Kindergarten one Termly Scheme of Learning and Lesson Plan

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Termly Scheme of learning – Kindergarten one

Week	Strands	Sub Strands	Content Standards	Indicators	Resources
1	K1.1 All about me	K1.1.1 I am a wonderful and unique creature	K1.1.1.1	K1.1.1.1 K1.1.1.2 K1.1.1.3 K1.1.1.4 K1.1.1.5 K1.1.1.6 K1.1.1.7	Poaters, cut out pictures depicting body parts, Big book Counters
2	K1.1 All about me	K1.1.2 The parts of the human body and their functions	K1.1.1.2	K1.1.2.1.1 K1.1.2.1.2 K1.1.2.1.3 K1.1.2.1.4 K1.1.2.1.5 K1.1.2.1.6 K1.1.2.1.7	Poaters, cut out pictures depicting body parts and functions, Big Book, crayons, Counters
3	K1.1 All about me	K1.1.3 Caring for the parts of My Body	K1.1.3.1	K1.1.3.1.1 K1.1.3.1.2 K1.1.3.1.3 K1.1.3.1.4 K1.1.3.1.5 K1.1.3.1.6 K1.1.3.1.7 K1.1.3.1.8	Poaters, cut out pictures depicting how to care for the body parts, Big book, real/pictures of human body cleaning equipment, Counters

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4 & 5	K1.1 All about me	K1.1.4 Keeping my body healthy by eating good food and taking my vaccination	K1.1.4.1	K1.1.4.1.1 K1.1.4.1.2 K1.1.4.1.3 K1.1.4.1.4 K1.1.4.1.5 K1.1.4.1.6 K1.1.4.1.7 K1.1.4.1.8	Poaters, cut out pictures depicting the healthy food groups, Chart of the childhood killer diseases Big book, crayons, real/pictures of food items from the food groups, Counters
6	K1.1 All about me	K1.1.5 My environment and my health	K1.1.5.1	K1.1.5.1.1 K1.1.5.1.2 K1.1.5.1.3 K1.1.5.1.4 K1.1.5.1.5 K1.1.5.1.6 K1.1.5.1.7 K1.1.5.1.8	Poster/pictures depicting clean environment, real/pictures of equipment for cleaning, Big Book, Crayons, counters
7&8	K1.1 All about me	K1.1.6 Protecting ourselves from home and road accidents	K1.1.3.1	K1.1.6.1.1 K1.1.6.1.2 K1.1.6.1.3 K1.1.6.1.4 K1.1.6.1.5 K1.1.6.1.6 K1.1.6.1.7	Poster/Pictures depicting causes and prevention of accidents, Big Book, Crayons, counters
9	K1.2 My family	K1.2.1 Types and members of my family	K1.2.1.1	K1.2.1.1.1 K1.2.1.1.2 K1.2.1.1.3 K1.2.1.1.4 K1.2.1.1.5 K1.2.1.1.6 K1.2.1.1.7	Poster/pictures depicting family members, word cards of kinship terms, Big Book, Counters
10	K1.2 My family	K1.2.2 Origin and History of my family	K1.2.2.1	K1.2.2.1.1 K1.2.2.1.2 K1.2.2.1.3 K1.2.2.1.4 K1.2.2.1.5 K1.2.2.1.6 K1.2.2.1.7	Pictures/posters depicting peoples from different parts of Ghana, Ghana map, big Book, Crayons, counters

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11	K1.2 My family	K1.2.3 Family celebrations and festivals	K1.2.3.1	K1.2.3.1.1 K1.2.3.1.1 K1.2.3.1.1 K1.2.3.1.1 K1.2.3.1.1 K1.2.3.1.1 K1.2.3.1.1	Poster/pictures depicting family celebrations e.g. birthday Big Book, Crayons, Counters
12	K1.2 My family	K1.2.4 My school family – rules and regulations	K1.2.4.1	K1.2.4.1.1 K1.2.4.1.2 K1.2.4.1.3 K1.2.4.1.4 K1.2.4.1.5 K1.2.4.1.6	Pictures/posters depicting school/classroom gathering e.g. worship/assembly Big Book, Crayons, counters

Lesson Plan

Week 1

Day/Date Class: KG1 Class Size:	Content Standard	Performance Indicator	Indicator	Key words	Phase/Duration	Resources
Tuesday **10/09/2019**	**K1.1.1.1** Demonstrate the understanding that all children are wonderful and have unique body features that make them different from other people and other God's creation in the environment	Learners can talk about their body parts, and also sing a song about the body	**K1.1.1.1.1** Identify and describe in simple sentences, the features of our body that make us different and unique from other God's creation	Fair, short, dark, tall, hair, beautiful, handsome	**Phase 1 (Starter) 5mins** Let learners say the poem "I am black and beautiful" Ask learners to look at their friends and say something about their friends' body features	Pictures of different people

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			e.g. animals **K1.1.1.1.2** sing an action song that helps learners sing the parts of the body and points to them		**Phase 2 (Main) 20 mins** 1. Sit in a semi-circle, pass a ball and when you have the ball, you answer a few questions e.g. What is your name? How old are you? 2. Talking circle time (pair learners and have them talk about what is unique about their partner) 3. Observe a picture about children and identify the uniqueness of each person 4. Count and say the number of children who are fair/dark, tall/short 5. Listen to a song about the body parts and sing along with actions and dancing	Ball Pictures of different people Counters e.g. straws, bundle of sticks

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					6. Colour the human body according to their complexion and that of their friends 7. listen to a story about the body **Assessment:** Show pictures of different body part for children to identify and briefly talk about **Phase 3: Plenary/Reflections** **Teacher**: Recite the poem "I am black and beautiful" **Learners:** **"** I am black and beautiful God made me so I love my colour because it is a unique colour Black is beautiful"	Crayons, pencils, paper Learning centres

