td>Meat (Food)</td> <td>Bleat (Μβεε/μμεε)</td> </tr> <tr> <td>Cock/Hen</td> <td>Food & plant</td> <td>Meat (Food)</td> <td>Crow etc.</td> </tr> </tbody> </table> <p>Have learners sing “Old MacDonald has farm” to make the sounds of the domestic animals</p> <p>Guide learners to discuss other living things around the home. Insects – ant, house fly, grass hopper, lizard, etc. and how to prevent them</p>	Animal	What they Eat	Uses	Sound They Make	Dog	Food & plant	Pet/Protection	Barks (wow, wow)	Cat	Food & plant	Pet/Protection	Meow	Sheep	Plant	Meat (Food)	Bleat (Μβεε/μμεε)	Cock/Hen	Food & plant	Meat (Food)	Crow etc.	<p>WP 6</p> <p>LL1</p> <p>LL2</p> <p>LL3</p> <p>LL4</p> <p>LL5</p> <p>N3.1</p>	<p>Communication and collaboration (CC)</p> <p>Personal Development and Leadership (PL)</p> <p>Personal Development and Leadership (PL)</p> <p>Communication and Collaboration (CC)</p> <p>Creativity and Innovation (CI)</p>
Animal	What they Eat	Uses	Sound They Make																				
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Cock/Hen	Food & plant	Meat (Food)	Crow etc.																				

	<p>Guide learners to sort and count the domestic animals discussed into those that are used for food and those for pet. Have learners use comparative word to describe the groups. Guide learners to create simple patterns using shapes, sounds or colours. Have learners draw their own patterns with a given pattern e.g. 3,2,2; 2,2,3,2, etc.</p> <p>K16.2.1.2 Handle a book correctly e.g. hold the book upright and open right to left</p> <p>Exemplars:</p> <p>The whole class recites one known poem about domestic animals.</p> <p>As part of the pre-reading activities, have learners in group take turns to hold and open a Big book. During the picture walk, have them discuss the pictures given attention to the pages.</p> <p>Using Echo-reading, guide learners to read aloud the sentences. Have some of them open the pages during the reading. Use this stage to highlight book concept (proper way of holding book, opening the pages, etc.). Use questions to monitor learners understanding of the content</p> <p>Have learners do pretend reading during which you encourage learners to demonstrate the appropriate handling of book with them</p> <p>K1.6.2.1.3 Tap or clap and count the syllables of the names of animals and identify the initial sound of the animal names</p> <p>Exemplar:</p>	<p>CA4.1</p> <p>LL2</p> <p>LL1</p> <p>LL2</p> <p>LL3</p> <p>LL4</p> <p>CA5.1</p> <p>LL4</p> <p>N3</p> <p>LL1</p> <p>LL4</p> <p>CA2.1</p>	<p>Problem Solving and Critical Thinking (PC)</p>
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	<p>Have learners sing a song or recite a poem about and let them mimic the sound of the various animals in the song.</p> <p>Play a song in the Computer/phone/CD player and ask learners to mention animals and clap the syllabus in their names and also the song.</p> <p>Have learners create patterns with the syllables in selected names of domestic animals using cut out shapes or colours e.g. 1,2,1,2- dog (1), chicken (2), cat (1), puppy (2). Extend this activity with word more syllables</p> <p>K1.6.2.1.4 Review list of letter sounds learnt and use letter sounds to list and match the pictures of domestic animals.</p> <p>Exemplars:</p> <p>Using pictures (with respective label highlighting the beginning letter) recap the letter sounds learnt. Guide learner to give examples of words/objects that begin with the given letter.</p> <p>In groups of three, give out papers and ask learners to list animals in their homes whose names begins with-</p> <ol style="list-style-type: none"> 1. /g/ - goat 2. /c/ - cat 3. /d/ - dog <p>Let learners make simple sentences with the names of animals listed. Have learners write the name of a domestic animal they like most</p> <p>Have learners sort and group the picture cards according to beginning sound of their labels. Guide the learners count the number of card in each</p>	<p>N3.2</p> <p>LL4</p> <p>LL1</p> <p>LL2</p> <p>LL3</p> <p>LL6</p> <p>N4.2</p>	
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	<p>group and use comparative language to describe the groups. You can also have learners use the groups for addition and/or subtraction activities</p> <p>K1.6.2.1.5 Identify and describe objects by colour names and size.</p> <p>Exemplars:</p> <p>Using pictures, have learners talk about the different features of animals and use them to compare the animals by colour names and sizes. Extend this activity with other objects/things. With outline of some domestic animals have learners colour their favourite animal on a card and discuss their colour work. You can have them create pattern using shapes/colours with some given criteria.</p> <p>K1.6.2.1.6 Recognise, sort, classify, describe and extend non-numerical patterns.</p> <p>Exemplars:</p> <p>Recap activities on K.1.6.1.1.6 and K1.6.2.1.3, assist learners to recognise and describe a simple repeating non-numerical pattern (up to a repetition of 3, 2 pattern)</p> <p>Have learners create pattern with sound using rhythm in a poem/rhyme/song. Guide them repeat this activity with syllable in words. You can let them use shapes/colours to create pattern</p>	<p>N4</p> <p>N4.1</p> <p>LL1</p> <p>LL3</p> <p>CA3.2</p> <p>N3</p> <p>LL1</p> <p>N3.1</p> <p>CA1.1</p> <p>LL4</p>	
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SUB STRAND 3: WATER			
Content Standard	Indicators and Exemplars	References	Core Competencies
<p>K1.6.3.1 Demonstrate understanding of sources of water and its uses.</p>	<p>K1.6.3.1.1 Talk about where we get water from and its uses.</p> <p>Exemplars:</p> <p>In community circle time, let learners sing and recite rhymes about water. Using a conversational poster, have learners talk about on the sources of water. E.g. rain, well, river, stream, pond, lake, sea, lagoon, etc. Have learners discuss where they get water in their community. Have learners discuss uses of water e.g. drinking, washing, bathing, cooking, watering plants/flowers, etc. Have learners form simple sentence using the sources of water. Repeat this activity with the uses of water. With the aid of conversational poster, have learners draw any of the sources of water</p> <p>K1.6.3.1.2 Listen and interact with teacher and peers as they listen to a read aloud text on the uses.</p> <p>Exemplars:</p> <p>Have learners sit in a semi – circle position and take them through the pre-reading activities (e.g. discussing the cover page/front matter, picture walk, prediction, explanation of keywords, etc.). Have learners use some of the keywords to make simple sentences. During the reading, show and point to the words while reading an information text on the uses of water to the learners. Ask questions during the reading to assist learners monitor their understanding. Take learners through the post-reading activities (retell, answering questions, summarizing, etc.). Have learners write the names of 3 sources of water into their exercises books. Guide learners to tell the sequence/position/order of the sources of water as they appeared in the text (e.g. 1st, 2nd, 3rd, 4th). You can explain the above numeracy</p>	<p>WP6</p> <p>LL1</p> <p>LL3</p> <p>LL4</p> <p>CA 3.1</p> <p>LL4</p> <p>LL1</p> <p>LL2</p> <p>LL3</p>	<p>Communication and collaboration (CC)</p> <p>Personal Development and Leadership (PL)</p> <p>Personal Development and Leadership (PL)</p> <p>Communication and Collaboration (CC)</p> <p>Creativity and Innovation (CI)</p> <p>Problem Solving and Critical Thinking (PC)</p>

	<p>activity asking 5 learners to form a queue and say their position from e.g. 1st to 4th.</p> <p>K1.6.3.1.3 Recognise letter sounds and names which begin words that describe how human beings and animals use water.</p> <p>Exemplars:</p> <p>Using conversational poster and/or pictures, guide learners to mention a word related to how humans, plants and animals use water. Guide learners to identify the initial sound of the listed words on the board (e.g. drinking, washing, bathing, cooking, gardening,). Repeat this activity with the ending sounds of the listed words. E.g. drinking- the initial sound is /d/, ending sound is /ng/. Using “Pick and Act” have learners role play some of the uses of water. You can also use “Charade” (one-person act without talking for others to guess the meaning) for this activity. Have learners tell the position of the arranged cut out colour paper with the uses of water on it.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <div style="background-color: #4a86e8; color: white; padding: 5px; width: 60px; margin: 0 auto;">Bathing</div> <div style="margin-top: 5px;">1st</div> </div> <div style="text-align: center;"> <div style="background-color: #e91e63; color: white; padding: 5px; width: 60px; margin: 0 auto;">Cooking</div> <div style="margin-top: 5px;">2nd</div> </div> <div style="text-align: center;"> <div style="background-color: #ffeb3b; padding: 5px; width: 60px; margin: 0 auto;">Drinking</div> <div style="margin-top: 5px;">3rd</div> </div> <div style="text-align: center;"> <div style="background-color: #66bb6a; padding: 5px; width: 60px; margin: 0 auto;">Washing</div> <div style="margin-top: 5px;">4th</div> </div> <div style="text-align: center;"> <div style="background-color: #c05942; padding: 5px; width: 60px; margin: 0 auto;">Gardening</div> <div style="margin-top: 5px;">5th</div> </div> </div> <p>Extend this activity with shapes and other objects e.g.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <div style="background-color: #4a86e8; width: 40px; height: 40px; margin: 0 auto;">▲</div> <div style="margin-top: 5px;">1st</div> </div> <div style="text-align: center;"> <div style="background-color: #4a86e8; width: 40px; height: 40px; margin: 0 auto;">▲</div> <div style="margin-top: 5px;">2nd</div> </div> <div style="text-align: center;"> <div style="background-color: #4a86e8; width: 40px; height: 40px; margin: 0 auto;">▲</div> <div style="margin-top: 5px;">3rd</div> </div> <div style="text-align: center;"> <div style="background-color: #4a86e8; width: 40px; height: 40px; margin: 0 auto;">▲</div> <div style="margin-top: 5px;">4th</div> </div> <div style="text-align: center;"> <div style="background-color: #4a86e8; width: 40px; height: 40px; margin: 0 auto;">▲</div> <div style="margin-top: 5px;">5th</div> </div> <div style="text-align: center;"> <div style="background-color: #4a86e8; width: 40px; height: 40px; margin: 0 auto;">▲</div> <div style="margin-top: 5px;">6th</div> </div> </div>	<p>LL4</p> <p>LL6</p> <p>N4.3</p> <p>LL4</p> <p>LL1</p> <p>LL4</p> <p>LL5</p> <p>CA5.1</p> <p>N4.3</p>	
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K1.6.3.1.4 Use a variety of new vocabulary learnt about the sources of water to make simple sentences orally.

Exemplars:

Using word cards and conversational posters, revise the meaning of the keywords and list the new keywords and explain to learners. Guide learners to use the words in talking about uses of water in their everyday life. E.g. I drink water every day.

Have learners pick picture and word card and orally make own sentences.

Display a word grid/chart with the sources of water and guide learners identify the position on a given source of water. E.g. Sea-Rain is on the left of sea; lake is on top of sea; lagoon is on the right of sea etc.

Pond	Lake	Well
Rain	Sea	Lagoon
River		Stream

Extend this activity with number grid and/or other objects and have learners work in groups to identify numbers in different positions around a chosen number

4	2	0
1	6	9
5	8	3

LL3

LL1

LL2

LL3

LL4

N4.3

CA2

	<p>KI.6.3.1.5 Design, make, exhibit, and respond to own or others art works (2-dimensional and 3-dimensional).</p> <p>Exemplars:</p> <p>Learners make a picture of any of the sources of water using the conversational poster as a guide. Have learners talk about their own drawing and that of others using positive language. Have learners label their drawing (write the name of the source of water they drew under their drawing). Have learners sort their drawing according to colours, shape and size and arrange them. Have them tell the position of a selected drawing</p> <p>KI.6.3.1.6 Describe the position of objects.</p> <p>Exemplars:</p> <p>Using interactive on position of things, encourage learners to about the sequence of the items read about. Arrange objects and guide learners to say the position of each of the object (1st to 5th). Display a number grid and guide learners describe the position of a given number as was in KI.6.3.1.4 and KI.6.3.1.5. Extend the activities to include other objects/items</p>	<p>CA2.2</p> <p>LL1</p> <p>LL2</p> <p>LL6</p> <p>N4.3</p> <p>N4</p> <p>LL1</p> <p>LL2</p> <p>LL3</p> <p>N4.3</p>	
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SUB STRAND 4: AIR			
Content Standard	Indicators and Exemplars	References	Core Competencies
KI.6.4.1 Demonstrate understanding of the presence of air and tell its importance.	<p>KI.6.4.1.1. Share their understanding and describe the presence of air through experimentation.</p> <p>Exemplars:</p> <p>In community circle time, Learners sing songs, recite rhymes (air 3x I can't see you.....) and discuss what was said about "air" in the song/rhyme. Have indoor activities on the experimentation of the presence of air e.g. give learners balloons and let them blow air into it (balloon) and discuss the outcome. Take learners outside the classroom to fly a kite, tie cloths around their waist and hold the opposite ends over their heads while they run. etc.</p> <p>Have learners talk about their experience after the activities.</p> <p>KI.6.4.1.2. Use visual information to help them understand the text they read.</p> <p>Exemplars:</p> <p>Take learners through pre-reading activities to activate the prior knowledge. In the "While reading", let learners predict what they think would happen before reading each page of the big book. When learners predict come true, let them justify it before they predict the content of the subsequent pages. Use picture clue to assist the understanding of the uses of air (breathing, cooling, funning, etc.) as well as the content. Have learners illustrate and label their favourite part of the text read. Have them tell and count the experiment on the presence of air read about. Guide</p>	<p>WP6</p> <p>LL1</p> <p>LL2</p> <p>LL3</p> <p>LL4</p> <p>LL5</p> <p>LL2</p> <p>LL1</p> <p>LL3</p> <p>LL6</p> <p>N4.3</p>	<p>Communication and collaboration (CC)</p> <p>Personal Development and Leadership (PL)</p> <p>Personal Development and Leadership (PL)</p> <p>Communication and Collaboration (CC)</p> <p>Creativity and Innovation (CI)</p> <p>Problem Solving and Critical Thinking (PC)</p>

	<p>learners identify and describe how the experiments were sequenced in the text using positional words/phrases</p> <p>K1.6.4.1.3 Recognize the position of the target sounds in words either at the initial, middle or the ending of the words related to the theme.</p> <p>Exemplars:</p> <p>Write the target sound on the chalk board. Using word cards, assist learners identify and discuss the position of the target sound. Guide them clap/stamp the number of the target sound in some selected words. In groups of three, give out word cards and ask learners to identify and clap the number of target sound in the word. E.g. Holding - /o/, nose - /o/.</p> <p>Have learners write and fill in the missing letters of some given words</p> <p>Give learners selected words to tell the position of the target sound. Extend this activity to include cut out coloured shapes, objects, etc.</p> <p>K1.6.4.1.4 Use a variety of new vocabulary learnt about importance of air to make simple sentence orally.</p> <p>Exemplars:</p> <p>In a community circle time, have discuss the uses of air in our everyday life. Using word cards, have learners pick and act out the words in relation to the theme with the guidance of the teacher. E.g. breathing, cooling, funning etc. Guide learners to make sentences with the selected words on uses of air. Guide learners to make 4 words from “Breathing” (e.g. in, eat, ten, tin, bin, ban, an, ran, etc.) and write them in their exercise books. Recap numeracy activities on the positions of numbers/letters and have learners write the position of the letter in bold print of the following words: air, kite, cooling, balloon, cloth,</p>	<p>LL4</p> <p>LL1</p> <p>LL2</p> <p>LL5</p> <p>N4.3</p> <p>LL3</p> <p>LL1</p> <p>LL2</p> <p>LL5</p> <p>LL6</p> <p>N4.3</p>	
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	<p>K1.6.4.1.5 Derive meaning and make judgment about artworks using the senses according to its beauty.</p> <p>Exemplars:</p> <p>Using pictures/conversational poster, guide learners to observe some art work on the experiments of presence of air and uses of air in the community and talk about them. Have learners demonstrate some of the uses of air and use positive language to talk about it. Using LEA, assist learners to compose a simple story on the picture/conversational poster</p> <p>K1.6.4.1.6 Describe the position of objects.</p> <p>Exemplar:</p> <p>Recap lesson on positions of objects/numbers, guide learners to line up pictures of objects that use air and name their position. E.g. the balloon is first. Extend the activity to include different objects/numbers/shapes.</p>	<p>CA3</p> <p>LL1</p> <p>CA3.3</p> <p>LL2</p> <p>LL4</p> <p>N4</p> <p>LL1</p> <p>LL3</p> <p>N4.3</p>	
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SUB STRAND 5: PLANTS -I			
Content Standard	Indicators and Exemplars	References	Core Competencies
K1.6.5.1 Demonstrate understanding of the parts of plants and their functions.	<p>K1.6.5.1.1. Sing and talk about parts of a plants and their functions</p> <p>Exemplars:</p> <p>In a community circle time, let learners sing songs about plants and discuss the parts.</p>	<p>WP</p> <p>LL1</p> <p>LL2</p> <p>LL3</p>	<p>Communication and collaboration (CC)</p> <p>Personal Development and Leadership (PL)</p>

