

**TERM TWO**  
**KG 2**  
**WEEK ONE**

**WEEKLY LESSON PLAN FOR KG 2- WEEK ONE**

Name of School.....

<b>DATE:</b>		<b>STRAND:</b> VALUES AND BELIEFS  <b>SUB STRAND:</b> MY PERSONAL VALUES
<b>DAY:</b> Tuesday		
<b>CLASS:</b> KG 2		
<b>CONTENT STANDARD:</b> K2.3.1.1 Demonstrate understanding of their personal value in relation to their likes and dislikes.		<b>INDICATORS:</b> K2.3.1.1.1. K2.3.1.1.2.
		<b>PERFORMANCE INDICATOR:</b> Learners can engage in a conversation about what we like and don't like with our friends and discuss more cultural values that should influence the way we live among people Learners can use illustrations on the cover page and title of Big book to make predictions and answer simple "wh" questions about the text
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	Follow basic procedures of the community circle time (as in K2.1.1.1.1) and introduce the theme for the week. Display a conversational poster and some concrete materials related to the theme, Pair learners and have them engage in a conversation about their likes and dislikes. Call pairs randomly to role play two friends who meet and converse about their personal values and why.  Let the whole class discuss the culturally sound values of our society that should transform our character  Follow the procedure for using the Herringbone strategy as spelt out in K2.	Poster/ cut out picture  Cut out shapes, big books, counters, crayons

	<p>2.4.1.2) as you read a traditional story related to the theme to learners (The cat' hat). Guide learners to share what they learnt from the character in the story.</p> <p>☑ Learners pay attention to new words after reading. Show the new words to learners after reading and ask them to act them out. Learners use vocabulary acquired to create meaningful sentences about the main character.</p> <p>Assessment: let learners use illustrations on the cover page and title of Big book to make predictions</p>	
<p><b>PHASE 3: REFLECTION 10MINS (Learner and Teacher)</b></p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

<b>DATE:</b>		<b>STRAND:</b> VALUES AND BELIEFS
<b>DAY:</b> Wednesday		<b>SUB STRAND:</b> OUR RELIGIOUS VALUES
<b>CLASS:</b> KG 2		
<b>CONTENT STANDARD:</b> K2.3.1.1 Demonstrate understanding of their personal value in relation to their likes and dislikes.		<b>INDICATORS:</b> K2.3.1.1.3    K2.3.1.1.4
		<b>PERFORMANCE INDICATOR:</b> Learners can randomly identify letters of the alphabet and recognize them in words and names related to the theme and clap the syllables Learners can write or copy words related to the theme in a self-dictionary or journal
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER</b> <i>10 MINS</i> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN</b> <i>40MINS</i> <b>(New Learning Including Assessment)</b>	<p>Play a game “Listen to the sound, pick the letter and a word in which the letter is and sound it out.”.</p> <p>As a way of revising the letters learnt so far, play this game;</p> <p>Put learners in a group and let them win marks for their group.</p> <p>Explain the rules of the game to learners. The rule is:</p> <p>☒ “Listen to the teacher pronounce a word, find the letter beginning that word in a pile, move to another table and find another word in which the target sound is, pick it, pronounce the word and clap the syllables in the word.”.</p> <p>☒ Use only letter-sound the learners have learnt so far.</p> <p>Using the word cards, guide learners to identify and read the key words by sight (recognize and pronounce the word instantly).</p> <p>Write the key words on the board and guide learners to copy them in their self-dictionary books and draw their picture</p>	<p>Poster/ cut out picture</p> <p>Cut out shapes, big books, counters, crayons</p>

	Assessment: let learners copy word in their self-dictionary book	
<b>PHASE 3: REFLECTION 10MINS (Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it	

<b>DATE:</b>		<b>STRAND:</b> VALUES AND BELIEFS
<b>DAY:</b> Thursday		<b>SUB STRAND:</b> OUR RELIGIOUS VALUES
<b>CLASS:</b> KG 2		
<b>CONTENT STANDARD:</b> K2.3.1.1 Demonstrate understanding of their personal value in relation to their likes and dislikes.		<b>INDICATORS:</b> K2.3.1.1.5
		<b>PERFORMANCE INDICATOR:</b> Learners can explore with simple tools and materials to create and communicate ideas.
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER</b> <i>10 MINS</i> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN</b> <i>40MINS</i> <b>(New Learning Including Assessment)</b>	Using the clay or play dough, have learners mould any object of their choice e.g. fruit(s) a toy etc. ☑ Use poster colours and brushes to paint their objects appropriately  Assessment: let learners use simple tools and materials to create and communicate ideas.	Poster/ cut out picture  Cut out shapes, big books, counters, crayons
<b>PHASE 3: REFLECTION</b> <i>10MINS</i> <b>(Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it	

<b>DATE:</b>  <b>DAY:</b> Friday  <b>CLASS:</b> KG 2		<b>STRAND:</b> VALUES AND BELIEFS  <b>SUB STRAND:</b> OUR RELIGIOUS VALUES
<b>CONTENT STANDARD:</b> K2.3.1.1 Demonstrate understanding of their personal value in relation to their likes and dislikes.		<b>INDICATORS:</b> K2.3.1.1.6  <b>PERFORMANCE INDICATOR:</b> Learners can compose and decompose numbers up to 10 using concrete materials
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	Guide learners to count counters, either bottle tops or sticks from 1 to 10 (Compose). Ask them to form two groups of the 10 counters given to them (decompose) in any manner they want it. E.g. They can break the 10 counters into 5 and 5 or 4 and 6, or 9 and 1. Ask them to put the piles together and check how many they get altogether.  groups of learners and ask them to identify and count objects/counters to match the number  Assessment: let learners compose and decompose numbers up to 10 using concrete materials	Poster/ cut out picture  Cut out shapes, big books, counters, crayons
<b>PHASE 3: REFLECTION 10MINS</b> <b>(Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it	



## WEEKLY LESSON PLAN FOR KG 2- WEEK TWO

Name of School.....

<p><b>DATE:</b></p> <p><b>DAY:</b> Monday</p> <p><b>CLASS:</b> KG 2</p>	<p><b>STRAND:</b> : VALUES AND BELIEFS</p> <p><b>SUB STRAND:</b> MY CULTURAL VALUES</p>	
<p><b>CONTENT STANDARD:</b> K2.2.2.1 Demonstrate understanding of the virtues, good manners and behaviour patterns our community values and why</p>	<p><b>INDICATORS:</b> K2.2.2.1.1 K2.2.2.1.2</p>	
	<p><b>PERFORMANCE INDICATOR:</b> Learners can recognize and use appropriate facial expressions, gestures and body language that convey meaning to accompany greetings. Learners can use illustrations on the cover page and title of Big book to make predictions and answer simple story map questions on the text</p>	
<p><b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving</p>		
<p><b>KEY WORDS:</b></p>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<p><b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing the Brain for Learning)</b></p>	<p>Have learners to sing songs and recite rhymes that relate to the lesson.</p>	
<p><b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b></p>	<p>Follow basic procedures of the community circle time (as in K2.1.1.1.1) and introduce the theme for the week.</p> <p>Display a conversational poster on Greetings (#6) and engage learners in active discussion about the pictures in the poster related to how we greet, why, and the acceptable non-verbal behaviours (body languages and gestures) that go with it.</p> <p>Role play different people greeting other people using appropriate cultural acceptable body language.</p> <p>Have learners predict what the story will be using the cover picture and title of the big book.</p> <p>☑ Read aloud the narrative story related to the theme and use the Story Map strategy (follow procedure as in Appendix 1).</p>	<p>Poster/ cut out picture</p> <p>Cut out shapes, big books, counters, crayons</p>

	<p>☑ Guide the learners as to how to answer the story map questions. E.g.          What is the setting of the story?          who are the characters?          what is the problem in the story?          what did the character(s) do to solve the problem?          How was the problem solved?</p> <p>Learners should identify their favourite characters and explain why they like that character.</p> <p>☑ Repeat the pronunciation of the new words encountered in the text after teacher.          Find the meaning using context and pictures.          Use vocabulary acquired to construct short meaningful sentences.</p> <p>Assessment: let learners use illustrations on the cover page and title of Big book to answer simple story map questions on the text</p>	
<p><b>PHASE 3:</b>  <b>REFLECTION</b> <i>10MINS</i>  <b>(Learner and Teacher)</b></p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

<b>DATE:</b> <b>DAY:</b> Tuesday <b>CLASS:</b> KG 2		<b>STRAND:</b> : VALUES AND BELIEFS  <b>SUB STRAND:</b> MY CULTURAL VALUES
<b>CONTENT STANDARD:</b> K2.3.2.1 Demonstrate understanding of the virtues, good manners and behaviour patterns our community values and why		<b>INDICATORS:</b> K2.3.2.1.1  <b>PERFORMANCE INDICATOR:</b> Learners can randomly identify letters of the alphabet and recognize them in words and names related to the theme and clap the syllables.
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	Play a game as described in K2.3.1.1.4“Listen to the sound, pick the letter and a word in which the letter is and sound it out.”. As a way of revising the letters learnt so far, play this game; Put learners in a group and let them win marks for their group Explain the rules of the game to learners. The rule is at K2.3.1.1.3  Assessment: let learners randomly identify letters of the alphabet in words and names related to the theme	Poster/ cut out picture  Cut out shapes, big books, counters, crayons
<b>PHASE 3: REFLECTION 10MINS</b> <b>(Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it	

<b>DATE:</b>		<b>STRAND:</b> : VALUES AND BELIEFS
<b>DAY:</b> Wednesday		<b>SUB STRAND:</b> MY CULTURAL VALUES
<b>CLASS:</b> KG 2		
<b>CONTENT STANDARD:</b> K2.3.2.1 Demonstrate understanding of the virtues, good manners and behaviour patterns our community values and why		<b>INDICATORS:</b> K2.3.2.1.4
		<b>PERFORMANCE INDICATOR:</b> Learners can read, use and copy daily greetings and some culturally appropriate and polite language in their self-dictionary/note book
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	List daily greetings and some culturally appropriate words such as thank you, I am sorry, in the home languages on the BB/WB. Have learners read the key words on cards after you 2 to 3 times. Pair them up to use the polite words in conversation after which they copy them into their jotters/self-dictionary. . Assessment: let learners use and copy daily greetings and some culturally appropriate and polite language in their self-dictionary/note book	Poster/ cut out picture  Cut out shapes, big books, counters, crayons
<b>PHASE 3: REFLECTION 10MINS</b> <b>(Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it	