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Wednesday **11/09/2019**	K1.1.1.1 **Demonstrate the understanding that all children are wonderful and have unique body features that make them different from other people and other God's creation in the environment**	**Learners can identify the cover page of a book and use the right vocabulary to describe his/her features**	K1.1.1.1.3 **Recognise and describe the different parts of a book (front page, back) and relate the contents of the text to our body parts** K1.1.1.1.4 **Learn and use new vocabulary related to the parts of the body**	**Front, back, top, down, fair, dark, short, tall, fat, slim**	Phase 1: Starter 5mins **Learners Sing the song "I have one head"** Phase 2: Main 20 mins **1. Learners sit in a semi-circle (Circle Time) and show learners a big book about parts of the human body** **2. Identify the front cover by giving them clues** **3. Read aloud the story to learners. Pause in between the reading and ask learners to make predictions.** **4. Have learners take a walk to observe the conversational posters and toys of human body displayed in class** **5. Have learners go for a listening walk and talk about the sounds they heard from the environment**	**Big book on body parts** **Coversational posters of human the body**

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					6. Put learners in two groups – those who are tall and those who are short. Let them count the number in each group, show the numeral card and let them say it. **7. Have learners draw their their friend and colour it** **8. Make a choice to use any of the learning centres created** **9. Tell learners a story about the body** Assessment: **Identify the parts of a book. In pairs learners use a new word that could be used to describe themselves.** Phase 3: Plenary/reflections **Sing the song "I have one head"**	**Numeral cards** **Paper, crayons, pencils** **Book centre, shopping centre** **Story book**

Thursday 12/09/2019	**K1.1.1.1** Demonstrate	Learners can count	**K1.1.1.1.7**	Special Functions	**Phase 1: Starter 5 mins**	

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	the understanding that all children are wonderful and have unique body features that make them different from other people and other God's creation in the environment	similar body parts and and number them	Create sets of human parts that are similar and represent with numbers up to 5	Beautiful Sneeze blend	Sing the song "show me your head" Ask learner to point to his/her head **Phase 2:Main 20 mins** 1. Sing the song "I have one head" and have learners point to the body parts correctly according to the song 2. In groups of fives, have learners touch and count some body parts to their friends e.g. Touch your eyes and count them 3. Have learners observe a conversational poster of human body, ask one child to point to the head and ask all learners to count. Introduce the numeral 1 by showing the numeral card 4. Count other parts which are also single and pick the numeral 1 and paste it on the part e.g I have 1 nose	A book with body parts Numeral cards, counters

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					5. Count other parts which comes in pairs and introduce the numeral 2. Distribute the numeral cards 1 and 2, let children turn to their partner and point to a body part which has 1 or 2 members 6. Write numerals 1 and 2 in the air, in the sand tray, and write on a sheet of paper 7. Ask learners to identify the body parts, listen to initial letter sound and say 8. Draw any part of the body which has one or two members. Have learners write the numeral under the drawing 9. Make a choice to use any of the learning centres created. 10. Learners listen to a story about the human body **Assessment** Have learners display their art work and let them	Cards, Markers Crayons, pencils, book Shopping centre, home centre Story book

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					compare them to others **Phase 3: Plenary/reflections** Sing the song "I have one head"	

Friday **13/09/2019**	K1.1.1.1 **Demonstrate the understanding that all children are wonderful and have unique body features that make them different from other people and other God's creation in the environment**	**Learners can clap the syllables of the names of the body parts and also clap to the rhythm of the song.**	K1.1.1.1.5 **Sing songs about the body parts and letters of the alphabet and clap hands on the rhythm of the song** K1.1.1.1.6 **Draw picture of themselves and scribble freely underneath the picture**	**Shoulders Elbow Knee armpit**	Phase 1: Starter **1. Learners talk about their body parts and say the rhyme "show me your head"** **2. In an out-door activity, perform physical activities using the body** **3. Sing songs about the body parts and point them accordingly** **4. Using the talking circle, mention and point a particular body part then clap the syllables** **5. Put learners into groups of four, ask them to do finger-counting game – One person puts out fingers up to five, the other members count and say the**	**Book with body parts** **Numeral cards,**

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					number then pick the numeral card to match with the number **6. Learners draw any part of the body that interests them** **7. Listen to a story about the body** Assessment **Have learners display their art work and let them compare them to others** Phase 3: Plenary/Reflections **Recite the rhyme "Fruits, Fruits, Fruits"**	**Paper, pencils, crayons** **Story book**

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Weekly Lesson Plan

Week 2

KG 1

Learning Indicator(s)	**K1.1.2.1.1 Describe the functions of the parts of the human body that we can see**
Performance Indicator	Learners can talk about their body parts, and also sing a song about the body
Week ending	20/9/2019
Reference	KG Curriculum
Class	KG One
Teaching and Learning resources	Pictures of the parts of the body Crayons, pencil, paper, ball, counters

Days	**Phase 1: Starter 5 Mins**	**Phase 2: Main 20 Mins**	**Phase 3: Reflection**
Monday	Let learners sing a song about the body parts and what they can do e.g. "what can the eyes do?" They can see	1. Post a conversation poster about the body parts that we can see. Ask the to mention some parts of the body that are inside us that we cannot see. 2. Have learners perform activities to identify the functions of the body parts e.g. Blindfold learner and ask him/her to take a ball 3. Count and say the number of body parts you can see **Assessment**	**Teacher**: Recite the poem "I am black and beautiful" **Learners:** **"** I am black and beautiful God made me so I love my colour because it is a unique colour Black is beautiful"

