

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

NANA FIFIA ACQUAH SCHOOL

WHATSAPP 0245350591

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

NANA FIIFI ACQUAH SCHOOL

GENERAL INFORMATION

Name of school.....

District

Management Unit.....

Name of Class Teacher

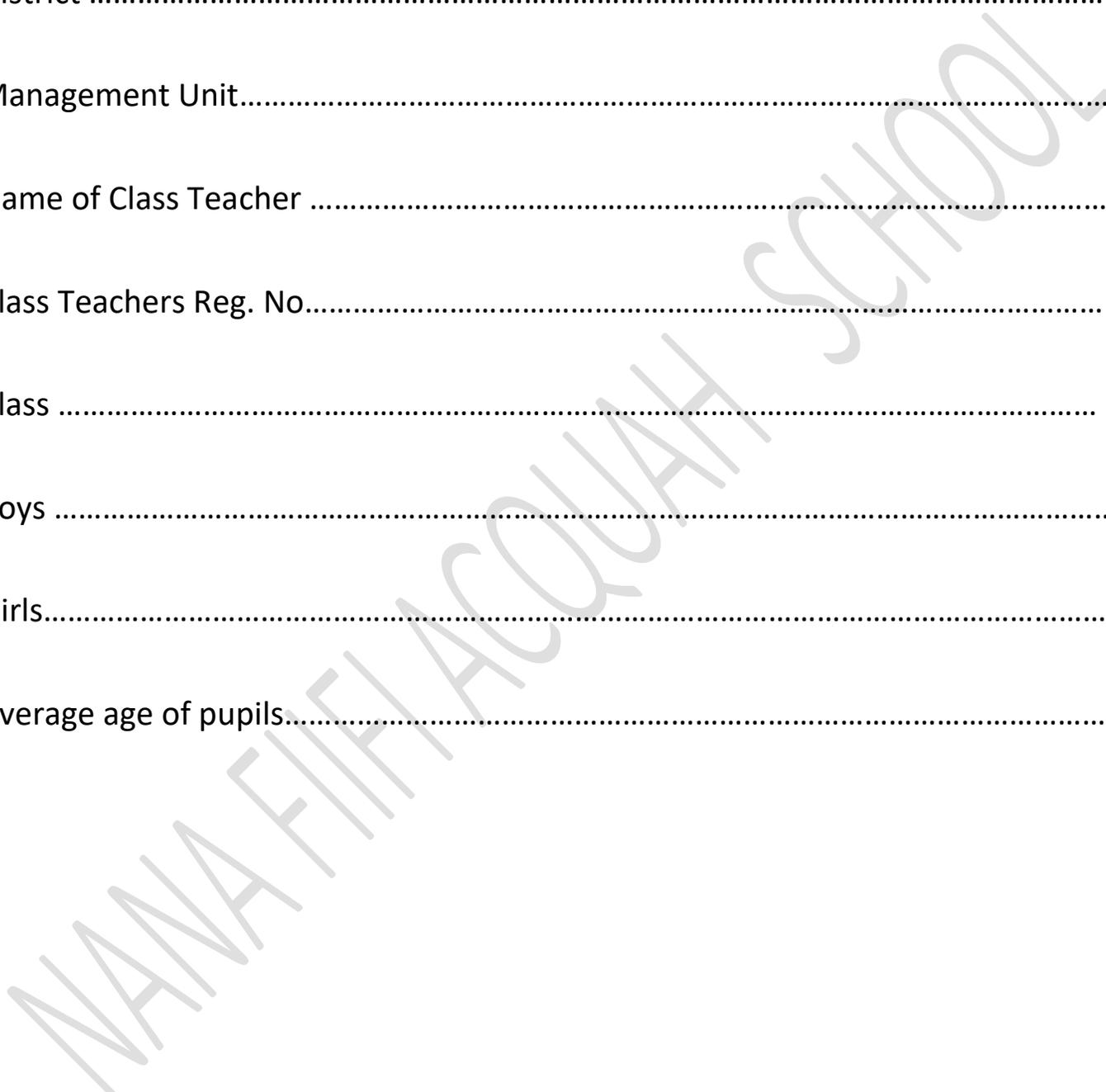
Class Teachers Reg. No.....

Class

Boys

Girls.....

Average age of pupils.....



YEARLY SCHEME OF LEARNING

WEEKS	TERM ONE	TERM TWO	TERM THREE
1	I am a wonderful and Unique creation	MY PERSONAL VALUES	iving and non-living thing
2	THE PARTS OF THE HUMAN BODY AND THEIR FUNCTIONS	MY CULTURAL VALUES	Living things: Animals (Domestic and wild)
3	CARING FOR THE PARTS OF MY BODY	MY NATIONAL AND CIVIC VALUES	Living things: Animals (Domestic and wild)
4	Keeping my Body healthy by eating good food and taking my vaccination	MY NATIONAL AND CIVIC VALUES	Water
5	MY ENVIRONMENT AND MY HEALTH	OUR BELIEFS	Air
6	Protecting ourselves from home and road accidents	KNOWING THE SPECIAL PLACES IN MY COMMUNITY	Plants -1
7	Protecting ourselves from home and road accidents	KNOWING (WHO) THE IMPORTANT PEOPLE / OCCUPATION IN MY COMMUNITY	Plants - 2
8	Types and members of my Family	KNOWING (WHO) THE IMPORTANT PEOPLE / OCCUPATION IN MY COMMUNITY	Gardening
9	Origin and History of my Family	KNOWING THE SPECIAL LEADERS IN MY COMMUNITY	Light - Day and Night
10	FAMILY CELEBRATIONS AND FESTIVALS	KNOWING THE SPECIAL LEADERS IN MY COMMUNITY	Changing weather conditions
11	FAMILY CELEBRATIONS AND FESTIVALS	HISTORY AND CELEBRATION OF GHANA'S INDEPENDENCE	Connecting and communicating with the global community

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12	MY SCHOOL RULES AND REGULATIONS	SOME MAJOR HISTORICAL LOCATIONS IN OUR COUNTRY	Connecting and communicating with the global community
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YEARLY SCHEME OF LEARNING GHANAIAN LANGUAGE

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

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

KG 2 Term 1

WEEK	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	ALL ABOUT ME	I am a wonderful and Unique creation	K2.1.1.1.	K2.1.1.1.1 K2.1.1.1.2 K2.1.1.1.3 K2.1.1.1.4 K2.1.1.1.5 K2.1.1.1.6 K2.1.1.1.7	Poster/ cut out picture. Cut out shapes, big books, counters, crayons
2	ALL ABOUT ME	THE PARTS OF THE HUMAN BODY AND THEIR FUNCTIONS	K2.1.2.1.	K2.1.2.1.1 K2.1.2.1.2 K2.1.2.1.3 K2.1.2.1.4 K2.1.2.1.5 K2.1.2.1.6 K2.1.2.1.7	Poster/ cut out picture. Cut out shapes, big books, counters, crayons
3	ALL ABOUT ME	CARING FOR THE PARTS OF MY BODY	K2.1.3.1.	K2.1.3.1.1 K2.1.3.1.2 K2.1.3.1.3 K2.1.3.1.4 K2.1.3.1.5 K2.1.3.1.6 K2.1.3.1.7	Poster/ cut out picture. Cut out shapes, big books, counters, crayons
4	ALL ABOUT ME	Keeping my Body healthy by eating good food and taking my vaccination	K2.1.4.1.	K2.1.4.1.1 K2.1.4.1.2 K2.1.4.1.3 K2.1.4.1.4 K2.1.4.1.5 K2.1.4.1.6 K2.1.4.1.7	Poster/ cut out picture. Cut out shapes, big books, counters, crayons
5	ALL ABOUT ME	MY ENVIRONMENT AND MY HEALTH	K2.1.5.1.	K2.1.5.1.1 K2.1.5.1.2 K2.1.5.1.3 K2.1.5.1.4 K2.1.5.1.5 K2.1.5.1.6	Poster/ cut out picture Cut out shapes, big books, counters, crayons
6 & 7	ALL ABOUT ME	Protecting ourselves from home and road accidents	K2.1.6.1.	K2.1.6.1.1 K2.1.6.1.2 K2.1.6.1.4 K2.1.6.1.5 K2.1.6.1.6	Poster/ cut out picture. Cut out shapes, big books, counters, crayons

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8	MY FAMILY	Types and members of my Family	K2.2.1.1.	K2.2.1.1.1 K2.2.1.1.2 K2.2.1.1.3 K2.2.1.1.4 K2.2.1.1.5 K2.2.1.1.6	Poster/ cut out picture. Cut out shapes, big books, counters, crayons
9		Origin and History of my Family	K2.2.2.1.	K2.2.2.1.1 K2.2.2.1.2 K2.2.2.1.3 K2.2.2.1.4 K2.2.2.1.5 K2.2.2.1.6 K2.2.2.1.7	Poster/ cut out picture. Cut out shapes, big books, counters, crayons
10 & 11		FAMILY CELEBRATIONS AND FESTIVALS	K2.2.3.1.	K2.2.3.1.1 K2.2.3.1.2 K2.2.3.1.3 K2.2.3.1.4 K2.2.3.1.5 K2.2.3.1.6 K2.2.3.1.7	
12		MY SCHOOL RULES AND REGULATIONS	K2.2.4.1.	K2.2.4.1.1 K2.2.4.1.2 K2.2.4.1.3 K2.2.4.1.4 K2.2.4.1.5 K2.2.4.1.6	

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TERM 1 SCHEME OF LEARNING

KG 2 Ghanaian Language Term 1

Week	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1.	Oral Language	Songs Rhymes	KG2:1.1.1.	KG2:1.1.1.1 KG2.1.2.1.1	Pictures of animals, Manila cards, markers, recorded audiovisual
2.	Oral Language	Listening and Story Telling	KG2.1.4.1.	KG2.1.4.1.1 KG2.1.4.1.2 KG2.1.4.1.3	Pictures of animals, Manila cards, markers, recorded audiovisual
3.	Oral Language	Dramatisation and Role Play	KG2.1.5.1.	KG2.1.5.1.1	Manila cards, markers, recorded audio- visual
4.	Reading	Pre-Reading Activities	KG2.2.1.1.	KG2.2.1.1.1 KG2.2.1.1.2	Manila Cards, Class reader
5.	Reading	Pre-Reading Activities	KG2.2.1.1.	KG2.2.1.1.3	Manila Cards, Markers
6.	Reading	Pre-Reading Activities	KG2.2.1.1.	KG2.2.1.1.4	Word cards, Manila card Markers Word cards Manila card Markers
7.	Writing	penmanship/Handwriting	KG2.3.1.1	KG2.3.1.1.1	Word cards, Manila card Markers Word Cards, Manila card,
8.	Writing	penmanship/Handwriting	KG2.3.1.1.	KG2.3.1.1.2	Word cards, Manila card Markers Word Cards, Manila card,

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9	Writing Conventions / Usage	Integrating Grammar in Written Language (Use of Action Word)	KG2.5.1.1.	KG2.5.1.1.1	Word cards, Manila card Markers Word Cards, Manila card,
10	Writing Conventions / Usage	Integrating Grammar in Written Language (Use of Action Word)	KG2.5.1.1.	KG2.5.1.1.2	Pictures of animals, Manila cards, markers, recorded audiovisual
11.	Extensive Reading	Building The Love And Culture Of Reading In Learners	KG2.6.1.1.	KG2.6.1.1.1	Manila Cards, Markers Reading materials
12.	Extensive Reading	Building The Love And Culture Of Reading In Learners	KG2.6.1.1.	KG2.6.1.1.1	Manila Cards, Markers Reading materials