<b>DATE:</b> <b>DAY:</b> Thursday <b>CLASS:</b> KG 2		<b>STRAND:</b> : VALUES AND BELIEFS  <b>SUB STRAND:</b> MY CULTURAL VALUES	
<b>CONTENT STANDARD:</b> K2.3.2.1 Demonstrate understanding of the virtues, good manners and behaviour patterns our community values and why		<b>INDICATORS:</b> K2.3.2.1.5  <b>PERFORMANCE INDICATOR:</b> Learners can talk about how others make their art work to project good manners in the society. Learners can	
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving			
<b>KEY WORDS:</b>			
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>	
<b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.		
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	Show different greeting cards to learners and explain the different ways we use the cards. E.g. Greet people we have not seen for some time, say thank you, say sorry, wish people well etc. Demonstrate how greeting cards are made; Provide learners with different writing tools and cards and have them make greeting cards to appreciate their friends and family. Let them copy the polite words in the cards.  Assessment: let learners talk about how they made make their art work to project good manners in the society	Poster/ cut out picture  Cut out shapes, big books, counters, crayons	

<b>DATE:</b> <b>DAY:</b> Friday <b>CLASS:</b> KG 2	<b>STRAND:</b> : VALUES AND BELIEFS  <b>SUB STRAND:</b> MY CULTURAL VALUES
<b>CONTENT STANDARD:</b> K2.2.2.1 Demonstrate understanding of the virtues, good manners and behaviour patterns our community values and why	<b>INDICATORS:</b> K2.3.2.6  <b>PERFORMANCE INDICATOR:</b> Learners can compose and decompose numbers up to 15 using concrete materials Learners can
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving	
<b>KEY WORDS:</b>	

<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	Have learners identify a number on the numeral chart, count objects up to that number on the card. E.g. Point 15. Ask them to share the 15 counters to two people any how they want. Ask in what different ways will they share it. Have them decompose and compose the 15 counters given to them. Scaffold them and support them when they struggle.  Assessment: let learners compose and decompose numbers up to 15 using concrete materials	Poster/ cut out picture  Cut out shapes, big books, counters, crayons
<b>PHASE 3: REFLECTION 10MINS</b> <b>(Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it	

**TERM TWO**  
**KG 2**  
**WEEK THREE**

**WEEKLY LESSON PLAN FOR KG 2- WEEK THREE**

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Name of School.....

<b>DATE:</b> <b>DAY:</b> Monday <b>CLASS:</b> KG 2		<b>STRAND:</b> : VALUES AND BELIEFS <b>SUB STRAND:</b> MY NATIONAL AND CIVIC VALUES
<b>CONTENT STANDARD:</b> K2.3.3.1 Demonstrate understanding of the values and virtues we need to exhibit as Ghanaian learners.		<b>INDICATORS:</b> K2.3.2.1.1 K2.3.3.1.2 <b>PERFORMANCE INDICATOR:</b> Learners can brainstorm good behaviours and acceptable practices that we should exhibit as Ghanaian learners. Learners can use illustrations on the cover page and title of Big book to make predictions and answer simple story map questions about the text.
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER 10 MINS</b>  <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN 40MINS</b>  <b>(New Learning Including Assessment)</b>	Follow basic procedures of the community circle time (as in K2.1.1.1.1) and introduce the theme for the week.  Display a conversational poster related to the theme, have learners observe the pictures and share their thoughts freely about good behaviours and acceptable practices that we should exhibit as Ghanaian learners.  ☑ Put learners in small groups and have them dramatize appropriate behaviour in society. E.g. greeting when you meet someone.  Showing hospitality to foreigners and using please when requesting for assistance.	Poster/ cut out picture  Cut out shapes, big books, counters, crayons

	<p>Have learners predict what the story will be using the cover picture and title of the big book.</p> <p>Read aloud the narrative story related to the theme (On Kwame Nkrumah) and use the Story Map strategy (follow procedure as in Appendix 1 K2.3.2.1.3).</p> <p>Assessment: Learners answer the story map questions.</p> <p>E.g. What is the setting of the story? who are the characters? what is the problem in the story? what did the character(s) do to solve the problem? How was the problem solved?</p>	
<p><b>PHASE 3:</b> <b>REFLECTION 10MINS</b> <b>(Learner and Teacher)</b></p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

<b>DATE:</b> <b>DAY:</b> Tuesday <b>CLASS:</b> KG 2		<b>STRAND:</b> : VALUES AND BELIEFS  <b>SUB STRAND:</b> MY NATIONAL AND CIVIC VALUES
<b>CONTENT STANDARD:</b> K2.3.3.1 Demonstrate understanding of the values and virtues we need to exhibit as Ghanaian learners.		<b>INDICATORS:</b> K2.3.3.1.3  <b>PERFORMANCE INDICATOR:</b> Learners can use new vocabulary acquired to create their own drama on how to show themselves as patriotic citizens of their country.
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER 10 MINS</b>  <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN 40MINS</b>  <b>(New Learning Including Assessment)</b>	<p>Discuss what it means to be a good citizen and list civic values that patriotic citizen exhibit.</p> <p>☒ Guide learners to use the words acquired to create short drama.</p> <p>Call on small group to perform their drama and appreciate them. E.g. how a police man caught a thief; Hardworking citizen in a factory; On truthfulness; how someone found and gave back an amount of money to the owner.</p> <p>☒ Ask learners why we should respect the National Anthem and the pledge</p> <p>.</p> <p>Assessment: let learners use the words acquired to perform a short drama on how to show themselves as patriotic citizens of their country</p>	<p>Poster/ cut out picture</p> <p>Cut out shapes, big books, counters, crayons</p>

<b>PHASE 3:</b> <b>REFLECTION</b> <i>10MINS</i> <b>(Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it	
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<b>DATE:</b> <b>DAY:</b> Wednesday <b>CLASS:</b> KG 2		<b>STRAND:</b> : VALUES AND BELIEFS  <b>SUB STRAND:</b> MY NATIONAL AND CIVIC VALUES	
<b>CONTENT STANDARD:</b> K2.3.3.1 Demonstrate understanding of the values and virtues we need to exhibit as Ghanaian learners.		<b>INDICATORS:</b> K2.3.3.1.4  <b>PERFORMANCE INDICATOR:</b>  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.	
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving			
<b>KEY WORDS:</b>			
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>	
<b>PHASE 1: STARTER</b> 10 <i>MINS</i>  <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.		
<b>PHASE 2: MAIN</b> <i>40MINS</i> <b>(New Learning Including Assessment)</b>	Rapidly revise the letter sounds learnt so far. ☑ Follow the procedure as in K2 .1.1.1.5 to continue teaching the letter-sound for the week.  Assessment: let learners identify the letter-sound learnt for the week in words related to the theme and write the letter and key word boldly and legibly in their books.	Poster/ cut out picture  Cut out shapes, big books, counters, crayons	
<b>PHASE 3: REFLECTION</b> 10 <i>MINS</i> <b>(Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it		

<b>DATE:</b>		<b>STRAND:</b> : VALUES AND BELIEFS
<b>DAY:</b> Thursday		<b>SUB STRAND:</b> MY NATIONAL AND CIVIC VALUES
<b>CLASS:</b> KG 2		
<b>CONTENT STANDARD:</b> K2.3.3.1 Demonstrate understanding of the values and virtues we need to exhibit as Ghanaian learners.		<b>INDICATORS:</b> K2.3.3.1.5
		<b>PERFORMANCE INDICATOR:</b> Learners can recognize and talk about some national art works of our country.
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER</b> 10 <i>MINS</i> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN</b> <i>40MINS</i> <b>(New Learning Including Assessment)</b>	Take learners outside to observe the national flag of Ghana.  ☒ Let learners draw and colour or paint the flag of Ghana.  Assessment: Let learners draw and colour or paint the flag of Ghana	Poster/ cut out picture  Cut out shapes, big books, counters, crayons
<b>PHASE 3: REFLECTION</b> 10 <i>MINS</i> <b>(Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it	

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<b>DATE:</b>  <b>DAY:</b> Friday  <b>CLASS:</b> KG 2		<b>STRAND:</b> : VALUES AND BELIEFS  <b>SUB STRAND:</b> MY NATIONAL AND CIVIC VALUES
<b>CONTENT STANDARD:</b> K2.3.3.1 Demonstrate understanding of the values and virtues we need to exhibit as Ghanaian learners.		<b>INDICATORS:</b> K2.3.3.1.6  <b>PERFORMANCE INDICATOR:</b>  Learners can Recognize and describe some simple repeating nonnumerical patterns (up to a repetition of 3, 1, 2 pattern).
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER 10 MINS</b>  <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN 40MINS</b>  <b>(New Learning Including Assessment)</b>	Guide learners to identify the numbers on cards, arrange them and let them continue the pattern you started. E.g. 1,3 5, 7...  Assessment: let learners identify patterns and arrange numeral cards in a particular order and read.	Poster/ cut out picture  Cut out shapes, big books, counters, crayons
<b>PHASE 3:</b>	Review lesson with Learners by singing songs	

## WEEKLY LESSON PLAN FOR KG 2- WEEK FOUR

Name of School.....