		Pupils draw and colour the body parts they use to see, hear, smell etc	
Tuesday	Ask learners to look at their friends and say something about their friends' body features	1. Have learners perform activities to identify the functions of the body parts e.g. Blindfold learner and ask him/her to take a ball 2. Observe a picture about children and identify the uniqueness of each person 3. Listen to a song about the body parts and sing along with actions and dancing 4. Have learners count the body parts of their partner and compare to theirs **Assessment** Learners match the body parts to their functions	**Teacher**: Recite the poem "I am black and beautiful" **Learners:** **"** I am black and beautiful God made me so I love my colour because it is a unique colour Black is beautiful"
Wednesday	Let learners sing a song about the body parts and what they can do e.g. "what can the eyes do?" They can see	1. listen to a story about the body 2. Draw and colour parts of the body 3. Listen to a song about the body parts and sing along with actions and dancing 4. Have learners describe the	Learners recite the rhyme "This is my head"

		functions of their body parts with new vocabulary E.g. I can see with my eyes **Assessment** Learners observe the body parts of their partner use it to sing whie pointing to the correct body part e.g. This is your head	
Thursday	Let learners sing a song about the body parts and what they can do e.g. "what can the eyes do?" They can see	1. listen to a story about the body 2. Draw and colour parts of the body 3. Listen to a song about the body parts and sing along with actions and dancing 4. Have learners describe the functions of their body parts with new vocabulary e.g. see, smell 5. Engage learners in activities to count the total body parts in the class. E.g Learners count the number of heads in the class and pick the correct numeral card **Assessment** Learners draw and colour their body parts	**Teacher**: Recite the poem "I am black and beautiful" **Learners:** **"** I am black and beautiful God made me so I love my colour because it is a unique colour Black is beautiful"
Friday	Let learners sing a song about the body parts and what they	1. Observe a picture about children and identify the	**Teacher**: Recite the poem "I am black and beautiful"

	can do e.g. “what can the eyes do?” They can see	uniqueness of each person 2. Listen to a song about the body parts and sing along with actions and dancing 3. Have learners describe the functions of their body parts with new vocabulary e.g. see, smell 4. Learners listen to story about the body parts **Assessment** Learners draw the body parts of their teacher	**Learners:** **“** I am black and beautiful God made me so I love my colour because it is a unique colour Black is beautiful”

Weekly Lesson Plan

Week 3

KG 1

Learning Indicator(s)	**K1.1.3.1. Demonstrate understanding of the importance of personal hygiene and how to care for my body parts e. g. hand, feet finger nails- washing, face washing,**
Performance Indicator	Learners can take care of their body by taking their bath, cleaning their teeth etc
Week ending	27/9/2019
Reference	KG Curriculum
Class	KG One
Teaching and Learning resources	Cut-out pictures of materials for caring for the body, Big Book, counters,crayons, pencil, paper,

Days	**Phase 1: Starter 5 Mins**	**Phase 2: Main 20 Mins**	**Phase 3: Reflection**
Monday	Let learners sing a song about taking care of the body e.g. “This is the way I wash my face”	1. Have learners sit in a semi-circle (community circle time), sing a song (This is the way I brush my teeth, brush my teeth, 2×) and call out parts of the body that should be cared for and	Let learners sing a song about taking care of the body e.g. “This is the way I wash my face”

		have learners touch that part to show comprehension. E.g. I brush my teeth, I cut my fingernails short, etc.. 2. Show a video clip and let the learners watch the correct ways to care for each part of the body 3. Guide learners to count the materials used to clean the body (e.g. soap, toothbrush, toothpaste, sponge, etc.) seen in the video clip and/or those listed on the board. **Assessment** Pupils draw some materials used to take care of the body	
Tuesday	Let learners sing a song about taking care of the body e.g. "This is the way I wash my face"	1. Read aloud from the (BIG BOOK) and demonstrate how to care for the different parts of the body. E.g. wash your face and hands, brush your teeth, cut your finger nails etc.)	Let learners sing a song about taking care of the body e.g. "This is the way I wash my face"

		2. Observe pictures about materials used to care for different parts of the body. 3. Listen to a song about caring for the different parts of the body. Let learners sing along with actions 4. Listen to a story about caring for the body 5. Show picture of different parts put in a set e.g. two eyes, one mouth, two hands, five fingers matched with 5 toes. Model how to match and have learners match them in their workbook. **Assessment** Learners match the body parts to the materials for taking acare of them	
Wednesday	Let learners sing a song about taking care of the body.	1. Guide learners to count the materials used to clean the body (e.g. soap,	Let learners sing a song about taking care of the body e.g.

		toothbrush, toothpaste, sponge, etc listed on the board. 2. Stress the words that show caring for the body as learners sing songs about personal care of the body parts and clap hands on the rhythm of the songs E.g. wash, brush, cut nails. 3. With the aid of cut-out pictures of body cleaning tools, have learners pick and demonstrate appropriate way of how that tool is used to clean the body. 4. Have learners listen to a story about taking care of the body 5. Show and explain why children's books have the visual information at the front part and how it helps a reader before reading.	"This is the way I wash my face"

		6. Have learners talk about illustrations at the cover of the book relating to care of the body. **Assessment** Learners observe the body parts of their partner and use it to sing a song about caring for the body parts e.g. “Is this the way you brush your teeth?”	
Thursday	Let learners sing a song about the body parts and what they can do e.g. “what can the eyes do?” They can see	1. Stress the words that show caring for the body as learners sing songs about personal care of the body parts and clap hands on the rhythm of the songs E.g. wash, brush, cut nails. 2. Display cut-out pictures of materials used to clean the body and have learners count them. 3. Listen to a song about caring for the	Let learners sing a song about taking care of the body e.g. “This is the way I wash my face”

		body parts and sing along with actions and dancing 4. Match the parts of the body to the tools we use in caring for the body and colour them with same colour. E.g. soap matched with the hand and brush with the teeth 5. Observe pictures about materials used to care for different parts of the body and draw them **Assessment** Learners draw/trace and colour some materials for caring for the body	
Friday	Let learners sing a song about the body parts and what they can do e.g. "what can the eyes do?" They can see	1. Observe pictures about materials used to care for different parts of the body and draw them 2. Listen to a song about caring for the body and sing along with actions and dancing	Let learners sing a song about taking care of the body e.g. "This is the way I wash my face"