	<p>Using a picture or a real plant, guide learners to point to and name the part (roots, stem, leaf/leaves). After detailed discussion have learners make sentences with the parts of plant e.g. this is the leaf, this is the roots. Post a drawn tree on the board, using word cards, have learners pick and post the card at the appropriate part. Repeat the activity to ensure that learners can identify the main parts of a tree. Using a poster or picture, have learners draw, colour and label a plant and talk about their drawing using the right terms/names.</p> <p>K1.6.5.1.2 Talk about the cover page of the book and point to individual words while listening to the teacher read aloud.</p> <p>Exemplar:</p> <p>As part of the pre-reading activities, show and talk about the cover page, let learners identify the colour and some letters written on the book e.g. title of the book, name of the writer, etc. Run a pointer under the words while reading, use questions to encourage learners talk about parts and usefulness of plants to human beings as they listen to a read aloud story on plants (the last tree dies the last man dies)</p> <p>In addition to the picture of trees in the book, display 3-D objects with varied attributes and have learners touch and feel during the discussion. Guide learners describe the given 3-D objects according to a given attribute e.g. shape, size etc. with words/phrases/sentences like “round”, “flat”, “The book is flat”, “A pencil rolls”, “An eraser is smaller than a book”</p> <p>K1.6.5.1.3 Blend individual sounds and decode simple words which relates to the theme.</p> <p>Exemplar:</p> <p>Using the letter cards, guide learners to arrange and blend the letter sounds to form the names of the parts of plants. E.g. /r//oo//t, /s//t//e//m,</p>	<p>LL5</p> <p>LL6</p> <p>CA2.3</p> <p>LL2</p> <p>LL1</p> <p>LL3</p> <p>LL4</p> <p>N4.2</p> <p>LL5</p> <p>LL1</p> <p>LL2</p> <p>LL4</p> <p>LL6</p> <p>N4.2</p>	<p>Personal Development and Leadership (PL)</p> <p>Communication and Collaboration (CC)</p> <p>Creativity and Innovation (CI)</p> <p>Problem Solving and Critical Thinking (PC)</p>
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	<p>///ea//f. Have them spell and pronounce the words using “Pick and spell” Have learners make simple sentences with the words and then fill in the missing letters in the given words into their exercise books. Have discuss 2-D and 3-D objects using real and drawn objects. Have them compare some of the objects according to a given attributes as done in KI.6.5.1.2.</p> <p>KI.6.5.1.4 Use a variety of new vocabulary learnt about plants to make simple sentences, draw and write the initial letter sounds.</p> <p>Exemplars:</p> <p>Using a clearly labelled tree, recap lessons on the parts of tree and take learners through the keywords, guide them to identify the initial letter sounds. Have learners play “Show and tell” or “Letter hunt” to highlight the initial sound of the words. Ask learners to draw and indicate the initial letter sounds of the parts.</p> <p>KI.6.5.1.5 Make art works with the elements of art</p> <p>Exemplars:</p> <p>Using leaves and saw dust, guide learners to make a collage of a tree and talk about their art work indicating the parts of a plant. Using positive language, have learners make simple sentence about their art work.</p> <p>KI.6.5.1.6 Describing the position and motion of objects in relation to others.</p> <p>Exemplars:</p> <p>Recap lessons of position of objects. Using pictures of different kinds of plants, guide learners to identify and talk about the position of each of the plants. E.g. The flower is the 5th. Ask learners to colour a particular position. Extend the activities to include number/object grid</p>	<p>LL3</p> <p>CA3</p> <p>LL1</p> <p>LL2</p> <p>LL4</p> <p>CA3.3</p> <p>CA4</p> <p>CA4.2</p> <p>LL1</p> <p>LL2</p> <p>LL4</p> <p>N4</p> <p>LL1</p> <p>N4.3</p> <p>CA2.2</p>	
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SUB STRAND: PLANTS – 2			
Content Standard	Indicators and Exemplars	References	Core Competencies
<p>K1.6.6.1 Demonstrate understanding of how plants grow</p>	<p>K1.6.6.1.1 Talk about and discuss how plants and what human should do to enhance the growth process</p> <p>Exemplars:</p> <p>Have learners sit in a semi-circle position and recite a rhyme about plants. E.g. “Plants can grow”. Have learners identify the key things said about plants in the rhyme.</p> <p>Using pictures, discuss with learners how plants grow; emphasizing on the things plants need in order to grow well (water, air, good soil). Have learners use the treated keywords form sentences on how plants grow. Using LEA, have learners compose simple story on a manila card about how plant grow. Have learners illustrate their composed story.</p> <p>K1.6.6.1.2 Talk about the cover page and identify how plants grow in a read aloud story</p> <p>Exemplar:</p> <p>Using a story book on the theme, ask learners to talk about the cover page and open the book correctly. Have learners do pretend reading and guide them open the pages correctly.</p> <p>Using Echo-reading strategy, read aloud the story and guide learners to read aloud too. Use questions to assist learners to monitor their understanding and highlight the proper handling of books</p> <p>Use varied questions for the after-reading stage to reinforce the proper handling of books. Ask simple questions about the story for learners to answer.</p>	<p>WP6</p> <p>LL11</p> <p>LL1</p> <p>LL2</p> <p>LL3</p> <p>LL4</p> <p>LL5</p> <p>LL6</p> <p>CA4.2</p> <p>LL2</p> <p>LL1</p> <p>LL2</p>	<p>Communication and collaboration (CC)</p> <p>Personal Development and Leadership (PL)</p> <p>Personal Development and Leadership (PL)</p> <p>Communication and Collaboration (CC)</p> <p>Creativity and Innovation (CI)</p> <p>Problem Solving and Critical Thinking (PC)</p>

	<p>Provide learners with different drawn and real objects like tins of milk, milo, etc. empty boxes of sugar, etc. kites etc. and have them discuss according to a given attributes. Have them discuss 2-D and 3-D objects using real and drawn objects and compare some of the objects according to a given attributes as done in KI.6.5.1.2. Have learners colour outline of cut out shapes</p> <p>KI.6.6.1.3 Identify the initial and ending letter sounds of objects and blend letter sounds to form words.</p> <p>Exemplars:</p> <p>Have learners talk about pictures and the beginning and ending sounds of their labels. Drill learners on the initial and ending sounds of words which relates to the theme. E.g. <i>plant</i> –beginning letter sound /p/, <i>stem</i> /s/ etc. Ending sounds for Plant and stem are /t/, /m/. Extend the activity to include other words enhance learners understanding</p> <p>Using the letter cards, guide learners to arrange letter cards and decode words which relates to the topic.</p> <p>Learners write selected words and show their beginning and ending sounds in their books e.g. root, leaf, roots, etc.</p> <p>KI.6.6.1.4 Use vocabulary learnt to form simple meaningful sentences</p> <p>Exemplar:</p> <p>Using pictures and word cards, guide learners to read the words.</p> <p>Use short stories and illustrations to help learners understand the selected words/keyword</p> <p>Guide learners to use the keywords acquired to construct simple sentences about the theme. E.g. We need plant for shade; <i>plants need water to grow well</i>; <i>Plants can be used for medicine</i>; <i>Plants can be used for food</i>; etc.</p>	<p>LL4</p> <p>LL5</p> <p>N4.3</p> <p>CA2.3</p> <p>LL5</p> <p>LL1</p> <p>LL2</p> <p>LL5</p> <p>LL6</p> <p>LL3</p> <p>LL1</p> <p>LL2</p>	
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	<p>Using the provided 2-D and 3-D objects and drawn objects, have learners describe the characteristics of the everyday objects and shapes in their environment. Have them match objects that look alike in terms of shapes. Have learners draw and colour any object in 2-D and compare their drawing using positive language.</p> <p>K1.6.6.1.5 Identify, observe and talk about art in the immediate</p> <p>Exemplars:</p> <p>Using conversational poster/pictures, have learners talk about uses of plants e.g. for shade, food, medicine, etc.</p> <p>Have learners repeat this activity by discussing the shapes of the objects on the poster in terms of 2-D and 3-D (e.g. roof of a building-2-D/3-D, building-2-D/3-D, etc. items in a store-2-D/3-D).</p> <p>Extend this activity with a conversational poster on fruit and vegetables and ask learners to observe and talk about the art work.</p> <p>Have learner make their own picture about fruits and vegetables and compare them using positive language.</p> <p>K1.6.6.1.6 Classify objects and count the number of objects in each category up to 9.</p> <p>Exemplars:</p> <p>Using pictures of fruits and vegetable, guide learners to sort, group and count the fruit and match with a numeral card.</p>	<p>LL4</p> <p>N4.3</p> <p>CA2.3</p> <p>CA3</p> <p>LL1</p> <p>LL3</p> <p>N4.3</p> <p>CA3.1</p> <p>N5</p> <p>LL1</p> <p>N5.1</p>	
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SUB STRAND 7: GARDENING			
Content Standard	Indicators and Exemplars	References	Core Competencies
K1.6.7.1 Demonstrate understanding of the types of soil.	<p>K1.6.7.1.1 Talk about different types of soil and which one is best used for gardening.</p> <p>Exemplars:</p> <p>In a community circle time, learners recite a poem about gardening “I have my garden”</p> <p>Have learners observe and talk about a conversational poster on the different types of soil</p> <p style="padding-left: 40px;">E.g. sandy, clayey and loamy soil.</p> <p>Using different types of soil in separate containers, have learners watch and feel the types of soil (<i>make sure learners wash their hands well after this activity</i>)</p> <p>Discuss with learners how to make soil fertile for a successful gardening.</p> <p>You can guide learners plant seed in the three types of soil and observe them daily for a class project (Let them water them daily)</p>	<p>WP</p> <p>LL1</p> <p>LL1</p> <p>LL2</p> <p>LL3</p> <p>LL2</p> <p>LL4</p> <p>LL5</p> <p>LL1</p> <p>LL2</p>	<p>Communication and collaboration (CC)</p> <p>Personal Development and Leadership (PL)</p> <p>Personal Development and Leadership (PL)</p> <p>Communication and Collaboration (CC)</p> <p>Creativity and Innovation (CI)</p> <p>Problem Solving and Critical Thinking (PC)</p>
	<p>K1.6.7.1.2 Point to individual words to track reading.</p> <p>Exemplars:</p> <p>In the community circle time learner sit in a horse shoe form with the help of the big book, ask learners to identify the cover page and talk briefly about the colours and pictures.</p>		

	<p>Guide them point to the title of the book. Have them point to the individual words in the title. Guide them to use the cover page picture to predict the content.</p> <p>Using Echo-reading, read aloud the sentences as you point to the individual words while reading. Show pictures for learners to make predictions to monitor understanding.</p> <p>At the post-reading stage, have learners tell part they liked most in the reading and why they say so. Have learners use some of the gardening words to make simple sentences</p> <p>Have learners colour outlines of some of the farm tools mentioned in the reading and talk about their colouring using positive language</p> <p>Have learners sort and group the farm tools according to colours and use comparative language (“more than”, “less than” “same as”) to compare their art work. Extend the activity to include addition and subtraction.</p> <p>K1.6.7.1.3 Use a variety of new vocabulary learnt about soil to make simple sentences about it.</p> <p>Exemplar:</p> <p>Using word card game, teacher places word cards upside down in front of learners. In turns, learners pick cards for teacher to read. Learners repeat the word.</p> <p>Asks learners to form own sentence with the word (e.g. I play in the sand. Some trees are tall). Write some of the sentences on the board for them</p> <p>Using conversational poster, have learners through LEA compose a simple story on the pictures using some of the keywords on the word cards (Write their story on manila card). Guide them to illustrate their story</p>	<p>LL3</p> <p>LL5</p> <p>CA3.2</p> <p>N4.2</p> <p>LL3</p> <p>LL1</p> <p>LL3</p> <p>LL6</p> <p>CA2.2</p> <p>N5.1</p>	
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	<p>Exemplars:</p> <p>Read a concept book (if you do not have numbers concept book, create one) on numbers (1-9) to learners. Let learners talk about the numbers heard in the reading and show their respective cut out number.</p> <p>Give learners variety of objects (bottle tops, straws, sticks) ask learners to pick cut out number and count e.g. straws that matches with the particular number on the card.</p>	<p>LL4</p> <p>N5.1</p>	
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SUB STRAND 8: LIGHT – DAY AND NIGHT			
Content Standard	Indicators and Exemplars	References	Core Competencies
<p>K1.6.8.1</p> <p>Demonstrate understanding of the sources of light for day and night.</p>	<p>K1.6.8.1.1 Recite rhymes/poems and talk about the different sources of light.</p> <p>Exemplars:</p> <p>In a community circle time, teachers lead learners recite the rhyme (twinkle, twinkle little star.....) Have the pictures of the keywords in the rhyme on cards and assist learners to talk about them</p> <p>Through questions, lead learners to talk about the source of light displayed on a conversational poster. E.g. what gives us light during the day to see the faces of our friends? When do we see the stars? What else do we see up the sky at night? Have learners share their experiences with the natural lights</p> <p>Have learners draw any of the natural sources of light they like and talk about their art work</p>	<p>WP</p> <p>LL1</p> <p>LL1</p> <p>LL2</p> <p>LL3</p>	<p>Communication and collaboration (CC)</p> <p>Personal Development and Leadership (PL)</p> <p>Personal Development and Leadership (PL)</p>

	<p>K1.6.8.1.2 Use pictures and other text features to aid understanding as they listen to a read aloud informational text on sources light.</p> <p>Exemplars:</p> <p>Have learners discuss the cover page of the Big book at the pre-reading stage. Through picture walk, have them predict the content of the text.</p> <p>As you read aloud the book with the learners, point to the words to enable track the reading on sources of light. Ask questions while reading at vantage point to assist you monitor learners’ understanding the content of the book.</p> <p>At the post-reading stage, ask questions enable learners use pictures to retell the story. Have learners mention the sources of light read about and group them according to <i>daylights</i> (e.g. sun, electricity) and <i>nightlights</i> (moon, stars, electricity, candles, lanterns etc.). Assist learners to make sentences with the examples of sources of lights</p> <p>Have learners group the examples of lights talked about and count the number in each group. Have them do addition and subtraction activities with the examples of lights. Include word problem in these activities</p> <p>Have them draw and colour any example of man-made light read about label it.</p> <p>K1.6.8.1.3 Recognise the beginning sound of the letters in relation to the types of light and write in their books.</p> <p>Exemplars:</p> <p>Using a conversational poster and letter cards, guide learners to identify and name the sources of light.</p>	<p>CA3.2</p> <p>LL4</p> <p>LL1</p> <p>LL2</p> <p>LL3</p> <p>LL4</p> <p>LL5</p> <p>N2.1</p> <p>N5.1</p> <p>CA2.3</p> <p>LL6</p> <p>LL6</p> <p>LL1</p>	<p>Communication and Collaboration (CC)</p> <p>Creativity and Innovation (CI)</p> <p>Problem Solving and Critical Thinking (PC)</p>
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	<p>Mention one source and ask learners to identify the initial, middle and ending sound. E. g. <u>Initial Sound</u> <u>Middle Sound</u> <u>Ending sound</u></p> <p style="text-align: center;"> Moon /m/ /oo/ /n/ Sun /s/ /u/ /n/ Stars /st/ /ar/ /s/ Light /l/ /igh/-/ai/ /t/ </p> <p>Provide learners with letters card and ask them to pick the letter card that represent the initial letter of the word you mention. Let them use this activity to identify the middle and ending sounds of selected words. Let them repeat this activity in small groups.</p> <p>Assist learners to arrange letter cards to form a given source of light.</p> <p>Have them draw any of the sources of light and write the initial and ending sounds of the name and use positive language to talk about their art work.</p> <p>KI.6.8.1.4 Use a variety of new vocabulary learnt about light to form sentences orally.</p> <p>Exemplars:</p> <p>In a community circle time, have learners talk about the different uses of the sources of light on a conversations poster. Have learners discuss the uses of light in their everyday life using the new vocabulary learnt. Have learners pick a word card and make simple sentence with it. E.g. Switch the <i>torch light</i> on; put the candle off; etc. Guide them pick and act out simple sentences on sentence strips in relation to the theme E.g. <i>Switch on the light, switch off the torch, light the lantern</i>, etc. You can let learners do charade activity with the sentence strips in pairs. Have learners do addition and subtraction activities with the examples of lights using simple everyday situation word problem e.g. <i>Kofi was sent to buy 5 bulbs from a nearby shop.</i></p>	<p>LL4</p> <p>LL5</p> <p>CA5.1</p> <p>LL6</p> <p>LL1</p> <p>LL1</p> <p>LL2</p> <p>LL3</p> <p>LL4</p>	
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	<p><i>On his way back, he trips and the bag containing the bulbs fell and one got broken, how many bulbs would the family use?</i></p> <p>K1.6.8.1.5 Identify, observe and talk about art in the immediate natural and manmade environment.</p> <p>Exemplars:</p> <p>Using a conversational poster of the sources of light depicting day and night, guide learners to identify the natural and artificial sources. Have learners describe the beauty of the day and night scenes. Have learners connect the lights on the posters to those found in their environment focusing on natural and manmade lights. Guide learners group and count the sources of light in each group and compare them using comparative language. Extend this activity to include additions and subtractions</p> <p>K1.6.8.1.6 I Use number names, counting sequences and how to count to find out “how many”? (up to 9)</p> <p>Exemplars:</p> <p>Give learners a number of counting objects, recap lessons on counting and sequencing. Using cut out number name cards, assist learners to pick a number name card and count the number using given counters. Let them be in pairs and play “pick and count” (one person picks and the other counts). Let them do this activity individually where learners pick a numeral card and then quickly count objects to match the numeral card. Extend this activity to matching objects with the number name. Do interactive reading on a concept book on number names (if you do not number name create one), and let learner interact actively linking number names with respective numbers. Let learners play with number name cards during the reading and the post-reading stages to enhance their understanding.</p>	<p>N2.1</p> <p>CA5</p> <p>LL1</p> <p>LL3</p> <p>CA5.1</p> <p>N2.3</p> <p>N4.2</p> <p>N2</p> <p>N2.1</p> <p>LL3</p> <p>LL1</p> <p>LL2</p> <p>LL4</p>	
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SUB STRAND 9: CHANGING WEATHER CONDITIONS			
Content Standard	Indicators and Exemplars	References	Core Competencies
KI.6.9.1 Demonstrate understanding of changing weather conditions and seasons.	<p>KI.6.9.1.1 Sing and talk about the weather condition in Ghana.</p> <p>Exemplars:</p> <p>Have learners sing the “Rain rain go away song” and talk about the weather condition they sang about in the song. Use leading question to introduce the sub-theme to learners.</p> <p>Go out of the classroom to observe the weather with learners. Lead learners to recite a poem on the weather e.g. <i>Whether the weather</i>” ...</p> <p>Using conversational poster on different weather conditions in Ghana, guide learners e.g. rainy, sunny, windy, cloudy, etc. Have learners sound out the names of the weather condition and share personal experiences on weather conditions. Guide them to talk about the current weather condition. E.g. Sunny or cloudy weather. Using a weather tally chart, guide learners to tally the weather for the week as a class project using different colours for different weather conditions.</p> <p>Using a weather chart, discuss with learners how to cater for oneself during the different seasons.</p> <p>Have learners be in pair and do charade depict what they do on different weather conditions</p> <p>KI.6.9.1.2 Identify the cover page and illustrations and listen to and respond to a read aloud text on changes in the weather condition.</p> <p>Exemplars</p>	<p>WP</p> <p>LL1</p> <p>LL1</p> <p>LL1</p> <p>LL2</p> <p>LL3</p> <p>LL4</p> <p>LL5</p> <p>LL6</p>	<p>Communication and collaboration (CC)</p> <p>Personal Development and Leadership (PL)</p> <p>Personal Development and Leadership (PL)</p> <p>Communication and Collaboration (CC)</p> <p>Creativity and Innovation (CI)</p>