<b>DATE:</b>  <b>DAY:</b> Monday  <b>CLASS:</b> KG 2	<b>STRAND:</b> : VALUES AND BELIEFS  <b>SUB STRAND:</b> MY NATIONAL AND CIVIC VALUES	
<b>CONTENT STANDARD:</b> K2.3.3.1 Demonstrate understanding of the values and virtues we need to exhibit as Ghanaian learners.	<b>INDICATORS:</b> K2.3.2.1.1 K2.3.3.1.2	
	<b>PERFORMANCE INDICATOR:</b>  Learners can brainstorm good behaviours and acceptable practices that we should exhibit as Ghanaian learners.  Learners can use illustrations on the cover page and title of Big book to make predictions and answer simple story map questions about the text.	
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER</b> <i>10</i>  <i>MINS</i>  <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN</b> <i>40MINS</i>  <b>(New Learning Including Assessment)</b>	Follow basic procedures of the community circle time (as in K2.1.1.1.1) and introduce the theme for the week.  Display a conversational poster related to the theme, have learners observe the pictures and share their thoughts freely about good behaviours and acceptable practices that we should exhibit as Ghanaian learners.	Poster/ cut out picture   Cut out shapes, big books, counters, crayons

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	<p>Put learners in small groups and have them dramatize appropriate behaviour in society. E.g. greeting when you meet someone.</p> <p>Showing hospitality to foreigners and using please when requesting for assistance.</p> <p>Have learners predict what the story will be using the cover picture and title of the big book.</p> <p>Read aloud the narrative story related to the theme (On Kwame Nkrumah) and use the Story Map strategy (follow procedure as in Appendix 1 K2.3.2.1.3).</p> <p>Assessment: Learners answer the story map questions.</p> <p>E.g. What is the setting of the story? who are the characters? what is the problem in the story? what did the character(s) do to solve the problem? How was the problem solved?</p>	
<p><b>PHASE 3:</b> <b>REFLECTION 10MINS</b> <b>(Learner and Teacher)</b></p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

<b>DATE:</b> <b>DAY:</b> Tuesday <b>CLASS:</b> KG 2		<b>STRAND:</b> : VALUES AND BELIEFS  <b>SUB STRAND:</b> MY NATIONAL AND CIVIC VALUES
<b>CONTENT STANDARD:</b> K2.3.3.1 Demonstrate understanding of the values and virtues we need to exhibit as Ghanaian learners.		<b>INDICATORS:</b> K2.3.3.1.3  <b>PERFORMANCE INDICATOR:</b> Learners can use new vocabulary acquired to create their own drama on how to show themselves as patriotic citizens of their country.
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER</b> 10 <i>MINS</i>  <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN</b> <i>40MINS</i>  <b>(New Learning Including Assessment)</b>	Discuss what it means to be a good citizen and list civic values that patriotic citizen exhibit.  ☐ Guide learners to use the words acquired to create short drama.  Call on small group to perform their drama and appreciate them. E.g. how a police man caught a thief; Hardworking citizen in a factory; On truthfulness; how someone found and gave back an amount of money to the owner.  ☐ Ask learners why we should respect the National Anthem and the pledge  .  Assessment: let learners use the words acquired to perform a short drama on how to	Poster/ cut out picture  Cut out shapes, big books, counters, crayons

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	show themselves as patriotic citizens of their country	
<b>PHASE 3:</b> <b>REFLECTION</b> <i>10MINS</i> <b>(Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it	

<b>DATE:</b>		<b>STRAND:</b> : VALUES AND BELIEFS
<b>DAY:</b> Wednesday		<b>SUB STRAND:</b> MY NATIONAL AND CIVIC VALUES
<b>CLASS:</b> KG 2		
<b>CONTENT STANDARD:</b> K2.3.3.1 Demonstrate understanding of the values and virtues we need to exhibit as Ghanaian learners.		<b>INDICATORS:</b> K2.3.3.1.4
		<b>PERFORMANCE INDICATOR:</b> 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.
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER</b> 10 <i>MINS</i> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN</b> <i>40MINS</i> <b>(New Learning Including Assessment)</b>	Rapidly revise the letter sounds learnt so far. ☑ Follow the procedure as in K2 .1.1.1.5 to continue teaching the letter-sound for the week.  Assessment: let learners identify the letter-sound learnt for the week in words related to the theme and write the letter and key word boldly and legibly in their books.	Poster/ cut out picture  Cut out shapes, big books, counters, crayons
<b>PHASE 3: REFLECTION</b> 10 <i>MINS</i> <b>(Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it	

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<b>DATE:</b>		<b>STRAND:</b> : VALUES AND BELIEFS
<b>DAY:</b> Thursday		<b>SUB STRAND:</b> MY NATIONAL AND CIVIC VALUES
<b>CLASS:</b> KG 2		
<b>CONTENT STANDARD:</b> K2.3.3.1 Demonstrate understanding of the values and virtues we need to exhibit as Ghanaian learners.		<b>INDICATORS:</b> K2.3.3.1.5
		<b>PERFORMANCE INDICATOR:</b> Learners can recognize and talk about some national art works of our country.
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	Take learners outside to observe the national flag of Ghana.  ☒ Let learners draw and colour or paint the flag of Ghana.  Assessment: Let learners draw and colour or paint the flag of Ghana	Poster/ cut out picture  Cut out shapes, big books, counters, crayons
<b>PHASE 3: REFLECTION 10MINS</b> <b>(Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it	

<b>DATE:</b>  <b>DAY:</b> Friday  <b>CLASS:</b> KG 2		<b>STRAND:</b> : VALUES AND BELIEFS  <b>SUB STRAND:</b> MY NATIONAL AND CIVIC VALUES			
<b>CONTENT STANDARD:</b> K2.3.3.1 Demonstrate understanding of the values and virtues we need to exhibit as Ghanaian learners.		<b>INDICATORS:</b> K2.3.3.1.6  <b>PERFORMANCE INDICATOR:</b> Learners can Recognize and describe some simple repeating nonnumerical patterns (up to a repetition of 3, 1, 2 pattern).			
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving					
<b>KEY WORDS:</b>					
<b>PHASE/DURATION</b>		<b>LEARNERS ACTIVITIES</b>		<b>RESOURCES</b>	
<b>PHASE 1: STARTER 10 MINS</b>  <b>(Preparing the Brain for Learning)</b>		Have learners to sing songs and recite rhymes that relate to the lesson.			
<b>PHASE 2: MAIN 40MINS</b>  <b>(New Learning Including Assessment)</b>		Guide learners to identify the numbers on cards, arrange them and let them continue the pattern you started. E.g. 1,3 5, 7...  Assessment: let learners identify patterns and arrange numeral cards in a particular order and read.		Poster/ cut out picture  Cut out shapes, big books, counters, crayons	
<b>PHASE 3: REFLECTION 10MINS</b>  <b>(Learner and Teacher)</b>		Review lesson with Learners by singing songs in relation to it			

**TERM TWO**  
**KG 2**  
**WEEK FIVE**

**WEEKLY LESSON PLAN FOR KG 2- WEEK FIVE**

Name of School.....

<b>DATE:</b> <b>DAY:</b> Monday <b>CLASS:</b> KG 2		<b>STRAND:</b> VALUES AND BELIEFS <b>SUB STRAND:</b> OUR BELIEFS
<b>CONTENT STANDARD:</b> K2.3.4.1 Demonstrate understanding of relating well with people with different beliefs.	<b>INDICATORS:</b> K2.3.4.1.1      K2.3.4.1.2	
	<b>PERFORMANCE INDICATOR:</b> Learners can describe why and how to relate well with everyone regardless of their culture, language or belief.  Learners can use illustrations in a Big book to make predictions and answer simple story map questions about the text	
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER</b> <i>10</i> <i>MINS</i> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN</b> <i>40MINS</i> <b>(New Learning Including Assessment)</b>	Community Circle time: Follow basic procedures of the community circle time (as in K2.1.1.1.1) and introduce the theme for the week.  Display a conversational poster and some concrete materials related to the theme and engage learners in active discussion.  Call on learners randomly to answer questions or contribute to the discussion.	Poster/ cut out picture  Cut out shapes, big books, counters, crayons

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	<p>Discuss the different kinds of people we live with and the need to behave appropriately towards all humans.</p> <p>☑ Sort and group learners according to their tribes or language spoken; let each child pick a friend from a different group and exchange pleasantries.</p> <p>Take learners through a few pages of a big book (picture walk).</p> <p>Have learners predict what the story will be using the pictures in the book. Read aloud the narrative story related to the theme (Little David and Goliath).</p> <p>Use the Story Map strategy (follow procedure as in Appendix 1, K2.3.2.1.3).</p> <p>Learners answer the story map questions. E.g. What is the setting of the story?</p> <p>who are the characters? what is the problem in the story? what did the character(s) do to solve the problem? How was the problem solved?</p> <p>Focus on what we can learn from the biblical character.</p> <p>☑ Write level appropriate words in the air, sand, on their arms and in their ruled books and read</p> <p>Assessment: let learners use illustrations in a Big book to make predictions and answer simple story map questions about the text</p>	
<p><b>PHASE 3:</b> <b>REFLECTION 10MINS</b> <b>(Learner and Teacher)</b></p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

<b>DATE:</b> <b>DAY:</b> Tuesday <b>CLASS:</b> KG 2		<b>STRAND:</b> VALUES AND BELIEFS  <b>SUB STRAND:</b> OUR BELIEFS	
<b>CONTENT STANDARD:</b> K2.3.4.1 Demonstrate understanding of relating well with people with different beliefs.		<b>INDICATORS:</b> K2.3.4.1.3	
		<b>PERFORMANCE INDICATOR:</b> Learners can read level-appropriate sight words from the big book	
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving			
<b>KEY WORDS:</b>			
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>	
<b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.		
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	<ul style="list-style-type: none"> <li>☑ Display sight words on word cards and guide learners to read</li> <li>☑ Have them look for the sight words from the big book and guide learners to use the words to form short and simple sentences.</li> <li>☑ Copy words in the exercise book.</li> <li>☑ Write level appropriate content vocabulary in their ruled exercised books and read them to each other</li> </ul> <p>Assessment: let learners read level-appropriate sight words from the big book</p>	Poster/ cut out picture  Cut out shapes, big books, counters, crayons	
<b>PHASE 3: REFLECTION 10MINS</b> <b>(Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it		

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<b>DATE:</b>		<b>STRAND:</b> VALUES AND BELIEFS
<b>DAY:</b> Wednesday		<b>SUB STRAND:</b> OUR BELIEFS
<b>CLASS:</b> KG 2		
<b>CONTENT STANDARD:</b> K2.3.4.1 Demonstrate understanding of relating well with people with different beliefs.		<b>INDICATORS:</b> K2.3.4.1.4.
		<b>PERFORMANCE INDICATOR:</b>  Learners can connect spoken words and sounds to letters in a playful way.
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER</b> 10 <i>MINS</i>  <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN</b>  <i>40MINS</i>  <b>(New Learning Including Assessment)</b>	<p>Practice letter ladder-game</p> <p>Draw a grid on the floor of the classroom or outside.</p> <p>Write letters the learners have learnt so far in the grid on the floor which looks like this.</p> <p style="text-align: center;"> A   k   f   D  s   b   m   O  p   h   k   H </p> <p>Divide the class into 2, 3, 4 groups (this depends on the number of learners in the class).</p> <p>Read the sounds and call on the group to send a volunteer to jump/hop on the letter in the box on the floor. If the child is correct, the group gets a point.</p> <p>If the child is incorrect, the group loses their turn/ chance and does not get a point. It moves to another group.</p>	<p>Poster/ cut out picture</p> <p>Cut out shapes, big books, counters, crayons</p>

	<p>If nobody knows it, the teacher needs to demonstrate and hop on the grid and no one get a point.</p> <p>Select a group to start with.</p> <p>Assessment: let learners connect spoken words and sounds to letters in a playful way.</p>	
<p><b>PHASE 3:</b> <b>REFLECTION 10MINS</b> <b>(Learner and Teacher)</b></p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