		3. Read aloud from the (BIG BOOK) and demonstrate how to care for the different parts of the body. E.g. wash your face and hands, brush your teeth, cut your finger nails etc.) 4. Have learners use key words learnt to demonstrate caring for the body e.g. wash, nails, brush **Assessment** Learners draw/trace and colour some materials for caring for the body	

KG 1

Week 4 Lesson Plan

Date: 30/09/2019 **Day: Monday** **Class: KG 1 Class size:**	**Strand: K1.1 All about me** **Sub-Strand:** Keeping my Body healthy by eating good food and taking my vaccination (K.1.1.4)
Content Standard: K1.1.4.1 Demonstrate the understanding that eating good food and taking all my childhood vaccinations will keep me growing healthy and strong.	**Indicator: K1.1.4.1.1** Mention different types of food we eat at home and classify those that can make us grow healthy. (Body building food, energy giving food etc.) **K1.1.4.1.2** Tell their own short stories about pictures in the Big to read
Performance Indicator: Learners eat at home and in school	**Core Competencies/Values: Communication and collaboration (CC), Critical thinking and Problem-solving skills**
Key words: healthy, mug, jug, grow	

Phase/Duration	**Learners activities**	**Resources**
Phase 1 (Starter): 5 mins	Sing songs e.g. Pawpaw is a kind of fruit	
Phase 2 (New Learning including Assessment) 20 minutes	• Learners sit in a semi-circle (community circle time) and talk about the food they eat at home. • Through questions and answers, find out from learners the things we have to do to keep healthy and strong.	Posters depicting healthy food groups

	• Show them two conversational posters, one on different types of food and one at the hospital. • With the aid of pictures, have them talk about the types of balanced food we need to eat to help us grow. For instance: We have 1. Fats and Oil Foods: Such foods are high in fat and sugar 2. Protein (beef, chicken), 3. Carbohydrates (starchy food, bread, cereal and rice group), 4. Calcium Rich Foods help the bones, 5. Fruit and Vegetable, 6. Whole Grain food such as bread, wheat, 7. Food and drinks high sugar. Encourage learners to share experiences • Have learners draw different foods they eat at home • Have learners count the number of food items displayed on a poster or on the table. • Have learners talk about the pictures in the book and ask them to make connections to the written symbols. Learners retell story read to. Using word of the day, encourage learners to give examples of words that contain the prominent sound in the word of the day e.g. mug: jug, hug, tug, etc. **Assessment** Learners draw their favorite food	Pictures Pencils. Crayons, paper Big Book
Phase 3: Plenary/Reflections 5 minutes	Sing songs e.g. Pawpaw is a kind of fruit	

Date: 1/10/2019 **Day: Tuesday** **Class: KG 1** **Class size:**	**Strand: K.1.1 All about me** **Sub-Strand:** Keeping my Body healthy by eating good food and taking my vaccination (K.1.1.4)

Content Standard: K1.1.4.1 Demonstrate the understanding that eating good food and taking all my childhood vaccinations will keep me growing healthy and strong.	**Indicator: K1.1.4.1.3** Listen attentively, respond to an information text about foods we eat to keep healthy and use new content words learnt to create simple sentence (orally) on how to keep healthy. **K1.1.4.1.4 Count and clap the keywords in songs about types of food.**
Performance Indicator: Learners eat at home and in school	**Core Competencies/Values: Communication and collaboration (CC), Critical thinking and Problem-solving skills**
Key words: meal, eat, grow, healthy	

Phase/Duration	**Learners activities**	**Resources**
Phase 1 (Starter): 5 mins	Sing songs e.g. Pawpaw is a kind of fruit	
Phase 2 (New Learning including Assessment) 20 minutes	• Have learners sit in a semi-circle (community circle time), as they listen attentively to the Teacher -read-aloud text on balanced diet. • Mention and discuss the different food types we have as it is explained in the book and on the conversational poster you show to them. • Have learners count the examples of foods identified under the given food group/types and represent them in sets. • Guide learners to examine the food they eat at home and/or bring to school, to find out whether they are eating a balanced meal. Talk about some food items that are not very healthy, e.g. sugar drinks. • Mention some food items in the environment that they need to be eating and draw their favourite. E.g. They should add kontomire and other green leaf to their food and also eat a lot of different types of fruit. • Have learners use the new words learnt to construct simple sentences orally in relation to keeping healthy • Have learners talk about the pictures in the book and ask them to make connections to the written symbols. • Learners retell story read to.	Posters showing different kinds of foods Pictures Big Book

	• In whole class group, model how to sing and clap and count words in a song. Learners follow your example and sing, clap and count number of words in the song about food They can also jump on each word and count and share with their friends the number of the keywords in the song. **Assessment** Learners mention the things to do to keep them healthy	Counters
Phase 3: Plenary/Reflections 5 minutes	Sing songs e.g. Pawpaw is a kind of fruit	

Date: 2/10/2019 **Day: Wednesday** **Class: KG 1 Class size:**	**Strand: K.1.1 All about me** **Sub-Strand:** Keeping my Body healthy by eating good food and taking my vaccination (K.1.1.4)
Content Standard: K1.1.4.1 Demonstrate the understanding that eating good food and taking all my childhood vaccinations will keep me growing healthy and strong.	**Indicator: K1.1.4.1.5 Sing Alphabet song about food and identify the beginning letter of the most common food item in season in the environment. E.g. Banana begins with /b/** **K1.1.4.1.6 Draw a picture of any food item that has its name beginning with the letter B and write the letter underneath.**
Performance Indicator: Learners eat at home and in school	**Core Competencies/Values: Communication and collaboration (CC), Critical thinking and Problem-solving skills**
Key words: healthy, grow	