	<p>In a community circle time, show the book and ask learners to identify the cover page, the writer/author and the illustrator. Have learners use the cover page illustration and picture walk to predict the content.</p> <p>Using Echo-reading, assist learners to read aloud the text. Ask questions during the reading to help you monitor their understanding.</p> <p>Use different questions (literal, leading, inference, critical) to guide learners respond to the text. Have learners charade with selected sentences in the text e.g. <i>It is raining so I am cold; it is sunny today; etc.</i></p> <p>Have learners identify the weather conditions read about and tell the order in which they appeared. E.g. rainy weather came 1st, sunny 2nd, windy 3rd, etc. Have them tell the position of the following:</p> <p style="text-align: center;">1 2 3 4 4 5 6 7 table chair duster ruler chalk</p> <p>Extend this numeracy concept with grids for them to describe the position of a given numbers/ object/ etc.</p> <table border="1" data-bbox="640 879 976 1059"> <tr> <td>0</td> <td>1</td> <td>2</td> </tr> <tr> <td>4</td> <td>3</td> <td>5</td> </tr> <tr> <td>6</td> <td>7</td> <td>8</td> </tr> </table> <p>KI.6.9.1.3 Identify initial letter-sounds of weather and write them under the appropriate pictures.</p> <p>Exemplars:</p> <p>Using pictures, guide learners to identify and name the initial letter sounds of the various weather conditions as done in KI.6.8.1.3</p>	0	1	2	4	3	5	6	7	8	<p>CA5.2</p> <p>LL2</p> <p>LL1</p> <p>LL2</p> <p>LL3</p> <p>CA5.2</p> <p>N4.2</p> <p>LL5</p> <p>LL2</p> <p>LL5</p> <p>LL6</p>	<p>Problem Solving and Critical Thinking (PC)</p>
0	1	2										
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6	7	8										

	<p>Ask learners to use letter cards and match with the pictures.</p> <p>Guide learners to write the letter sounds under picture of the weather conditions. You can let them post the letter under the picture too.</p> <p>KI.6.9.1.4 Use the vocabulary learnt to talk about the weather</p> <p>Exemplars:</p> <p>Discuss the different weather conditions on a conversational poster with learners. Show keywords on cards and guide learners to read e.g. <i>rainy, windy, sunny, cloudy, rain, wind</i>, etc. Ask them to form sentences orally with the vocabulary acquired. Put learners into groups. Give each group picture-word cards of names of the weather – rainy, windy, sunny, cloudy, rain, wind, sun, cloud. In turns learners pick and read out a card and say one thing about the word. Make a chart from the words they read. Have learners draw and colour any of the weather conditions and talk about it.</p> <p>KI.6.9.1.5 Identify, observe and talk about art in the immediate</p> <p>Exemplars:</p> <p>Using the pictures of the weather, let learners talk about the beauty of each of them. Assist them use the weather vocabulary to make simple sentences (<i>You can make some of these sentences on strips</i>). Have Learners make their own pictures and talk about them. Give out some numeral cards, let learners compare the numbers by using the comparative language “<i>more than</i>”, “<i>less than</i>”, “<i>same as</i>”. Let learners compare the number of objects in the class room. E.g. the pencils are <i>more than</i> the erasers.</p>	<p>LL3</p> <p>LL1</p> <p>LL3</p> <p>LL4</p> <p>LL6</p> <p>CA5</p> <p>LL1</p> <p>LL1</p> <p>LL3</p> <p>CA5.1</p> <p>N4.1</p>	
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SUB STRAND 7: MY GLOBAL COMMUNITY			
Content Standard	Indicators and Exemplars	References	Core Competencies
<p>K1.7.1.1 Demonstrate understanding of different ways we connect and communicate with the global world.</p>	<p>K1.7.1.1.1 Using pictures, talk about the various means by which we connect with the international community-Transportation.</p> <p>Exemplars:</p> <p>In a community circle time, have learners sit in a semi-circle position and say a poem about different means of transport (if you do not know any poem/rhyme/song on means of transport, create one). Guide learners to discuss the means of transport mentioned in the poem. Use the discussion to introduce the sub-theme. Using conversational poster on means of transports, guide learners to discuss various means one use to travel to other countries e.g. <i>air-aeroplane, sea-ship, road-car</i>. Discuss some of the basic reasons why people travel to other countries e.g. <i>to study, work, visit, etc.</i>. Have learners talk about the means through which one can travel to another country and tell why they like the chosen means of transport. Have learners be in groups according to their choice of means of transport. Guide them count the members in each group and use comparative language to describe the groups. Extend this activity with representing the number of each group with counters. Have each group present their number on a number line (<i>divide large group so that no group will have number more than 10</i>)</p> <p>K1.7.1.1.2 talk about the various means by which we connect with the international community-Trade</p> <p>Exemplars:</p> <p>Have learners sit in a semi-circle position and say a poem about buying and selling. Using a conversational poster/pictures, discuss how traders buy and sell in other countries. Have word cards for the keywords and assist</p>	<p>WP</p> <p>LL1</p> <p>LL1</p> <p>LL3</p> <p>LL4</p> <p>LL5</p> <p>LL6</p> <p>N2.2</p> <p>N2.1</p> <p>LL1</p> <p>LL1</p> <p>LL2</p> <p>LL3</p>	<p>Communication and collaboration (CC)</p> <p>Personal Development and Leadership (PL)</p> <p>Personal Development and Leadership (PL)</p> <p>Communication and Collaboration (CC)</p> <p>Creativity and Innovation (CI)</p> <p>Problem Solving and Critical Thinking (PC)</p>

	<p>learners pronounce them and use some to make simple sentences. Discuss with learners some of the basic reasons why people travel to other countries to trade and some of the things people trade in. Have learners role play buying and selling using the some of the keywords. Using LEA, assist learners to compose a simple story on the poster.</p> <p>K1.7.1.1.3 Identify and cover and back page of a book and read aloud a simple sentence.</p> <p>Exemplars:</p> <p>In a community circle time, show a book about the theme and ask learners to identify the front and the back of the book as part of the pre-reading activity. Assist learners to show the title, the writer/author and the illustrator of the book. Have use the cover page and content illustrations to predict the content of the text. Use Echo-reading to assist learners read aloud the text. Ask question during the reading to assist learners monitor their understanding. Use questions to let learners respond to the text. You can have them role play their understanding of the text. Have learners identify and group objects in the illustrations according to given attributes e.g. types/size/colours of transports, number of people (learners/adults), types of items being sold, etc. Have learners count the number in each group. Extend the activity to include other items or counters. You can have learners do simple additions and/or subtractions on the collected data</p> <p>K1.7.1.1.4 Blend individual sounds to decode words which relates to the theme and write the words in their books.</p> <p>Exemplars:</p> <p>Using a letter-sound chart, revise the letter sounds learnt. With the use of letter cards, guide learners to arrange the letters to form words. Have learners use some of the words to construct simple sentences on their own (you can write some of the sentences on strips). Let learners write</p>	<p>LL4 CA5.1</p> <p>LL6 LL2</p> <p>LL1</p> <p>LL2 LL3 LL4 CA5.2</p> <p>N5.1</p> <p>LL5 LL6</p> <p>LL1 LL2</p>	
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	<p>few of the words in their books. Using conversational poster, have learners draw their favourite type of transport and compare their art works using positive language</p> <p>K1.7.1.1.5 Use vocabulary learnt to form simple sentences in real life situation.</p> <p>Exemplars:</p> <p>List keywords on a chart and guide learners to read. Let each form a sentence with a word. E.g. <i>I will go to Dubai to buy goods for my friends. I will use aeroplane to travel to China. My parents and I will go to Togo with a car etc.</i></p> <p>Learners to role play how neighbouring countries buy and sell using the market centre as a tool. Discuss and draw some things we buy from other countries. Using story problems guide learners to add or subtract single digit numbers which sums up to 9.</p>	<p>LL5</p> <p>LL2</p> <p>CA3.1</p> <p>LL1</p> <p>LL1</p> <p>LL3</p> <p>LL4</p> <p>CA5.2</p> <p>N2.1</p> <p>N5.1</p>	
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KINDERGARTEN 2

Keys to understanding the Core Content Reference integration.

- WP- Our world and our people**
- LL1- Oral language**
- LL2- Print Awareness**
- LL3- Listening Comprehension and Vocabulary integrated**
- LL4 Phonemic Awareness**
- LL5.1 Alphabetic knowledge**
- LL5.2 Phonics**
- LL 6 Writing**
- LL7 Vocabulary**
- LL8 Grammar**
- N Numeracy**
- CA Creative Arts**

KINDERGARTEN 2 TERM 1

STRAND 1: ALL ABOUT ME

SUB-STRAND: K2.1.1 I AM A WONDERFUL AND UNIQUE CREATION

Content Standard	Indicators and Exemplars	References	Core Competencies
<p>K2.1.1.1.</p> <p>Demonstrate the understanding that all learners are wonderful and have unique body features that make them different from other people and other God’s creation in the environment.</p>	<p>K2.1.1.1.1 Identify and describe in simple sentences (using home language), the wonderful features of our body that make us unique and different from other God’s creation, e.g. animals.</p> <p>Exemplars:</p> <p>Welcome learners with a big smile, greet them and have them do the same to their friends. With learners seated in a big semi-circle in the classroom, <i>(with all tables packed at the back)</i>, and using “pass a ball” game, <i>(in which learners pass a ball to their friends)</i>, engage learners in active interaction about the theme. Put up a chart or a conversational poster on the theme for the week and have learners take turns to contribute their ideas to the discussion. Let them use positive language to appreciate themselves and describe how wonderful God has created them. The teacher must model the description first and scaffold the learners to do so. Have them talk about themselves focusing on the uniqueness of their names, the homes they are from, their physical bodies, how tall or short, big or small and how different they are from animals.</p> <p style="background-color: #e0e0e0;">Use the following questions to guide the learners who cannot talk fluently. E.g. What is your name? age? Gender? height? What are your likes and dislikes? etc.</p>	<p>OWOP</p> <p>LL 1</p> <p>OWOP</p> <p>LL 1</p> <p>LL4</p>	<p>Personal Development and Leadership (PL)</p> <p>Communication and collaboration (CC)</p> <p>Personal development and leadership (PL)</p>

	<p>Learners relate the characters in the story (Big Book) to their lives. Learners also use the positive words used in the text to describe themselves. Read the text again and have learners pay attention to the descriptive words used in the text to describe parts of the body.</p> <p>Learners dramatize the story using the vocabulary acquired from the text to create meaningful simple sentences about themselves.</p> <p>K2.1.1.1.1.4 Begin to Identify and randomly recognize the letter-sound in their names and match it with another pair.</p> <p>Exemplar:</p> <p style="padding-left: 40px;">Learners sing an alphabet song while pointing to the letters on the wall in the classroom.</p> <p>Teacher creates two name cards for each pupil. with their first names. Give each child their name card and keep one. Play a game where you show up a name tag and the child who has a similar tag runs to you. Continue the matching until many learners are able to recognize letters in their names</p>	<p>LL2</p> <p>OWOP</p> <p>LL3</p> <p>LL3</p> <p>LL7</p> <p>LL8</p> <p>CA</p> <p>LL4</p> <p>LL1</p> <p>LL4</p>	<p>Creativity and Innovation (CI)</p>
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STRAND (OR THEMATIC UNIT) I: ALL ABOUT ME (K2.1)			
SUB-STRAND (K2.1.1): I AM A WONDERFUL AND UNIQUE CREATION			
Content Standard	Indicators and Exemplars	References	Core Competencies
<p>K2.1.1.1.</p> <p>Demonstrate the understanding that all learners are wonderful and have unique body features that make them different from other people and other God’s creation in the environment.</p>	<p>K2 .1.1.1.5 Identify and recognize individual letter-sounds in words related to the theme and write the words in their books.</p> <p>Exemplars:</p> <p>(Procedure for teaching letter sounds each week)</p> <ul style="list-style-type: none"> • Rapidly revise the letter sounds learnt so far. • Introduce a tongue twister or a rhyme in which the sound for the week is. Say it two times and let learners identify the target sound in the tongue twister or rhyme. • Introduce the letter by writing the capital (Upper case) and the Lowercase boldly on the Chalkboard/ white board. • Point to the letter, Capital first and then lower case and say the sound 3 times and have the learners also repeat • Introduce the key word in which we can find the letter-sound. • With the use of word cards, have learners show the position of the letter-sound learnt in words, beginning, initial and ending. • Writing: Teacher models writing the letter in the air, have learners take turns with you writing in the air and then on their friends back, on their arms. • Learners finally write the letter sound and its key word in their exercise book. 	<p>OWOP</p> <p>LL3</p> <p>LL2</p> <p>CA</p> <p>LL1</p> <p>LL7</p> <p>LL8</p>	<p>Collaboration (CC)</p> <p>Communication and collaboration (CC)</p> <p>Critical Thinking and Problem Solving (CP)</p>

SUB-STRAND (K2.1.2): THE PARTS OF THE HUMAN BODY (BOTH EXTERNAL AND INTERNAL) AND THEIR FUNCTIONS			
Content Standard	Indicators and Exemplars	References to Core Contents integrated	Core Competencies
K2.1.2.1 Demonstrate the knowledge of appropriate names of the parts of the internal body that we cannot see and their functions	<p>K2.1.2.1.1 Using a conversational poster of body parts, learners talk about the parts of the human body that we can see and cannot see.</p> <p>Exemplar: (Community Circle time: Theme discussion.)</p> <ul style="list-style-type: none"> • In groups of 4 to 6, ask learners to observe themselves and others in the class and try to identify those parts of the body that they cannot see. • Have learners run around the classroom block once and come back. Have each child put their hands on the left chest and observe themselves. Let them share what they found out. • Put up a Conversational poster showing important internal body parts. The brain, Stomach chest, heart and intestines. Let them mention the internal ones if they can. E.g. brain, heart. e.g. inside the Head-the brain, inside the chest-the lungs and the heart, the stomach- the big and small intestines etc. Learners identify these parts on the poster. • discuss the functions of these parts of the body. 	<p>WP</p> <p>LLI</p> <p>CA</p> <p>OWOP</p> <p>LLI</p> <p>OWOP</p> <p>OWOP</p> <p>LLI</p>	<p>Communication and collaboration (CC)</p> <p>Problem Solving and Critical Thinking (PC)</p> <p>CP</p>

Content Standard	Indicators and Exemplars	References	Core Competencies
<p>K2.1.2.1 Demonstrate the knowledge of appropriate names of the parts of the internal body that we cannot see and their functions</p>	<p>K2.1.2.1.2 identify and share the function of the invisible parts of the body as learners listen attentively to the Teacher-read-aloud text.</p> <p>Exemplar:</p> <ul style="list-style-type: none"> • Use the KWL strategy as you read the informational text to learners. (See Appendix 1). First, check on the K and W before reading the book. • K-What do you know: Display and introduce conversational poster or Wall Chart on the functions of the invisible parts of the body to learners. Ask learners to describe what they know about the theme for the week by referring to the poster or chart. • W. Ask the learners to ask questions about what they want to know about the theme, the functions of the invisible body part. With all the questions written on the board, read aloud to them. • L Read to them and ask them to share what they have learnt: Learners share what they have learnt about the theme, first with their peers next to them and then with the whole group. E.g. The brain is found in the head <p>K2.1.2.1.3 Apply new words acquired from the read aloud text to own life.</p> <p>Exemplar:</p> <p>Learners are encouraged to form simple sentences with words learnt from the text read to them related to the main theme (the functions of invisible parts of the body).</p> <p><i>Example: The Stomach stores and digests the food we eat.</i></p>	<p>WP LLI</p> <p>LL2</p> <p>LL4</p> <p>LL5</p> <p>LL8</p> <p>LL6</p> <p>LL7</p>	<p>Personal development and leadership</p> <p>Creativity and innovation (CI)</p> <p>Critical thinking and Problem solving (CP)</p> <p>Creativity and Innovation (CI)</p> <p>Critical thinking and Problem Solving (CP)</p>

Content Standard	Indicators and Exemplars	References	Core Competencies
<p>K2.1.2.1 Demonstrate the knowledge of appropriate names of the parts of the internal body that we cannot see and their functions</p>	<p>K2.1.2.1. 4 Identify and recognize individual letter-sound in words related to the theme and write the words in their books.</p> <p>Exemplars:</p> <p>(Procedure for teaching letter sounds each week: see K2 .1.1.1.5)</p> <ul style="list-style-type: none"> • Rapidly revise the letter sounds learnt so far. • Introduce a tongue twister or a rhyme in which the sound for the week is. Say it two times let learners identify the target sound in the tongue twister or rhyme. • Introduce the letter by writing the capital (Upper case) and the Lowercase boldly on the Chalkboard/ white board. • Follow the procedure as in K2 .1.1.1.5 to continue teaching the letter for the week <ul style="list-style-type: none"> • Writing: Teacher models writing the letter in the air, have learners take turns with him writing in the air and then on their friends back, on their arms and finally write the letter sound and its key word in their exercise book. 	<p>LL5</p> <p>LL2</p> <p>LL5</p> <p>LL6</p>	<p>Personal development and leadership</p> <p>Creativity and innovation (CI)</p> <p>Critical thinking and Problem solving (CP)</p> <p>Creativity and Innovation (CI)</p> <p>Critical thinking and Problem Solving (CP)</p>
<p>K2.1.2.1 Demonstrate the knowledge of appropriate names of the parts of the internal body that we cannot see and their functions</p>	<p>K2.1.2.1.5 Sing an action song that helps you name the parts of the body and point to them</p> <p>Exemplars</p> <p>Learners sing different songs in their local language and/or in the English language that identify parts of the body and perform actions on it. E.g. Learners point to the parts of their bodies as they sing e.g.</p> <p style="text-align: center;"><i>Head, shoulders knees and toes</i></p>	<p>CA</p> <p>CA</p>	<p>Creativity and Innovation (CI)</p> <p>Critical thinking and Problem solving (CP)</p>