<b>DATE:</b>		<b>STRAND:</b> VALUES AND BELIEFS
<b>DAY:</b> Thursday		<b>SUB STRAND:</b> OUR BELIEFS
<b>CLASS:</b> KG 2		
<b>CONTENT STANDARD:</b> K2.3.4.1 Demonstrate understanding of relating well with people with different beliefs.		<b>INDICATORS:</b> K2.3.4.1.5
		<b>PERFORMANCE INDICATOR:</b>  Learners can play different musical instruments and dance to religious songs
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER</b> 10 <i>MINS</i>  <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN</b> <i>40MINS</i>  <b>(New Learning Including Assessment)</b>	Have different learners show their skills in the Music and dance day and at the centres by playing musical instruments, drums, some can lead in the songs while/and others dance.  Play a variety of music on CD/tapes and let learners dance.  Assessment: let learners play different musical instruments and dance to religious songs	Poster/ cut out picture  Cut out shapes, big books, counters, crayons
<b>PHASE 3: REFLECTION</b> 10 <i>MINS</i>  <b>(Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it	

<b>DATE:</b>  <b>DAY:</b> Friday  <b>CLASS:</b> KG 2		<b>STRAND:</b> VALUES AND BELIEFS  <b>SUB STRAND:</b> OUR BELIEFS	
<b>CONTENT STANDARD:</b> K2.3.4.1 Demonstrate understanding of relating well with people with different beliefs.		<b>INDICATORS:</b> K2.3.4.1.6  <b>PERFORMANCE INDICATOR:</b> Learners can recognise and describe some simple repeating non-numerical patterns (up to a repetition of 3, 1, 2 pattern)	
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving			
<b>KEY WORDS:</b>			
<b>PHASE/DURATION</b>		<b>LEARNERS ACTIVITIES</b>	
<b>PHASE 1: STARTER 10 MINS</b>  <b>(Preparing the Brain for Learning)</b>		Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN 40MINS</b>  <b>(New Learning Including Assessment)</b>		Show number cards and let learners work in small groups to identify the pattern.  cards to patterns. E.g. 11,22, 33,  Assessment: let learners identify and describe some simple repeating non-numerical patterns (up to a repetition of 3, 1, 2 pattern)	
<b>PHASE 3: REFLECTION 10MINS</b>  <b>(Learner and Teacher)</b>		Review lesson with Learners by singing songs in relation to it	
<b>RESOURCES</b>		Poster/ cut out picture  Cut out shapes, big books, counters, crayons	



**TERM TWO**  
**KG 2**  
**WEEK SIX**

## WEEKLY LESSON PLAN FOR KG 2- WEEK SIX

Name of School.....

<p><b>DATE:</b></p> <p><b>DAY:</b> Monday</p> <p><b>CLASS:</b> KG 2</p>	<p><b>STRAND:</b> MY LOCAL COMMUNITY</p> <p><b>SUB STRAND:</b> : KNOWING THE SPECIAL PLACES IN MY COMMUNITY</p>	
<p><b>CONTENT STANDARD:</b> K2.4.1.1 Demonstrate understanding of the special places in our local community</p>	<p><b>INDICATORS:</b> K2.4.1.1.1 K2.4.1.1.2</p>	
	<p><b>PERFORMANCE INDICATOR:</b></p> <p>Learners can talk about familiar, places, things and events with prompting and support</p> <p>Learners can listen attentively to a read aloud of an informational text about special places and participate actively in the KWL reading technique asking and answering one's own questions.</p>	
<p><b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving</p>		
<p><b>KEY WORDS:</b></p>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<p><b>PHASE 1: STARTER</b> 10 <i>MINS</i></p> <p><b>(Preparing the Brain for Learning)</b></p>	<p>Have learners to sing songs and recite rhymes that relate to the lesson.</p>	
<p><b>PHASE 2: MAIN</b> <i>40MINS</i></p> <p><b>(New Learning Including Assessment)</b></p>	<p>Community Circle time: Follow basic procedures of the community circle time (as in K2.1.1.1.1) and introduce the theme for the week.</p> <p>Display a conversational poster showing some special places in a community where learners can go.</p> <p>Have learners observe the poster and talk about some of the special places in every</p>	<p>Poster/ cut out picture</p> <p>Cut out shapes, big books, counters, crayons</p>

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	<p>community, e.g. the chief’s house, the market, police station, the hospital.</p> <p>☒ Prepare the learners for a field trip to the chief’s palace and the police station during the week. (For an advance preparation, ask permission from the places by mouth and with a letter.)</p> <p>Arrange with a resource person to talk to the learners. While back at school, have learners share what they have learnt on the field.</p> <p>Follow the KWL technique procedure and have learners learn more about the importance of special places in a community.</p> <p>K-Discuss what the learners already know,</p> <p>☒ W learners ask all their questions about what they want to know.</p> <p>☒ L Read to them, pausing often for them to share what they are learning and have learnt.</p> <p>Assessment: let learners listen attentively to a read aloud of an informational text about special places and participate actively in the asking and answering questions</p>	
<p><b>PHASE 3:</b> <b>REFLECTION 10MINS</b> <b>(Learner and Teacher)</b></p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

<b>DATE:</b> <b>DAY:</b> Tuesday <b>CLASS:</b> KG 2		<b>STRAND:</b> MY LOCAL COMMUNITY  <b>SUB STRAND:</b> KNOWING THE SPECIAL PLACES IN MY COMMUNITY	
<b>CONTENT STANDARD:</b> K2.4.1.1 Demonstrate understanding of the special places in our local community		<b>INDICATORS:</b> K2.4.1.1.3 K2.4.1.1. 4	
		<b>PERFORMANCE INDICATOR:</b>  Learners can read level-appropriate sight words from the big book Learners can recognize at least 50% of the letter sounds of the alphabet	
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving			
<b>KEY WORDS:</b>			
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>	
<b>PHASE 1: STARTER 10 MINS</b>  <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.		
<b>PHASE 2: MAIN 40MINS</b>  <b>(New Learning Including Assessment)</b>	Display sight words on word cards and guide learners to read  ☑ Have them look for the sight words from the big book and guide learners to use the words to form short and simple sentences.  ☑ Copy words in the exercise book.  ☑ Write level appropriate content vocabulary in their ruled exercise books and read them to each other  Play Alphabet Relay Game  Put learners in groups of 4 to compete for letter recognition and writing.  Give each group a piece of chalk.	Poster/ cut out picture  Cut out shapes, big books, counters, crayons	

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	<p>Call out a letter and let two pupils from each group run to the chalk board and write both the small and capital letter.</p> <p>Call out another letter and let pupils take turns.</p> <p>Assessment: let learners identify at least 50% of the letter sounds of the alphabet</p>	
<p><b>PHASE 3:</b> <b>REFLECTION</b> <i>10MINS</i> <b>(Learner and Teacher)</b></p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

<b>DATE:</b> <b>DAY:</b> Wednesday <b>CLASS:</b> KG 2		<b>STRAND:</b> MY LOCAL COMMUNITY  <b>SUB STRAND:</b> KNOWING THE SPECIAL PLACES IN MY COMMUNITY	
<b>CONTENT STANDARD:</b> K2.4.1.1 Demonstrate understanding of the special places in our local community		<b>INDICATORS:</b> K2.4.1.1. 5	
		<b>PERFORMANCE INDICATOR:</b>  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	
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving			
<b>KEY WORDS:</b>			
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>	
<b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.		
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	Rapidly revise the letter sounds learnt so far.  ☑ Follow the procedure as in K2 .1.1.1.5 to continue teaching the letter-sound for the week.  Assessment: let learners identify the letter-sound learnt for the week in words related to the theme and write the letter and key word boldly and legibly in their books	Poster/ cut out picture  Cut out shapes, big books, counters, crayons	
<b>PHASE 3: REFLECTION 10MINS</b> <b>(Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it		

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<b>DATE:</b>		<b>STRAND:</b> MY LOCAL COMMUNITY
<b>DAY:</b> Thursday		<b>SUB STRAND:</b> KNOWING THE SPECIAL PLACES IN MY COMMUNITY
<b>CLASS:</b> KG 2		
<b>CONTENT STANDARD:</b> K2.4.1.1 Demonstrate understanding of the special places in our local community		<b>INDICATORS:</b> K2.4.1.1.6
		<b>PERFORMANCE INDICATOR:</b> Learners can talk about the ideas expressed in one's own art and that of others.
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER</b> 10 <i>MINS</i> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN</b> <i>40MINS</i> <b>(New Learning Including Assessment)</b>	Let learners draw any special place(s) they have ever been to.  ☑ Display the work and give each child the opportunity to explain elements in the art.  Assessment: let learners talk about the ideas expressed in one's own art and that of others	Poster/ cut out picture  Cut out shapes, big books, counters, crayons
<b>PHASE 3: REFLECTION</b> 10 <i>MINS</i> <b>(Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it	

<b>DATE:</b>  <b>DAY:</b> Friday  <b>CLASS:</b> KG 2		<b>STRAND:</b> MY LOCAL COMMUNITY  <b>SUB STRAND:</b> KNOWING THE SPECIAL PLACES IN MY COMMUNITY
<b>CONTENT STANDARD:</b> K2.4.1.1 Demonstrate understanding of the special places in our local community		<b>INDICATORS:</b> K2.4.1.1.7  <b>PERFORMANCE INDICATOR:</b> Learners can create simple patterns with more than one shape, colour, size
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER</b> 10 <i>MINS</i>  <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN</b> <i>40MINS</i>  <b>(New Learning Including Assessment)</b>	Encourage learners to use different colours/sizes of shapes to create the patterns.  <i>Arrange different colours of shapes in a particular pattern</i>  Assessment: let learners create simple patterns with more than one shape, colour, size	Poster/ cut out picture  Cut out shapes, big books, counters, crayons
<b>PHASE 3:</b> <b>REFLECTION</b> 10 <i>MINS</i>  <b>(Learner and</b>	Review lesson with Learners by singing songs in relation to it	

<b>Teacher)</b>		
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**TERM TWO**  
**KG 2**  
**WEEK SEVEN**

**WEEKLY LESSON PLAN FOR KG 2- WEEK SEVEN**

Name of School.....