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TERM ONE
KG TWO
WEEK 1

NANA FIIFI ACQUAH SCHOOL

KINDERGARTEN TWO

Week Ending:		Class size:	
Day : Monday		Date :	
Period :		Lesson :	
Strand : ALL ABOUT ME		Sub-strand : I am a wonderful and unique creation	
Indicator (code)	K2.1.1.1.1 K2.1.1.1.2		
Content standard (code)	K2.1.1.1. 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.		
Performance Indicator	<ul style="list-style-type: none"> Learners can 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. Learners can recognize and describe 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 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Have learners to sing songs and recite rhymes that relate to the lesson.	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, (with all tables packed at the back), and using “pass a ball” game, (in which learners pass a ball	Review lesson with Learners by singing songs in relation to it

		<p>to their friends), engage learners in active interaction about the theme.</p> <p>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.</p> <p>Let them use positive language to appreciate themselves and describe how wonderful God has created them.</p> <p>The teacher must model the description first and scaffold the learners to do so.</p> <p>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>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>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.</p> <p>Just as we human being have unique features, books also have. Books have a front cover and also a back cover.</p> <p>Assessment: let learners describe the different parts of book and relate the content of the text to our body parts</p>	
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SUBJECT: GHANAIAN LANGUAGE

KINDERGARTEN TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Oral Language		Sub-strand : Songs Rhymes	
Indicator (code)	KG2:1.1.1.1	KG2.1.2.1.1	
Content standard (code)	KG2:1.1.1.	KG2.1.2.1.	
Performance Indicator	<ul style="list-style-type: none"> The learner should sing familiar songs of about three to five lines and recognise the names of animals heard in the song. The learner should explore rhymes of about five to six lines they know and discuss the names of animals and places heard in the them 		
Core Competencies: Communication and collaboration Personal development and leadership.			
Keywords			
T. L .R. (s) Manila cards, markers, recorded audios visual			
Ref: Ghanaian Language curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Sing a familiar song of the community in class. Let learners also sing the familiar song in the community. Lead learners to sing an educative song (e.g. a song on parts of the body) and discuss them. Let learners sing other familiar songs they know. 	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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		<ul style="list-style-type: none"> • Sing a song for learners to listen. For example, the song should have names of animals, things and places in the community and other places. • Learners should also sing the song and dance to it. • Lead learners to mention names of things, animals and places they heard in the song <p>Assessment: let learners sing familiar songs of about three to five lines and recognise the names of animals heard in the song</p>	
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> • Explore familiar rhyme for learners to listen. • Let learners explore their own rhymes. • Lead learners to explore a rhyme with the gestures involved. • Let learners say the rhyme also. For example, the rhyme should have names of things, animals and places. • Let learners mention some of the names of things, animals and places they heard in the rhymes. <p>Assessment: let learners mention some of the names of things, animals and places they heard in the rhymes</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> • Explore familiar rhyme for learners to listen. • Let learners explore their own rhymes. • Lead learners to explore a rhyme with the gestures involved. • Let learners say the rhyme also. For example, the rhyme should have names of things, animals and places. • Let learners mention some of the names of things, animals and places they heard in the rhymes. <p>Assessment: let learners mention some of the names of things, animals and places they heard in the rhymes</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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Week Ending:		Class size:	
Day : Tuesday		Date :	
Period :		Lesson :	
Strand : ALL ABOUT ME		Sub-strand : I am a wonderful and unique creation	
Indicator (code)	K2.1.1.1.3 K2.1.1.1.4		
Content standard (code)	K2.1.1.1. 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.		
Performance Indicator	<ul style="list-style-type: none"> • Learners can use positive words learnt from the Shared reading of the Big Book to talk about how wonderful and unique they are. • Learners can begin to identify and randomly recognize the letter-sound in their names and match it with another pair. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Have learners to sing songs and recite rhymes that relate to the lesson.	<p>Shared reading of a Big Book and Think pair -share on the theme</p> <p>Do a picture walk through the text. Point to the pictures and let the learners predict what the pictures are saying about the character.</p> <p>Teacher read the text aloud, pause often and show the pictures to the class page by page. Learners interact</p>	Review lesson with Learners by singing songs in relation to it

		<p>with each other and share their personal comments freely on the theme</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>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.</p> <p>Give each child their name card and keep one.</p> <p>Play a game where you show up a name tag and the child who has a similar tag runs to you.</p> <p>Continue the matching until many learners are able to recognize letters in their names</p> <p>Assessment: let learners mention the letter-sound in their names.</p>	
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Week Ending:		Class size:	
Day : Wednesday		Date :	
Period :		Lesson :	
Strand : ALL ABOUT ME		Sub-strand : I am a wonderful and unique creation	
Indicator (code)	K2 .1.1.1.5		
Content standard (code)	K2.1.1.1. 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.		
Performance Indicator	Learners can identify and recognize individual letter-sounds in words related to the theme and write the words in their books.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Poster/ cut out picture , Cut out shapes, big books, counters, crayons	
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Have learners to sing songs and recite rhymes that relate to the lesson.	(Procedure for teaching letter sounds each week) ☑ 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.	Review lesson with Learners by singing songs in relation to it

		<p>☑ Introduce the letter by writing the capital (Upper case) and the Lowercase boldly on the Chalkboard/ white board.</p> <p>☑ Point to the letter, Capital first and then lower case and say the sound 3 times and have the learners also repeat</p> <p>☑ Introduce the key word in which we can find the letter-sound.</p> <p>☑ With the use of word cards, have learners show the position of the letter-sound learnt in words, beginning, initial and ending.</p> <p>☑ 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.</p> <p>☑ Learners finally write the letter sound and its key word in their exercise book.</p> <p>Assessment: let learners identify individual letter-sounds in words related to the theme and write the words in their books.</p>	
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Week Ending:		Class size:	
Day : Thursday		Date :	
Period :		Lesson :	
Strand : ALL ABOUT ME		Sub-strand : I am a wonderful and unique creation	
Indicator (code)	K2.1.1.1.6		
Content standard (code)	K2.1.1.1. 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.		
Performance Indicator	Learners can draw any two parts of the body that you like and write the names underneath.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Poster/ cut out picture , Cut out shapes, big books, counters, crayons	
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Thursday	Have learners to sing songs and recite rhymes that relate to the lesson.	Learners draw their favourite part and colour it nicely, after which they turn and talk to another child sitting next to them why they like that part. Assessment: let learners draw any two parts of the body that you like and write the names underneath	Review lesson with Learners by singing songs in relation to it

Week Ending:		Class size:	
Day : Friday		Date :	
Period :		Lesson :	
Strand : ALL ABOUT ME		Sub-strand : I am a wonderful and unique creation	
Indicator (code)	K2.1.1.1.7		
Content standard (code)	K2.1.1.1.		
Performance Indicator	Learners can create sets of human parts that have same number and represent them with numbers up to 5.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Poster/ cut out picture , Cut out shapes, big books, counters, crayons	
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Have learners to sing songs and recite rhymes that relate to the lesson.	In pairs, the learners check on the body parts that have similar numbers and draw them in sets, count them and represent them with numbers. 1-10. E.g. two eyes match with 2 feet. ☑ Pose story problems about what total number you will get if you put different number of parts together. What will be the total no of eyes? What will the total number of hands of 5 people? Give opportunity to learners to count parts of group members and their parts.	Review lesson with Learners by singing songs in relation to it

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		Assessment: let learners create sets of human parts that have same number and represent them with numbers up to 5.	
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TERM ONE
KG TWO
WEEK 2

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KINDERGARTEN TWO

Week Ending:		Class size:	
Day : Monday		Date :	
Period :		Lesson :	
Strand : ALL ABOUT ME		Sub-strand : THE PARTS OF THE HUMAN BODY (BOTH EXTERNAL AND INTERNAL) AND THEIR FUNCTIONS	
Indicator (code)	K2.1.2.1.1 K2.1.2.1.2		
Content standard (code)	K2.1.2.1 Demonstrate the knowledge of appropriate names of the parts of the internal body that we cannot see and their functions		
Performance Indicator	<ul style="list-style-type: none"> • Learners can use a conversational poster of body parts, learners talk about the parts of the human body that we can see and cannot see. • Learners can identify and share the function of the invisible parts of the body as learners listen attentively to the Teacher-read-aloud text. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
Ref: Kindergarten Curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Have learners to sing songs and recite rhymes that relate to the lesson.	Community Circle time: Theme discussion.) ☑ 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.	Review lesson with Learners by singing songs in relation to it

		<p>Have each child put their hands on the left chest and observe themselves. Let them share what they found out.</p> <p>☑ 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.</p> <p>e.g. inside the Head-the brain, inside the chest -the lungs and the heart, the stomach- the big and small intestines etc.</p> <p>Learners identify these parts on the poster.</p> <p>☑ discuss the functions of these parts of the body.</p> <p>☑ Use the KWL strategy as you read the informational text to learners. (See Appendix 1).</p> <p>First, check on the K and W before reading the book.</p> <p>☑ 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.</p> <p>Ask learners to describe what they know about the theme for the week by referring to the poster or chart.</p> <p>☑ W. Ask the learners to ask questions about what they want to know about the theme, the functions of the invisible body part.</p> <p>With all the questions written on the board, read aloud to them.</p>	
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		<p>☑ L Read to them and ask them to share what they have learnt:</p> <p>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> <p>Assessment: let learners identify and share the function of the invisible parts of the body</p>	
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SUBJECT: GHANAIAN LANGUAGE

KINDERGARTEN TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Oral Language		Sub-strand : Listening and Story Telling	
Indicator (code)	KG2.1.4.1.1	KG2.1.4.1.2.	KG2.1.4.1.3
Content standard (code)	KG2.1.4.1.1	KG2.1.4.1.2.	KG2.1.4.1.3
Performance Indicator	<ul style="list-style-type: none"> • The learner should recognise and discuss the characters in the story. • The learners should discuss some key words in the story. • The learner should retell parts of the story. 		
Core Competencies: Communication and collaboration Personal development and leadership.			
Keywords			
T. L .R. (s) Manila cards, markers, recorded audios visual			
Ref: Ghanaian Language curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Ask learners to mention the names of characters of a story they know. • Tell an interesting story with not more than four characters for learners to listen. • Let learners mention the names of characters in the story. 	What have we learnt today? Review the lesson with learners

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		Assessment: let learners describe the characters in the story	
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Learners listen to an interesting story. • Allow learners to recognise some of the key words in the story. • Explain some of the keywords to learners Assessment: let learners mention some key words in the story	What have we learnt today? Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Let learners watch an interesting story of at least two characters. • Discuss the story with learners. • Make learners retell parts of the story. Assessment: let learners retell parts of the story.	What have we learnt today? Review the lesson with learners

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Week Ending:		Class size:	
Day : Tuesday		Date :	
Period :		Lesson :	
Strand : ALL ABOUT ME		Sub-strand : THE PARTS OF THE HUMAN BODY (BOTH EXTERNAL AND INTERNAL) AND THEIR FUNCTIONS	
Indicator (code)	K2.1.2.1.3 K2.1.2.1.4		
Content standard (code)	K2.1.2.1 Demonstrate the knowledge of appropriate names of the parts of the internal body that we cannot see and their functions		
Performance Indicator			
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Have learners to sing songs and recite rhymes that relate to the lesson.	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). Example: The Stomach stores and digests the food we eat. Procedure for teaching letter sounds each week: see K2 .1.1.1.5)	Review lesson with Learners by singing songs in relation to it

		<p>☑ Rapidly revise the letter sounds learnt so far.</p> <p>☑ 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.</p> <p>☑ Introduce the letter by writing the capital (Upper case) and the Lowercase boldly on the Chalkboard/ white board.</p> <p>☑ Follow the procedure as in K2 .1.1.1.5 to continue teaching the letter for the week</p> <p>☑ 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> <p>Assessment: let learners mention individual letter-sound in words related to the theme and write the words in their books.</p>	
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Week Ending:		Class size:	
Day : Wednesday		Date :	
Period :		Lesson :	
Strand : ALL ABOUT ME		Sub-strand : THE PARTS OF THE HUMAN BODY (BOTH EXTERNAL AND INTERNAL) AND THEIR FUNCTIONS	
Indicator (code)	K2.1.2.1.5		
Content standard (code)	K2.1.2.1 Demonstrate the knowledge of appropriate names of the parts of the internal body that we cannot see and their functions		
Performance Indicator	Learners can sing an action song that helps you name the parts of the body and point to them		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Poster/ cut out picture , Cut out shapes, big books, counters, crayons	
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Have learners to sing songs and recite rhymes that relate to the lesson.	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. <i>Head, shoulders knees and toes Knees and toes 2x</i> Learner sing other action songs (See Appendix 2)	Review lesson with Learners by singing songs in relation to it