	<p style="text-align: center;"><i>Knees and toes 2x</i></p> <p>Learner sing other action songs (See Appendix 2)</p> <p>K2.1.2.1.6 Draw themselves and label the parts of the body</p> <p>Exemplars</p> <p>Learners draw themselves and label the parts of the body in a drawing book. Write a simple sentence about yourself using invented writing. Share with a partner why that part is very important.</p> <p><i>E.g. The Lungs helps us to breathe.</i></p> <p>K2.1.2.1.7 Compare objects and numerals between 1 to 20</p> <p>Exemplars</p> <p>Use words such as: “equal to” “heavier than” “greater than”, “smaller than, less than”, “10 more than”, “10 less than” and symbols such as “<”, “=”, “>” to compare and order whole numbers up to 20.</p>	<p>LL6</p> <p>LL1</p> <p>N3</p> <p>N3.1</p>	<p>Creativity and Innovation (CI)</p>
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SUB-STRAND 3: PERSONAL HYGIENE AND CARING FOR THE PARTS OF THE BODY			
Content Standard	Indicators and Exemplars	References	Core Competencies
K2.1.3 Demonstrate understanding of personal hygiene and care of the human body.	<p>K2.1.3.1.1 Learners use simple language to describe and engage in conversation about how to care for different part of their bodies.</p> <p>Exemplars:</p> <p>Learners sit in a semi-circle (community circle time), sing a song (This is the way I brush my teeth, brush my teeth, 2x), ask and</p>	WP	<p>Communication and collaboration (CC)</p> <p>Personal Development and Leadership (PL)</p>

Content Standard	Indicators and Exemplars	References	Core Competencies
<p>K2.1.3: Demonstrate understanding of personal hygiene and care of the human body.</p>	<p>K2.1.3.1.3 Identify the rhyming sounds at the end of words and create more rhyming end of words</p> <p>Exemplar:</p> <p>Learners sing action songs, and rhymes related to the care of the parts of the body and repeat the sounds they hear at the end of the sentences</p> <p>E.g. I have two ears to hear</p> <p style="padding-left: 40px;"><i>Point to the ears</i></p> <p style="padding-left: 40px;">I have two eyes to see</p> <p style="padding-left: 40px;"><i>Point to the eyes</i></p> <p style="padding-left: 40px;">One nose, one mouth.</p> <p style="padding-left: 40px;"><i>Point to the nose and mouth</i></p> <p>K2.1.3.1.4. Begin to learn the letter of the alphabet, randomly recognize the individual letters in their names and match it with another pair.</p> <p>Exemplar:</p> <p>Learners sing an alphabet song while pointing to the letters on the wall in the classroom.</p> <p>Teacher creates two name cards for each pupil with their first names. Give each child their name card and keep one on a line close to you. Play a game where learners will pick up their name tags and peg it unto the one on the line every day of the week. Have the learners continue matching their name tags the whole</p>	<p>LL4</p> <p>LLI</p> <p>LL4</p> <p>LLI</p> <p>LL5.1</p>	<p>Personal development and leadership (PL)</p> <p>Personal Development and Leadership (PL)</p> <p>Creativity and Innovation (CI)</p> <p>Problem Solving and Critical Thinking (PC)</p>

	week until they are able to recognize the letters in their names and can write their own names.		
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Content Standard	Indicators and Exemplars	References	Core Competencies
K2.1.3 Demonstrate understanding of personal hygiene and care of the human body.	<p>K2.1.3.1.5. Begin to learn and Identify individual letter-sound of the alphabet in key words related to the theme and write the letters and key words legibly in their books.</p> <p>Exemplars:</p> <p>(Procedure for teaching letter sounds each week: (see K2 .1.1.1.5)</p> <ul style="list-style-type: none"> • Rapidly revise the letter sounds learnt so far. • Introduce a tongue twister or a rhyme in which the sound for the week is. Say it two times and let learners identify the target sound in the tongue twister or rhyme. • Introduce the letter by writing the capital (Upper case) and the Lowercase boldly on the Chalkboard/ white board. • Follow the procedure as in K2 .1.1.1.5 to continue teaching the letter for the week • Writing: Teacher models writing the letter in the air, have learners take turns with him writing in the air and then on their friends back, on their arms and finally write the letter sound and its key word in their exercise book. <p>K2.1.3.1.6 Draw and colour items we use in caring for parts of the body and copy their functions boldly and legibly underneath the drawing.</p> <p>Exemplars:</p>	<p>LL5.1</p> <p>LL5.2</p> <p>LL6</p>	<p>Personal development and leadership (PL)</p> <p>Personal Development and Leadership (PL)</p> <p>Creativity and Innovation (CI)</p>

	<p>Learners prepare their own dictionary by drawing and colouring items we use to care of our body and copy their names from the chalk/whiteboard into their dictionary.</p> <p>K2.1.2.1.6 Compare objects and numerals between 1 to 20</p> <p>Exemplar:</p> <p>Collect a set of items we use to care for our bodies and weigh them Compare the items by using words such as: “heavier than”, “smaller than, less than”, “5 more than”, “10 less than”. Move on to teach the learners the symbols such as “<”, “=”, “>” to compare and order whole numbers up to 20.</p>	LL I CA NI	Problem Solving and Critical Thinking (PC)
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SUB STRAND 4: EATING GOOD FOOD AND TAKING MY VACCINATIONS TO KEEP MY BODY HEALTHY			
Content Standard	Indicators and Exemplars	References	Core Competencies
<p>K2.1.4.1 Demonstrate the understanding and knowledge of keeping our bodies healthy by eating good food and visiting the hospital when sick</p>	<p>K2.1.4.1.1 Talk about how to keep our bodies healthy by eating balanced meal and visiting the hospital for our vaccinations.</p> <p>Exemplar:</p> <p><u>Community Circle time and theme discussion</u></p> <ul style="list-style-type: none"> Follow procedure on community circle time. Engage learners in active interaction about the theme; what food items do we eat to keep us healthy. Talk about the food items in a balanced diet. Show a chart on the computer on balanced diet and a conversational poster on the theme for the week and have learners take turns to 	OWOP LLI	<p>Communication and collaboration (CC)</p> <p>Personal Development and Leadership (PL)</p>

	<p>contribute their ideas to the discussion. Let learners contribute to the good food we eat to be healthy.</p> <p>K2.1.4.1.2 Answer questions during and after listening to the interactive read aloud on the theme and show how the visual information help readers understand print.</p> <p>Exemplar:</p> <ul style="list-style-type: none"> • Teacher shows pictures page by page as he reads the text to learners. (a big book on food items in a balanced diet and the six killer diseases) • Learners are asked to explain why their books have plenty of colourful pictures and adult books have no pictures, • Scaffold learners to understand that illustrations and pictures help us to understand unfamiliar words in the text. Look at pictures showing polio, tuberculosis, measles patients., etc. • Teacher reads the text, showing pictures page by page to learners and asking them to share their ideas on the pictures. • Learners answer comprehension questions on the text, mentioning some of the food items we need to eat to keep our bodies healthy. • Pick key words from the (BIG BOOK) as learners act it out (washing hands, polio, tuberculosis, measles, etc.). Do picture walk through the text: point to the pictures and let learners tell stories 	<p>LL1</p> <p>LL3</p> <p>LL2</p> <p>LL4</p> <p>LL2</p> <p>LL1</p> <p>LL7</p> <p>LL8</p>	<p>Communication and Digital Literacy (C DL)</p> <p>Personal Development (PD)</p> <p>Problem solving and Critical thinking</p>
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Content Standard	Indicators and Exemplars	References	Core Competencies
K2.1.4.1 Demonstrate the understanding and knowledge of how	<p>. K2.1.4.1.3 Break the sound in a multi-syllabic word and clap out the syllables and blend them again as one word.</p> <p>Exemplar:</p>	LL7	Communication and collaboration (CC)

<p>eating good food and visiting the hospital can keep our bodies healthy</p>	<ul style="list-style-type: none"> • Select some of the long words related to the theme [e.g. Vaccination, the names of the six killer diseases] • Learners stretch the words, Identify and count the syllables in the words through clapping. Learners mention the number of syllables in the word, say it more quickly and blend the sounds. • Engage learners in more practice of clapping out the syllables in the words from the read aloud text, and blending the sounds [e.g, /t//u//b//e//r//c//u//l//o//s//i//s/ and [tu-ber-cu-lo-sis] as in tuberculosis with five syllables] • Learners identify and indicate the number of syllables in the six killer diseases (polio, tuberculosis, measles,) [E.g. po-lio] has two syllables. <p>K2.1.4.1.4 Identify and use more sight words found in the text of the six killer diseases and write simple sentences with them in their books.</p> <p>Exemplar:</p> <p>Teacher explains to learners what sight words are and shows them examples in the text. (High frequency words that learners can pronounce instantly without stopping to analyze them.). Learners give examples of such words in the text read.</p> <p>Learners identify and pronounce sight words instantly on flash cards as teacher flashes word cards. E.g. can, is, of. To, the, a.]</p> <p>Have them use the sight words learnt to form simple sentence orally and in written form and share with their friends. Find more sight words in their local languages and English and list them in their exercise books.</p>	<p>LL2</p> <p>WP</p> <p>LL2</p> <p>LL2</p> <p>LL7</p> <p>LL9</p> <p>LL6</p>	<p>Personal Development and Leadership (PL)</p> <p>Digital Literacy (DL)</p> <p>Communication and Digital Literacy (C DL)</p> <p>Personal Development (PD)</p>
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Content Standard	Indicators and Exemplars	References	Core Competencies
<p>K2.1.4.1 Demonstrate understanding of</p> <p>How to keep the body healthy through eating good food and taking our childhood vaccinations.</p>	<p>K2.1.4.1.5. Identify the letter-sound learnt for the week in words related to the theme and write the letter and key word boldly and legibly in their books.</p> <p>Exemplars:</p> <p>(Procedure for teaching letter sounds each week: (see K2 .1.1.1.5)</p> <ul style="list-style-type: none"> • Rapidly revise the letter sounds learnt so far. • Follow the procedure as in K2 .1.1.1.5 to continue teaching the letter-sound for the week. • Writing: Teacher models writing the letter in the air, have learners take turns with him/her writing in the air and then on their friends back, on their arms and finally write the letter sound and its key word in their exercise book. • Guide learners to write the letters on the blue and red lines in their exercise books. <p>K2.1.4.1.6 Draw and colour different food items that keep our body healthy and label them using invented spelling.</p> <p>Exemplar:</p> <p>Learners freely draw food items of their choice into their Self-Dictionary colour it nicely and label them.</p> <p>Teacher supports learners by writing the names of the food items on the Chalk/white board for learners to copy.</p> <p>K2.1.4.1.7 Compare the sizes and weight of different food items that we can eat to keep us healthy.</p> <p>Exemplar:</p>	<p>WP LLI</p> <p>LL7</p> <p>LL5</p> <p>LL6</p> <p>CA</p> <p>NI</p>	<p>Communication and collaboration (CC)</p> <p>Personal Development and Leadership (PL)</p> <p>Digital Literacy (DL)</p> <p>Communication and Digital Literacy (C DL)</p> <p>Personal Development (PD)</p>

	Bring a variety of food items that we eat daily and water bottles. Have learners compare the sizes, weight and length. E.g. yam is bigger than sweet potatoes, a big bottle of water is heavier than a small bottle of water. Ask learners to compare fruits and other things.	LLI	
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SUB STRAND 5: MY ENVIRONMENT AND MY HEALTH THAT HELP ME			
Content Standard	Indicators and Exemplars	References	Core Competencies
K2.1.5. Demonstrate understanding of the environment and how to keep it safe	<p>K2.1.5.1.1 Take a walk in the environment, discuss and point to things that are safe and unsafe to play with.</p> <p>Exemplar:</p> <p><u>Community Circle time (CCT) and theme discussion</u></p> <p>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 (# 17 on Pollution) and discuss how situations of the environment can affect our health. Call on learners to randomly talk about objects that are safe or unsafe to play with and state why.</p> <ul style="list-style-type: none"> • After that take learners out on Nature walk, to observe and identify the state of the environment around the school. Have them talk about things that can be dangerous and harmful to their health. • Discuss with learners the importance of keeping the environment clean and how it can influence the health of humans. 	<p>WP LLI</p> <p>LL2 LL3</p>	<p>Communication and collaboration (CC)</p> <p>Personal Development and Leadership (PL)</p> <p>Digital literacy and Personal development (DP)</p>

	<ul style="list-style-type: none"> Ask question that will make learners act out how to keep the environment (both at home and school) clean, safe from accidents and diseases. <p>K2.1.5.1.2 Learners ask questions and find answers to them as they listen attentively to the text read aloud to them.</p> <p>Exemplar:</p> <ul style="list-style-type: none"> Show a book on the environment, let learners identify the cover page, the back page, the illustrator and the author. Ask them to share what they have learnt about keeping the environment clean with their peers and then with the whole group. Read the big book aloud (<i>Adzoa has malaria</i>) and ask questions about the character and the reason why she got sick of malaria. Discuss actions we can take not to get sick or hurt. 		Personal Development (PD)
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Content Standard	Indicators and Exemplars	References	Core Competencies
K2.1.5 .1 Demonstrate understanding of the environment and how to keep it safe	<p>K2.1.5.1.3 Identify the initial and ending sounds of names of objects in the environment; clap the syllables on selected words related to harmful objects around us.</p> <p>Exemplar:</p> <p>Guide learners to identify the initial, middle sounds of names of objects around us. E.g. sand: initial sound -/s/, ending sound- /d/.</p>	LL4	Communication and collaboration (CC) Personal Development and Leadership (PL)
	<p>K2.1.5.1.4 Blend letter-sounds learnt to form simple words related to the topic and copy the word in their books.</p> <p>Exemplar:</p>	LL5	Digital literacy and Personal development (DP)

	<p>Learners are guided to blend letter sounds to form words related to the theme. E.g. /c//u//t//a//s//s/ -cutlass</p> <p>Learners copy the words in their exercise books.</p> <p>Using the red and blue lines, guide learners to copy the letters on the lines correctly.</p>	LL7	Personal Development (PD)
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Content Standard	Indicators and Exemplars	References	Core Competencies
K2.1.5 .1 Demonstrate understanding of the environment and how to keep it safe	<p>K2.1.5.1.5 Draw and label some dangerous objects in the environment.</p> <p>Exemplar:</p> <p>Using a picture, guide learners to draw and label some objects found in the environment. e.g. knife, banana peel, socket.</p> <p>K2.1.5.1.6 Classify objects according to their shape and colour.</p> <p>Exemplar:</p> <p>Using the household learning centre, guide learners to sort and group the objects according to their use. Grouping dangerous and non-dangerous ones.</p>	<p>CA</p> <p>N</p>	<p>Personal development and Leadership (PL)</p> <p>Creativity and Innovation (CI)</p> <p>Critical Thinking and Problem Solving (CP)</p>

	<p>Exemplar:</p> <p>Teacher scaffold learners to identify the basic components of a book. Show the cover of the information big book on protecting ourselves from harm, hurt, sharp objects, electricity and water and strangers and have learners predict what will happen in the book</p> <ul style="list-style-type: none"> • Use the KWL strategy as you read the informational text to learners. (See Appendix 1, K2.1,2.1.2) • Pick key words from the (BIG BOOK) as learners act it out (hurts, harms, sharp objects, strangers, electricity and water, etc.). • 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 tell you what they want to know about the weeks' theme. • Read the book aloud, opening the book from right to left, pausing and showing pictures to the learners. 		
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Content Standard	Indicators and Exemplars	References	Core Competencies
K2.1.6.1 Demonstrate understanding of how to identify strangers and be safe	<p>K2.1.6.1.4 Identify the letter-sound learnt for the week in words related to the theme and write the letter and key word boldly and legibly in their books.</p> <p>Exemplars:</p> <p>(Procedure for teaching letter sounds each week: (see K2 .1.1.1.5)</p> <ul style="list-style-type: none"> • Rapidly revise the letter sounds learnt so far. • Follow the procedure as in K2 .1.1.1.5 to continue teaching the letter-sound for the week. 	<p>LL2 LL3</p> <p>LL4</p> <p>LL5</p>	<p>Communication and collaboration (CC)</p> <p>Personal Development and Leadership (PL)</p>

	<ul style="list-style-type: none"> • Writing: Teacher models writing the letter in the air, have learners take turns with her/him writing in the air and then on their friends back, on their arms and finally write the letter sound and its key word in their exercise book. • Guide learners to write the letters on the blue and red lines in their exercise books. <p>K2.1.6.1.5 Draw and colour an object that can hurt, harm, have a sharp edge, etc. and legibly write/scribe the name under it.</p> <p>Exemplar:</p> <p>Learners think-pair-share with friends on what to draw. They draw a scene of their choice freely, colour it and talk about it with their friends. Suggestions of what to draw: a child running away from a stranger, crossing the road at a Zebra crossing.</p>	<p>CA</p> <p>LL1</p>	<p>Communication and Collaboration (CC)</p>
Content Standard	Indicators and Exemplars	References	Core Competencies
K2.1.6.1 Demonstrate understanding of how to identify strangers and be safe.	<p>K2.1.6.1.6 Sort out objects by their length, colours and shapes and compare their numbers using words such as more than, less than, equal to.</p> <p>Exemplar:</p> <p>Provide different items and objects. In small groups, learners sort and classify the items by same colours, shapes, length, etc. Learner count the items in each group and represent them with numbers. They compare the number of items in each group with others, using the signs of more than, less than and equal to. {<, >, =}</p>	<p>LL5 LL6</p> <p>NI</p> <p>N3</p>	<p>Personal Development and Leadership (PL)</p> <p>Creativity and Innovation (CI)</p> <p>Critical Thinking and Problem Solving (CP)</p>