<b>DATE:</b> DAY: Monday CLASS: KG 2		<b>STRAND:</b> MY LOCAL COMMUNITY  <b>SUB STRAND:</b> KNOWING (WHO) THE IMPORTANT PEOPLE / OCCUPATION IN MY COMMUNITY	
<b>CONTENT STANDARD:</b> K2.4.2.1 Demonstrate understanding of knowing the important people / occupation in our community		<b>INDICATORS:</b> K2.4.2.1.1	
		<b>PERFORMANCE INDICATOR:</b>  Learners can talk about and discuss the various occupations in our community.	
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving			
<b>KEY WORDS:</b>			
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>	
<b>PHASE 1: STARTER</b> 10 <i>MIN</i>  <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.		
<b>PHASE 2: MAIN</b> <i>40MIN</i>  <b>(New Learning Including Assessment)</b>	Community Circle time: Follow basic procedures of the community circle time (as in K2.1.1.1.1) and introduce the theme for the week.  Display a conversational poster (#30) and some concrete materials related to the theme and engage learners in active discussion.  Call on learners randomly to answer questions or contribute to the discussion.  Have learners mention some occupations in their vicinity.	Poster/ cut out picture  Cut out shapes, big books, counters, crayons	

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	<p>Show pictures and discuss each occupation and what they do. Learners to indicate their preferred and aspired occupation</p> <p>Assessment: let learners talk about and discuss the various occupations in our community</p>	
<p><b>PHASE 3:</b> <b>REFLECTION</b> <i>10MINS</i> <b>(Learner and Teacher)</b></p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

<b>DATE:</b>		<b>STRAND:</b> : MY LOCAL COMMUNITY
<b>DAY:</b> Tuesday		
<b>CLASS:</b> KG 2		<b>SUB STRAND:</b> KNOWING (WHO) THE IMPORTANT PEOPLE / OCCUPATION IN MY COMMUNITY
<b>CONTENT STANDARD:</b> K2.4.2.1 Demonstrate understanding of knowing the important people / occupation in our community.		<b>INDICATORS:</b> K2.3.2.1.1
		<b>PERFORMANCE INDICATOR:</b>  Learners can Listen attentively to the teacher-read-aloud of the big book which relates to the theme, track words and share lessons learnt on the theme of the week.
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER 10 MINS</b>  <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN 40MINS</b>  <b>(New Learning Including Assessment)</b>	Teacher follows the steps of the KWL strategy instruction as you read aloud the informational text which relates to the theme to the learners. (See lesson K2.1.2.1.2, also appendix 1)  ☑ Check on the K and W before you read the text and the L after reading. L- Learners share what they have learnt about the theme.  E.g. This is a police officer. He works at the Police Station.  Have learners draw their chosen profession and match it with the sentence related to it.	Poster/ cut out picture  Cut out shapes, big books, counters, crayons

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	Assessment: let learners share lessons learnt on the theme of the week.	
<b>PHASE 3:</b> <b>REFLECTION</b> <i>10MINS</i> <b>(Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it	

<b>DATE:</b> <b>DAY:</b> Wednesday <b>CLASS:</b> KG 2		<b>STRAND:</b> : MY LOCAL COMMUNITY  <b>SUB STRAND:</b> KNOWING (WHO) THE IMPORTANT PEOPLE / OCCUPATION IN MY COMMUNITY
<b>CONTENT STANDARD:</b> K2.4.2.1 Demonstrate understanding of knowing the important people / occupation in our community.		<b>INDICATORS:</b> K2.3.2.1.4  <b>PERFORMANCE INDICATOR:</b> Learners can use vocabulary acquired from the week to compose oral composition about their future profession and write simple sentences which relates to the theme in their word bank.
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER 10 MINS</b>  <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN 40MINS</b>  <b>(New Learning Including Assessment)</b>	Let learners dress up in their future careers' uniform, dramatize what they will be doing and using the vocabulary learnt to describe their future career and what the occupation is all about.  ☑ Guide them to use the above knowledge to talk about their preferred occupation briefly.  I want to be a teacher. A teacher teaches pupils in a school.  Assessment: let learners write simple sentences which relates to the theme in their word bank	Poster/ cut out picture  Cut out shapes, big books, counters, crayons

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<b>PHASE 3:</b> <b>REFLECTION</b> <i>10MINS</i> <b>(Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it	
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<b>DATE:</b>		<b>STRAND:</b> : MY LOCAL COMMUNITY
<b>DAY:</b> Thursday		<b>SUB STRAND:</b> KNOWING (WHO) THE IMPORTANT PEOPLE / OCCUPATION IN MY COMMUNITY
<b>CLASS:</b> KG 2		
<b>CONTENT STANDARD:</b> K2.4.2.1 Demonstrate understanding of knowing the important people / occupation in our community.		<b>INDICATORS:</b> K2.3.2.1.5
		<b>PERFORMANCE INDICATOR:</b> 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
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER 10 MINS</b> <i>MINS</i> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	Rapidly revise the letter sounds learnt so far.  ☑ Follow the procedure as in K2 .1.1.1.5 to continue teaching the letter-sound for the week.  Assessment: let learners write the letter and key word boldly and legibly in their books	Poster/ cut out picture  Cut out shapes, big books, counters, crayons
<b>PHASE 3: REFLECTION 10MINS</b> <b>(Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it	

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**TERM TWO**  
**KG 2**  
**WEEK EIGHT**

**WEEKLY LESSON PLAN FOR KG 2- WEEK EIGHT**

Name of School.....

<b>DATE:</b> <b>DAY:</b> Monday <b>CLASS:</b> KG 2		<b>STRAND:</b> MY LOCAL COMMUNITY  <b>SUB STRAND:</b> KNOWING (WHO) THE IMPORTANT PEOPLE / OCCUPATION IN MY COMMUNITY
<b>CONTENT STANDARD:</b> K2.4.2.1 Demonstrate understanding of knowing the important people / occupation in our community		<b>INDICATORS:</b> K2.4.2.1.1  <b>PERFORMANCE INDICATOR:</b> Learners can talk about and discuss the various occupations in our community.
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	Community Circle time: Follow basic procedures of the community circle time (as in K2.1.1.1.1) and introduce the theme for the week.  Display a conversational poster (#30) and some concrete materials related to the theme and engage learners in active discussion.  Call on learners randomly to answer questions or contribute to the discussion.  Have learners mention some occupations in their vicinity.  Show pictures and discuss each occupation and what they do. Learners to indicate their preferred and aspired occupation	Poster/ cut out picture  Cut out shapes, big books, counters, crayons

	Assessment: let learners talk about and discuss the various occupations in our community	
<b>PHASE 3: REFLECTION 10MINS (Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it	

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<b>DATE:</b> <b>DAY:</b> Tuesday <b>CLASS:</b> KG 2		<b>STRAND:</b> : MY LOCAL COMMUNITY  <b>SUB STRAND:</b> KNOWING (WHO) THE IMPORTANT PEOPLE / OCCUPATION IN MY COMMUNITY
<b>CONTENT STANDARD:</b> K2.4.2.1 Demonstrate understanding of knowing the important people / occupation in our community.		<b>INDICATORS:</b> K2.3.2.1.1  <b>PERFORMANCE INDICATOR:</b> Learners can Listen attentively to the teacher-read-aloud of the big book which relates to the theme, track words and share lessons learnt on the theme of the week.
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	Teacher follows the steps of the KWL strategy instruction as you read aloud the informational text which relates to the theme to the learners. (See lesson K2.1.2.1.2, also appendix 1)  ☑ Check on the K and W before you read the text and the L after reading. L- Learners share what they have learnt about the theme. E.g. This is a police officer. He works at the Police Station. Have learners draw their chosen profession and match it with the sentence related to it.  Assessment: let learners share lessons learnt on the theme of the week.	Poster/ cut out picture  Cut out shapes, big books, counters, crayons
<b>PHASE 3: REFLECTION 10MINS</b> <b>(Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it	

<b>DATE:</b>  <b>DAY:</b> Wednesday  <b>CLASS:</b> KG 2		<b>STRAND:</b> : MY LOCAL COMMUNITY  <b>SUB STRAND:</b> KNOWING (WHO) THE IMPORTANT PEOPLE / OCCUPATION IN MY COMMUNITY
<b>CONTENT STANDARD:</b> K2.4.2.1 Demonstrate understanding of knowing the important people / occupation in our community.		<b>INDICATORS:</b> K2.3.2.1.4  <b>PERFORMANCE INDICATOR:</b> Learners can use vocabulary acquired from the week to compose oral composition about their future profession and write simple sentences which relates to the theme in their word bank.
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	Let learners dress up in their future careers' uniform, dramatize what they will be doing and using the vocabulary learnt to describe their future career and what the occupation is all about. ☑ Guide them to use the above knowledge to talk about their preferred occupation briefly. I want to be a teacher. A teacher teaches pupils in a school. Assessment: let learners write simple sentences which relates to the theme in their word bank	Poster/ cut out picture  Cut out shapes, big books, counters, crayons
<b>PHASE 3: REFLECTION 10MINS</b> <b>(Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it	

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<b>DATE:</b>		<b>STRAND:</b> : MY LOCAL COMMUNITY
<b>DAY:</b> Thursday		<b>SUB STRAND:</b> KNOWING (WHO) THE IMPORTANT PEOPLE / OCCUPATION IN MY COMMUNITY
<b>CLASS:</b> KG 2		
<b>CONTENT STANDARD:</b> K2.4.2.1 Demonstrate understanding of knowing the important people / occupation in our community.		<b>INDICATORS:</b> K2.3.2.1.5
		<b>PERFORMANCE INDICATOR:</b> 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
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	Rapidly revise the letter sounds learnt so far. ☑ Follow the procedure as in K2 .1.1.1.5 to continue teaching the letter-sound for the week.  Assessment: let learners write the letter and key word boldly and legibly in their books	Poster/ cut out picture  Cut out shapes, big books, counters, crayons
<b>PHASE 3: REFLECTION 10MINS</b> <b>(Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it	

<b>DATE:</b>  <b>DAY:</b> Friday  <b>CLASS:</b> KG 2		<b>STRAND:</b> : MY LOCAL COMMUNITY  <b>SUB STRAND:</b> KNOWING (WHO) THE IMPORTANT PEOPLE / OCCUPATION IN MY COMMUNITY	
<b>CONTENT STANDARD:</b> K2.4.2.1 Demonstrate understanding of knowing the important people / occupation in our community.		<b>INDICATORS:</b> K2.3.2.6  <b>PERFORMANCE INDICATOR:</b> Learners can create simple patterns with more than one of shape, colour, size, sounds or movements.	
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving			
<b>KEY WORDS:</b>			
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES	
<b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.		
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	Using the coloured rubber counters, or legos, or different bottle tops, Guide learners to create patterns with different colours.  Assessment: let learners create simple patterns with more than one of shape, colour, size, sounds or movements	Poster/ cut out picture  Cut out shapes, big books, counters, crayons	
<b>PHASE 3: REFLECTION 10MINS</b> <b>(Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it		

**TERM TWO**  
**KG 2**  
**WEEK NINE**

## WEEKLY LESSON PLAN FOR KG 2- WEEK NINE

Name of School.....