Phase/Duration	**Learners activities**	**Resources**
Phase 1 (Starter): 5 mins	Sing songs e.g. Pawpaw is a kind of fruit	

Phase 2 (New Learning including Assessment) 20 minutes	• Learners sing an alphabet song and identify the letter that begins the name of the food item. Create letter cards with the letter and picture of the food item. Play a memory game where the learners will pick the letter card that matches with other food items with the same beginning letter [E.g. banana, beans, banku, bread, boodoo,] Mix the picture cards of food items that do not have /b/ starting their names with other cards. • Through "Show and Tell" have learners pick the picture card that matches with a 'B' food item and show it to the class. Have them pronounce the names of the food item first and if it does not begin with the letter for the week, they put the picture aside. • Have them group words in sets according to the following: Set A: Words that begin with the letter of the week Set B: Words that do not begin with the letter of the week • The teacher models how to write the letter in the air and have the learners do same. After much practice as a whole class and in small groups, the learners write the letter in the sand and finally use crayon to draw a food item and write the letter underneath it. Have learners talk about their work **Assessment** Learners mention the things to do to keep them healthy	Letter cards Picture cards, food items crayons
Phase 3: Plenary/Reflections 5 minutes	Sing songs e.g. Pawpaw is a kind of fruit	

Date: 3/10/2019 **Day: Thursday** **Class: KG 1** **Class size:**	**Strand: K.1.1 All about me** **Sub-Strand:** Keeping my Body healthy by eating good food and taking my vaccination (K.1.1.4)
Content Standard: K1.1.4.1 Demonstrate the understanding that eating good food and taking all my childhood vaccinations will keep me growing healthy and strong.	**Indicator: K1.1.4.1.7 Sort and classify different food items under the six food groups and sort the food items that keep the body healthy into shapes**

	K1.1.4.1.6 Draw a picture of any food item that has its name beginning with the letter B and write the letter underneath. **K1.1.4.1.8 Sing and dance to traditional songs about foods**	
Performance Indicator: Learners eat at home and in school	**Core Competencies/Values: Communication and collaboration (CC), Critical thinking and Problem-solving skills**	
Key words: healthy, grow, less than, more than		
Phase/Duration	**Learners activities**	**Resources**
Phase 1 (Starter): 5 mins	Sing songs e.g. Pawpaw is a kind of fruit	
Phase 2 (New Learning including Assessment) 20 minutes	• Bring different food items to the class. Explain the food groups to them. In small groups, let them classify the food items into the six food groups. • Have learners sort food items that keep the body healthy into shapes and talk about them. Extend the activity to other non-food items (e.g. tables, chairs, cups, etc.). • Have them compare the quantities and work on “less than” and “more than” at the centres. • Learners draw any food that keeps them healthy. • Have learners listen to a story on healthy food • Have learners sing traditional songs about food in their locality **Assessment** Learners mention the food groups	Food items Crayons Big book
Phase 3: Plenary/Reflections 5 minutes	Sing songs e.g. Pawpaw is a kind of fruit	

Date: 4/10/2019 **Day: Friday** **Class: KG 1** **Class size:**	**Strand: K.1.1 All about me** **Sub-Strand:** Keeping my Body healthy by eating good food and taking my vaccination (K.1.1.4)
Content Standard: K1.1.4.1 Demonstrate the understanding that eating good food and taking all my childhood vaccinations will keep me growing healthy and strong.	**Indicator: K1.1.4.1.7 Sort and classify different food items under the six food groups and sort the food items that keep the body healthy into shapes** **K1.1.4.1.8 Sing and dance to traditional songs about foods**
Performance Indicator: Learners eat at home and in school	**Core Competencies/Values: Communication and collaboration (CC), Critical thinking and Problem-solving skills**
Key words: healthy, grow, less than, more than	

Phase/Duration	**Learners activities**	**Resources**
Phase 1 (Starter): 5 mins	Sing songs e.g. Pawpaw is a kind of fruit	
Phase 2 (New Learning including Assessment) 20 minutes	• Bring different food items to the class. Explain the food groups to them. In small groups, let them classify the food items into the six food groups. • Have learners sort food items that keep the body healthy into shapes and talk about them. Extend the activity to other non-food items (e.g. tables, chairs, cups, etc.). • Have them compare the quantities and work on “less than” and “more than” at the centres. • Learners draw any food that keeps them healthy. • Have learners listen to a story on healthy food • Play different musical instrument and dance to the tunes to keep the body healthy. Have learners do oral classification of foods mentioned in songs under the food groups **Assessment** Learners mention the food groups	Food items Crayons Musical instruments

Phase 3: Plenary/Reflections 5 minutes	Sing songs e.g. Pawpaw is a kind of fruit	

KG 1

Week 5 Lesson Plan

Date: 7/10/2019 **Day: Monday** **Class: KG 1 Class size:**	**Strand: K1.1 All about me** **Sub-Strand:** Keeping my Body healthy by eating good food and taking my vaccination (K.1.1.4)
Content Standard: K1.1.4.1 Demonstrate the understanding that eating good food and taking all my childhood vaccinations will keep me growing healthy and strong.	**Indicator: K1.1.4.1.1** Mention different types of food we eat at home and classify those that can make us grow healthy. (Body building food, energy giving food etc.) **K1.1.4.1.2** Tell their own short stories about pictures in the Big to read
Performance Indicator: Learners eat at home and in school	**Core Competencies/Values: Communication and collaboration (CC), Critical thinking and Problem-solving skills**
Key words: healthy, mug, jug, grow	

Phase/Duration	**Learners activities**	**Resources**
Phase 1 (Starter): 5 mins	Sing songs e.g. Pawpaw is a kind of fruit	
Phase 2 (New Learning including Assessment) 20 minutes	• Learners sit in a semi-circle (community circle time) and talk about the food they eat at home. • Through questions and answers, find out from learners the things we have to do to keep healthy and strong.	Posters depicting healthy food groups