	<ul style="list-style-type: none"> • Use the KWL strategy as you read the informational text to learners. (See Appendix 1, K2.1,21.2) • 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 tell you what they want to know about the weeks' theme. Read the text aloud to them pausing often for them to share what they are learning or have learnt from listening to the text (L). Learners share what they have learnt about the theme in small groups and then with the whole group. <p>K2.2.1.1.3 Identify the initial sounds in the name of every family member and clap the syllables in the names of the family members and other key words.</p> <p>Exemplar:</p> <ul style="list-style-type: none"> • Have learners mention the names of their family members. Teacher makes a list. Learners listen to the names again and say and identify the sounds that begins the names of their family members. The teacher helps them identify the letters that represent the sounds. Learners clap on the number of syllables in each name. Guide learners to identify the letter sounds of the family members. E.g. father –initial sound /f/, pays fees /p/ and /f/. • Learners talk about the roles of each member of the family. 	<p>LL4</p> <p>LL2</p> <p>LL3</p> <p>LL8</p>	<p>Creativity and Innovation</p>
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Content Standard	Indicators and Exemplars	References	Core Competencies
<p>K2.2.1.1 K2.2.1.1. Demonstrate understanding of the rights, roles and responsibilities of family members</p>	<p>K2.2.1.1.4 Identify the letter-sound learnt for the week in words related to the theme and write the letter and key word boldly and legibly in their books.</p> <p>Exemplars:</p> <p>(Procedure for teaching letter sounds each week: (see K2 .1.1.1.51)</p> <ul style="list-style-type: none"> • Rapidly revise the letter sounds learnt so far. • Follow the procedure as in K2 .1.1.1.5 to continue teaching the letter-sound for the week. <p>K2.2.1.1.5 Design a collage or family tree using pictures and follow basic concepts of writing, from left to right and top to bottom to write the names of family members</p> <p>Exemplar:</p> <p>Learners design a family tree with cutting and pasting of pictures of family members on a drawing paper and write the initial letter and names of family members.</p> <p>Writing of letter: Learners have a warm up exercise. Have pupils tap their fingers one at a time with their thumb. Do one hand at a time as they learn movement. Let them shake their hands.</p> <ul style="list-style-type: none"> • Writing: First, teacher writes the letter, the capital and the lower-case letters boldly on the chalk/whiteboard. • Teacher models how to write the letter in the air describing the process as he/she writes. • Have learners take turns with you writing in the air and then playfully on the back of their friends, on their arms and finally write the letter and its key word in their exercise book. 	<p>LL4</p> <p>LL5</p> <p>LL6</p> <p>LL7</p> <p>CA</p> <p>CA</p>	<p>Communication and collaboration (CC)</p> <p>Cultural Identity and Global Citizenship (CG)</p> <p>Personal Development and Leadership (PL)</p> <p>Personal Development and Leadership (PL)</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem Solving (CP)</p>

	<ul style="list-style-type: none"> • Guide learners to write the letters on the blue and red lines in their exercise books. <p>K2.2.1.1.6. Solve word problems related to family using the concept of addition to find sums up to 10.</p> <p>Exemplar:</p> <p>Using pictures of different families, scaffold learners to add numbers up to 10 and finding how many people altogether live in a family.</p> <p>e. g. if you add 3 learners and 2 parents it will give you 5 members altogether in one family.</p> <p>Move gradually from use of word problems and number names to abstract addition of numerals (2+3=5)</p>	<p>N.1</p> <p>LL6</p> <p>N.1</p>	
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SUB STRAND 2: ORIGIN AND FAMILY HISTORY			
Content Standard	Indicators and Exemplars	References	Core Competencies
K2.2.2.1 Demonstrate understanding of the origin and history of our families and the languages spoken.	<p>K2.2.2.1.1 Sing indigenous songs, talk about and discuss the origin and history of the learners' family.</p> <p>Exemplars:</p>	WP LLI	Communication and collaboration (CC)

	<p>In a community circle time (follow the basic procedures as in K2.1.1.1.1), sing indigenous songs and let each learner talk about the language they speak at home and their family names.</p> <p>Using the surnames of learners, discuss the family background laying emphasis on the origin, where they come from, short history, language spoken and food they eat.</p> <p>K2.2.2.1.2 Identify who an author, illustrator and title is and answer “wh” questions during and after listening to the read aloud text on the history of a family to learners.</p> <p>Exemplars:</p> <p>Using a narrative story related to the theme, (Family Picture), guide learners to identify the author and the illustrator’s name. Read the title and show cover picture and let learners predict what the story will be. Read aloud the text to learners and use the Herringbone strategy, during and after the reading, asking the learners “wh” questions. i.e. [who, what, where, how and why questions] (see Appendix 1) Encourage learners to use their own words to retell and answer the questions.</p> <p>K2.2.2.1.3 Read level appropriate sight words relating to the origin and history of a family.</p> <p>Exemplar:</p> <p>Read through the text again and have learners identify the high frequency words (vocabulary) in the text. List them on the chalk/white board. Focus on five words per week. E.g. brother, sister, father, mother. Pronounce the words 3 times and have learners repeat. Then have pupils say the word aloud and call learners to repeat the word two more times. Have learners read the words in the big book again. Show the word on a flash card and ask pupils to read the words. Practise reading the words over and over</p>	<p>LL2 LL3</p> <p>LL2</p> <p>LL6</p>	<p>Personal Development and Leadership (PL)</p> <p>Communication and Collaboration (CC)</p> <p>Critical thinking and Problem solving (CP)</p> <p>Cultural identity and Global citizenship (CG)</p>
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	<p>until the learners become automatic in recognizing them. Learners write the words in their word banks and on the classroom wall chart and play with it throughout the week.</p> <p>K2.2.2.1.4 Say and clap syllables of the various tribes and languages.</p> <p>Exemplar:</p> <p>Guide learners to say and clap the syllables in some selected names related to the theme. E.g. I am Yayra. I am an Ewe – e-we. Let learners use the letter sounds to decode words about the topic. E.g. /a//k//a//n/, /f//a//n//t//e</p>	<p>LL4</p>	
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Content Standard	Indicators and Exemplars	References	Core Competencies
<p>K2.2.2.1 Demonstrate understanding of the origin and history of our families and the languages spoken.</p>	<p>K2.2.2.1.5 Identify the letter-sound learnt for the week in words related to the theme and write the letter and key word boldly and legibly in their books.</p> <p>Exemplars:</p> <p>(Procedure for teaching letter sounds each week: (see K2 .1.1.1.5)</p> <ul style="list-style-type: none"> • Rapidly revise the letter sounds learnt so far. • Follow the procedure as in K2 .1.1.1.5 to continue teaching the letter-sound for the week. <p>K2.2.2.1.6 Tell a story and dramatize the history of different families</p> <p>Exemplar:</p> <p>Invite a resource person to visit the class and tell a story of the origin of different ethnic groups. Learners retell the story about their origin to the</p>	<p>LL7</p> <p>CA</p>	<p>Cultural identity and Global citizenship (CG)</p> <p>Personal Development and Leadership (PL)</p> <p>Creativity and Innovation (CI)</p>

	<p>whole class. (Give this as homework to the learners early on so they can prepare). With full traditional costume, learners dramatize the origin story of different tribes. Let learners sing lots of traditional songs during the dramatization.</p> <p>K2.2.2.1.7 Comparing length and distance from their school to their homes and hometowns using non-standard and standardised measures.</p> <p>Exemplar:</p> <p>Scaffold learners to measure different length and spaces in the classroom and outside the classroom. In small groups, have learners use non-standardised tools such as their feet, rope or thread to measure the length of their tables, their classroom, distance of their classroom to the headteacher’s office, the football park, distance from school to their homes and finally measuring the distance from present place to their hometown on a big map of Ghana, Give them rulers to measure some spaces and compare the length using phrases like longer than, shorter than. Engage learners actively in the measurement exercise adding and estimating. Have ground rules as to how to do the task.</p>	<p>CA</p> <p>LLI</p> <p>N3</p>	<p>Critical Thinking and Problem Solving</p> <p>(CP)</p>
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SUB STRAND 3: FAMILY CELEBRATIONS AND FESTIVALS			
Content Standard	Indicators and Exemplars	References	Core Competencies
K2.2.3.1 Demonstrate understanding of importance of the activities that we engage in during festivals and family celebrations.	<p>K2.2.3.1.1 discuss importance of activities we engage in during festivals and family celebrations and sing folk tunes and religious songs.</p> <p>Exemplar:</p> <p>Follow basic procedures of the community circle time (as in K2.1.1.1.1), introduce the theme for the week and discuss importance of the activities that go on during family celebration. Display a conversational poster on Celebration and let learners discuss the activities that go on during their family celebrations. Have them display concrete materials and costumes they wear and why. Have them also talk about the activities they do with their families during the religious celebrations and traditional festivals. Engage learners in active discussion about the religious festivals of their families e.g. Christmas, Eid -al fitr, Eid-ul- Adar, Easter etc.</p> <p>Mount different centres for different groups and their festivals</p> <p>K2.2.3.1.2 Use the cover page and title to predict what happens in a story, listen and answer simple “wh” questions on the read aloud text about the theme (The story of Easter and Eid-al Fitr)</p> <p>Exemplars:</p> <p>Using a narrative story related to the theme, guide learners to predict what will happen in the text. Learners listen attentively to the Teacher-read-aloud text and answer ‘wh’ questions as in the Herringbone strategy, During and after the reading, the teacher should pause often and ask the learners the following questions: who did what in the story, what happened, what was the problem in the story? where did the story</p>	<p>WP</p> <p>LL1</p> <p>LL2 LL3</p> <p>LL3</p> <p>LL1</p>	<p>Communication and collaboration (CC)</p> <p>Personal Development and Leadership (PL)</p> <p>Critical thinking and problem solving (CP)</p> <p>Cultural identity and Global citizenship (CG)</p> <p>Creativity and Innovation (CI)</p> <p>Problem solving and Critical (PC)</p>

	<p>happen?, how and why] (see Appendix I) Encourage learners to use their own words to retell and answer the questions.</p> <p>K2.2.3.1.3 Read level appropriate sight words relating to celebration and festival of a family automatically.</p> <p>Exemplar:</p> <p>Learners follow steps in learning sight words as in the previous lesson K2.2.2.1.3. focus on another five sight words for the week, practise until they become automatic by the end of the week and then they can have a spelling check on Friday.</p> <p>K2.2.3.1.4 Identify the initial sounds, clap and count the number of syllables in different words related to festivals and celebrations</p> <p>Exemplar:</p> <p>List the names of various celebrations and festivals, guide learners to identify the number of syllables in the word by clapping. Have the learners identify and write the beginning letter sounds and also clap the syllables again and again. E.g. Christmas begins with the letter sound /c/ and it can be clapped into 2 syllables etc.</p>	<p>LL3</p> <p>LL8</p> <p>WP</p>	
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Content Standard	Indicators and Exemplars	References	Core Competencies
<p>K2.2.3.1 Demonstrate understanding of festivals and celebrations family's celebrate.</p>	<p>K2.2.3.1.5 Identify the letter-sound learnt for the week in words related to the theme and write the letter and key word boldly and legibly in their books.</p> <p>Exemplars:</p> <p>(Procedure for teaching letter sounds each week: (see K2 .1.1.1.5)</p> <ul style="list-style-type: none"> • Rapidly revise the letter sounds learnt so far. • Follow the procedure as in K2 .1.1.1.5 to continue teaching the letter-sound for the week. • Follow basic concepts of writing and steps in K2.1.1.1.5 and write the letter names beginning family celebrations after learners have a warm up exercise, Guide learners to write the letters on the blue and red lines in their exercise books. <p>K2.2.3.1.6 Recognize and create paper and rubber beads according to simple patterns in the environment</p> <p>Exemplar:</p> <p>Provide learners with different materials such as straws and old calendars to cut and create beads. Cut old calendars, brown papers, and roll them using glues. Have learners prepare nice beads for the classroom celebration.</p> <p>Role play activities that go on during the different family religious and traditional celebrations. E.g. Homowo festival, Hogbetsotso festival etc.</p> <p>K2.2.3.1.7 Prepare a shopping list, use money to shop for ingredients for the festival special meal.</p>	<p>LL6</p> <p>LLLL4</p> <p>LL7</p> <p>LL6</p> <p>WP</p> <p>CA</p>	<p>Communication and collaboration (CC)</p> <p>Personal Development and Leadership (PL)</p> <p>Cultural identity and Global citizenship (CG)</p> <p>Creativity and Innovation (CI)</p> <p>Problem solving and Critical (PC)</p>

	<p>Exemplar:</p> <p>Learners apply the concept of addition and subtraction as they use real money to go shopping for some essential ingredients in the classroom store. Count the number of people in the family and buy enough food for them. Solve addition and subtraction word problems during the week.</p>	<p>LL6</p> <p>N 3</p> <p>N.1</p>	
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SUB STRAND 4: MY SCHOOL FAMILY			
Content Standard	Indicators and Exemplars	References	Core Competencies
K2.2.4 .1 Demonstrate understanding of the rules and regulations for learners and teachers at school.	<p>K2.2.4.1.1 Talk about and discuss the rules and regulations that guide us to live as good friends in the school family</p> <p>Exemplar:</p> <ul style="list-style-type: none"> • Display three conversational posters (In the classroom, At the library, friendship) all related to the theme, and engage learners in active discussion on what they see in the pictures. • Follow basic procedures of the community circle time (as in K2.1.1.1.1) and discuss the theme for the week. Talk about the members of the school family, e.g. The head, teachers and classmates, and the rules that governs us to live at peace with each other in the classroom and the school as good friends and family members. • Learners through the observation of the conversational poster come up with simple rules to help them become law abiding and respectful learners in the school. 	<p>WP LLI</p> <p>LL2</p>	<p>Communication and collaboration (CC)</p> <p>Personal Development and Leadership (PL)</p> <p>Communication and Collaboration (CC)</p> <p>Personal development and leadership (PL)</p>

	<p>K2.2.4.1.2 Use visual information (illustrations) and title of Big book to make predictions and answer simple “wh” questions about the text.</p> <p>Exemplars:</p> <ul style="list-style-type: none"> Using a narrative story related to the theme, guide learners to predict what the story will be about using the cover picture and title of the story. <i>E.g. Ask: What do you think is going to happen in the story?</i> Teacher continues to read the story and let learners verify and confirm what they predicted. Have learners listen attentively and answer “wh” questions as in the Herringbone strategy, during and after the reading. (see Appendix I and K2.2.3.1.2). e.g. Who did what in the story? What did the character do? Why? <p>K2.2.4.1.3 Use vocabulary acquired to form sentences related to the theme.</p> <p>Exemplar:</p> <ul style="list-style-type: none"> List the new content vocabulary learnt on word cards, through consistent practice the whole week, assist learners to pronounce the words automatically and use the words meaningfully in constructing simple sentences. <p>K2.2.4.1.4 Identify the letter-sound learnt for the week in words related to the theme and write the letter and key word boldly and legibly in their books.</p> <p>Exemplars:</p> <p>(Follow procedures for teaching letter sounds each week: (see K2 .1.1.1.5)</p>	<p>LL1</p> <p>LL3</p> <p>LL1</p> <p>LL7</p> <p>LL5.1</p> <p>LL5.2</p>	<p>Creativity and Innovation (CI)</p> <p>Critical Thinking and Problem Solving (CP)</p>
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	<ul style="list-style-type: none"> • For e.g. Do a rapid review of the letter sounds learnt so far. Write both capital and lower-case letters on the Whiteboard. Teach the sound and the key word. • Writing: practise writing the letter in the air, on their arms playfully and in their ruled writing exercise books the week. 		
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Content Standard	Indicators and Exemplars	References	Core Competencies
K2.2.4 .1 Demonstrate understanding of the rules and regulations for learners and teachers at school.	<p>K2.2.4.1.5 Trace, colour and label a picture of an object in the school which communicates rules.</p> <p>Exemplar:</p> <p>Ask learners: which objects give you the signal that you are late? Bell or drum. Let learners draw and label it.</p> <p>K2.2.2.1.7 Comparing length of items and height of learners in the school using non-standard and standardised measures.</p> <p>Exemplar:</p> <p>Scaffold learners to measure different length of spaces in the classroom and outside the classroom. In small groups, learners use non-standardised tools such as their feet, rope or thread to measure the length of different spaces and objects in the school, tables, their classroom space, the football park, etc. and compare them using phrases such as longer than, shorter than, etc.</p> <p>Using non-standardised measures, compare the heights of different learners in the class to find out who is shorter or taller than the other by having them stand side by side or back to back. Use the phrases taller than or shorter than to describe the learners,</p>	<p>LL6</p> <p>LL7</p> <p>CA</p> <p>N.3</p> <p>N.3</p>	<p>Communication and collaboration (CC)</p> <p>Personal Development and Leadership (PL)</p> <p>Communication and Collaboration (CC)</p> <p>Personal development and leadership (PL)</p> <p>Creativity and Innovation (CI)</p> <p>Critical Thinking and Problem Solving (CP)</p>

	<p>to learners (The cat' hat). Guide learners to share what they learnt from the character in the story.</p> <ul style="list-style-type: none"> Learners pay attention to new words after reading. Show the new words to learners after reading and ask them to act them out. Learners use vocabulary acquired to create meaningful sentences about the main character. 	LL7	
Content Standard	Indicators and Exemplars	References	Core Competencies
K2.3.1.1 Demonstrate understanding of their personal value in relation to their likes and dislikes.	<p>K2.3.1.1.3 Randomly identify letters of the alphabet and recognize them in words and names related to the theme and clap the syllables,</p> <p>Exemplar</p> <p>Play a game “Listen to the sound, pick the letter and a word in which the letter is and sound it out.”. As a way of revising the letters learnt so far, play this game;</p> <p>Put learners in a group and let them win marks for their group. Explain the rules of the game to learners. The rule is:</p> <ul style="list-style-type: none"> “Listen to the teacher pronounce a word, find the letter beginning that word in a pile, move to another table and find another word in which the target sound is, pick it, pronounce the word and clap the syllables in the word.”. Use only letter-sound the learners have learnt so far. <p>K2.3.1.1.4 Write or copy words related to the theme in a self-dictionary or journal.</p> <p>Exemplar:</p> <p>Using the word cards, guide learners to identify and read the key words by sight (recognize and pronounce the word instantly). Write</p>	<p>LL4</p> <p>LL5</p> <p>LL4</p> <p>LL5.1</p> <p>LL5.2</p> <p>LL7</p> <p>LL7</p>	<p>Communication and collaboration (CC)</p> <p>Personal Development and Leadership (PL)</p> <p>Communication and Collaboration (CC)</p> <p>Personal Development and Leadership (PL)</p>