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		Assessment: let learners sing an action song that helps you name the parts of the body and point to them	
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Week Ending:		Class size:	
Day : Thursday		Date :	
Period :		Lesson :	
Strand : ALL ABOUT ME		Sub-strand : THE PARTS OF THE HUMAN BODY (BOTH EXTERNAL AND INTERNAL) AND THEIR FUNCTIONS	
Indicator (code)	K2.1.2.1.6		
Content standard (code)	K2.1.2.1 Demonstrate the knowledge of appropriate names of the parts of the internal body that we cannot see and their functions		
Performance Indicator	Learners can draw themselves and label the parts of the body		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Thursday	Have learners to sing songs and recite rhymes that relate to the lesson.	Learners 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. E.g. The Lungs helps us to breathe. Assessment: let learners draw themselves and label the parts of the body	Review lesson with Learners by singing songs in relation to it

Week Ending:		Class size:	
Day : Friday		Date :	
Period :		Lesson :	
Strand : ALL ABOUT ME		Sub-strand : THE PARTS OF THE HUMAN BODY (BOTH EXTERNAL AND INTERNAL) AND THEIR FUNCTIONS	
Indicator (code)	K2.1.2.1.7		
Content standard (code)	K2.1.2.1 Demonstrate the knowledge of appropriate names of the parts of the internal body that we cannot see and their functions		
Performance Indicator	Learners can compare objects and numerals between 1 to 20		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Have learners to sing songs and recite rhymes that relate to the lesson.	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. Assessment: let learners compare objects and numerals between 1 to 20.	Review lesson with Learners by singing songs in relation to it

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TERM ONE
KG TWO
WEEK 3

NANA FIIFI ACQUAH SCHOOL

KINDERGARTEN TWO

Week Ending:		Class size:	
Day : Monday		Date :	
Period :		Lesson :	
Strand : ALL ABOUT ME		Sub-strand : PERSONAL HYGIENE AND CARING FOR THE PARTS OF THE BODY	
Indicator (code)	K2.1.3.1.1 K2.1.3.1.2		
Content standard (code)	K2.1.3 Demonstrate understanding of personal hygiene and care of the human body.		
Performance Indicator	<ul style="list-style-type: none"> • Learners can use simple language to describe and engage in conversation about how to care for different part of their bodies. • Learners can talk about the visual information on the cover page and respond to a read aloud text about caring of the human body 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Poster/ cut out picture , Cut out shapes, big books, counters, crayons	
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Have learners to sing songs and recite rhymes that relate to the lesson.	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 answer questions and call out parts of the body mentioned in the song and have learners touch to show comprehension as well write it on the chalk/marker board. E.g. I brush my teeth twice a day.	Review lesson with Learners by singing songs in relation to it

		<p>☑ Show and explain why learners’s books have the visual information at the front part of a book and how it helps a reader before reading.</p> <p>☑ Use the KWL strategy as you read the informational text to learners. (See Appendix 1, K2.1,21.2)</p> <p>☑ Check on the K and W before you read the text.</p> <p>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. L: Ask them to share what they have learnt: from listening to the text.</p> <p>Learners share what they have learnt about the theme with their peers and then with the whole group.</p> <p>Have learners act out the key words from the text (washing, brushing, cutting nails, etc</p> <p>Assessment: let learners talk about the visual information on the cover page and respond to a read aloud text about caring of the human body.</p>	
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SUBJECT: GHANAIAN LANGUAGE

KINDERGARTEN TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Oral Language		Sub-strand : Dramatisation and Role Play	
Indicator (code)	KG2.1.5.1.1		
Content standard (code)	KG2.1.5.1.		
Performance Indicator	The learner should perform a sketch of a story of about five characters.		
Core Competencies: Communication and collaboration Personal development and leadership.			
Keywords			
T. L .R. (s) Manila cards, markers, recorded audios visual			
Ref: Ghanaian Language curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Show a movie to learners. Lead learners to discuss the key issues in the movie. Direct learners to dramatise the story. Assessment: let learners perform a sketch of a story of about five characters.	What have we learnt today? Review the lesson with learners
	Engage learners to	<ul style="list-style-type: none"> Show a movie to learners. Lead learners to discuss the key issues in the movie. Direct learners to dramatise the story. 	What have we learnt today?

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	sing songs and recite familiar rhymes	Assessment: let learners perform a sketch of a story of about five characters.	Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Show a movie to learners. • Lead learners to discuss the key issues in the movie. • Direct learners to dramatise the story. <p>Assessment: let learners perform a sketch of a story of about five characters.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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NANA FIIFI ACQUAH SCHOOL

KINDERGARTEN TWO

Week Ending:		Class size:	
Day : Tuesday		Date :	
Period :		Lesson :	
Strand : ALL ABOUT ME		Sub-strand : PERSONAL HYGIENE AND CARING FOR THE PARTS OF THE BODY	
Indicator (code)	K2.1.3.1.3 K2.1.3.1.4		
Content standard (code)	K2.1.3.1 Demonstrate understanding of personal hygiene and care of the human body.		
Performance Indicator	<ul style="list-style-type: none"> • Learners can Identify the rhyming sounds at the end of words and create more rhyming end of words • Learners can Begin to learn the letter of the alphabet, randomly recognize the individual letters in their names and match it with another pair 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Have learners to sing songs and recite rhymes that relate to the lesson.	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 E.g. I have two ears to hear Point to the ears I have two eyes to see Point to the eyes One nose, one mouth. Point to the nose and mouth	Review lesson with Learners by singing songs in relation to it

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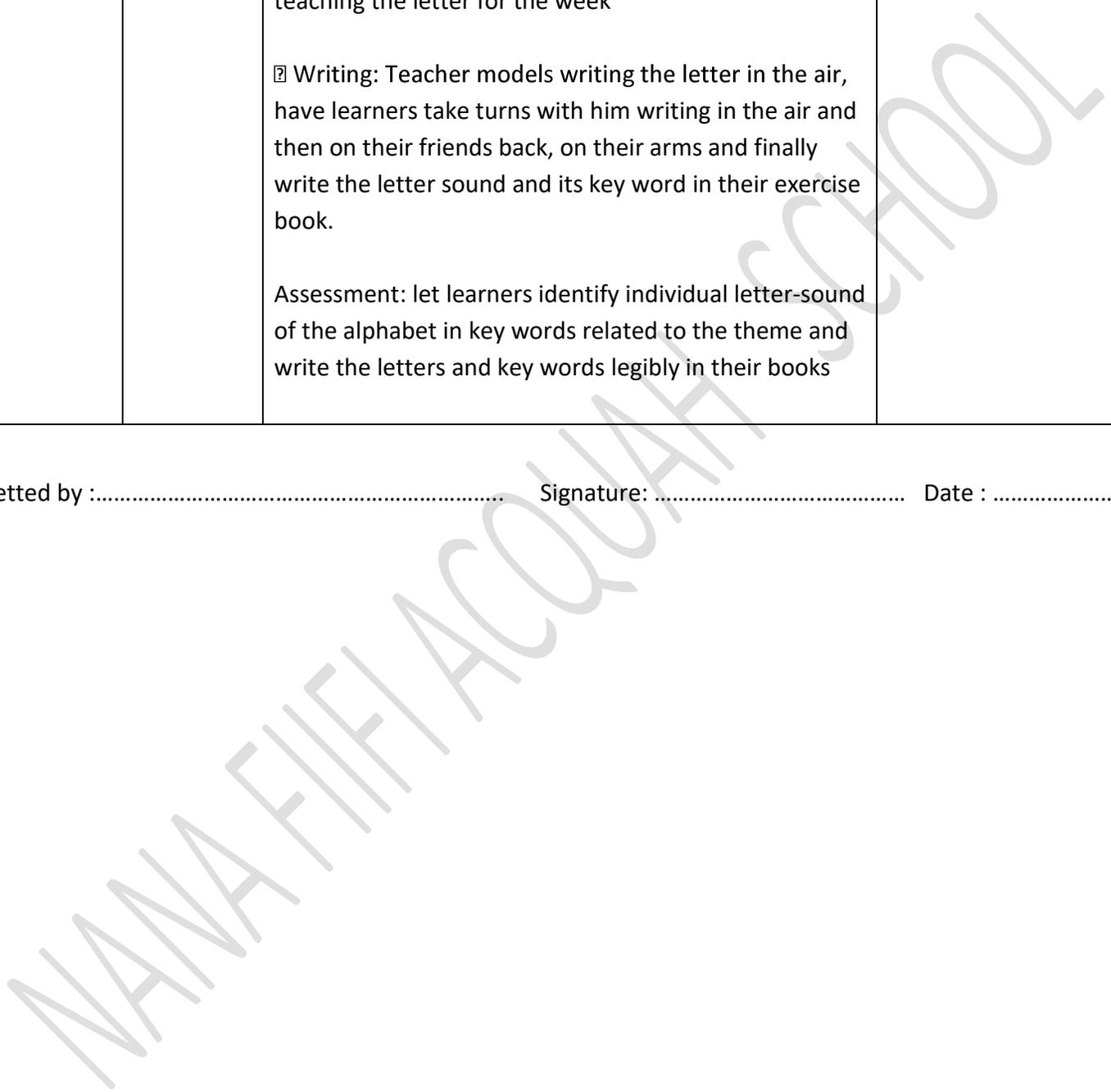
		<p>Learners sing an alphabet song while pointing to the letters on the wall in the classroom.</p> <p>Teacher creates two name cards for each pupil with their first names.</p> <p>Give each child their name card and keep one on a line close to you.</p> <p>Play a game where learners will pick up their name tags and peg it unto the one on the line every day of the week.</p> <p>Have the learners continue matching their name tags the whole week until they are able to recognize the letters in their names and can write their own names.</p> <p>Assessment: let learners mention individual letters in their names and match it with another pair</p>	
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KINDERGARTEN TWO

Week Ending:		Class size:	
Day : Wednesday		Date :	
Period :		Lesson :	
Strand : ALL ABOUT ME		Sub-strand : PERSONAL HYGIENE AND CARING FOR THE PARTS OF THE BODY	
Indicator (code)	K2.1.3.1.5		
Content standard (code)	K2.1.3.1 Demonstrate understanding of personal hygiene and care of the human body.		
Performance Indicator	Learners can 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		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
Ref: Kindergarten Curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Have learners to sing songs and recite rhymes that relate to the lesson.	(Procedure for teaching letter sounds each week: (see K2 .1.1.1.5) ☑ 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.	Review lesson with Learners by singing songs in relation to it

		<p>☑ Introduce the letter by writing the capital (Upper case) and the Lowercase boldly on the Chalkboard/ white board.</p> <p>☑ Follow the procedure as in K2 .1.1.1.5 to continue teaching the letter for the week</p> <p>☑ 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> <p>Assessment: let learners 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>	
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Week Ending:		Class size:	
Day : Thursday		Date :	
Period :		Lesson :	
Strand : ALL ABOUT ME		Sub-strand : PERSONAL HYGIENE AND CARING FOR THE PARTS OF THE BODY	
Indicator (code)	K2.1.3.1.6		
Content standard (code)	K2.1.3.1. Demonstrate understanding of personal hygiene and care of the human body.		
Performance Indicator	Learners can draw and colour items we use in caring for parts of the body and copy their functions boldly and legibly underneath the drawing		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Thursday	Have learners to sing songs and recite rhymes that relate to the lesson.	Learners 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. Assessment: let learners draw and colour items we use in caring for parts of the body and copy their functions boldly and legibly underneath the drawing	Review lesson with Learners by singing songs in relation to it