	• Show them two conversational posters, one on different types of food and one at the hospital. • With the aid of pictures, have them talk about the types of balanced food we need to eat to help us grow. For instance: We have 1. Fats and Oil Foods: Such foods are high in fat and sugar 2. Protein (beef, chicken), 3. Carbohydrates (starchy food, bread, cereal and rice group), 4. Calcium Rich Foods help the bones, 5. Fruit and Vegetable, 6. Whole Grain food such as bread, wheat, 7. Food and drinks high sugar. Encourage learners to share experiences • Have learners draw different foods they eat at home • Have learners count the number of food items displayed on a poster or on the table. • Have learners talk about the pictures in the book and ask them to make connections to the written symbols. Learners retell story read to. Using word of the day, encourage learners to give examples of words that contain the prominent sound in the word of the day e.g. mug: jug, hug, tug, etc. **Assessment** Learners draw their favorite food	Pictures Pencils. Crayons, paper Big Book
Phase 3: Plenary/Reflections 5 minutes	Sing songs e.g. Pawpaw is a kind of fruit	

Date: 8/10/2019 **Day: Tuesday** **Class: KG 1** **Class size:**	**Strand: K.1.1 All about me** **Sub-Strand:** Keeping my Body healthy by eating good food and taking my vaccination (K.1.1.4)

Content Standard: K1.1.4.1 Demonstrate the understanding that eating good food and taking all my childhood vaccinations will keep me growing healthy and strong.	**Indicator: K1.1.4.1.3** Listen attentively, respond to an information text about foods we eat to keep healthy and use new content words learnt to create simple sentence (orally) on how to keep healthy. **K1.1.4.1.4 Count and clap the keywords in songs about types of food.**
Performance Indicator: Learners eat at home and in school	**Core Competencies/Values: Communication and collaboration (CC), Critical thinking and Problem-solving skills**
Key words: meal, eat, grow, healthy	

Phase/Duration	**Learners activities**	**Resources**
Phase 1 (Starter): 5 mins	Sing songs e.g. Pawpaw is a kind of fruit	
Phase 2 (New Learning including Assessment) 20 minutes	• Have learners sit in a semi-circle (community circle time), as they listen attentively to the Teacher -read-aloud text on balanced diet. • Mention and discuss the different food types we have as it is explained in the book and on the conversational poster you show to them. • Have learners count the examples of foods identified under the given food group/types and represent them in sets. • Guide learners to examine the food they eat at home and/or bring to school, to find out whether they are eating a balanced meal. Talk about some food items that are not very healthy, e.g. sugar drinks. • Mention some food items in the environment that they need to be eating and draw their favourite. E.g. They should add kontomire and other green leaf to their food and also eat a lot of different types of fruit. • Have learners use the new words learnt to construct simple sentences orally in relation to keeping healthy • Have learners talk about the pictures in the book and ask them to make connections to the written symbols. • Learners retell story read to.	Posters showing different kinds of foods Pictures Big Book

	• In whole class group, model how to sing and clap and count words in a song. Learners follow your example and sing, clap and count number of words in the song about food They can also jump on each word and count and share with their friends the number of the keywords in the song. **Assessment** Learners mention the things to do to keep them healthy	Counters
Phase 3: Plenary/Reflections 5 minutes	Sing songs e.g. Pawpaw is a kind of fruit	

Date: 9/10/2019 **Day: Wednesday** **Class: KG 1 Class size:**	**Strand: K.1.1 All about me** **Sub-Strand:** Keeping my Body healthy by eating good food and taking my vaccination (K.1.1.4)
Content Standard: K1.1.4.1 Demonstrate the understanding that eating good food and taking all my childhood vaccinations will keep me growing healthy and strong.	**Indicator: K1.1.4.1.5 Sing Alphabet song about food and identify the beginning letter of the most common food item in season in the environment. E.g. Banana begins with /b/** **K1.1.4.1.6 Draw a picture of any food item that has its name beginning with the letter B and write the letter underneath.**
Performance Indicator: Learners eat at home and in school	**Core Competencies/Values: Communication and collaboration (CC), Critical thinking and Problem-solving skills**
Key words: healthy, grow	

Phase/Duration	**Learners activities**	**Resources**
Phase 1 (Starter): 5 mins	Sing songs e.g. Pawpaw is a kind of fruit	

Phase 2 (New Learning including Assessment) 20 minutes	• Learners sing an alphabet song and identify the letter that begins the name of the food item. Create letter cards with the letter and picture of the food item. Play a memory game where the learners will pick the letter card that matches with other food items with the same beginning letter [E.g. banana, beans, banku, bread, boodoo,] Mix the picture cards of food items that do not have /b/ starting their names with other cards. • Through "Show and Tell" have learners pick the picture card that matches with a 'B' food item and show it to the class. Have them pronounce the names of the food item first and if it does not begin with the letter for the week, they put the picture aside. • Have them group words in sets according to the following: Set A: Words that begin with the letter of the week Set B: Words that do not begin with the letter of the week • The teacher models how to write the letter in the air and have the learners do same. After much practice as a whole class and in small groups, the learners write the letter in the sand and finally use crayon to draw a food item and write the letter underneath it. Have learners talk about their work **Assessment** Learners mention the things to do to keep them healthy	Letter cards Picture cards, food items crayons
Phase 3: Plenary/Reflections 5 minutes	Sing songs e.g. Pawpaw is a kind of fruit	

Date: 10/10/2019 **Day: Thursday** **Class: KG 1** **Class size:**	**Strand: K.1.1 All about me** **Sub-Strand:** Keeping my Body healthy by eating good food and taking my vaccination (K.1.1.4)
Content Standard: K1.1.4.1 Demonstrate the understanding that eating good food and taking all my childhood vaccinations will keep me growing healthy and strong.	**Indicator: K1.1.4.1.7 Sort and classify different food items under the six food groups and sort the food items that keep the body healthy into shapes**