	<p>the key words on the board and guide learners to copy them in their self-dictionary books and draw their picture.</p> <p>K2.3.1.1.5 Explore with simple tools and materials to create and communicate ideas.</p> <p>Exemplar:</p> <ul style="list-style-type: none"> • Using the clay or play dough, have learners mould any object of their choice e.g. fruit(s) a toy etc. • Use poster colours and brushes to paint their objects appropriately, <p>K2.3.1.1.6 Compose and decompose numbers up to 10 using concrete materials</p> <p>Exemplar:</p> <ul style="list-style-type: none"> • Guide learners to count counters, either bottle tops or sticks from 1 to 10 (Compose). 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. • Give different numeral cards to small groups of learners and ask them to identify and count objects/counters to match the number. 	<p>CA</p> <p>LL</p> <p>CA</p> <p>NI</p> <p>N.I</p>	<p>Creativity and Innovation (CI)</p> <p>Critical Thinking and Problem Solving (CP)</p>
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SUB STRAND 2: MY CULTURAL VALUES			
Content Standard	Indicators and Exemplars	References	Core Competencies
K2.2.2.1 Demonstrate understanding of the virtues, good manners and behaviour patterns our community values and why.	<p>K2.2.2.1.1 Recognize and use appropriate facial expressions, gestures and body language that convey meaning to accompany greetings.</p> <p>Exemplar:</p> <ul style="list-style-type: none"> 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. <p>K2.2.2.1.2 Use illustrations on the cover page and title of Big book to make predictions and answer simple story map questions on the text.</p> <p>Exemplar:</p> <ul style="list-style-type: none"> 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 	<p>WP</p> <p>LL1</p> <p>LL2</p> <p>LL3</p>	<p>Communication and collaboration (CC)</p> <p>Personal Development and Leadership (PL)</p> <p>Personal development and Leadership (PL)</p> <p>Communication and collaboration (CC)</p> <p>Personal Development and Leadership (PL)</p>

	<p>the problem? How was the problem solved? Learners should identify their favourite characters and explain why they like that character.</p> <ul style="list-style-type: none"> Repeat the pronunciation of the new words encountered in the text after teacher. Find the meaning using context and pictures. Use vocabulary acquired to construct short meaningful sentences. 		Creativity Innovation (CI)
Content Standard	Indicators and Exemplars	References	Core Competencies
K2.3.2.1 Demonstrate understanding of the virtues, good manners and behaviour patterns our community values and why.	<p>K2.3.2.1.1 Randomly identify letters of the alphabet and recognize them in words and names related to the theme and clap the syllables.</p> <p>Exemplar</p> <p>Play a game as described in K2.3.1.1.4“<i>Listen to the sound, pick the letter and a word in which the letter is and sound it out.</i>”. As a way of revising the letters learnt so far, play this game;</p> <p>Put learners in a group and let them win marks for their group Explain the rules of the game to learners. The rule is at K2.3.1.1.3</p> <p>K2.3.2.1.4 Read, use and copy daily greetings and some culturally appropriate and polite language in their self-dictionary/note book.</p> <p>Exemplar</p> <p>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.</p> <p>Pair them up to use the polite words in conversation after which they copy them into their jotters/self-dictionary.</p>	<p>LL4</p> <p>LL5</p> <p>LL6</p> <p>LL7</p>	<p>Communication and collaboration (CC)</p> <p>Personal Development and Leadership (PL)</p> <p>Creativity Innovation (CI)</p>

SUB STRAND 3: MY NATIONAL AND CIVIC VALUES			
Content Standard	Indicators and Exemplars	References	Core Competencies
K2.3.3.1 Demonstrate understanding of the values and virtues we need to exhibit as Ghanaian learners.	<p>K2.3.2.1.1 Brainstorm good behaviours and acceptable practices that we should exhibit as Ghanaian learners.</p> <p>Exemplar:</p> <ul style="list-style-type: none"> 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. 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. 	WP LL1	Communication and collaboration (CC)
	<p>K2.3.3.1.2 Use illustrations on the cover page and title of Big book to make predictions and answer simple story map questions about the text.</p> <p>Exemplars:</p> <p>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 I 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?</p>	<p>LL2 LL3</p> <p>LL4 LL5</p>	<p>Personal Development and Leadership (PL)</p> <p>Creativity and Innovation (CI)</p> <p>Critical Thinking and Problem Solving (CP)</p>

	<ul style="list-style-type: none"> • Take learners outside to observe the national flag of Ghana. • Let learners draw and colour or paint the flag of Ghana. <p>K2.3.3.1.6 Recognize and describe some simple repeating non-numerical patterns (up to a repetition of 3, 1, 2 pattern).</p> <p>Exemplar:</p> <ul style="list-style-type: none"> • Guide learners to identify the numbers on cards, arrange them and let them continue the pattern you started. E.g. 1,3 5, 7... • Have learners identify patterns and arrange numeral cards in a particular order and read. 	N	
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SUB STRAND 4: OUR BELIEFS			
Content Standard	Indicators and Exemplars	References	Core Competencies
K2.3.4.1 Demonstrate understanding of relating well with people with different beliefs.	<p>K2.3.4.1.1 Describe why and how to relate well with everyone regardless of their culture, language or belief.</p> <p>Exemplar:</p> <ul style="list-style-type: none"> • Community Circle time: Follow basic procedures of the community circle time (as in K2.1.1.1.1) and introduce the theme for the week. Display a conversational poster 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. Discuss the different kinds of people 	WP LLI	<p>Communication and collaboration (CC)</p> <p>Personal Development and Leadership (PL)</p>

	<p><u>Practice letter ladder-game</u></p> <p>Draw a grid on the floor of the classroom or outside. Write letters the learners have learnt so far in the grid on the floor which looks like this.</p> <table style="margin-left: 40px; border-collapse: collapse;"> <tr> <td style="padding: 5px 15px;">a</td> <td style="padding: 5px 15px;">k</td> <td style="padding: 5px 15px;">f</td> <td style="padding: 5px 15px;">D</td> </tr> <tr> <td style="padding: 5px 15px;">s</td> <td style="padding: 5px 15px;">b</td> <td style="padding: 5px 15px;">m</td> <td style="padding: 5px 15px;">O</td> </tr> <tr> <td style="padding: 5px 15px;">p</td> <td style="padding: 5px 15px;">h</td> <td style="padding: 5px 15px;">k</td> <td style="padding: 5px 15px;">H</td> </tr> </table> <p>Divide the class into 2, 3, 4 groups (this depends on the number of learners in the class).</p> <p>Read the sounds and call on the group to send a volunteer to jump/hop on the letter in the box on the floor. If the child is correct, the group gets a point.</p> <p>If the child is incorrect, the group loses their turn/ chance and does not get a point. It moves to another group. If nobody knows it, the teacher needs to demonstrate and hop on the grid and no one get a point.</p> <p>Select a group to start with.</p>	a	k	f	D	s	b	m	O	p	h	k	H	<p>LL7</p> <p>LL4</p> <p>LL5.1</p> <p>LL5.2</p>	
a	k	f	D												
s	b	m	O												
p	h	k	H												

Content Standard	Indicators and Exemplars	References	Core Competencies
K2.3.4.1 Demonstrate understanding of relating well with people with different beliefs.	<p>K2.3.4.1.5 Play different musical instruments and dance to religious songs</p> <p>Exemplar:</p> <p>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</p>	<p>LL5</p> <p>LL7</p>	Communication and collaboration (CC)

	<p>songs while/and others dance. Play a variety of music on CD/tapes and let learners dance.</p> <p>K2.3.4.1.6 Recognise and describe some simple repeating non-numerical patterns (up to a repetition of 3, 1, 2 pattern)</p> <p>Exemplar:</p> <ul style="list-style-type: none"> • Show number cards and let learners work in small groups to identify the pattern. • Guide learners to arrange the numeral cards to patterns. E.g. 11,22, 33, 	<p>CA</p> <p>N</p>	<p>Personal Development and Leadership (PL)</p> <p>Creativity and Innovation (CI)</p> <p>Critical Thinking and Problem Solving (CP)</p>
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STRAND 4: MY LOCAL COMMUNITY

SUB STRAND 1: KNOWING THE SPECIAL PLACES IN MY COMMUNITY			
Content Standard	Indicators and Exemplars	References	Core Competencies
K2.4.1.1 Demonstrate understanding of the special places in our local community	<p>K2.4.1.1.1 Talk about familiar, places, things and events with prompting and support.</p> <p>Exemplar:</p> <p>Community Circle time: Follow basic procedures of the community circle time (as in K2.1.1.1.1) and introduce the theme for the week. Display a conversational poster showing some special places in a community where learners can go. Have learners observe the poster and talk about some of the special places in every community, e.g. the chiefs house, the market, police station, the hospital.</p> <ul style="list-style-type: none"> • Prepare the learners for a field trip to the chief’s palace and the police station during the week. <i>(For an advance preparation, ask permission from the places by mouth and with a letter.)</i> Arrange with a resource person to talk to the learners. • While back at school, have learners share what they have learnt on the field. <p>K2.4.1.1.2 Listen attentively to a read aloud of an informational text about special places and participate actively in the KWL reading technique asking and answering one’s own questions.</p> <p>Exemplar</p> <p>Follow the KWL technique procedure and have learners learn more about the importance of special places in a community.</p>	<p>WP LL1</p> <p>LL2 LL3</p> <p>LL5</p> <p>LL3</p> <p>LL3</p>	<p>Communication and collaboration (CC)</p> <p>Personal development Leadership (PL)</p> <p>Communication and Collaboration (CC)</p> <p>Creativity and Innovation (CI)</p>

	<ul style="list-style-type: none"> • K-Discuss what the learners already know, • W learners ask all their questions about what they want to know. • L Read to them, pausing often for them to share what they are learning and have learnt. (See appendix I) <p>K2.4.1.1.3 Read level-appropriate sight words from the big book</p> <p>Exemplar:</p> <ul style="list-style-type: none"> • Display sight words on word cards and guide learners to read • Have them look for the sight words from the big book and guide learners to use the words to form short and simple sentences. • Copy words in the exercise book. • Write level appropriate content vocabulary in their ruled exercise books and read them to each other. <p>K2.4.1.1. 4 Recognize at least 50% of the letter sounds of the alphabet</p> <p>Exemplar:</p> <p>Play Alphabet Relay Game</p> <p>Put learners in groups of 4 to compete for letter recognition and writing. Give each group a piece of chalk. Call out a letter and let two pupils from each group run to the chalk board and write both the small and capital letter. Call out another letter and let pupils take turns.</p>	<p>LL1</p> <p>LL7</p> <p>LL6</p> <p>LL4</p>	
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SUB STRAND 2: KNOWING (WHO) THE IMPORTANT PEOPLE / OCCUPATION IN MY COMMUNITY			
Content Standard	Indicators and Exemplars	References	Core Competencies
K2.4.2.1 Demonstrate understanding of knowing the important people / occupation in our community.	<p>K2.4.2.1.1 Talk about and discuss the various occupations in our community.</p> <p>Exemplar:</p> <ul style="list-style-type: none"> • Community Circle time: Follow basic procedures of the community circle time (as in K2.1.1.1.1) and introduce the theme for the week. Display a conversational poster (#30) and some concrete materials related to the theme and engage learners in active discussion. 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. <p>K2.4.2.1.2 Listen attentively to the teacher-read-aloud of the big book which relates to the theme, track words and share lessons learnt on the theme of the week.</p> <p>Exemplar:</p> <ul style="list-style-type: none"> • Teacher follows the steps of the KWL strategy instruction as you read aloud the informational text which relates to the theme to the learners. (See lesson K2.1.2.1.2, also appendix 1) • Check on the K and W before you read the text and the L after reading. <p>L- Learners share what they have learnt about the theme.</p>	<p>WP LLI</p> <p>LL2 LL3</p> <p>LL3</p>	<p>Cultural identity and Global citizenship (CG)</p> <p>Communication and collaboration (CC)</p> <p>Personal Development and Leadership (PL)</p> <p>Personal development and Leadership (PL)</p> <p>Creativity and Innovation (CI)</p> <p>Critical Thinking and Problem Solving</p>

	<p>E.g. This is a police officer. He works at the Police Station.</p> <p>Have learners draw their chosen profession and match it with the sentence related to it.</p> <p>K2.4.2.1.3 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.</p> <p>Exemplar:</p> <ul style="list-style-type: none"> 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. 	<p>LL1 LL6 WP</p>	<p>(CP)</p>
<p>K2.4.2.1 Demonstrate understanding of knowing the important people / occupation in our community.</p>	<p>K2.4.2.1.4 Identify the letter-sound learnt for the week in words related to the theme and write the letter and key word boldly and legibly in their books.</p> <p>Exemplars:</p> <p>(Procedure for teaching letter sounds each week: (see K2 .1.1.1.5))</p> <ul style="list-style-type: none"> Rapidly revise the letter sounds learnt so far. Follow the procedure as in K2 .1.1.1.5 to continue teaching the letter-sound for the week. <p>K2.4.2.1.6 Create simple patterns with more than one of shape, colour, size, sounds or movements.</p> <p>Exemplar:</p> <p>Using the coloured rubber counters, or legos, or different bottle tops, guide learners to create patterns with different colours.</p>	<p>LL6</p> <p>LL5.1 LL5.2 LL7 CA N</p>	<p>Cultural identity and Global citizenship (CG)</p> <p>Communication and collaboration (CC)</p> <p>Personal Development and Leadership (PL)</p> <p>Creativity and Innovation (CI)</p> <p>Problem solving and Critical thinking (PC)</p>

	<ul style="list-style-type: none"> 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. <p>Practice this with learners the whole week.</p> <ul style="list-style-type: none"> Another strategy you can use is Pupils Blending. <p>Two pupils hold individual letter cards separately</p> <p>They move towards each other slowly until they stand close and put their letters together to read a syllable.</p>	<p>LL5.2</p> <p>LL7</p>	<p>Creativity and Innovation (CI)</p>
<p>K2.4.3.1 Demonstrate understanding and knowledge of the special leaders in our community</p>	<p>K2.4.3.1.5 Create art works inspired by places in our culture and country.</p> <p>Exemplar:</p> <p>Using a picture, have learners talk about elements in the palace which interests them. Guide them to make a picture of the umbrella and label it nicely.</p> <p>K2.4.3.1.6 Compare objects based on length and weight of various items and objects.</p> <p>Exemplar:</p> <ul style="list-style-type: none"> 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 non-standardized scales. <p>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.</p>	<p>CA</p> <p>N3</p>	<p>Personal Development and Creativity (PC)</p> <p>Creativity and Innovation (CI)</p> <p>Critical Thinking and Problem Solving (CP)</p>

	<p>W: learners should share what they want to know.</p> <p>Read the book pausing often to allow learners to find answers to their questions under (L)</p> <p>K2.5.1.1.3 Use the new vocabulary learnt about the Independence Day celebration to construct simple sentences and copy them correctly into their journal or self-dictionary of pictures and words.</p> <p>Exemplar:</p> <p>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. 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.</p> <p>K2.5.1.1.4 Identify the beginning and ending rhyming sounds in words, delete and replace the rhyming sounds to get another rhyming pair.</p> <p>Exemplar</p> <p>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}</p> <p>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.</p>	<p>LL5</p> <p>LL3</p> <p>LL3</p> <p>LL7</p> <p>LL6</p>	<p>Communication and Collaboration (CC)</p> <p>Creativity and Innovation (CI)</p> <p>Critical Thinking and Problem Solving (CP)</p>
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	<p>K2.5.1.1.5 Connect letters to spoken words and identify letters in print</p> <p>Exemplar</p> <p>Play Practice ladder game of letters</p> <p>Draw a grid and write letters the learners have studied so far in it on the floor</p> <table data-bbox="622 485 1093 689"> <tr> <td>a</td> <td>k</td> <td>f</td> <td>D</td> </tr> <tr> <td>s</td> <td>b</td> <td>m</td> <td>O</td> </tr> <tr> <td>p</td> <td>h</td> <td>k</td> <td>H</td> </tr> <tr> <td>k</td> <td>g</td> <td>k</td> <td>M</td> </tr> </table> <p>Divide the class into 2, 3, or 4 groups, (the number depends on the number of learners in the class).</p> <p>The rule for the game is that When you call out a word, a volunteer (a child) runs and hops onto the space where the beginning letter of the word is placed on the grid. If the child is correct, the group gets a point.</p> <p>Keep on calling out words and the groups send volunteers to hop on the letter in the box on the floor.</p> <p>If the child is incorrect, the group loses the chance and does not get a point. If nobody knows it, you need to demonstrate and hop on the grid and no one gets a point Those who got it wrong will be given the word and the letter to take home and relearn. Select a group to start with.</p>	a	k	f	D	s	b	m	O	p	h	k	H	k	g	k	M	<p>LL7</p> <p>LL1</p> <p>LL4</p> <p>LL4</p>	
a	k	f	D																
s	b	m	O																
p	h	k	H																
k	g	k	M																

	<p>K2.5.1.1.6. Prepare an artwork related to the Independence Day and use it for the Kiddies Independence Day celebration.</p> <p>Exemplar:</p> <p>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.</p> <p>K2.5.1.1.7 Identify Ghanaian coins and money by name and use it to buy and sell in the classroom store.</p> <p>Exemplar</p> <p>Display the various coins currently being used for transaction in Ghana.</p> <p>Have learners touch, feel and say the features of each coin. Play games with the learners asking them to identify the coins and buying things with them in the classroom store.</p>	<p>LL5.</p> <p>LL5</p> <p>CA</p> <p>N</p>	
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KINDERGARTEN 2 TERM 3

STRAND 6: ALL AROUND US

SUB STRAND 1: LIVING AND NON-LIVING THINGS			
Content Standard	Indicators and Exemplars	References	Core Competencies
K2.6.1.1 Demonstrate understanding of why some things are referred to as living and non- living things.	<p>K2.6.1.1.1 Talk about different types of living and non-living things around us</p> <p>Exemplar:</p> <ul style="list-style-type: none"> • Theme discussion: Follow basic procedures of the community circle time (as in K2.1.1.1.1) and introduce the theme for the week. Display a conversational poster and some concrete materials related to the theme and engage learners in active discussion on things we can refer to as living things and things that are non-living. • Go out for a nature walk with the learners. Take learners around the compound and let them identify and name the things they see. • Learners observe the things they see and pick some for the classroom. Back in the classroom, with the support of the poster, have learners classify things they have seen under living and non-living things 	WP LLI	Communication and collaboration (CC)
	<p>K2.6.1.1.2. Participate actively in the shared reading of the big book which relates to the theme, and share more lessons learnt on the theme of the week.</p>		LL2 LL3