<p><b>DATE:</b></p> <p><b>DAY:</b> Monday</p> <p><b>CLASS:</b> KG 2</p>	<p><b>STRAND:</b> : MY LOCAL COMMUNITY</p> <p><b>SUB STRAND:</b> KNOWING THE SPECIAL LEADERS IN OUR COMMUNITY AND COUNTRY</p>	
<p><b>CONTENT STANDARD:</b> K2.4.3.1 Demonstrate understanding and knowledge of the special leaders in our community</p>	<p><b>INDICATORS:</b> K2.4.3.1.1      K2.4.3.1.2</p>	
	<p><b>PERFORMANCE INDICATOR:</b> Learners can talk about and describe the roles of the political, traditional and religious leaders in our community Learners can listen attentively to the teacher-read-aloud of the big book (The Chief) which relates to the theme, track words and share lessons learnt on the roles of the chiefs</p>	
<p><b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving</p>		
<p><b>KEY WORDS:</b></p>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<p><b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing the Brain for Learning)</b></p>	<p>Have learners to sing songs and recite rhymes that relate to the lesson.</p>	
<p><b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b></p>	<p>Theme discussion: Follow basic procedures of the community circle time (as in K2.1.1.1.1) and introduce the theme for the week.</p> <p>Display a conversational poster (#14) and some concrete materials related to the theme and engage learners in active discussion.</p> <p>Call on learners randomly to answer questions or contribute to the discussion.</p> <p><input type="checkbox"/> Have learners talk about the political leaders of the country.</p>	<p>Poster/ cut out picture</p> <p>Cut out shapes, big books, counters, crayons</p>

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	<p>Ask learners questions that would assist them to describe the President, Ministers and Assembly Men and Women.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Talk about the traditional leaders and where they can be found. Ask those who have seen their chiefs to describe how they dress</li> <li><input type="checkbox"/> Let learners talk about the leaders in their various religious groups. E.g. Muslims – Imam, Christians-Pastors, Catholic Father, Bishops etc</li> </ul> <p>Teacher follows the steps of the KWL strategy instruction as you read aloud the informational text which relates to the theme to the learners (Chiefs and Queen mothers). (See lesson K2.1.2.1.2, also appendix 1)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Check on the K and W before you read the text and the L after reading.</li> </ul> <p>K-Ask the learners to say what they already know about the theme.</p> <p>W-Ask them to ask questions about what they want to know about the weeks' theme.</p> <p>Learners listen to the text and answer the questions they asked for the W and also for L- Learners share what they have learnt about the theme. E.g., The Chief is the leader of the community</p> <p>Assessment: let learners listen to the text to the text and answer the questions</p>	
<p><b>PHASE 3: REFLECTION 10MINS (Learner and Teacher)</b></p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

<b>DATE:</b>		<b>STRAND:</b> : MY LOCAL COMMUNITY
<b>DAY:</b> Tuesday		
<b>CLASS:</b> KG 2		<b>SUB STRAND:</b> KNOWING THE SPECIAL LEADERS IN OUR COMMUNITY AND COUNTRY
<b>CONTENT STANDARD:</b> K2.4.3.1 Demonstrate understanding and knowledge of the special leaders in our community		<b>INDICATORS:</b> K2.4.3.1.3
		<b>PERFORMANCE INDICATOR:</b> Learners can use key words about the theme to create meaningful sentences in real life situation
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	List the key words on the chalk /white board and assist learners to read them. E.g. fly whisk, durbar, chiefs, staff, umbrellas, etc.  Learners identify the new words on word cards and use them to form their own sentences. E.g. The pastor is the leader in my church.  Assessment: let learners dramatize the role of the various leaders using some of the new word	Poster/ cut out picture  Cut out shapes, big books, counters, crayons
<b>PHASE 3: REFLECTION 10MINS</b> <b>(Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it	

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<b>DATE:</b>  <b>DAY:</b> Wednesday  <b>CLASS:</b> KG 2		<b>STRAND:</b> : MY LOCAL COMMUNITY  <b>SUB STRAND:</b> KNOWING THE SPECIAL LEADERS IN OUR COMMUNITY AND COUNTRY
<b>CONTENT STANDARD:</b> K2.4.3.1 Demonstrate understanding and knowledge of the special leaders in our community		<b>INDICATORS:</b> K2.4.3.1.4  <b>PERFORMANCE INDICATOR:</b> Learners can blend individual letter-sound to form one syllabic words Learners can
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER</b> <i>10 MINS</i> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN</b> <i>40MINS</i> <b>(New Learning Including Assessment)</b>	Teach blending using a game Blend letters to form syllables Write the individual letters, a consonant and a vowel. Point to each letter slowly and the learners say its sound. Then move your finger slowly under the two sounds, blending the sound together to form a syllable.  Say the whole syllable slowly and ask pupils to repeat. Practice this with learners the whole week.  <input type="checkbox"/> Another strategy you can use is Pupils Blending. Two pupils hold individual letter cards separately They move towards each other slowly until they stand close and put their letters together to read a syllable  Assessment: let learners blend individual letter-sound to form one syllabic words	Poster/ cut out picture  Cut out shapes, big books, counters, crayons

<b>PHASE 3:</b> <b>REFLECTION</b> <i>10MINS</i> <b>(Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it	
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<b>DATE:</b>		<b>STRAND:</b> : MY LOCAL COMMUNITY
<b>DAY:</b> Thursday		<b>SUB STRAND:</b> KNOWING THE SPECIAL LEADERS IN OUR COMMUNITY AND COUNTRY
<b>CLASS:</b> KG 2		
<b>CONTENT STANDARD:</b> K2.4.3.1 Demonstrate understanding and knowledge of the special leaders in our community		<b>INDICATORS:</b> K2.4.3.1.5
		<b>PERFORMANCE INDICATOR:</b> Learners can create art works inspired by places in our culture and country
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	Using a picture, have learners talk about elements in the palace which interests them.  Assessment: let learners make a picture of the umbrella and label it nicely.	Poster/ cut out picture  Cut out shapes, big books, counters, crayons
<b>PHASE 3: REFLECTION 10MINS</b> <b>(Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it	

<b>DATE:</b>  <b>DAY:</b> Friday  <b>CLASS:</b> KG 2		<b>STRAND:</b> : MY LOCAL COMMUNITY  <b>SUB STRAND:</b> KNOWING THE SPECIAL LEADERS IN OUR COMMUNITY AND COUNTRY
<b>CONTENT STANDARD:</b> K2.4.3.1 Demonstrate understanding and knowledge of the special leaders in our community		<b>INDICATORS:</b> K2.4.3.1.6  <b>PERFORMANCE INDICATOR:</b> Learners can compare objects based on length and weight of various items and objects
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	<p>learners to compare the length of objects around them and those in the picture and use the words “longer than” and “shorter than” to compare length of various items measured with nonstandardized scales.</p> <p>Let learners also compare the weight of some objects around them and use words, “heavier than” and “lighter than”.</p> <p>Get them scales and rulers to use and compare the length and height of items measured.</p> <p>Assessment: let learners compare objects based on length and weight of various items and objects</p>	Poster/ cut out picture  Cut out shapes, big books, counters, crayons
<b>PHASE 3: REFLECTION 10MINS</b> <b>(Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it	



**TERM TWO**  
**KG 2**  
**WEEK TEN**

## WEEKLY LESSON PLAN FOR KG 2- WEEK TEN

Name of School.....

<p><b>DATE:</b></p> <p><b>DAY:</b> Monday</p> <p><b>CLASS:</b> KG 2</p>	<p><b>STRAND:</b> : MY LOCAL COMMUNITY</p> <p><b>SUB STRAND:</b> KNOWING THE SPECIAL LEADERS IN OUR COMMUNITY AND COUNTRY</p>	
<p><b>CONTENT STANDARD:</b> K2.4.3.1 Demonstrate understanding and knowledge of the special leaders in our community</p>	<p><b>INDICATORS:</b> K2.4.3.1.1      K2.4.3.1.2</p>	
	<p><b>PERFORMANCE INDICATOR:</b> Learners can talk about and describe the roles of the political, traditional and religious leaders in our community Learners can listen attentively to the teacher-read-aloud of the big book (The Chief) which relates to the theme, track words and share lessons learnt on the roles of the chiefs</p>	
<p><b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving</p>		
<p><b>KEY WORDS:</b></p>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<p><b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing the Brain for Learning)</b></p>	<p>Have learners to sing songs and recite rhymes that relate to the lesson.</p>	
<p><b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b></p>	<p>Theme discussion: Follow basic procedures of the community circle time (as in K2.1.1.1.1) and introduce the theme for the week.</p> <p>Display a conversational poster (#14) and some concrete materials related to the theme and engage learners in active discussion.</p> <p>Call on learners randomly to answer questions or contribute to the discussion.</p> <p><input type="checkbox"/> Have learners talk about the political leaders of the country.</p>	<p>Poster/ cut out picture</p> <p>Cut out shapes, big books, counters, crayons</p>

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	<p>Ask learners questions that would assist them to describe the President, Ministers and Assembly Men and Women.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Talk about the traditional leaders and where they can be found. Ask those who have seen their chiefs to describe how they dress</li> <li><input type="checkbox"/> Let learners talk about the leaders in their various religious groups. E.g. Muslims – Imam, Christians-Pastors, Catholic Father, Bishops etc</li> </ul> <p>Teacher follows the steps of the KWL strategy instruction as you read aloud the informational text which relates to the theme to the learners (Chiefs and Queen mothers). (See lesson K2.1.2.1.2, also appendix 1)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Check on the K and W before you read the text and the L after reading.</li> </ul> <p>K-Ask the learners to say what they already know about the theme.</p> <p>W-Ask them to ask questions about what they want to know about the weeks' theme.</p> <p>Learners listen to the text and answer the questions they asked for the W and also for L- Learners share what they have learnt about the theme. E.g., The Chief is the leader of the community</p> <p>Assessment: let learners listen to the text to the text and answer the questions</p>	
<p><b>PHASE 3: REFLECTION 10MINS (Learner and Teacher)</b></p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