	K1.1.4.1.6 Draw a picture of any food item that has its name beginning with the letter B and write the letter underneath. **K1.1.4.1.8 Sing and dance to traditional songs about foods**	
Performance Indicator: Learners eat at home and in school	**Core Competencies/Values: Communication and collaboration (CC), Critical thinking and Problem-solving skills**	
Key words: healthy, grow, less than, more than		
Phase/Duration	**Learners activities**	**Resources**
Phase 1 (Starter): 5 mins	Sing songs e.g. Pawpaw is a kind of fruit	
Phase 2 (New Learning including Assessment) 20 minutes	• Bring different food items to the class. Explain the food groups to them. In small groups, let them classify the food items into the six food groups. • Have learners sort food items that keep the body healthy into shapes and talk about them. Extend the activity to other non-food items (e.g. tables, chairs, cups, etc.). • Have them compare the quantities and work on “less than” and “more than” at the centres. • Learners draw any food that keeps them healthy. • Have learners listen to a story on healthy food • Have learners sing traditional songs about food in their locality **Assessment** Learners mention the food groups	Food items Crayons Big book
Phase 3: Plenary/Reflections 5 minutes	Sing songs e.g. Pawpaw is a kind of fruit	

Date: 11/10/2019 **Day: Friday** **Class: KG 1** **Class size:**	**Strand: K.1.1 All about me** **Sub-Strand:** Keeping my Body healthy by eating good food and taking my vaccination (K.1.1.4)
Content Standard: K1.1.4.1 Demonstrate the understanding that eating good food and taking all my childhood vaccinations will keep me growing healthy and strong.	**Indicator: K1.1.4.1.7 Sort and classify different food items under the six food groups and sort the food items that keep the body healthy into shapes** **K1.1.4.1.8 Sing and dance to traditional songs about foods**
Performance Indicator: Learners eat at home and in school	**Core Competencies/Values: Communication and collaboration (CC), Critical thinking and Problem-solving skills**
Key words: healthy, grow, less than, more than	

Phase/Duration	**Learners activities**	**Resources**
Phase 1 (Starter): 5 mins	Sing songs e.g. Pawpaw is a kind of fruit	
Phase 2 (New Learning including Assessment) 20 minutes	• Bring different food items to the class. Explain the food groups to them. In small groups, let them classify the food items into the six food groups. • Have learners sort food items that keep the body healthy into shapes and talk about them. Extend the activity to other non-food items (e.g. tables, chairs, cups, etc.). • Have them compare the quantities and work on “less than” and “more than” at the centres. • Learners draw any food that keeps them healthy. • Have learners listen to a story on healthy food • Play different musical instrument and dance to the tunes to keep the body healthy. Have learners do oral classification of foods mentioned in songs under the food groups **Assessment** Learners mention the food groups	Food items Crayons Musical instruments

Phase 3: Plenary/Reflections 5 minutes	Sing songs e.g. Pawpaw is a kind of fruit	

WEEKLY SCHEME OF LEARNING –WEEK SIX

KG ONE

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WEEKLY LESSON PLAN FOR KG 1- WEEK FIVE

DATE: **DAY**: Monday **CLASS**: KG1	**STRAND**: ALL ABOUT ME **SUB STRAND**: MY ENVIRONMENT AND MY HEALTH
CONTENT STANDARD: K1.1.5.1 Demonstrate understanding of how keeping our home and school environment clean can keep us healthy and strong.	**INDICATORS**: K1.1.5.1.1 **K1.1.5.1.2** **PERFORMANCE INDICATOR**: • Learners can talk about how we can keep our environment clean in order to avoid getting sick. • Learners can recognize that written symbols in books carry important information about the pictures**.**
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL), Critical thinking and innovation (CI) Creativity.	
KEY WORDS:	

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER *10 MINS* **(Preparing the Brain for Learning)**	Have learners to sing familiar songs and recite rhymes they know. <u>HOT CROSS BUNS</u> Hot cross buns hot cross buns One a penny two a penny Hot cross buns If you have no daughters Give them to your sons One penny two a penny Hot cross buns	
PHASE 2: MAIN *40MINS* **(New Learning Including Assessment)**	Have learners sit in a semi-circle (community circle time) and sing a song related to keeping the environment clean. Show them a conversational poster with people defecating around their homes and at school Teacher and pupils discuss the causes of sickness. Teacher asks the learners how our environment can cause us to be sick.	Poster/ cut out picture depicting clean environment, Real / pictures of cleaning equipment. Cut out shapes, big books, counters, crayons

	Using think-pair-share, have learners contribute to how we make the environment dirty. E.g. Some ideas can be: when we throw papers/rubbish about, bushy and gutters are choked. Animals walking through rivers, learners walking in the garbage area, People washing in the rivers. Etc. Create more situations of a dirty village and ask learners to think about how to change the situation and avoid sickness. E.g. What do we do make our classroom/school compound clean from litter? What do we do to stop people from going to toilet all around our home and the school compound? What do we do to avoid getting sick? E.g. Washing hand with soap and water, put rubbish or unwanted papers and rubbish in bins, etc. Teacher and people do a picture walk through the Big book page by page. Ask learners to tell a story about the pictures they see. Through interactive reading of a big book, have learners compare their story to the author's version to see if they are similar or different. Take Learners out of the class to the field for a stretch up. Engage Learners to use any of the play toys available. Make a choice to use any of the learning centers created Listen to a story on health and environment	

	Assessment: call out learners in turns to talk about how we can keep our environment clean	
PHASE 3: REFLECTION *10MINS* **(Learner and Teacher)**	Review lesson with Learners by singing songs in relation to it	