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Week Ending:		Class size:	
Day : Friday		Date :	
Period :		Lesson :	
Strand : ALL ABOUT ME		Sub-strand : PERSONAL HYGIENE AND CARING FOR THE PARTS OF THE BODY	
Indicator (code)	K2.1.2.1.6		
Content standard (code)	K2.1.3 Demonstrate understanding of personal hygiene and care of the human body.		
Performance Indicator	Learners can compare objects and numerals between 1 to 20.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Have learners to sing songs and recite rhymes that relate to the lesson.	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. Assessment: let learners compare objects and numerals between 1 to 20.	Review lesson with Learners by singing songs in relation to it

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TERM ONE
KG TWO
WEEK 4

NANA FIIFI ACQUAH SCHOOL

KINDERGARTEN TWO

Week Ending:		Class size:	
Day : Monday		Date :	
Period :		Lesson :	
Strand : ALL ABOUT ME		Sub-strand : EATING GOOD FOOD AND TAKING MY VACCINATIONS TO KEEP MY BODY HEALTHY	
Indicator (code)	K2.1.4.1.1 K2.1.4.1.2		
Content standard (code)	K2.1.4.1 Demonstrate the understanding and knowledge of keeping our bodies healthy by eating good food and visiting the hospital when sick		
Performance Indicator	<ul style="list-style-type: none"> • Learners can talk about how to keep our bodies healthy by eating balanced meal and visiting the hospital for our vaccinations. • Learners can answer questions during and after listening to the interactive read aloud on the theme and show how the visual information help readers understand print 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Poster/ cut out picture , Cut out shapes, big books, counters, crayons	
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Have learners to sing songs and recite rhymes that relate to the lesson.	<u>Community Circle time and theme discussion</u> ☑ 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.	Review lesson with Learners by singing songs in relation to it

	<p>☑ 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 contribute their ideas to the discussion. Let learners contribute to the good food we eat to be healthy.</p> <p>☑ 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)</p> <p>☑ Learners are asked to explain why their books have plenty of colourful pictures and adult books have no pictures,</p> <p>☑ 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.</p> <p>☑ Teacher reads the text, showing pictures page by page to learners and asking them to share their ideas on the pictures.</p> <p>☑ Learners answer comprehension questions on the text, mentioning some of the food items we need to eat to keep our bodies healthy.</p> <p>☑ Pick key words from the (BIG BOOK) as learners act it out (washing hands, polio, tuberculosis, measles, etc.).</p> <p>Do picture walk through the text: point to the pictures and let learners tell stories</p> <p>Assessment: let learners answer questions after listening to the interactive read aloud on the theme</p> <p>Assessment: let learners</p>	
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SUBJECT: GHANAIAN LANGUAGE

KINDERGARTEN TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Reading		Sub-strand : Pre-Reading Activities	
Indicator (code)	KG2.2.1.1.1.	KG2.2.1.1.2	
Content standard (code)	KG2.2.1.1.	KG2.2.1.1.	
Performance Indicator	<ul style="list-style-type: none"> • The learner should match materials and objects according to colours. • The learner should match materials and objects according to shapes 		
Core Competencies: Communication and collaboration Personal development and leadership.			
Keywords			
T. L .R. (s) Manila cards, markers, recorded audios visual			
Ref: Ghanaian Language curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Show learners materials and objects with different colours on flashcard. • Let learners match the different materials and objects according to colours. E.g. Red, white, yellow, green and black. <p>Assessment: let learners match materials and objects according to colours</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Show learners materials and objects with different shapes. • Let learners match the different materials and objects according to shapes <p>Assessment: let learners match materials and objects according to shapes</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Show learners materials and objects with different shapes. • Let learners match the different materials and objects according to shapes <p>Assessment: let learners match materials and objects according to shapes</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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NANA FIIFI ACQUAH

Week Ending:		Class size:	
Day : Tuesday		Date :	
Period :		Lesson :	
Strand : ALL ABOUT ME		Sub-strand : EATING GOOD FOOD AND TAKING MY VACCINATIONS TO KEEP MY BODY HEALTHY	
Indicator (code)	K2.1.4.1.3	K2.1.4.1.4	
Content standard (code)	K2.1.4.1.	K2.1.4.1.	
Performance Indicator	<ul style="list-style-type: none"> Learners can break the sound in a multi-syllabic word and clap out the syllables and blend them again as one word. Learners can identify and use more sight words found in the text of the six killer diseases and write simple sentences with them in their books. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Poster/ cut out picture , Cut out shapes, big books, counters, crayons	
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Have learners to sing songs and recite rhymes that relate to the lesson.	<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. <p>Learners mention the number of syllables in the word, say it more quickly and blend the sounds.</p> <ul style="list-style-type: none"> Engage learners in more practice of clapping out the syllables in the words from the read aloud text, and blending the sounds [e,g, 	Review lesson with Learners by singing songs in relation to it

		<p>/t//u//b//e//r//c//u//l//o//s//i//s/ and [tu-ber-cu-lo-sis] as in tuberculosis with five syllables]</p> <ul style="list-style-type: none"> • Learners identify and indicate the number of syllables in the six killer diseases (polio, tuberculosis, measles,) [E.g. po-lio] has two syllables. <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.).</p> <p>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.</p> <p>Find more sight words in their local languages and English and list them in their exercise books.</p> <p>Assessment: let learners use more sight words found in the text of the six killer diseases and write simple sentences with them in their books</p>	
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Week Ending:		Class size:	
Day : Wednesday		Date :	
Period :		Lesson :	
Strand : ALL ABOUT ME		Sub-strand : EATING GOOD FOOD AND TAKING MY VACCINATIONS TO KEEP MY BODY HEALTHY	
Indicator (code)	K2.1.4.1.5.		
Content standard (code)	K2.1.4.1 Demonstrate the understanding and knowledge of keeping our bodies healthy by eating good food and visiting the hospital when sick		
Performance Indicator	Learners can identify the letter-sound learnt for the week in words related to the theme and write the letter and key word boldly and legibly in their books.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Have learners to sing songs and recite rhymes that relate to the lesson.	(Procedure for teaching letter sounds each week: (see K2 .1.1.1.5) <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. 	Review lesson with Learners by singing songs in relation to it

NANA FIIFI ACQUAH

		<ul style="list-style-type: none">• Guide learners to write the letters on the blue and red lines in their exercise books. <p>Assessment: let learners identify the letter-sound learnt for the week in words related to the theme and write the letter and key word boldly and legibly in their books.</p>	
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Week Ending:		Class size:	
Day : Thursday		Date :	
Period :		Lesson :	
Strand : ALL ABOUT ME		Sub-strand : EATING GOOD FOOD AND TAKING MY VACCINATIONS TO KEEP MY BODY HEALTHY	
Indicator (code)	K2.1.4.1.6		
Content standard (code)	K2.1.4.1 Demonstrate the understanding and knowledge of keeping our bodies healthy by eating good food and visiting the hospital when sick		
Performance Indicator	<ul style="list-style-type: none"> Learners can draw and colour different food items that keep our body healthy and label them using invented spelling. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Thursday	Have learners to sing songs and recite rhymes that relate to the lesson.	<p>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>Assessment: let learners draw and colour different food items that keep our body healthy and label them using invented spelling.</p>	Review lesson with Learners by singing songs in relation to it

Week Ending:		Class size:	
Day : Friday		Date :	
Period :		Lesson :	
Strand : ALL ABOUT ME		Sub-strand : EATING GOOD FOOD AND TAKING MY VACCINATIONS TO KEEP MY BODY HEALTHY	
Indicator (code)	K2.1.4.1.7		
Content standard (code)	K2.1.4.1 Demonstrate the understanding and knowledge of keeping our bodies healthy by eating good food and visiting the hospital when sick		
Performance Indicator	Learners can compare the sizes and weight of different food items that we can eat to keep us healthy		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Poster/ cut out picture , Cut out shapes, big books, counters, crayons	
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Have learners to sing songs and recite rhymes that relate to the lesson.	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.	Review lesson with Learners by singing songs in relation to it

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		Assessment: let learners compare the sizes and weight of different food items that we can eat to keep us healthy.	
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TERM ONE
KG TWO
WEEK 5

NANA FIIFI ACQUAH SCHOOL

KINDERGARTEN TWO

Week Ending:		Class size:	
Day : Monday		Date :	
Period :		Lesson :	
Strand : ALL ABOUT ME		Sub-strand : MY ENVIRONMENT AND MY HEALTH THAT HELP ME	
Indicator (code)	K2.1.5.1.1	K2.1.5.1.2	
Content standard (code)	K2.1.5. Demonstrate understanding of the environment and how to keep it safe		
Performance Indicator	Learners can take a walk in the environment, discuss and point to things that are safe and unsafe to play with. <ul style="list-style-type: none"> Learners can ask questions and find answers to them as they listen attentively to the text read aloud to them. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Have learners to sing songs and recite rhymes that relate to the lesson.	<u>Community Circle time (CCT) and theme discussion</u> 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.	Review lesson with Learners by singing songs in relation to it

		<p>☒ 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.</p> <p>☒ Discuss with learners the importance of keeping the environment clean and how it can influence the health of humans.</p> <p>☒ Show a book on the environment, let learners identify the cover page, the back page, the illustrator and the author.</p> <p>☒ Ask them to share what they have learnt about keeping the environment clean with their peers and then with the whole group.</p> <p>☒ Read the big book aloud (Adzoa has malaria) and ask questions about the character and the reason why she got sick of malaria.</p> <p>☒ Discuss actions we can take not to get sick or hurt.</p> <p>Assessment: let learners ask questions and find answers to them as they listen attentively to the text read aloud to them.</p>	
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SUBJECT: GHANAIAN LANGUAGE

KINDERGARTEN TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Reading		Sub-strand : Pre-Reading Activities	
Indicator (code)	KG2.2.1.1.3		
Content standard (code)	KG2.2.1.1.		
Performance Indicator	The learner should match materials and objects according to sizes		
Core Competencies: Communication and collaboration Personal development and leadership.			
Keywords			
T. L .R. (s) Manila cards, markers, recorded audios visual			
Ref: Ghanaian Language curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Show learners materials and objects with different colours. • Let learners match the different materials and objects according to sizes. • Help learners recognise different sizes of objects. Assessment: let learners match materials and objects according to sizes.	What have we learnt today? Review the lesson with learners

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	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Show learners materials and objects with different colours. • Let learners match the different materials and objects according to sizes. • Help learners recognise different sizes of objects. <p>Assessment: let learners match materials and objects according to sizes.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Show learners materials and objects with different colours. • Let learners match the different materials and objects according to sizes. • Help learners recognise different sizes of objects. <p>Assessment: let learners match materials and objects according to sizes.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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Week Ending:		Class size:	
Day : Tuesday		Date :	
Period :		Lesson :	
Strand : ALL ABOUT ME		Sub-strand : MY ENVIRONMENT AND MY HEALTH THAT HELP ME	
Indicator (code)	K2.1.5.1.3		
Content standard (code)	K2.1.5. Demonstrate understanding of the environment and how to keep it safe		
Performance Indicator	Learners can 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.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Have learners to sing songs and recite rhymes that relate to the lesson.	Guide learners to identify the initial, middle sounds of names of objects around us. E.g. sand: initial sound -/s/, ending sound- /d/. Assessment: let learners mention the initial and ending sounds of names of objects in the environment; clap the syllables on selected words related to harmful objects around us	Review lesson with Learners by singing songs in relation to it