<b>DATE:</b>		<b>STRAND:</b> : MY LOCAL COMMUNITY  <b>SUB STRAND:</b> KNOWING THE SPECIAL LEADERS IN OUR COMMUNITY AND COUNTRY
<b>DAY:</b> Tuesday		
<b>CLASS:</b> KG 2		
<b>CONTENT STANDARD:</b> K2.4.3.1 Demonstrate understanding and knowledge of the special leaders in our community		<b>INDICATORS:</b> K2.4.3.1.3
		<b>PERFORMANCE INDICATOR:</b> Learners can use key words about the theme to create meaningful sentences in real life situation
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER</b> <i>10 MINS</i> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN</b> <i>40MINS</i> <b>(New Learning Including Assessment)</b>	List the key words on the chalk /white board and assist learners to read them. E.g. fly whisk, durbar, chiefs, staff, umbrellas, etc.  Learners identify the new words on word cards and use them to form their own sentences. E.g. The pastor is the leader in my church.  Assessment: let learners dramatize the role of the various leaders using some of the new word	Poster/ cut out picture  Cut out shapes, big books, counters, crayons
<b>PHASE 3: REFLECTION</b> <i>10MINS</i> <b>(Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it	

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<b>DATE:</b>  <b>DAY:</b> Wednesday  <b>CLASS:</b> KG 2		<b>STRAND:</b> : MY LOCAL COMMUNITY  <b>SUB STRAND:</b> KNOWING THE SPECIAL LEADERS IN OUR COMMUNITY AND COUNTRY
<b>CONTENT STANDARD:</b> K2.4.3.1 Demonstrate understanding and knowledge of the special leaders in our community		<b>INDICATORS:</b> K2.4.3.1.4  <b>PERFORMANCE INDICATOR:</b> Learners can blend individual letter-sound to form one syllabic words Learners can
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER</b> 10 MINS <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN</b> 40MINS <b>(New Learning Including Assessment)</b>	Teach blending using a game Blend letters to form syllables Write the individual letters, a consonant and a vowel. Point to each letter slowly and the learners say its sound. Then move your finger slowly under the two sounds, blending the sound together to form a syllable.  Say the whole syllable slowly and ask pupils to repeat. Practice this with learners the whole week.  <input type="checkbox"/> Another strategy you can use is Pupils Blending. Two pupils hold individual letter cards separately They move towards each other slowly until they stand close and put their letters together to read a syllable  Assessment: let learners blend individual letter-sound to form one syllabic words	Poster/ cut out picture  Cut out shapes, big books, counters, crayons

<b>PHASE 3:</b> <b>REFLECTION</b> <i>10MINS</i> <b>(Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it	
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<b>DATE:</b>		<b>STRAND:</b> : MY LOCAL COMMUNITY
<b>DAY:</b> Thursday		<b>SUB STRAND:</b> KNOWING THE SPECIAL LEADERS IN OUR COMMUNITY AND COUNTRY
<b>CLASS:</b> KG 2		
<b>CONTENT STANDARD:</b> K2.4.3.1 Demonstrate understanding and knowledge of the special leaders in our community		<b>INDICATORS:</b> K2.4.3.1.5
		<b>PERFORMANCE INDICATOR:</b> Learners can create art works inspired by places in our culture and country
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	Using a picture, have learners talk about elements in the palace which interests them.  Assessment: let learners make a picture of the umbrella and label it nicely.	Poster/ cut out picture  Cut out shapes, big books, counters, crayons
<b>PHASE 3: REFLECTION 10MINS</b> <b>(Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it	

<b>DATE:</b>  <b>DAY:</b> Friday  <b>CLASS:</b> KG 2		<b>STRAND:</b> : MY LOCAL COMMUNITY  <b>SUB STRAND:</b> KNOWING THE SPECIAL LEADERS IN OUR COMMUNITY AND COUNTRY
<b>CONTENT STANDARD:</b> K2.4.3.1 Demonstrate understanding and knowledge of the special leaders in our community		<b>INDICATORS:</b> K2.4.3.1.6  <b>PERFORMANCE INDICATOR:</b> Learners can compare objects based on length and weight of various items and objects
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	<p>learners to compare the length of objects around them and those in the picture and use the words “longer than” and “shorter than” to compare length of various items measured with nonstandardized scales.</p> <p>Let learners also compare the weight of some objects around them and use words, “heavier than” and “lighter than”.</p> <p>Get them scales and rulers to use and compare the length and height of items measured.</p> <p>Assessment: let learners compare objects based on length and weight of various items and objects</p>	Poster/ cut out picture  Cut out shapes, big books, counters, crayons
<b>PHASE 3: REFLECTION 10MINS</b> <b>(Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it	



**TERM TWO**  
**KG 2**  
**WEEK ELEVEN**

**WEEKLY LESSON PLAN FOR KG 2- WEEK ELEVEN**

Name of School.....

<b>DATE:</b>		<b>STRAND:</b> : MY NATION GHANA
<b>DAY:</b> Monday		<b>SUB STRAND:</b> HISTORY AND CELEBRATIONS OF GHANA
<b>CLASS:</b> KG 2		
<b>CONTENT STANDARD:</b> K2.5.1.1 Demonstrate understanding of history and celebrations of Ghana		<b>INDICATORS:</b> K2.5.1.1 K2.5.1.2
		<b>PERFORMANCE INDICATOR:</b>  Learners can talk about activities that are done during 6th March Celebration and listen to historical stories about Ghana`s Independence  Learners can interact actively with teacher during the Shared reading of the text on celebration of Independence Day and other national celebrations of the country
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER</b> 10 <i>MINS</i>  <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN</b> <i>40MINS</i>  <b>(New Learning Including Assessment)</b>	Theme discussion: Use the KWL strategy, during the community circle time to discuss the theme.  The K stands for what the pupils know about Ghana`s Independence Day and W-they ask question about what they want to learn.  The teacher or the resource person shares ideas or reads a book to pupils on the theme.	Poster/ cut out picture  Cut out shapes, big books, counters, crayons

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	<p>Pupils then share what they have learned (L).</p> <p>Learners must be encouraged and given the opportunity to ask questions freely when the resource person is talking about the theme and the roles of the leaders.</p> <p>End by singing the National Anthem and pay attention to the words</p> <p>Teacher follows the read aloud procedure of KWL as described under K2.1.1.1. to involve the learners actively in the shared reading..</p> <p>K: Ask learners what they know about 6th March celebration</p> <p>W: learners should share what they want to know.</p> <p>Read the book pausing often to allow learners to find answers to their questions under (L)</p> <p>Assessment: let learners mention what they know about 6th March celebration</p>	
<p><b>PHASE 3:</b>  <b>REFLECTION 10MINS</b>  <b>(Learner and Teacher)</b></p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

<b>DATE:</b> <b>DAY:</b> Tuesday <b>CLASS:</b> KG 2		<b>STRAND:</b> : MY NATION GHANA  <b>SUB STRAND:</b> HISTORY AND CELEBRATIONS OF GHANA	
<b>CONTENT STANDARD:</b> K2.5.1.1 Demonstrate understanding of history and celebrations of Ghana		<b>INDICATORS:</b> K2.5.1.1.3 K2.5.1.1.4	
		<b>PERFORMANCE INDICATOR:</b>  Learners can use the new vocabulary learnt about the Independence Day celebration to construct simple sentences and copy them correctly into their journal or self-dictionary of pictures and words  Learners can identify the beginning and ending rhyming sounds in words, delete and replace the rhyming sounds to get another rhyming pair.	
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving			
<b>KEY WORDS:</b>			
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>	
<b>PHASE 1: STARTER</b> <i>10</i>  <i>MINS</i>  <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.		
<b>PHASE 2: MAIN</b> <i>40MINS</i>  <b>(New Learning Including Assessment)</b>	Use the new sight and content vocabulary learnt about the Independence Day celebration to construct simple sentences orally in-home languages and English. E.g. Our independence is celebrated on the 6th of March.  Dramatize some of the activities that happen on Independence Day. For instance, have Kiddies March past with one of the learners	Poster/ cut out picture  Cut out shapes, big books, counters, crayons	

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	<p>playing the role of the President and others will play different roles.</p> <p>Have learners recite the national anthem and make meaning of it.</p> <p>Give an example of two syllables that rhyme. e.g... [ to, mo.]</p> <p>Say the sound and have learners repeat the two words that have same rhyming ending. Repeat the two words slowly again, and have learners repeat after you.</p> <p>Ask them what they notice about the two words.</p> <p>Delete the ending vowel and replace with a new vowel sound to make a new syllable with a different rhyming pair.</p> <p>Replace the o with [a] and we get {ta and ma}</p> <p>Do this for the beginning sound too.</p> <p>First delete the /s/ in [Sabala] and you get [abala],</p> <p>Replace /S/ with /t/ and you get [tabala].</p> <p>Have learners manipulate the sound in a playful way.</p> <p>Assessment: let learners identify the beginning and ending rhyming sounds in words, delete and replace the rhyming sounds to get another rhyming pair</p>	
<p><b>PHASE 3:</b> <b>REFLECTION 10MINS</b> <b>(Learner and Teacher)</b></p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

<b>DATE:</b>		<b>STRAND:</b> : MY NATION GHANA
<b>DAY:</b> Wednesday		<b>SUB STRAND:</b> HISTORY AND CELEBRATIONS OF GHANA
<b>CLASS:</b> KG 2		
<b>CONTENT STANDARD:</b> K2.5.1.1 Demonstrate understanding of history and celebrations of Ghana		<b>INDICATORS:</b> K2.5.1.1.5
		<b>PERFORMANCE INDICATOR:</b> Learners can connect letters to spoken words and identify letters in print
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER</b> 10 <i>MINS</i> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN</b> <i>40MINS</i> <b>(New Learning Including Assessment)</b>	<p>Play Practice ladder game of letters</p> <p>Draw a grid and write letters the learners have studied so far in it on the floor</p> <p>a k f D s b m O p h k H k g k M</p> <p>Divide the class into 2, 3, or 4 groups, (the number depends on the number of learners in the class).</p> <p>The rule for the game is that When you call out a word, a volunteer (a child) runs and hops onto the space where the beginning letter of the word is placed on the grid.</p> <p>If the child is correct, the group gets a point.</p>	<p>Poster/ cut out picture</p> <p>Cut out shapes, big books, counters, crayons</p>

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	<p>Keep on calling out words and the groups send volunteers to hop on the letter in the box on the floor.</p> <p>If the child is incorrect, the group loses the chance and does not get a point. If nobody knows it, you need to demonstrate and hop on the grid and no one gets a point</p> <p>Those who got it wrong will be given the word and the letter to take home and relearn.</p> <p>Select a group to start with.</p> <p>Assessment: let learners connect letters to spoken words and identify letters in print</p>	
<p><b>PHASE 3:</b> <b>REFLECTION</b> <i>10MINS</i> <b>(Learner and Teacher)</b></p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