	<p>Exemplars:</p> <ul style="list-style-type: none"> • Teacher follows the steps of the KWL strategy instruction during the shared reading session of the informational text which relates to the theme to the learners (See lesson K2.1.2.1.2, also appendix 1) • Check on the K and W before you read the text and the L after reading. <p>K- Have learners share their previous knowledge about living and non-living things. W-have them ask question about what they want to know about the theme. Teacher reads and pauses often for the learners to identify answers to their questions. L- learners share the lessons learnt about the theme. E.g. examples of living things are plants, animals, human beings, etc, and non-living things- bags, spoon, table etc.</p> <p>K2.6.1.1.3 Keep record of sight words and new content vocabulary learnt from the reading text on the theme.</p> <p>Exemplars:</p> <ul style="list-style-type: none"> • List key words of the theme on the marker /chalk board and have learners learn the correct pronunciation of words. Teach the meaning of the words using contextual clues including pictures • Show the words on cards and have learners study the spelling. and use the words to create their own sentences. • Guide learners to copy the words in their books. 		
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SUB STRAND 6: LIVING AND NON-LIVING THINGS			
Content Standard	Indicators and Exemplars	References	Core Competencies
K2.6.1.1 Demonstrate understanding of why some things are referred to as living and non- living things.	<p>K2.6.1.1.4 Recognize at least 75% of letter sounds in words</p> <p>Exemplars:</p> <p>Play Alphabet Relay with learners.</p> <p>Put learners in groups of 4 to compete for letter recognition and writing. Give each group a piece of chalk. Call out a letter and let two pupils from each group run to the chalk board and write both the small and capital letter. Call out another letter and let pupils take turns.</p> <p>K2.6.1.1.5. Identify the letter-sound learnt for the week in words related to the theme and write the letter and key word boldly and legibly in their books.</p> <p>Exemplars:</p> <p>(Procedure for teaching letter sounds each week: (see K2 .1.1.1.5)</p> <ul style="list-style-type: none"> • Rapidly revise the letter sounds learnt so far. • Follow the procedure as in K2 .1.1.1.5 to continue teaching the letter-sound for the week. Look for words in which we can find the new letter for the week. <p>K2.6.1.1.6 Identify, draw and colour two items each under living and non-living things.</p> <p>Exemplar:</p>	<p>LL4</p> <p>LL5.1</p> <p>LL5.2</p> <p>LL6</p> <p>LL7</p>	<p>(CC)</p> <p>(PL)</p> <p>(PL)</p> <p>(CI)</p> <p>(PC)</p> <p>Communication and Collaboration (CC)</p> <p>Personal development and Leadership (PL)</p> <p>Personal Development and Leadership (PL)</p>

	<p>related to the theme and engage learners in active discussion. Call on learners randomly to answer questions or contribute to the discussion.</p> <ul style="list-style-type: none"> • Let learners talk about animals found in the home and those that are not at home. • Discuss with learners how and why domestic animals should be catered/cared for. <p>K2.6.2.1.2 Listen to a shared reading on a traditional story on how some animals became domestic animals.</p> <p>Exemplars:</p> <p>Take learners through picture reading and let them guess what the text will be about. Pretend and ask them to decode a word using the illustration. Read aloud the story and ask simple Story map questions on the setting, characters, the problem and the resolution of the problem. Learners think-pair share and then brainstorm as a whole class the differences between domestic and wild animals. Ask learners to think about why a wild animal would want to become a domestic animal.</p> <p>K2.6.2.1.3 Create an informational text on different types of animals using a variety of new vocabulary learnt from the conversational poster on domestic animals.</p> <p>Exemplar</p> <p>Using the Language Experience Approach (LEA), create an informational text on Domestic animals. Learners observe the conversational poster on Animals and with leading questions, they create and dictate simple sentences to you. Write the story for them on a big sheet and use that as a reading text.</p> <p>E.g. There are different kinds of animals,</p>	<p>LL2</p> <p>LL3 LL4</p> <p>LL4</p> <p>LL5</p> <p>LL1</p> <p>OWOP</p> <p>LL4</p>	<p>Personal Development and Leadership (PL)</p> <p>Communication and Collaboration (CC)</p> <p>Personal Development and Leadership (PL)</p>
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	<p>Animals that lay eggs – hen, duck.</p> <p>Animals that do not lay eggs-goat, dog</p> <p>Animals that have fur – rabbit, goat, dog, cat</p> <p>Animals that have feathers – hen, duck, parrot</p> <p>Teacher can add few sentences. Give the text a title. Ask learners to add illustrations to the text. Learners can copy this text into their exercise books if they want.</p> <p>K2.6.2.1.4 Tap and clap and count the syllables of the names of animals and lines of the song.</p> <p>Exemplar</p> <p>Let learners mimic the sound of the various animals in the song.</p> <p>Old Macdonald has a farm. Play the song in the Computer or a tape and ask learners to sing along and mention names of animals and clap the syllables in their names.</p> <p>Clap or tap parts of the first line of the song (Old MacDonald) Substitute parts of the song with claps. Count the claps</p> <p>K2.6.2.1.5 Identify the letter-sound learnt for the week in words related to the theme and write the letter and key word boldly and legibly in their books.</p> <p>Exemplars:</p> <p>(Procedure for teaching letter sounds each week: (see K2 .1.1.1.5)</p> <ul style="list-style-type: none"> • Rapidly revise the letter sounds learnt so far. • Follow the procedure as in K2 .1.1.1.5 to continue teaching the letter-sound for the week. 	<p>LL5.1</p> <p>LL5.2</p> <p>LL6</p> <p>LL7</p> <p>LL5</p> <p>NI</p>	
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	<ul style="list-style-type: none"> • Teach learners to Blend individual letter sound to form one syllabic words. • Practice with Pupils blending. <ul style="list-style-type: none"> • Two pupils hold individual letter card separately • They move towards each other slowly until they stand close and put their letters together to read a syllable. • Pupils practice more of these to help them blend easily <p>K2.6.2.1.6 Observe, identify and talk about images, items and performances in artworks of everyday life.</p> <p>Exemplars:</p> <ul style="list-style-type: none"> • Let learners observe pictures of some animals, and talk about their characteristics, colours and size. Learners cut and paste animals in the two categories: domestic and wild animals <p>K2. 6.2.1.7 Compare the size and height of different animals using the phrases, bigger than, taller than.</p> <p>Exemplars:</p> <p>Using picture, guide learners to compare the size and height of animals. E.g. elephant is bigger than the fox, the giraffe is taller than the lion.</p>	<p>CA</p> <p>N</p>	
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	<p>Use the Big book on the Thirsty Crow. Do a Picture Walk through the text and have learners guess what the text will be about. Read the story aloud with all enthusiasm and pause often for the learners to predict what happens next in the story. Ask simple Story map questions on the setting, characters, the problem and the resolution of the problem. Learners think-pair share and then brainstorm as a whole class how water is very important to human beings and plants</p> <p>K2.6.3.1.3 Use a variety of new vocabulary learnt about the sources and importance of water to all living things to create a text for reading using LEA</p> <p>Exemplar:</p> <p>Using the Language Experience Approach (LEA), create an informational text on Water. Learners observe the conversational poster on Sources of Water and with leading questions, have them dictate simple sentences to you orally and write the story for them on a big sheet and use that as a reading text throughout the week in addition to the Thirsty Crow.</p> <p>E.g. Good Water is clear and colourless. Animals drink water to live. Plants need water to grow.</p> <ul style="list-style-type: none"> • Teacher can add few sentences. Give the text a title. Ask learners to add illustrations to the text. 	<p>LL6</p>	<p>Creativity and Innovation (CI)</p>
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SUB STRAND 3: WATER			
Content Standard	Indicators and Exemplars	References	Core Competencies
K2.6.3.1 Demonstrate understanding of the sources of water and its importance to human, plants and animals	<p>K2.6.3.1.4. Blend the letter-sounds learn so far into syllables, read and write the syllables boldly and legibly in their books.</p> <p>Exemplars:</p> <p>(Procedure for teaching letter sounds each week: (see K2 .1.1.1.5))</p> <ul style="list-style-type: none"> • Rapidly revise the letter sounds learnt so far. • Teach learners to blend individual letter sound to form one syllabic words. Practice creating many mono-syllabic words putting together consonant and vowel sounds. E.g. Ma, va, ba. • Use the Pupils blending process. Call two pupils to the front and give them a consonant and a vowel sound. Let them hold individual letter card separately and gradually and slowly move towards each other until they stand close to each other and put their letters together to read a syllable. Pupils practice more of this process to help them blend sounds easily. • Learners make their own simple words and copy them into their books <p>K2.6.3.1.5 Draw and colour different sources of water</p> <p>Exemplar:</p> <p>Have learners look at the conversational poster again and draw and colour any two sources of water.</p>	<p>LL7</p> <p>CA</p>	<p>Communication and collaboration (CC)</p> <p>Personal Development and Leadership (PL)</p> <p>Communication and Collaboration (CC)</p> <p>Personal Development and Leadership (PL)</p> <p>Creativity and Innovation (CI)</p>

	<p>K2.6.3.1.7 Measure, estimate and compare the capacity of different containers of water</p> <p>Exemplar:</p> <p>Provide different containers of water in the classroom and have learners fill the bottles, bowls and the containers, measure and estimate the volumes and compare the weight. Have learners use the different litres of existing water bottles and check which weight is heavier or less heavy.</p> <p>Centre time: Measure water with different sizes of bottles and compare volumes of different sizes of containers of water. Set up stations for different uses of water</p>	N	Problem Solving and Critical Thinking (PC)
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SUB STRAND 4: AIR			
Content Standard	Indicators and Exemplars	References	Core Competencies
<p>K2.6.4.1</p> <p>Demonstrate understanding that air is all around us and it is an important and beneficial natural resource for all living things.</p>	<p>K2.6.4.1.1 Share their ideas with teacher and peers about the presence and importance of air to human being, animals and plants as they listen to a read aloud using an informational text. e.g. we breathe, air makes things burn</p> <p>Exemplars:</p> <ul style="list-style-type: none"> • Theme discussion: Follow basic procedures of the community circle time (as in K2.1.1.1.1) and introduce the theme for the week. Display a conversational poster and some concrete materials related to the theme, e.g. balloons, and engage learners in activities 	WP LL2	<p>Communication and collaboration (CC)</p> <p>Personal Development and Leadership (PL)</p>

	<p>that shows air is around us. E.g. Learners hold their nose for some few seconds, blow into balloons, hold their breath, etc. Learners share their experiences on the theme. Take learners for a Nature Walk and challenge them to look at the movement of leaves and for other evidence of Air around us.</p> <p>Centre time: Learners perform different experiments to show presence and importance of air around us and talk about their experiences</p> <ol style="list-style-type: none"> 1. Fill bottles with water and observe the bubbles, 2. Observe balloons fly, observe trees 3. Prepare and send kites into the air etc. <p>K2.6.4.1.2 Use a variety of new vocabulary learnt about importance of air to create an informational text for reading using LEA</p> <p>Exemplar:</p> <p>Using the Language Experience Approach (LEA), create an informational text on Air as important. Learners observe the conversational poster on the “Weather” and “Rainforest” and with leading questions, have them create and dictate simple sentences orally and the teacher should act as a scribe to write the story for them on a big sheet and use that as a reading text throughout the week. Teacher can add few sentences. Give the text a title. Ask learners to add illustrations to the text.</p> <p>K2.6.4.1.3 Participate actively in the teacher-read-aloud of the text on Air, share lessons learnt on the theme of the week and demonstrate that words have spaces in a sentence.</p>	<p>LL2</p> <p>LL4</p> <p>LL5</p> <p>CA</p>	<p>Personal Development and Leadership (PL)</p> <p>Communication and Collaboration (CC)</p> <p>Personal Development and Leadership (PL)</p> <p>Creativity and Innovation (CI)</p>
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	<p>Exemplars:</p> <p>Teacher follows the steps of the KWL strategy instruction in reading aloud the informational text entitled AIR is all around us).</p> <p>(See lesson K2.1.2.1.2, also appendix 1)</p> <p>Have learners perform some simple activities showing that air is all around us.</p> <p>K2.6.4.1.4 Recognise and read 25% of sight words instantly and automatically</p> <p>Exemplar</p> <p><u>Use the Practice Ladder-Sight words game.</u></p> <p>Draw a grid and write some common sight words the learners have learnt so far on the floor either outside or in the classroom</p> <p style="text-align: center;"> good to sister dad in the mom o come he she in air water boy girl </p> <p>Divide the class into 3 to 4 groups (depending on the number of learners in the class).</p> <p>The rule of the game: Teacher read the sight word aloud and call on the groups to send a volunteer to hop on the word in the box on the floor and read it aloud too. If the child is correct, the group gets a point.</p>	<p>LL1</p> <p>LL6</p>	
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	<p>K2.6.4.1.7 Classify objects in the environment according to those that have weight and heavy and those without weight and less heavy, count the number of objects in each category up to 20</p> <p>Exemplars:</p> <p>Provide learners with variety of objects picked from the environment and around the school, e.g. leaves, pens, paper, balloons, paper aeroplanes, bottle tops, bottles with water, empty bottles, rocks. Working in small groups, have learners use non-standardized scales to estimate the weight of these objects and then classify them into two groups, objects that have weight and heavy, and objects that have little weight and less heavy. Using bottle tops or other countable objects, guide learners to pick and count the number of objects in each category. Pick the numeral card which matches with the number of objects.</p>	<p>N</p>	<p>Creativity and Innovation (CI)</p> <p>Problem Solving and Critical thinking (PC)</p>
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SUB STRAND 5: PLANTS - I			
Content Standard	Indicators and Exemplars	References	Core Competencies
<p>K2.6.5.1</p> <p>Demonstrate understanding of the knowledge that there are different parts of plants and are important sources of food and medicine for other living things</p>	<p>K2.6.5.1.1. Talk freely about different parts of a plants and their uses</p> <p>Exemplars:</p> <ul style="list-style-type: none"> • Theme discussion: Follow basic procedures of the community circle time (as in K2.1.1.1.1) and introduce the theme for the week. Display a conversational poster and some concrete materials related to the theme, and engage learners in active discussion on the theme, the different parts of a plant Call on learners randomly to answer questions or contribute to the discussion. 	<p>WP LL1</p> <p>LL2</p>	<p>Communication and collaboration (CC)</p> <p>Personal Development and Leadership (PL)</p>

	<ul style="list-style-type: none"> Learners observe the pictures of different types of plant and identify their different parts, the root, stem and leaves and fruit, (as it is shown on the conversational poster). and discuss the different parts of plants and food we get from them, <p>Centre time: Learners exhibit different parts of plants that we use as food and medicines</p> <p>K2.6.5.1.2 Use a variety of new vocabulary learnt about plants to create an informational text for reading using LEA</p> <p>Exemplar:</p> <p>Using the Language Experience Approach (LEA), create an informational text on Plants give us Food and Medicine. Learners observe the conversational poster # 19, <i>On the farm</i> and with leading questions, have them create and dictate simple sentences orally and the teacher writes the story for them. Add few more contents and copy onto a big sheet and use that as a reading text</p> <p>K2.6.5.1.3 Participate actively in the teacher-read-aloud of the LEA text which relates to the theme, and share lessons learnt from the text.</p> <p>Exemplar:</p> <ul style="list-style-type: none"> Follow the steps of the KWL strategy instruction as you read aloud the informational text on the uses of plants to the learners. Pause often and let learners find answers to their questions. (See lesson K2.1.2.1.2, also appendix 1), Learners first say what they know about plants(K), ask questions on what they want to know, listen to the text and answer their own questions during the reading and share what they have learnt about the parts of a plant and their uses after the reading. 	<p>LL4 LL5</p>	<p>Personal Development and Leadership (PL)</p> <p>Communication and Collaboration (CC)</p> <p>Personal Development and Leadership (PL)</p> <p>Creativity and Innovation</p>
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	<p>K2.6.5.1.4 Recognise and read 25% of sight words instantly and automatically</p> <p>Exemplar</p> <p><u>Use the Practice Ladder-Sight words game.</u></p> <p>Draw a grid and write some common sight words the learners have learnt so far on the floor either outside or in the classroom</p> <p style="text-align: center;"> good to sister dad in the mom to come he she in air water boy girl </p> <p>Divide the class into 3 to 4 groups (depending on the number of learners in the class) and play the game. Follow the steps in K2. 6.4.1.4</p> <p>K2.6.5.1.5. Blend the letter-sound learnt so far into syllables, read and write the syllables boldly and legibly in their books.</p> <p>Exemplars:</p> <p>(Procedure for teaching letter sounds each week: (see K2 .1.1.1.5))</p> <ul style="list-style-type: none"> • Rapidly revise the letter sounds learnt so far. • Revise blending one syllabic words as was done the previous week using pupils blending game. • Teach learners to blend monosyllabic words to form two syllabic words. e.g. Ko-fi letter sound to form two syllabic words. E.g., gogo, te-do(tedo), to-lo(tolo), ba-ba (baba) A-ma. 		
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	<ul style="list-style-type: none"> • Call to the front and give one- syllabic word each to 2 learners. Upon prompting, let them practise creating many mono-syllabic words by gradually moving towards each other sounding out the single syllabic words separately until they come together, put the two syllables together and sound them as one word. Call on many other learners to practise putting together two monosyllabic words to become one word. (Ko+ fi=kofi, a+fi =afi. Ma+ma =Mama). • Use the Pupils blending process as found in K2. 6.3.1.4 		
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<p>K2.6.5.1 Demonstrate understanding of the knowledge that the different parts of plants are important sources of food and medicine for other living things</p>	<p>K2.6.5.1.6 Draw and label the parts of a plant</p> <p>Exemplars:</p> <p>Learners should go out and observe different types of plants or trees and choose one to draw showing the different parts and labelling them appropriately,</p> <p>Learner grow different seeds in cans and watch the growth.</p> <p>K2.6.5.1.7 Classify different food items into the parts of the plant from which we get it from.</p> <p>Exemplars:</p> <p>Provide a variety of food items and have the learners sort and classify them into five categories=food from the root, stem, leaves, fruits, or seed. Count the number of objects in each category up to 20. E.g. guide learners to count the number of food item and pick a numeral card which matches the number quantity.</p>	<p>CA</p> <p>N I/N4</p>	<p>Personal Development and Leadership (PL)</p> <p>Personal Development and Leadership (PL)</p> <p>Communication and Collaboration (CC)</p> <p>Creativity and Innovation</p> <p>Problem Solving and Critical Thinking (PC)</p>
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SUB STRAND 6: PLANTS -2			
Content Standard	Indicators and Exemplars	References	Core Competencies
K2.6.6.1 Demonstrate understanding of how plants grow and how they prepare their food.	<p>K2.6.6.1.1 Share ideas about the things (Nutrients) plants need to grow well.</p> <p>Exemplars:</p> <ul style="list-style-type: none"> Let learners sing some songs about plants. Theme discussion: Follow basic procedures of the community circle time (as in K2.1.1.1.1) and introduce the theme for the week. Display a conversational poster # 19, <i>On the farm</i> and some concrete materials, e.g. small plants, related to the theme, and engage learners in active discussion on the theme for the week using the informational on the poster. Go for a Nature walk and observe why some plants grow very well but others not. Back to the classroom, call on learners randomly to contribute to the discussion on what things plants need to grow well. <p>Centre time: Have learners grow various plants and put them at different places in the classroom and outside. Put some where there is no sunlight. Grow some in rocky soil, cover some of the, put some outside, grow some in a good soil, some in the classroom but without any water. Have students move to the plants and observe them and come back and share their observation</p> <p>K2.6.6.1.2 Use a variety of new vocabulary learnt about plants to create an informational text for reading using LEA</p> <p>Exemplar: Using the Language Experience Approach (LEA), create an informational text on Plants give us Food and Medicine. Learners observe the conversational poster # 19, <i>On the farm</i> and with leading questions, have them create and dictate simple sentences orally and the teacher writes the</p>	<p>WP LL1</p> <p>LL2</p> <p>LL5</p>	<p>Communication and collaboration (CC)</p> <p>Personal Development and Leadership (PL)</p> <p>Digital Literacy (DL)</p> <p>Problem Solving and Leadership (PL)</p> <p>Creativity and Innovation (CI)</p>