Week Ending:		Class size:	
Day : Wednesday		Date :	
Period :		Lesson :	
Strand : ALL ABOUT ME		Sub-strand : MY ENVIRONMENT AND MY HEALTH THAT HELP ME	
Indicator (code)	K2.1.5.1.4		
Content standard (code)	K2.1.5. Demonstrate understanding of the environment and how to keep it safe		
Performance Indicator	Learners can blend letter-sounds learnt to form simple words related to the topic and copy the word in their books.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
Ref:		Kindergarten Curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Have learners to sing songs and recite rhymes that relate to the lesson.	Learners are guided to blend letter sounds to form words related to the theme. E.g. /c//u//t//l//a//s//s/ - cutlass Learners copy the words in their exercise books. Using the red and blue lines, guide learners to copy the letters on the lines correctly. Assessment: let learners blend letter-sounds learnt to form simple words related to the topic and copy the word in their books.	Review lesson with Learners by singing songs in relation to it

Week Ending:		Class size:	
Day : Thursday		Date :	
Period :		Lesson :	
Strand : ALL ABOUT ME		Sub-strand : MY ENVIRONMENT AND MY HEALTH THAT HELP ME	
Indicator (code)	K2.1.5.1.5		
Content standard (code)	K2.1.5. Demonstrate understanding of the environment and how to keep it safe		
Performance Indicator	Learners can draw and label some dangerous objects in the environment.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Thursday	Have learners to sing songs and recite rhymes that relate to the lesson.	Using a picture, guide learners to draw and label some objects found in the environment. e.g. knife, banana peel, socket. Assessment: let learners draw and label some dangerous objects in the environment	Review lesson with Learners by singing songs in relation to it

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Week Ending:		Class size:	
Day : Friday		Date :	
Period :		Lesson :	
Strand : ALL ABOUT ME		Sub-strand : MY ENVIRONMENT AND MY HEALTH THAT HELP ME	
Indicator (code)	K2.1.5.1.6		
Content standard (code)	K2.1.5. Demonstrate understanding of the environment and how to keep it safe		
Performance Indicator	Learners can classify objects according to their shape and colour		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Have learners to sing songs and recite rhymes that relate to the lesson.	Using the household learning centre, guide learners to sort and group the objects according to their use. Grouping dangerous and non-dangerous ones Assessment: let learners classify objects according to their shape and colour	Review lesson with Learners by singing songs in relation to it

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TERM ONE
KG TWO
WEEK 6

NANA FIIFI ACQUAH SCHOOL

KINDERGARTEN TWO

Week Ending:		Class size:	
Day : Monday		Date :	
Period :		Lesson :	
Strand : ALL ABOUT ME		Sub-strand : PROTECTING OURSELVES FROM ROAD ACCIDENTS AND HARMFUL STRANGERS	
Indicator (code)	K2.1.6.1.1	K2.1.6.1.2	
Content standard (code)	K2.1.6.1.	K2.1.6.1.	
Performance Indicator	Learners can role-play, sing songs and discuss some of the safety measures to protect ourselves in the environment.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Poster/ cut out picture , Cut out shapes, big books, counters, crayons	
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Have learners to sing songs and recite rhymes that relate to the lesson.	<u>Community Circle time (CCT) and theme discussion</u> 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. Model how to use culturally/cultured and polite language in answering questions for them to see and do likewise when needed.	Review lesson with Learners by singing songs in relation to it

		<p>Call on learners randomly to answer questions or contribute to the discussion</p> <p>Have learners role-play various safety measures in small groups and sing songs alongside (if you see a traffic light, there is something you should know, red means stop, ...).</p> <p>Think-pair-share with peers as they discuss some of the safety measures.</p> <p>E.g. role-play on how to handle pointed objects, sharp objects, hot objects that can hurt or burn (cooking pot), cutlass, hoe, etc.</p> <p>Assessment: let learners role-play, sing songs and mention some of the safety measures to protect ourselves in the environment.</p>	
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SUBJECT: GHANAIAN LANGUAGE

KINDERGARTEN TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Reading		Sub-strand : Pre-Reading Activities	
Indicator (code)	KG2.2.1.1.4		
Content standard (code)	KG2.2.1.1.		
Performance Indicator	The learner should match letters of the alphabet and numerals.		
Core Competencies: Communication and collaboration Personal development and leadership.			
Keywords			
T. L .R. (s) Manila cards, markers, recorded audios visual			
Ref: Ghanaian Language curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Write the letters of the alphabet and numerals on the board. • Say the letters and numbers aloud and discuss. • Let learners distinguish between the letters of the alphabet and numerals Assessment: let learners match letters of the alphabet and numerals	What have we learnt today? Review the lesson with learners

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	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> • Write the letters of the alphabet and numerals on the board. • Say the letters and numbers aloud and discuss. • Let learners distinguish between the letters of the alphabet and numerals <p>Assessment: let learners match letters of the alphabet and numerals</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> • Write the letters of the alphabet and numerals on the board. • Say the letters and numbers aloud and discuss. • Let learners distinguish between the letters of the alphabet and numerals <p>Assessment: let learners match letters of the alphabet and numerals</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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Week Ending:		Class size:	
Day : Tuesday		Date :	
Period :		Lesson :	
Strand : ALL ABOUT ME		Sub-strand : PROTECTING OURSELVES FROM ROAD ACCIDENTS AND HARMFUL STRANGERS	
Indicator (code)	K2.1.6.1.2		
Content standard (code)	K2.1.6.1 Demonstrate understanding of how to be safe and identify strangers.		
Performance Indicator	Learners can identify the basic components, show and explain why learners' books are open from right to left and respond to a shared reading of a book related to the theme. Protect ourselves from harm, hurt, sharp objects, electricity and water and strangers.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Poster/ cut out picture , Cut out shapes, big books, counters, crayons	
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Have learners to sing songs and recite rhymes that relate to the lesson.	Teacher 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 ☑ Use the KWL strategy as you read the informational text to learners. (See Appendix 1, K2.1,2.1.2)	Review lesson with Learners by singing songs in relation to it

		<p>☑ Pick key words from the (BIG BOOK) as learners act it out (hurts, harms, sharp objects, strangers, electricity and water, etc.).</p> <p>☑ Check on the K and W before you read the text and the L after reading.</p> <p>☑ K-Ask the learners to say what they already know about the theme. W-Ask them to tell you what they want to know about the weeks' theme.</p> <p>☑ Read the book aloud, opening the book from right to left, pausing and showing pictures to the learners.</p> <p>Assessment: let learners identify the basic components, show and explain why learners' books are open from right to left and respond to a shared reading of a book related to the theme. Protect ourselves from harm, hurt, sharp objects, electricity and water and strangers.</p>	
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Week Ending:		Class size:	
Day : Wednesday		Date :	
Period :		Lesson :	
Strand : ALL ABOUT ME		Sub-strand : PROTECTING OURSELVES FROM ROAD ACCIDENTS AND HARMFUL STRANGERS	
Indicator (code)	K2.1.6.1.4		
Content standard (code)	K2.1.6.1 Demonstrate understanding of how to be safe and identify strangers.		
Performance Indicator	Learners can identify the letter-sound learnt for the week in words related to the theme and write the letter and key word boldly and legibly in their books.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Have learners to sing songs and recite rhymes that relate to the lesson.	<p>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 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. 	Review lesson with Learners by singing songs in relation to it

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		<p>☑ Guide learners to write the letters on the blue and red lines in their exercise books.</p> <p>Assessment: let learners identify the letter-sound learnt for the week in words related to the theme and write the letter and key word boldly and legibly in their books.</p>	
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Week Ending:		Class size:	
Day : Thursday		Date :	
Period :		Lesson :	
Strand : ALL ABOUT ME		Sub-strand : PROTECTING OURSELVES FROM ROAD ACCIDENTS AND HARMFUL STRANGERS	
Indicator (code)	K2.1.6.1.5		
Content standard (code)	K2.1.6.1 Demonstrate understanding of how to be safe and identify strangers.		
Performance Indicator	Learners can draw and colour an object that can hurt, harm, have a sharp edge, etc. and legibly write/scribe the name under it.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Thursday	Have learners to sing songs and recite rhymes that relate to the lesson.	Learner’s 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. Assessment: let learners draw and colour an object that can hurt, harm, have a sharp edge, etc. and legibly write/scribe the name under it.	Review lesson with Learners by singing songs in relation to it

Week Ending:		Class size:	
Day : Friday		Date :	
Period :		Lesson :	
Strand : ALL ABOUT ME		Sub-strand : PROTECTING OURSELVES FROM ROAD ACCIDENTS AND HARMFUL STRANGERS	
Indicator (code)	K2.1.6.1.6		
Content standard (code)	K2.1.6.1 Demonstrate understanding of how to be safe and identify strangers.		
Performance Indicator	Learners can sort out objects by their length, colours and shapes and compare their numbers using words such as more than, less than, equal to.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Have learners to sing songs and recite rhymes that relate to the lesson.	Provide 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. {<, >, =}	Review lesson with Learners by singing songs in relation to it

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		Assessment: let learners sort out objects by their length, colours and shapes and compare their numbers using words such as more than, less than, equal to.	
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TERM ONE
KG TWO
WEEK 7

NANA FIIFI ACQUAH SCHOOL

KINDERGARTEN TWO

Week Ending:		Class size:	
Day : Monday		Date :	
Period :		Lesson :	
Strand : ALL ABOUT ME		Sub-strand : PROTECTING OURSELVES FROM ROAD ACCIDENTS AND HARMFUL STRANGERS	
Indicator (code)	K2.1.6.1.1	K2.1.6.1.2	
Content standard (code)	K2.1.6.1.	K2.1.6.1.	
Performance Indicator	Learners can role-play, sing songs and discuss some of the safety measures to protect ourselves in the environment.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Have learners to sing songs and recite rhymes that relate to the lesson.	<u>Community Circle time (CCT) and theme discussion</u> 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. Model how to use culturally/cultured and polite language in answering questions for them to see and do likewise when needed.	Review lesson with Learners by singing songs in relation to it

		<p>Call on learners randomly to answer questions or contribute to the discussion</p> <p>Have learners role-play various safety measures in small groups and sing songs alongside (if you see a traffic light, there is something you should know, red means stop, ...).</p> <p>Think-pair-share with peers as they discuss some of the safety measures.</p> <p>E.g. role-play on how to handle pointed objects, sharp objects, hot objects that can hurt or burn (cooking pot), cutlass, hoe, etc.</p> <p>Assessment: let learners role-play, sing songs and mention some of the safety measures to protect ourselves in the environment.</p>	
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SUBJECT: GHANAIAN LANGUAGE

KINDERGARTEN TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Reading		Sub-strand : Pre-Reading Activities	
Indicator (code)	KG2.3.1.1.1		
Content standard (code)	KG2.3.1.1.		
Performance Indicator	The learner should hold the pencil properly.		
Core Competencies: Communication and collaboration Personal development and leadership.			
Keywords			
T. L .R. (s) Manila cards, markers, recorded audios visual			
Ref: Ghanaian Language curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> Let learners raise their pencils for teacher to see them. Demonstrate how to hold a pencil properly. Encourage learners to hold the pencil properly while the teacher goes around to supervise. <p>Assessment: let learners hold the pencil properly.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Let learners raise their pencils for teacher to see them. • Demonstrate how to hold a pencil properly. • Encourage learners to hold the pencil properly while the teacher goes around to supervise. <p>Assessment: let learners hold the pencil properly.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Let learners raise their pencils for teacher to see them. • Demonstrate how to hold a pencil properly. • Encourage learners to hold the pencil properly while the teacher goes around to supervise. <p>Assessment: let learners hold the pencil properly.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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Week Ending:		Class size:	
Day : Tuesday		Date :	
Period :		Lesson :	
Strand : ALL ABOUT ME		Sub-strand : PROTECTING OURSELVES FROM ROAD ACCIDENTS AND HARMFUL STRANGERS	
Indicator (code)	K2.1.6.1.2		
Content standard (code)	K2.1.6.1 Demonstrate understanding of how to be safe and identify strangers.		
Performance Indicator	Learners can identify the basic components, show and explain why learners' books are open from right to left and respond to a shared reading of a book related to the theme. Protect ourselves from harm, hurt, sharp objects, electricity and water and strangers.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Have learners to sing songs and recite rhymes that relate to the lesson.	Teacher 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 ☑ Use the KWL strategy as you read the informational text to learners. (See Appendix 1, K2.1,2.1.2)	Review lesson with Learners by singing songs in relation to it