<b>DATE:</b>	<b>STRAND: :</b> MY NATION GHANA	
<b>DAY:</b> Thursday	<b>SUB STRAND:</b> HISTORY AND CELEBRATIONS OF GHANA	
<b>CLASS:</b> KG 2	<b>INDICATORS:</b> K2.5.1.1.6	
<b>CONTENT STANDARD:</b> K2.5.1.1 Demonstrate understanding of history and celebrations of Ghana	<b>PERFORMANCE INDICATOR:</b>	
	Learners can prepare an artwork related to the Independence Day and use it for the Kiddies Independence Day celebration	
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER</b> 10 <i>MINS</i> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN</b> <i>40MINS</i> <b>(New Learning Including Assessment)</b>	Provide learners with different writing tools and colours and white paper.  Show them the Ghana flag and have them prepare their own individual flag with a black star.  With a glue, attach sticks to the card.  During the Kiddie march-past each child should have a flag of his own to wave  Assessment: let learners prepare an artwork related to the Independence Day and use it for the Kiddies Independence Day celebration	Poster/ cut out picture  Cut out shapes, big books, counters, crayons
<b>PHASE 3:</b> REFLECTION <i>10MINS</i> (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it	

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<b>DATE:</b>		<b>STRAND:</b> : MY NATION GHANA
<b>DAY:</b> Friday		<b>SUB STRAND:</b> HISTORY AND CELEBRATIONS OF GHANA
<b>CLASS:</b> KG 2		
<b>CONTENT STANDARD:</b> K2.5.1.1 Demonstrate understanding of history and celebrations of Ghana		<b>INDICATORS:</b> K2.5.1.1.7
		<b>PERFORMANCE INDICATOR:</b>  Learners can identify Ghanaian coins and money by name and use it to buy and sell in the classroom store.
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER 10 MINS</b>  <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN 40MINS</b>  <b>(New Learning Including Assessment)</b>	Display the various coins currently being used for transaction in Ghana.  Have learners touch, feel and say the features of each coin.  Play games with the learners asking them to identify the coins and buying things with them in the classroom store  Assessment: let learners identify Ghanaian coins and money by name and use it to buy and sell in the classroom store	Poster/ cut out picture  Cut out shapes, big books, counters, crayons
<b>PHASE 3: REFLECTION 10MINS</b> <b>(Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it	



**TERM TWO**  
**KG 2**  
**WEEK TWELVE**

**WEEKLY LESSON PLAN FOR KG 2- WEEK TWELVE**

Name of School.....

<b>DATE:</b> <b>DAY:</b> Monday <b>CLASS:</b> KG 2		<b>STRAND:</b> : MY NATION GHANA <b>SUB STRAND:</b> HISTORY AND CELEBRATIONS OF GHANA
<b>CONTENT STANDARD:</b> K2.5.1.1 Demonstrate understanding of history and celebrations of Ghana		<b>INDICATORS:</b> K2.5.1.1 K2.5.1.2 <b>PERFORMANCE INDICATOR:</b> Learners can talk about activities that are done during 6th March Celebration and listen to historical stories about Ghana`s Independence  Learners can interact actively with teacher during the Shared reading of the text on celebration of Independence Day and other national celebrations of the country
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER 10 MINS</b>  <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN 40MINS</b>  <b>(New Learning Including Assessment)</b>	Theme discussion: Use the KWL strategy, during the community circle time to discuss the theme. The K stands for what the pupils know about Ghana`s Independence Day and W-they ask question about what they want to learn.  The teacher or the resource person shares ideas or reads a book to pupils on the theme.  Pupils then share what they have learned (L).	Poster/ cut out picture  Cut out shapes, big books, counters, crayons

	<p>Learners must be encouraged and given the opportunity to ask questions freely when the resource person is talking about the theme and the roles of the leaders.</p> <p>End by singing the National Anthem and pay attention to the words</p> <p>Teacher follows the read aloud procedure of KWL as described under K2.1.1.1.1. to involve the learners actively in the shared reading..</p> <p>K: Ask learners what they know about 6th March celebration</p> <p>W: learners should share what they want to know.</p> <p>Read the book pausing often to allow learners to find answers to their questions under (L)</p> <p>Assessment: let learners mention what they know about 6th March celebration</p>	
<p><b>PHASE 3:</b> <b>REFLECTION 10MINS</b> <b>(Learner and Teacher)</b></p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

<b>DATE:</b> <b>DAY:</b> Tuesday <b>CLASS:</b> KG 2		<b>STRAND:</b> : MY NATION GHANA  <b>SUB STRAND:</b> HISTORY AND CELEBRATIONS OF GHANA
<b>CONTENT STANDARD:</b> K2.5.1.1 Demonstrate understanding of history and celebrations of Ghana		<b>INDICATORS:</b> K2.5.1.1.3 K2.5.1.1.4  <b>PERFORMANCE INDICATOR:</b> Learners can use the new vocabulary learnt about the Independence Day celebration to construct simple sentences and copy them correctly into their journal or self-dictionary of pictures and words  Learners can identify the beginning and ending rhyming sounds in words, delete and replace the rhyming sounds to get another rhyming pair.
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER</b> <i>10</i>  <i>MINS</i>  <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN</b> <i>40MINS</i>  <b>(New Learning Including Assessment)</b>	Use the new sight and content vocabulary learnt about the Independence Day celebration to construct simple sentences orally in-home languages and English. E.g. Our independence is celebrated on the 6th of March.  Dramatize some of the activities that happen on Independence Day. For instance, have Kiddies March past with one of the learners playing the role of the President and others will play different roles.	Poster/ cut out picture  Cut out shapes, big books, counters, crayons

	<p>Have learners recite the national anthem and make meaning of it.</p> <p>Give an example of two syllables that rhyme. e.g... [ to, mo.]</p> <p>Say the sound and have learners repeat the two words that have same rhyming ending. Repeat the two words slowly again, and have learners repeat after you.</p> <p>Ask them what they notice about the two words.</p> <p>Delete the ending vowel and replace with a new vowel sound to make a new syllable with a different rhyming pair.</p> <p>Replace the o with [a] and we get {ta and ma}</p> <p>Do this for the beginning sound too.</p> <p>First delete the /s/ in [Sabala] and you get [abala],</p> <p>Replace /S/ with /t/ and you get [tabala].</p> <p>Have learners manipulate the sound in a playful way.</p> <p>Assessment: let learners identify the beginning and ending rhyming sounds in words, delete and replace the rhyming sounds to get another rhyming pair</p>	
<p><b>PHASE 3:</b> REFLECTION 10MINS (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

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

<b>DATE:</b>		<b>STRAND:</b> : MY NATION GHANA
<b>DAY:</b> Wednesday		<b>SUB STRAND:</b> HISTORY AND CELEBRATIONS OF GHANA
<b>CLASS:</b> KG 2		
<b>CONTENT STANDARD:</b> K2.5.1.1 Demonstrate understanding of history and celebrations of Ghana		<b>INDICATORS:</b> K2.5.1.1.5
		<b>PERFORMANCE INDICATOR:</b> Learners can connect letters to spoken words and identify letters in print
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	<p>Play Practice ladder game of letters</p> <p>Draw a grid and write letters the learners have studied so far in it on the floor</p> <p>a k f D s b m O p h k H k g k M</p> <p>Divide the class into 2, 3, or 4 groups, (the number depends on the number of learners in the class).</p> <p>The rule for the game is that When you call out a word, a volunteer (a child) runs and hops onto the space where the beginning letter of the word is placed on the grid.</p> <p>If the child is correct, the group gets a point.</p>	<p>Poster/ cut out picture</p> <p>Cut out shapes, big books, counters, crayons</p>

	<p>Keep on calling out words and the groups send volunteers to hop on the letter in the box on the floor.</p> <p>If the child is incorrect, the group loses the chance and does not get a point. If nobody knows it, you need to demonstrate and hop on the grid and no one gets a point</p> <p>Those who got it wrong will be given the word and the letter to take home and relearn.</p> <p>Select a group to start with.</p> <p>Assessment: let learners connect letters to spoken words and identify letters in print</p>	
<p><b>PHASE 3:</b> <b>REFLECTION 10MINS</b> <b>(Learner and Teacher)</b></p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

<b>DATE:</b>		<b>STRAND: :</b> MY NATION GHANA
<b>DAY:</b> Thursday		<b>SUB STRAND:</b> HISTORY AND CELEBRATIONS OF GHANA
<b>CLASS:</b> KG 2		
<b>CONTENT STANDARD:</b> K2.5.1.1 Demonstrate understanding of history and celebrations of Ghana		<b>INDICATORS:</b> K2.5.1.1.6
		<b>PERFORMANCE INDICATOR:</b>  Learners can prepare an artwork related to the Independence Day and use it for the Kiddies Independence Day celebration
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER</b> 10 <i>MINS</i>  <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN</b> <i>40MINS</i>  <b>(New Learning Including Assessment)</b>	Provide learners with different writing tools and colours and white paper.  Show them the Ghana flag and have them prepare their own individual flag with a black star.  With a glue, attach sticks to the card.  During the Kiddie march-past each child should have a flag of his own to wave  Assessment: let learners prepare an artwork related to the Independence Day and use it for the Kiddies Independence Day celebration	Poster/ cut out picture  Cut out shapes, big books, counters, crayons
<b>PHASE 3:</b> <b>REFLECTION</b> 10 <i>MINS</i> (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it	

<b>DATE:</b>		<b>STRAND:</b> : MY NATION GHANA
<b>DAY:</b> Friday		<b>SUB STRAND:</b> HISTORY AND CELEBRATIONS OF GHANA
<b>CLASS:</b> KG 2		
<b>CONTENT STANDARD:</b> K2.5.1.1 Demonstrate understanding of history and celebrations of Ghana		<b>INDICATORS:</b> K2.5.1.1.7
		<b>PERFORMANCE INDICATOR:</b>  Learners can identify Ghanaian coins and money by name and use it to buy and sell in the classroom store.
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER 10 MINS</b> <i>MINS</i> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN 40MINS</b> <i>40MINS</i> <b>(New Learning Including Assessment)</b>	Display the various coins currently being used for transaction in Ghana.  Have learners touch, feel and say the  Play games with the learners asking them to identify the coins and buy things with them in the classroom store  Assessment: let learners identify Ghanaian coins and money by name and use it to buy and sell in the classroom store	Poster/ cut out picture  Cut out shapes, big books, counters, crayons
<b>PHASE 3: REFLECTION 10MINS</b> <i>10MINS</i> <b>(Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it	