	<p>story for them. Add few more contents and copy onto a big sheet and use that as a reading text</p> <p>K2.6.6.1.3 Participate actively in the teacher-read-aloud of the big book which relates to the theme, and share lessons learnt from the reading.</p> <p>Exemplars: Teacher reads the Big Book on the theme, answer different levels of questions and use the information to conduct some experiments on why some plants don't grow well. E, G grow plants in a can, put some outside, cover some and hide some in a dark room and find out why some of the plants are not growing well.</p> <p>K2.6.6.4 Blend the letter-sounds learn so far into syllables, read and write the syllables boldly and legibly in their books.</p> <p>Exemplars: (Procedure for teaching letter sounds each week: (see K2 .1.1.1.5))</p> <ul style="list-style-type: none"> • Rapidly revise the letter sounds learnt so far. • Revise previous week's lesson on blending of two individual sounds to make one syllabic word as done the previous week using pupils blending game. • Teach learners to blend monosyllabic words to form two syllabic words such as Ko-fi, gogo, te-do(tedo), to-lo(tolo), ba-ba (baba) A-ma. • Use Pupil blending process as found in K2. 6.3.1.4 to teach blending of two syllabic words. <p><i>Call to the front and give one- syllabic word each to 2 learners. Upon prompting, let them practise creating many mono-syllabic words by gradually moving towards each other sounding out the single syllabic words separately until they come together, put the two syllables together and sound them as one word. Call on many other learners to practise putting</i></p>	<p>LL3</p> <p>LL5.1</p> <p>LL5.2</p>	
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	<p>together two monosyllabic words to become one word. {Ko+ fi=kofi, a+fi =afi. Ma+ma =Mama}.</p> <p>K2.6.6.1.6 Create a leaf album using different types of leaves. Exemplars: Ask learners to pick different kinds of leaves from the school environment and use glue to paste them on cards to create an album of leaves.</p> <p>K2.6.6.1.7 Classify different types of food items according to categories and count the number of objects in each category up to 20. Exemplars: Provide a variety of fruits, vegetables and seeds. Have the learners sort and classify them into their three categories. Fruits in one group, seeds and vegetables. Count the number of objects in each category up to 20. E.g. guide learners to count the number of food item and pick a numeral card which matches the number quantity.</p>	<p>CA</p> <p>NI</p>	
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SUB STRAND 7: TYPES OF SOIL AND GARDENING			
Content Standard	Indicators and Exemplars	References	Core Competencies
<p>K2.6.7.1 Demonstrate understanding of types of soil we find around us and which one helps plant to grow well.</p>	<p>K2.6.7.1.1 Talk about different types of soil we find around us and which one is best used for gardening.</p> <p>Exemplars:</p> <ul style="list-style-type: none"> • Say a rhyme or sing songs related to the topic. • Follow basic procedures of the community circle time (as in K2.1.1.1.1) and introduce the theme for the week. • Display a conversational poster and some concrete materials related to the theme, #19 and engage learners in active discussion on the theme. Interact and peers about the types of soil and the different ways we use soil (for building, moulding and planting) • Talk about the types of soil and what we use them for e.g. Sand, Loamy soil and clay <p>Centre time: Look for good and fertile soil and prepare beds. Grow different types of plants and flowers on it and take care of the plants every day.</p> <p>K2.6.7.1.2 Participate actively in the teacher-read-aloud of the big book which relates to the theme, count words in a sentence and answer inferential questions on the text.</p> <p>Exemplars:</p> <p>Take learners through before reading activities to activate pupils' previous knowledge on the theme. Read aloud the informational text about different types of soil while pointing to words in a sentence. Learners answer factual and inference questions on the text. Let learners find answers to which type of soil we use for farming and why.? Ask learners to find the many other uses of sand and clay soil? Write some sentences, cut them up and have learners count the words in the cut-up sentences and rearrange them to form sentences.</p>	<p>WP</p> <p>LL1</p> <p>LL2</p> <p>LL5</p>	<p>Communication and collaboration (CC)</p> <p>Personal Development and Leadership (PL)</p> <p>Communication and collaboration (CC)</p> <p>Creativity and Innovation (CI)</p>

	<p>K2.6.7.1.3 Use a variety of new vocabulary learnt about soil to create an informational text for reading using LEA</p> <p>Exemplar: Follow the procedure for Using the Language Experience Approach (LEA) to create an informational text on Soil and Gardening. Add few more content and copy the text onto a big sheet and use it as reading text Learners draw different items that are made from soil to add to the text.</p> <p>K2.6.7.1.4 identify the beginning sounds in words and practise creating new words through phoneme substitution.</p> <p>Exemplars:</p> <ul style="list-style-type: none"> • Give learners a set of words with same beginning letter sounds and ask them to identify the letter sound, e.g. Bag, ball, bat, let learners circle the beginning letter sound, • Ask them to delete the beginning letter sounds in some common words and replace it with another sound and see the new word they get. E.g. Letter sound /b/ and /t/ and /c/ to replace /s/ in soil. We get words like {boil, toil, coil, etc. • Give them easier words to practise e.g. delete b from .bat and replace with [f, s,m,c,] Prepare a word wall (word chart) for the classroom with familiar words <p>K2.6.7.1.5 Draw and colour at least four items that are made out of clay soil</p> <p>Exemplars:</p> <ul style="list-style-type: none"> • Ask learners to draw any three objects they would use the three types of soil for. • Allow each learner to share his ideas on what he/she has drawn. E.g. clay for building, pot, loamy soil for gardening, sand for building blocks. • Display learners work for appreciation. 	<p>LL3 LL6</p> <p>LL5.1</p> <p>LL5.2</p> <p>CA</p>	
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	<p>K2.6.7.1.6 Prepare beds outside for Gardening by measuring the length and breadth of the land.</p> <p>Exemplar</p> <p>Put the class into 4 groups, discuss what each group will like to plant. Assign areas for gardening to the groups. Teacher guides each group to draw a box around the portion they have been assigned. Using a non-standardized measurement tool, such as, a rope or stick, learners measure the long side (length) and then the short side (breadth) of the plot. Teacher demonstrates how to measure with stick and write the number down. In turns each group uses the stick to measure the long and short sides of their portion. They count as they measure. They record the number of sticks on a paper to show to their peers.</p>	N.3	
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SUB STRAND 8: NATURAL AND MAN-MADE (ARTIFICIAL) SOURCES OF LIGHT			
Content Standard	Indicators and Exemplars	References	Core Competencies
K2.6.8.1 Demonstrate understanding of the knowledge that the different types of lights we use during the day or in the night can be classified as of 1 into natural and manmade and its usefulness.	<p>K2.6.8.1.1 Talk about the natural and artificial sources of light and what each is best used for.</p> <p>Exemplars:</p> <ul style="list-style-type: none"> • Learners say the poem “I see the moon” • In a community circle time, learners talk about the different sources of light using the Conversational poster # 27. • Discuss the different types of light we use during the day and in the night. Have learners brainstorm the sources from which we get these lights. Scaffold the learners to identify and classify the sources of light as God made or natural and man-made. Have learners give examples of each category. Recite the rhyme E.g. I can see the sun; it is a natural light. I can see the candle; it is a manmade light. 	<p>WP</p> <p>LLI</p>	<p>Communication and collaboration (CC)</p> <p>Problem Solving and Critical thinking (PC)</p> <p>Personal Development and Leadership (PL)</p>

	<p>K2.6.8.1. 2 Participate actively in the teacher-read-aloud of the big book which relates to the theme, count words in a sentence and answer simple questions on the text.</p> <p>Exemplars: Take learners through before reading activities to activate pupils' previous knowledge on the theme. Read aloud a narrative story of the girl who felt disappointed for not catching the moon. Ask factual and inferential questions about the book. E.g. Why was it difficult for the girl to catch the moon? Have the learners relate the story to their lives. Learners brainstorm some other lights that we cannot catch or touch. Learners answer more factual and inference questions on the text.</p> <p>Write some sentences, cut them up and have learners count the words in the cut-up sentences and rearrange them to form sentences. Assign the learners the task of finding out more examples (a project) on the different types of light that we can classify as natural and man-made lights.</p> <p>K2.6.8.1.3 Use a variety of new vocabulary learnt about the theme to create an informational text for reading using LEA</p> <p>Exemplar: Follow the procedure for using the Language Experience Approach (LEA) to create an informational text on types of light and their sources.</p> <p>K2.6.8.1.4 Recognize instantly at least 75% of letter sounds in names of items in the environment by playing Letter Bingo games</p> <p>Exemplar Learners sing an alphabet song and point to the letters on the wall. Play a bingo game with learners finding and ticking beginning letters of words on a chart.</p>	<p>LL3 LL6</p> <p>LL3</p> <p>LL5.1</p> <p>LL5.2</p> <p>LL5.1 LL5.2</p>	<p>Creativity and Innovation (CI)</p>
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	<p>The game: Put learners into groups of 4 each. Give each group a bingo master card. (with 12 letters related to light and some sight words on the card). Teacher who has the master card mentions the words and the learners put a tick on the beginning letter on their cards. The first group who get the first four words in a row, shout loudly BINGO and get a point for the group. Learners can use a tick, a stone or a bottle top to mark their card.</p> <p>K2.6.8.1.5 Use individual letter-sounds to form simple mono-syllabic content and sight words.</p> <p>Exemplars: Put the class into three groups, give each group a picture card E.g. moon, star, sun, candle, touch light etc. and letter cards (d, a, n, c, s, g, o, u, l etc.). Guide each group to form their new words with the letter cards which matches with the picture they have and read them.</p> <p>K2.6.8.1.6 Identify and describe the elements of art in the environment and create their own artwork</p> <p>Exemplars: Display a variety of pictures and other art work of natural and man-made lights, learners observe them and describe the way they are created. Learners then draw or use different cards to design their own picture of the various sources of light.</p> <p>K2.6.8.1.7 Tell the position and motion of objects in space. Using words such as below, to the right, behind etc.</p> <p>Exemplar: Model how to describe the various position that objects are at in the classroom and in space. Introduce them to vocabularies such as: in front of, behind, in the sky, above, on the wall, on the third row, and other words that show position. e.g. Sesi is behind Neni. Scaffold learners to understand that object as well as human being can change their position any time moving from position to position in space. The sun moves from the east to the west so does the</p>	<p>CA</p> <p>LL2</p>	
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	moon Let them change position of objects and describe their new positions.		
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SUB STRAND 9: CHANGING WEATHER CONDITIONS			
Content Standard	Indicators and Exemplars	References	Core Competencies
K2.6.9.1 Demonstrate understanding of positive and negative effects of weather conditions.	<p>K2.6.9.1.1 Identify and describe the elements the different weather conditions.</p> <p>Exemplar:</p> <ul style="list-style-type: none"> • Learners learn and say the rhyme “weather the weather...” • Follow basic procedures of the community circle time (as in K2.1.1.1.1) and introduce the theme for the week. • Display a Conversational Poster #8 and some concrete materials related to the theme, and engage learners in active discussion on the following leading questions: what makes the weather dull or bright? what do we like to do when the weather is bright and sunny or rainy and dull? <p>K2.6.9.1.2 Participate actively in the shared reading of the big book which relates to the theme and answer simple questions on the text.</p> <p>Exemplars:</p> <ul style="list-style-type: none"> • Follow the steps of the KWL strategy instruction as you read aloud the informational text on the weather to the learners. Pause often and let learners find answers to their questions. (See lesson K2.1.2.1.2, also appendix 1), 	<p>WP LLI</p> <p>LL2</p>	<p>Communication and collaboration (CC)</p> <p>Personal Development and Leadership (PL)</p> <p>Problem Solving and Critical Thinking (PC)</p> <p>Creativity and Innovation (CI)</p>

	<ul style="list-style-type: none"> Learners first say what they know about the weather(K), ask questions on what they want to know, listen to the text and answer their own questions during the reading and share what they have learnt about the weather. Learners talk about their experiences, e.g. with floods, the scorching sun, windy weather conditions. <p>K2.6.9.1.3 Use a variety of new vocabulary learnt about the theme to create an informational text for reading using LEA</p> <p>Exemplar: Follow the procedure for using the Language Experience Approach (LEA) to create an informational text on the changing conditions of the weather and what learners do.</p> <p>K2.6.9.1.4 Read level appropriate content sight words and use them to form sentences and also copy them in their books.</p> <p>Exemplars: Show key words of the theme on cards and guide learners to read. them Provide learners with word chart on weather conditions – dry, cold, wet, windy, rainy, cloudy, warm, sunny, sun, water. Scaffold learners to read the words and decode the simple sentences using their decoding strategies learn so far.</p> <p>K2.6.9.1.5 Recognize and identify most letter names and their sounds in different names of people from other cultures.</p> <p>Exemplar Write names of learners on a card. E.g. Fati, Fafa etc. Put all the pupils' name cards on the floor. Call out a set of names at a time and let two or three friends come out at a time to look for their names. Watch to make sure pupils pick up the correct names.</p>	<p>LL3</p> <p>LL6</p> <p>LL6</p> <p>LL6 LL7</p> <p>LL7</p> <p>LLI</p> <p>CA</p>	
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	<p>K2.6.9.1.5 Role play how changing weather conditions affect the clothes we wear</p> <p>Exemplars</p> <p>Play the game: <i>Look who is here today and what is the weather condition?</i> Group learners according to the weather conditions and have them role play dressing up in different weather conditions. Have them wear clothes in relation to the weather conditions. Group A dress like it is rainy (boots, rain coat, umbrella), Group B wears very warm clothing and pullovers to show it is cold, Group C, wears sleeveless simple dresses, Group D wears things to cope with a windy day to</p> <p>.</p> <p>Learners enter the classroom and walk by and others guess what the weather condition is. Recite different rhymes related to the weather to end the day.</p> <p>K2.6.9.1.7 Collect and handle data on learner’s preference of weather conditions.</p> <p>Exemplars:</p> <p>Learners interview each other about what weather conditions each person like most. Learners count and represent data in a graphical form and in groups. Use the data to ask questions such e.g. Which group has the most members? Count them. Which group has few members? Is there a group with no one? Etc.</p> <p>Also scaffold learners to develop conceptual understanding of subtraction (0 to 20). Ask if the whole class has 20 members and 10 pupils do not prefer any weather condition, how many will be left to dress up?</p> <p>Guide learners to subtract numbers using countable objects.</p>	<p>CA</p> <p>N.4</p>	
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	<p>K2.7.1.1.3 Use a variety of new vocabulary learnt about the theme to create an informational text for reading using LEA</p> <p>Exemplar: Follow the procedure for using the Language Experience Approach (LEA) to create an informational text on the ways we communicate with the global community.</p> <p>K2.7.1.1.4 Identify sounds of letters and be able to write them</p> <p>Exemplars: <i>Play Alphabet Relay</i></p> <ul style="list-style-type: none"> • <i>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.</i> <p>K2.7.1.1.5 Identify letter-sounds in key words about the theme and be able to write them in their books.</p> <p>Exemplars: Using the flash cards, let learners identify the key words. Flash the letter cards and have learners sound them out instantly. Dictate some words and let learners write the words on lines in their books.</p> <p>K2.7.1.1 6 Sing songs from different cultures and languages (French songs) and perform actions on them.</p> <p>Exemplar: Learn and sing French songs and learn the names of the days of the week in other languages. Learners learn their week day names in other languages</p>	<p>LL6</p> <p>LL6 LL7</p> <p>LL5.1</p> <p>LL5.2</p> <p>CA</p> <p>CA</p>	
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	<p>K2.7.1.1.7 Talk about the colours of the flags of other countries and other art work and music that they have.</p> <p>Exemplar: Learners study the flags of other countries and design different maps for the classroom. The classroom should be set up as an international classroom with different centres exhibiting different clothes and food item. Provide learners with colourful materials, colourful papers, colourful clothes, to wear representing different countries. Assist learners to use music and drama to demonstrate how the various countries dance.</p> <p>K2.7.1.1. 8 Developing a conceptual understanding of addition and subtraction in the buying and selling that goes in between different countries.</p> <p>Exemplars: Set up an international market in the classroom where all kinds of international traders come and shop. Demonstrate buying and selling, practicing addition and subtraction of money and giving change.</p> <p>The store keeper can receive calls from abroad for orders.</p>	<p>CA</p> <p>N.I</p>	
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