		<p>☑ Pick key words from the (BIG BOOK) as learners act it out (hurts, harms, sharp objects, strangers, electricity and water, etc.).</p> <p>☑ Check on the K and W before you read the text and the L after reading.</p> <p>☑ K-Ask the learners to say what they already know about the theme. W-Ask them to tell you what they want to know about the weeks' theme.</p> <p>☑ Read the book aloud, opening the book from right to left, pausing and showing pictures to the learners.</p> <p>Assessment: let learners identify the basic components, show and explain why learners' books are open from right to left and respond to a shared reading of a book related to the theme. Protect ourselves from harm, hurt, sharp objects, electricity and water and strangers.</p>	
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KINDERGARTEN TWO

Week Ending:		Class size:	
Day : Wednesday		Date :	
Period :		Lesson :	
Strand : ALL ABOUT ME		Sub-strand : PROTECTING OURSELVES FROM ROAD ACCIDENTS AND HARMFUL STRANGERS	
Indicator (code)	K2.1.6.1.4		
Content standard (code)	K2.1.6.1 Demonstrate understanding of how to be safe and identify strangers.		
Performance Indicator	Learners can identify the letter-sound learnt for the week in words related to the theme and write the letter and key word boldly and legibly in their books.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Have learners to sing songs and recite rhymes that relate to the lesson.	<p>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 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. 	Review lesson with Learners by singing songs in relation to it

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		<p>☑ Guide learners to write the letters on the blue and red lines in their exercise books.</p> <p>Assessment: let learners identify the letter-sound learnt for the week in words related to the theme and write the letter and key word boldly and legibly in their books.</p>	
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Week Ending:		Class size:	
Day : Thursday		Date :	
Period :		Lesson :	
Strand : ALL ABOUT ME		Sub-strand : PROTECTING OURSELVES FROM ROAD ACCIDENTS AND HARMFUL STRANGERS	
Indicator (code)	K2.1.6.1.5		
Content standard (code)	K2.1.6.1 Demonstrate understanding of how to be safe and identify strangers.		
Performance Indicator	Learners can draw and colour an object that can hurt, harm, have a sharp edge, etc. and legibly write/scribe the name under it.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Thursday	Have learners to sing songs and recite rhymes that relate to the lesson.	Learner’s 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. Assessment: let learners draw and colour an object that can hurt, harm, have a sharp edge, etc. and legibly write/scribe the name under it.	Review lesson with Learners by singing songs in relation to it

Week Ending:		Class size:	
Day : Friday		Date :	
Period :		Lesson :	
Strand : ALL ABOUT ME		Sub-strand : PROTECTING OURSELVES FROM ROAD ACCIDENTS AND HARMFUL STRANGERS	
Indicator (code)	K2.1.6.1.6		
Content standard (code)	K2.1.6.1 Demonstrate understanding of how to be safe and identify strangers.		
Performance Indicator	Learners can sort out objects by their length, colours and shapes and compare their numbers using words such as more than, less than, equal to.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Have learners to sing songs and recite rhymes that relate to the lesson.	Provide 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. {<, >, =}	Review lesson with Learners by singing songs in relation to it

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		Assessment: let learners sort out objects by their length, colours and shapes and compare their numbers using words such as more than, less than, equal to.	
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TERM ONE
KG TWO
WEEK 8

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KINDERGARTEN TWO

Week Ending:		Class size:	
Day : Monday		Date :	
Period :		Lesson :	
Strand : MY FAMILY		Sub-strand : TYPES AND MEMBERS OF MY FAMILY	
Indicator (code)	K2.2.1.1.1	K2.2.1.1.2	
Content standard (code)	K2.2.1. Demonstrate understanding of the rights, roles and responsibilities of family members		
Performance Indicator	<ul style="list-style-type: none"> Learners can say a poem about the family, talk about and discuss the rights and roles of the members. Learners can talk about the important roles and responsibilities of every family member and practice proper way of opening books from right to left. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Poster/ cut out picture , Cut out shapes, big books, counters, crayons	
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Have learners to sing songs and recite rhymes that relate to the lesson.	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 (Extended Family) and some concrete materials related to the theme. Engage learners in active discussion on the theme.	Review lesson with Learners by singing songs in relation to it

	<p>Model how to use cultured and polite language in answering questions for them to see and do likewise when needed.</p> <p>Call on learners randomly to answer questions or contribute to the discussion.</p> <p>Let them use think-pair-share with peers as they discuss the theme</p> <p>Learners name the members of their family and discuss the rights and also roles of each of the members. E.g. learners have a right to education and a role to be obedient and help their mothers/parent with the household chores.</p> <p>Show learners a set of books about family, scaffold them to slowly open the books from right to left.</p> <p>☑ Use the KWL strategy as you read the informational text to learners. (See Appendix 1, K2.1,21.2)</p> <p>☑ Check on the K and W before you read the text and the L after reading.</p> <p>K-Ask the learners to say what they already know about the theme.</p> <p>W-Ask them to tell you what they want to know about the weeks' theme.</p> <p>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).</p> <p>Learners share what they have learnt about the theme in small groups and then with the whole group.</p> <p>Assessment: let learners mention the important roles and responsibilities of every family member and practice proper way of opening books from right to left.</p>	
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SUBJECT: GHANAIAN LANGUAGE

KINDERGARTEN TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Reading		Sub-strand : Pre-Reading Activities	
Indicator (code)	KG2.3.1.1.2		
Content standard (code)	KG2.3.1.1.		
Performance Indicator	The learner with the pencil in hand, should move hand up and down routinely		
Core Competencies: Communication and collaboration Personal development and leadership.			
Keywords			
T. L .R. (s) Manila cards, markers, recorded audios visual			
Ref: Ghanaian Language curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Demonstrate how to hold the pencil in the hand and move it up and down. • Allow learners to practice how to hold and move pencil up and down. Assessment: let learners with the pencil in hand, move hand up and down routinely	What have we learnt today? Review the lesson with learners

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

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Week Ending:		Class size:	
Day : Tuesday		Date :	
Period :		Lesson :	
Strand : MY FAMILY		Sub-strand : TYPES AND MEMBERS OF MY FAMILY	
Indicator (code)	K2.2.1.1.3		
Content standard (code)	K2.2.1. Demonstrate understanding of the rights, roles and responsibilities of family members		
Performance Indicator	Learners can 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.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Have learners to sing songs and recite rhymes that relate to the lesson.	<p>☑ Have learners mention the names of their family members.</p> <p>Teacher makes a list.</p> <p>Learners listen to the names again and say and identify the sounds that begins the names of their family members.</p> <p>The teacher helps them identify the letters that represent the sounds.</p>	Review lesson with Learners by singing songs in relation to it

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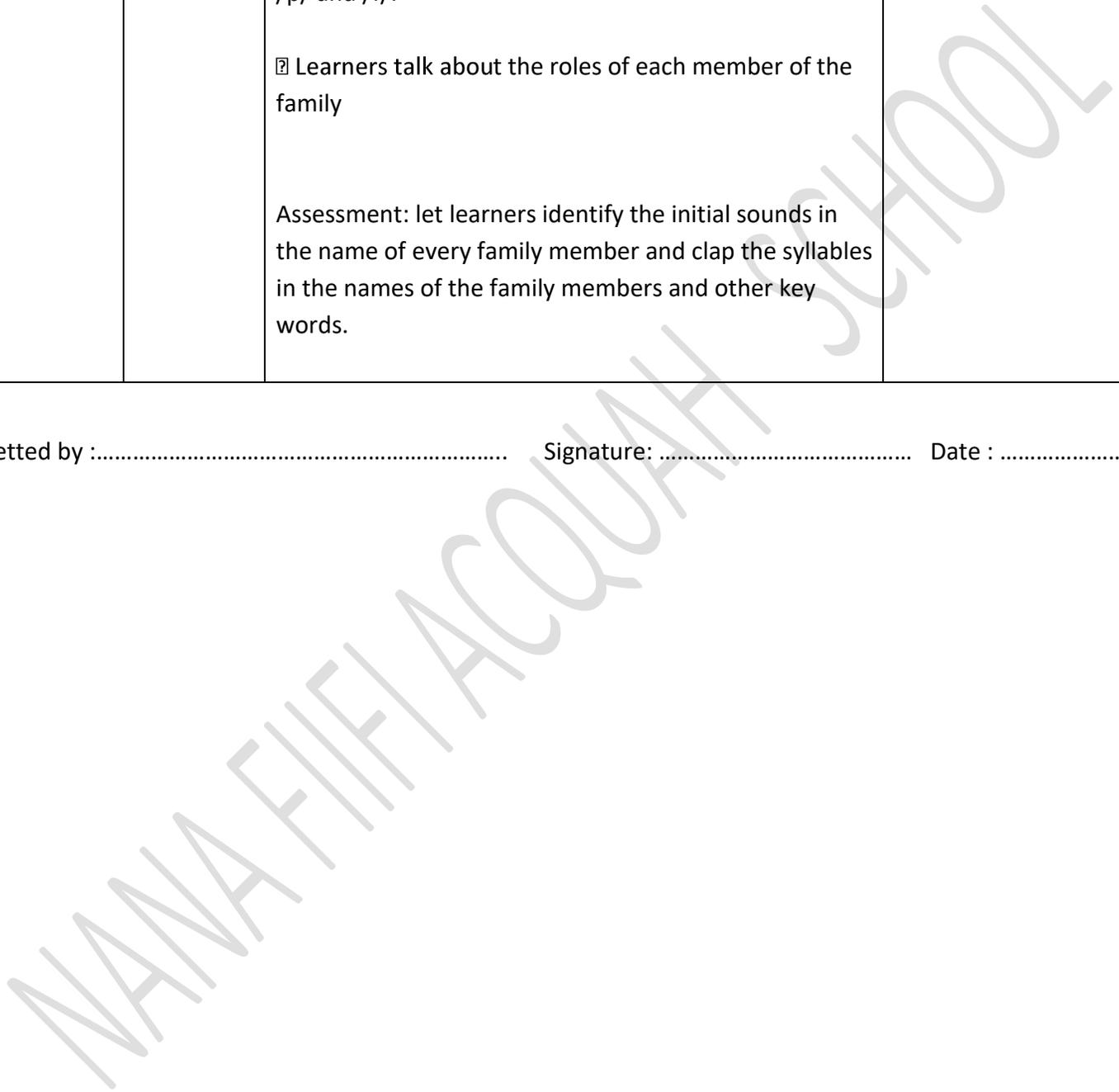
		<p>Learners clap on the number of syllables in each name.</p> <p>Guide learners to identify the letter sounds of the family members. E.g. father –initial sound /f/, pays fees /p/ and /f/.</p> <p>☑ Learners talk about the roles of each member of the family</p> <p>Assessment: let learners identify the 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>	
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Week Ending:		Class size:	
Day : Wednesday		Date :	
Period :		Lesson :	
Strand : MY FAMILY		Sub-strand : TYPES AND MEMBERS OF MY FAMILY	
Indicator (code)	K2.2.1.1.3		
Content standard (code)	K2.2.1. Demonstrate understanding of the rights, roles and responsibilities of family members		
Performance Indicator	Learners can 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.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Have learners to sing songs and recite rhymes that relate to the lesson.	<p>☑ Have learners mention the names of their family members.</p> <p>Teacher makes a list.</p> <p>Learners listen to the names again and say and identify the sounds that begins the names of their family members.</p> <p>The teacher helps them identify the letters that represent the sounds.</p>	Review lesson with Learners by singing songs in relation to it

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		<p>Learners clap on the number of syllables in each name.</p> <p>Guide learners to identify the letter sounds of the family members. E.g. father –initial sound /f/, pays fees /p/ and /f/.</p> <p>☑ Learners talk about the roles of each member of the family</p> <p>Assessment: let learners 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>	
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Week Ending:		Class size:	
Day : Thursday		Date :	
Period :		Lesson :	
Strand : MY FAMILY		Sub-strand : TYPES AND MEMBERS OF MY FAMILY	
Indicator (code)	K2.2.1.1.4		
Content standard (code)	K2.2.1. Demonstrate understanding of the rights, roles and responsibilities of family members		
Performance Indicator	<ul style="list-style-type: none"> Learners can identify the letter-sound learnt for the week in words related to the theme and write the letter and key word boldly and legibly in their books. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
Ref:		Kindergarten Curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Thursday	Have learners to sing songs and recite rhymes that relate to the lesson.	<p>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>Assessment: let learners identify the letter-sound learnt for the week in words related to the theme and write the letter and key word boldly and legibly in their books</p>	Review lesson with Learners by singing songs in relation to it

Week Ending:		Class size:	
Day : Friday		Date :	
Period :		Lesson :	
Strand : MY FAMILY		Sub-strand : TYPES AND MEMBERS OF MY FAMILY	
Indicator (code)	K2.2.1.1.5		
Content standard (code)	K2.2.1. Demonstrate understanding of the rights, roles and responsibilities of family members		
Performance Indicator	Learners can 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		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Poster/ cut out picture , Cut out shapes, big books, counters, crayons	
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Have learners to sing songs and recite rhymes that relate to the lesson.	Learners 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. 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.	Review lesson with Learners by singing songs in relation to it

		<p>Let them shake their hands.</p> <p>☑ Writing: First, teacher writes the letter, the capital and the lower-case letters boldly on the chalk/whiteboard.</p> <p>☑ Teacher models how to write the letter in the air describing the process as he/she writes.</p> <p>☑ 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> <p>Guide learners to write the letters on the blue and red lines in their exercise books.</p> <p>Assessment: let learners 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>	
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TERM ONE
KG TWO
WEEK 9

NANA FIIFI ACQUAH SCHOOL

KINDERGARTEN TWO

Week Ending:		Class size:	
Day : Monday		Date :	
Period :		Lesson :	
Strand : MY FAMILY		Sub-strand : TYPES AND MEMBERS OF MY FAMILY	
Indicator (code)	K2.2.1.1.6		
Content standard (code)	K2.2.1.1 Demonstrate understanding of the rights, roles and responsibilities of family members		
Performance Indicator	Learners can solve word problems related to family using the concept of addition to find sums up to 10.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Have learners to sing songs and recite rhymes that relate to the lesson.	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. 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.	Review lesson with Learners by singing songs in relation to it

		<p>Using a narrative story related to the theme, (Family Picture), guide learners to identify the author and the illustrator's name.</p> <p>Read the title and show cover picture and let learners predict what the story will be.</p> <p>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)</p> <p>Encourage learners to use their own words to retell and answer the questions.</p> <p>Assessment: let learners 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</p>	
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SUBJECT: GHANAIAN LANGUAGE

KINDERGARTEN TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Writing Conventions / Usage		Sub-strand : Integrating Grammar in Written Language (Use of Action Word)	
Indicator (code)	KG2.5.1.1.1		
Content standard (code)	KG2.5.1.1.		
Performance Indicator	The learner should write two-letter action words correctly		
Core Competencies: Communication and collaboration Personal development and leadership.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:	Ghanaian Language curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Write two-letter action words on flashcards and show them to learners. • Mention them to learners. • Let learners pick and mention the words. • Let learners write some two-letter action words. E.g. Do, up, go, etc. <p>Assessment: let learners write two-letter action words correctly</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Write two-letter action words on flashcards and show them to learners. • Mention them to learners. • Let learners pick and mention the words. • Let learners write some two-letter action words. E.g. Do, up, go, etc. <p>Assessment: let learners write two-letter action words correctly</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Write two-letter action words on flashcards and show them to learners. • Mention them to learners. • Let learners pick and mention the words. • Let learners write some two-letter action words. E.g. Do, up, go, etc. <p>Assessment: let learners write two-letter action words correctly</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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Week Ending:		Class size:	
Day : Tuesday		Date :	
Period :		Lesson :	
Strand : MY FAMILY		Sub-strand : TYPES AND MEMBERS OF MY FAMILY	
Indicator (code)	K2.2.2.1.5		
Content standard (code)	K2.2.2.1 Demonstrate understanding of the origin and history of our families and the languages spoken.		
Performance Indicator	Learners can identify the letter-sound learnt for the week in words related to the theme and write the letter and key word boldly and legibly in their books.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Have learners to sing songs and recite rhymes that relate to the lesson.	<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>Assessment: let learners identify the letter-sound learnt for the week in words related to the theme and write</p>	Review lesson with Learners by singing songs in relation to it

		the letter and key word boldly and legibly in their books.	
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NANA FIIFI ACQUAH SCHOOL

Week Ending:		Class size:	
Day : Wednesday		Date :	
Period :		Lesson :	
Strand : MY FAMILY		Sub-strand : TYPES AND MEMBERS OF MY FAMILY	
Indicator (code)	K2.2.2.1.5		
Content standard (code)	K2.2.2.1 Demonstrate understanding of the origin and history of our families and the languages spoken.		
Performance Indicator	Learners can identify the letter-sound learnt for the week in words related to the theme and write the letter and key word boldly and legibly in their books.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Have learners to sing songs and recite rhymes that relate to the lesson.	Procedure for teaching letter sounds each week: (see K2 .1.1.1.5) ☑ Rapidly revise the letter sounds learnt so far. ☑ Follow the procedure as in K2 .1.1.1.5 to continue teaching the letter-sound for the week. Assessment: let learners identify the letter-sound learnt for the week in words related to the theme and write	Review lesson with Learners by singing songs in relation to it

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		the letter and key word boldly and legibly in their books.	
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NANA FIIFI ACQUAH SCHOOL

Week Ending:		Class size:	
Day : Thursday		Date :	
Period :		Lesson :	
Strand : MY FAMILY		Sub-strand : TYPES AND MEMBERS OF MY FAMILY	
Indicator (code)	K2.2.2.1.6		
Content standard (code)	K2.2.2.1 Demonstrate understanding of the origin and history of our families and the languages spoken		
Performance Indicator	Learners can tell a story and dramatize the history of different families.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
Ref: Kindergarten Curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Thursday	Have learners to sing songs and recite rhymes that relate to the lesson.	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 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	Review lesson with Learners by singing songs in relation to it

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		Assessment: let learners tell a story and dramatize the history of different families.	
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KINDERGARTEN TWO

Week Ending:		Class size:	
Day : Friday		Date :	
Period :		Lesson :	
Strand : MY FAMILY		Sub-strand : TYPES AND MEMBERS OF MY FAMILY	
Indicator (code)	K2.2.2.1.7		
Content standard (code)	K2.2.2.1 Demonstrate understanding of the origin and history of our families and the languages spoken.		
Performance Indicator	Learners can compare length and distance from their school to their homes and hometowns using non-standard and standardised measures.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Have learners to sing songs and recite rhymes that relate to the lesson.	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,	Review lesson with Learners by singing songs in relation to it

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		<p>Give them rulers to measure some spaces and compare the length using phrases like longer than, shorter than.</p> <p>Engage learners actively in the measurement exercise adding and estimating. Have ground rules as to how to do the task.</p> <p>Assessment: let learners compare length and distance from their school to their homes and hometowns using non-standard and standardised measures.</p>	
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TERM ONE
KG TWO
WEEK 10

NANA FIIFI ACQUAH SCHOOL

KINDERGARTEN TWO

Week Ending:		Class size:	
Day : Monday		Date :	
Period :		Lesson :	
Strand : MY FAMILY		Sub-strand : FAMILY CELEBRATIONS AND FESTIVALS	
Indicator (code)	K2.2.3.1.1	K2.2.3.1.2	
Content standard (code)	K2.2.3.1 Demonstrate understanding of importance of the activities that we engage in during festivals and family celebrations.		
Performance Indicator	<ul style="list-style-type: none"> Learners can discuss importance of activities we engage in during festivals and family celebrations and sing folk tunes and religious songs. Learners can 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). 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
Ref: Kindergarten Curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Have learners to sing songs and recite rhymes that relate to the lesson.	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.	Review lesson with Learners by singing songs in relation to it

	<p>Have them display concrete materials and costumes they wear and why.</p> <p>Have them also talk about the activities they do with their families during the religious celebrations and traditional festivals.</p> <p>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>Using a narrative story related to the theme, guide learners to predict what will happen in the text.</p> <p>Learners listen attentively to the Teacher-read-aloud text and answer ‘wh’ questions as in the Herringbone strategy,</p> <p>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 happen?, how and why] (see Appendix 1)</p> <p>Encourage learners to use their own words to retell and answer the questions.</p> <p>Assessment: let learners 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>	
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SUBJECT: GHANAIAN LANGUAGE

KINDERGARTEN TWO

Week Ending:		Class size:	
Day :		Date :	
Period :		Lesson :	
Strand : Writing Conventions / Usage		Sub-strand : Integrating Grammar in Written Language (Use of Action Word)	
Indicator (code)	KG2.5.1.1.2		
Content standard (code)	KG2.5.1.1.		
Performance Indicator	The learner should write three letter action words correctly		
Core Competencies: Communication and collaboration Personal development and leadership.			
Keywords			
T. L .R. (s)		Manila cards, markers, recorded audios visual	
Ref:	Ghanaian Language curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Write three-letter action words on flashcards and show them to learners. • Mention the words to learners. • Let learners pick and mention the words. Write the words on the board. • Let learners copy the three-letter action words. E.g. Sit, eat, hit, run, etc. 	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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		Assessment: let learners write three letter action words correctly	
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Write three-letter action words on flashcards and show them to learners. • Mention the words to learners. • Let learners pick and mention the words. Write the words on the board. • Let learners copy the three-letter action words. E.g. Sit, eat, hit, run, etc. <p>Assessment: let learners write three letter action words correctly</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Write three-letter action words on flashcards and show them to learners. • Mention the words to learners. • Let learners pick and mention the words. Write the words on the board. • Let learners copy the three-letter action words. E.g. Sit, eat, hit, run, etc. <p>Assessment: let learners write three letter action words correctly</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

Vetted by : Signature: Date :

Week Ending:		Class size:	
Day : Tuesday		Date :	
Period :		Lesson :	
Strand : MY FAMILY		Sub-strand : FAMILY CELEBRATIONS AND FESTIVALS	
Indicator (code)	K2.2.3.1.3 K2.2.3.1.4		
Content standard (code)	K2.2.3.1 Demonstrate understanding of importance of the activities that we engage in during festivals and family celebrations.		
Performance Indicator	Learners can read level appropriate sight words relating to celebration and festival of a family automatically		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Have learners to sing songs and recite rhymes that relate to the lesson.	Learners follow steps in learning sight words as in the previous lesson 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. List the names of various celebrations and festivals, guide learners to identify the number of syllables in the word by clapping.	Review lesson with Learners by singing songs in relation to it

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		<p>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>Assessment: let learners read level appropriate sight words relating to celebration and festival of a family automatically</p>	
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NANA FIIFI ACQUAH SCHOOL

Week Ending:		Class size:	
Day : Wednesday		Date :	
Period :		Lesson :	
Strand : MY FAMILY		Sub-strand : FAMILY CELEBRATIONS AND FESTIVALS	
Indicator (code)	K2.2.3.1.5		
Content standard (code)	K2.2.3.1 Demonstrate understanding of importance of the activities that we engage in during festivals and family celebrations.		
Performance Indicator	<ul style="list-style-type: none"> Learners can identify the letter-sound learnt for the week in words related to the theme and write the letter and key word boldly and legibly in their books. 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Have learners to sing songs and recite rhymes that relate to the lesson.	Procedure for teaching letter sounds each week: (see K2 .1.1.1.5) ☑ 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	Review lesson with Learners by singing songs in relation to it

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		<p>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> <p>Assessment: let learners identify the letter-sound learnt for the week in words related to the theme and write the letter and key word boldly and legibly in their books.</p>	
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Week Ending:		Class size:	
Day : Thursday		Date :	
Period :		Lesson :	
Strand : MY FAMILY		Sub-strand : FAMILY CELEBRATIONS AND FESTIVALS	
Indicator (code)	K2.2.3.1.6		
Content standard (code)	K2.2.3.1 Demonstrate understanding of importance of the activities that we engage in during festivals and family celebrations.		
Performance Indicator	Learners can recognize and create paper and rubber beads according to simple patterns in the environment		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Thursday	Have learners to sing songs and recite rhymes that relate to the lesson.	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. Role play activities that go on during the different family religious and traditional celebrations. E.g. Homowo festival, Hogbetsotso festival etc.	Review lesson with Learners by singing songs in relation to it

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		Assessment: let learners create paper and rubber beads according to simple patterns in the environment	
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Week Ending:		Class size:	
Day : Friday		Date :	
Period :		Lesson :	
Strand : MY FAMILY		Sub-strand : FAMILY CELEBRATIONS AND FESTIVALS	
Indicator (code)	K2.2.3.1.7		
Content standard (code)	K2.2.3.1 Demonstrate understanding of importance of the activities that we engage in during festivals and family celebrations.		
Performance Indicator	Learners can prepare a shopping list, use money to shop for ingredients for the festival special meal		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Have learners to sing songs and recite rhymes that relate to the lesson.	Learners 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. Assessment: let learners prepare a shopping list, use money to shop for ingredients for the festival special meal.	Review lesson with Learners by singing songs in relation to it

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TERM ONE
KG TWO
WEEK 11

NANA FIIFI ACQUAH SCHOOL

KINDERGARTEN TWO

Week Ending:		Class size:	
Day : Monday		Date :	
Period :		Lesson :	
Strand : MY FAMILY		Sub-strand : FAMILY CELEBRATIONS AND FESTIVALS	
Indicator (code)	K2.2.3.1.1	K2.2.3.1.2	
Content standard (code)	K2.2.3.1 Demonstrate understanding of importance of the activities that we engage in during festivals and family celebrations.		
Performance Indicator	<ul style="list-style-type: none"> Learners can discuss importance of activities we engage in during festivals and family celebrations and sing folk tunes and religious songs. Learners can 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). 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
Ref: Kindergarten Curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Have learners to sing songs and recite rhymes that relate to the lesson.	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.	Review lesson with Learners by singing songs in relation to it

	<p>Have them display concrete materials and costumes they wear and why.</p> <p>Have them also talk about the activities they do with their families during the religious celebrations and traditional festivals.</p> <p>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>Using a narrative story related to the theme, guide learners to predict what will happen in the text.</p> <p>Learners listen attentively to the Teacher-read-aloud text and answer ‘wh’ questions as in the Herringbone strategy,</p> <p>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 happen?, how and why] (see Appendix 1)</p> <p>Encourage learners to use their own words to retell and answer the questions.</p> <p>Assessment: let learners 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>	
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SUBJECT: GHANAIAN LANGUAGE

KINDERGARTEN TWO

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

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

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Week Ending:		Class size:	
Day : Tuesday		Date :	
Period :		Lesson :	
Strand : MY FAMILY		Sub-strand : FAMILY CELEBRATIONS AND FESTIVALS	
Indicator (code)	K2.2.3.1.3 K2.2.3.1.4		
Content standard (code)	K2.2.3.1 Demonstrate understanding of importance of the activities that we engage in during festivals and family celebrations.		
Performance Indicator	Learners can read level appropriate sight words relating to celebration and festival of a family automatically		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Have learners to sing songs and recite rhymes that relate to the lesson.	Learners follow steps in learning sight words as in the previous lesson 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. List the names of various celebrations and festivals, guide learners to identify the number of syllables in the word by clapping.	Review lesson with Learners by singing songs in relation to it

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		<p>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>Assessment: let learners read level appropriate sight words relating to celebration and festival of a family automatically</p>	
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NANA FIIFI ACQUAH SCHOOL

Week Ending:		Class size:	
Day : Wednesday		Date :	
Period :		Lesson :	
Strand : MY FAMILY		Sub-strand : FAMILY CELEBRATIONS AND FESTIVALS	
Indicator (code)	K2.2.3.1.5		
Content standard (code)	K2.2.3.1 Demonstrate understanding of importance of the activities that we engage in during festivals and family celebrations.		
Performance Indicator	Learners can identify the letter-sound learnt for the week in words related to the theme and write the letter and key word boldly and legibly in their books.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Have learners to sing songs and recite rhymes that relate to the lesson.	Procedure for teaching letter sounds each week: (see K2 .1.1.1.5) ☑ 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	Review lesson with Learners by singing songs in relation to it

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		<p>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> <p>Assessment: let learners identify the letter-sound learnt for the week in words related to the theme and write the letter and key word boldly and legibly in their books.</p>	
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NANA FIIFI ACQUAH SCHOOL

Week Ending:		Class size:	
Day : Thursday		Date :	
Period :		Lesson :	
Strand : MY FAMILY		Sub-strand : FAMILY CELEBRATIONS AND FESTIVALS	
Indicator (code)	K2.2.3.1.6		
Content standard (code)	K2.2.3.1 Demonstrate understanding of importance of the activities that we engage in during festivals and family celebrations.		
Performance Indicator	Learners can recognize and create paper and rubber beads according to simple patterns in the environment		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Thursday	Have learners to sing songs and recite rhymes that relate to the lesson.	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. Role play activities that go on during the different family religious and traditional celebrations. E.g. Homowo festival, Hogbetsotso festival etc.	Review lesson with Learners by singing songs in relation to it

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		Assessment: let learners create paper and rubber beads according to simple patterns in the environment	
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Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCHOOL

Week Ending:		Class size:	
Day : Friday		Date :	
Period :		Lesson :	
Strand : MY FAMILY		Sub-strand : FAMILY CELEBRATIONS AND FESTIVALS	
Indicator (code)	K2.2.3.1.7		
Content standard (code)	K2.2.3.1 Demonstrate understanding of importance of the activities that we engage in during festivals and family celebrations.		
Performance Indicator			
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Have learners to sing songs and recite rhymes that relate to the lesson.	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. Assessment: let learners prepare a shopping list, use money to shop for ingredients for the festival special meal.	Review lesson with Learners by singing songs in relation to it

NANA FIIFI ACQUAH

TERM ONE
KG TWO
WEEK 12

NANA FIIFI ACQUAH SCHOOL

KINDERGARTEN TWO

Week Ending:		Class size:	
Day : Monday		Date :	
Period :		Lesson :	
Strand : MY FAMILY		Sub-strand : MY SCHOOL FAMILY	
Indicator (code)	K2.2.4.1.1 K2.2.4.1.2		
Content standard (code)	K2.2.4 .1 Demonstrate understanding of the rules and regulations for learners and teachers at school		
Performance Indicator	<ul style="list-style-type: none"> • Learners can talk about and discuss the rules and regulations that guide us to live as good friends in the school family. • Learners can use visual information (illustrations) and title of Big book to make predictions and answer simple “wh” questions about the text 		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Have learners to sing songs and recite rhymes that relate to the lesson.	<p>☑ 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.</p> <p>☑ Follow basic procedures of the community circle time (as in K2.1.1.1.1) and discuss the theme for the week.</p> <p>Talk about the members of the school family, e.g. The head, teachers and classmates, and the rules that</p>	Review lesson with Learners by singing songs in relation to it

		<p>governs us to live at peace with each other in the classroom and the school as good friends and family members.</p> <p>☑ 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> <p>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. E.g. Ask: What do you think is going to happen in the story?</p> <p>Teacher continues to read the story and let learners verify and confirm what they predicted.</p> <p>☑ Have learners listen attentively and answer “wh” questions as in the Herringbone strategy, during and after the reading, (see Appendix 1 and K2.2.3.1.2). e.g. Who did what in the story? What did the character do? Why?</p> <p>Assessment: let learners use visual information (illustrations) and title of Big book to make predictions and answer simple “wh” questions about the text.</p>	
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SUBJECT: GHANAIAN LANGUAGE

KINDERGARTEN TWO

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

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

Vetted by : Signature: Date :

NANA FIIFI ACQUAH SCHOOL

Week Ending:		Class size:	
Day : Tuesday		Date :	
Period :		Lesson :	
Strand : MY FAMILY		Sub-strand : MY SCHOOL FAMILY	
Indicator (code)	K2.2.4.1.3		
Content standard (code)	K2.2.4 .1 Demonstrate understanding of the rules and regulations for learners and teachers at school.		
Performance Indicator	Learners can use vocabulary acquired to form sentences related to the theme		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
Ref: Kindergarten Curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Have learners to sing songs and recite rhymes that relate to the lesson.	List the 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. Assessment: let learners use vocabulary acquired to form sentences related to the theme.	Review lesson with Learners by singing songs in relation to it

Week Ending:		Class size:	
Day : Wednesday		Date :	
Period :		Lesson :	
Strand : MY FAMILY		Sub-strand : MY SCHOOL FAMILY	
Indicator (code)	K2.2.4.1.4		
Content standard (code)	K2.2.4 .1 Demonstrate understanding of the rules and regulations for learners and teachers at school		
Performance Indicator	Learners can identify the letter-sound learnt for the week in words related to the theme and write the letter and key word boldly and legibly in their books.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Have learners to sing songs and recite rhymes that relate to the lesson.	Follow procedures for teaching letter sounds each week: (see K2 .1.1.1.5) 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.	Review lesson with Learners by singing songs in relation to it

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		Assessment: let learners identify the letter-sound learnt for the week in words related to the theme and write the letter and key word boldly and legibly in their books.	
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Vetted by : Signature: Date :

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Week Ending:		Class size:	
Day : Thursday		Date :	
Period :		Lesson :	
Strand : MY FAMILY		Sub-strand : MY SCHOOL FAMILY	
Indicator (code)	K2.2.4.1.5		
Content standard (code)	K2.2.4 .1 Demonstrate understanding of the rules and regulations for learners and teachers at school.		
Performance Indicator	Learners can trace, colour and label a picture of an object in the school which communicates rules.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s) Poster/ cut out picture , Cut out shapes, big books, counters, crayons			
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Thursday	Have learners to sing songs and recite rhymes that relate to the lesson.	Ask learners: which objects give you the signal that you are late? Bell or drum. Let learners draw and label it. Assessment: let learners trace, colour and label a picture of an object in the school which communicates rules	Review lesson with Learners by singing songs in relation to it

Week Ending:		Class size:	
Day : Friday		Date :	
Period :		Lesson :	
Strand : MY FAMILY		Sub-strand : MY SCHOOL FAMILY	
Indicator (code)	K2.2.2.1.7		
Content standard (code)	K2.2.4 .1 Demonstrate understanding of the rules and regulations for learners and teachers at school		
Performance Indicator	Learners can compare length of items and height of learners in the school using non-standard and standardised measures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Poster/ cut out picture , Cut out shapes, big books, counters, crayons		
Ref:	Kindergarten Curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Have learners to sing songs and recite rhymes that relate to the lesson.	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.	Review lesson with Learners by singing songs in relation to it

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		<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.</p> <p>Use the phrases taller than or shorter than to describe the learners,</p> <p>Assessment: let learners compare length of items and height of learners in the school using non-standard and standardised measures.</p>	
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