DATE: **DAY**: Tuesday **CLASS**: KG1	**STRAND**: ALL ABOUT ME **SUB STRAND**: MY ENVIRONMENT AND MY HEALTH
CONTENT STANDARD: K1.1.5.1 Demonstrate understanding of how keeping our home and school environment clean can keep us healthy and strong.	**INDICATORS**: **K1.1.5.1.3 K1.1.5.1.4** **PERFORMANCE INDICATOR**: • Learners can listen attentively to the read aloud text and share what they have learnt about diseases we can get from dirty environments • Learners can compose their stories about pictures in the book to be read to enable them to understand that important messages are hidden in books.
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL), Critical thinking and innovation (CI) Creativity	
KEY WORDS:	

PHASE/DURATION	**LEARNERS ACTIVITIES**	**RESOURCES**
PHASE 1: STARTER *10 MINS* **(Preparing the Brain for Learning)**	Have learners to sing familiar songs and recite rhymes they know. <u>GOOSEY GOOSEY GANDER</u> Goosey goosey gander Where shall I wander Upstairs and downstairs And in my lady's chamber There I met an old man Who would not say his prayers I took him by the left leg And threw him down the stairs	
PHASE 2: MAIN *40MINS* **(New Learning Including Assessment)**	Using Teacher-read-aloud and listening Comprehension, introduce learners to KWL strategy as you read the informational book on the Diseases we get from the environment. Explain the KWL strategy as **K**: What do you *know*, **W**: What do you *want* to know and **L**: What have you *learnt* **K**- Before reading, have learners tell you all they know about how dirty environment can make people sick. **W**- Ask learners what they want to know about how the environment affects our health	Poster/ cut out picture depicting clean environment, Real / pictures of cleaning equipment. Cut out shapes, big books, counters, crayons

	During the reading: Have learners listen attentively as you read aloud, pause often to allow them to share their understanding of the text. (BIG BOOK). **L**- Have learners share what they have learnt about the theme Learners should be given the opportunity to walk round the school campus and clean, throwing away tins and empty cans with water that could breed mosquitoes which could make people sick of Malaria. Learners create their own stories about the pictures in the Big book before it is read aloud to them. Stress on cleanliness words during the reading activity (e.g. neat, clean, tidy, and clear, etc.). Learners come up with rules about how to take good care of books because books contain important information. Have learners draw clean classroom and talk about their drawing. Help learners sound out cleanliness words on word card and have them fill in the missing letters of selected ones written on the board. They can also have vocabulary games with cut out words and letters on cleanliness words. Have learners count and classify words by colour and length Take Learners out of the class to the field for a stretch up. Engage Learners to use any of the play toys available. Make a choice to use any of the learning centers created Listen to a story on health and environment	

	Assessment: call learners in turns to tell the class stories they have composed from pictures in the books they read	
PHASE 3: REFLECTION *10MINS* **(Learner and Teacher)**	Review lesson with Learners by singing songs in relation to it	

DATE: **DAY**: Wednesday **CLASS**: KG1	**STRAND**: ALL ABOUT ME **SUB STRAND**: MY ENVIRONMENT AND MY HEALTH

CONTENT STANDARD: K1.1.5.1 Demonstrate understanding of how keeping our home and school environment clean can keep us healthy and strong.	**INDICATORS:** K1.1.5.1.5 K1.1.5.1.6 **PERFORMANCE INDICATOR**: • Learners can sing alphabet songs that contain the letter of the week. • Learners can begin to write letters of the alphabet

CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL), Critical thinking and innovation (CI) Creativity

KEY WORDS:

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER *10 MINS* **(Preparing the Brain for Learning)**	Have learners to sing familiar songs and recite rhymes they know. <u>HICKORY DICKORY DOCK</u> Hickory, dickory, dock The mouse ran up the clock The clock struck one The mouse ran down Hickory, dickory, dock	
PHASE 2: MAIN *40MINS* **(New Learning Including Assessment)**	Introduce the letter for the week, e.g. the lower case of the vowel /a/ Write it boldly on the whiteboard or chalkboard. Introduce a key word in which they can find the letter of the week. The word should be related to a disease from the environment such as *malaria*, *cholera, etc.* Read the word and let learners repeat it three times after you. Hold letter cards of different names and words for learners to identify the letter '**a**' in it. Ask learners who have the two letters /b/ and /a/ in their names to stand and mention their names.	Poster/ cut out picture depicting clean environment, Real / pictures of cleaning equipment. Cut out shapes, big books, counters, crayons

	Learners exercise their wrist and fingers by clapping and shaking them as they sing a local song. Model how to write the letter in the air and have the learners practice with you in the air, the sand and then onto a slate. Have them practice writing the letter on the back of their friends. Have them talk about their experience Take Learners out of the class to the field for a stretch up. Engage Learners to use any of the play toys available. Make a choice to use any of the learning centers created Listen to a story on health and environment **Assessment**: call out learners in turns to sing alphabet songs and write letters of the alphabet	
PHASE 3: REFLECTION *10MINS* **(Learner and Teacher)**	Review lesson with Learners by singing songs in relation to it	

DATE: **DAY**: Thursday **CLASS**: KG1	**STRAND**: ALL ABOUT ME **SUB STRAND**: MY ENVIRONMENT AND MY HEALTH

CONTENT STANDARD: K1.1.5.1 Demonstrate understanding of how keeping our home and school environment clean can keep us healthy and strong.	**INDICATORS**: **K1.1.5.1.7** **PERFORMANCE INDICATOR**: Learners can prepare posters with pictures cut from calendar and newspapers to post in the environment cautioning people not to make the place dirty**.**

CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL), Critical thinking and innovation (CI) Creativity

KEY WORDS:

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER *10 MINS* **(Preparing the Brain for Learning)**	Have learners to sing familiar songs and recite rhymes they know. <u>DING DONG BELL</u> Ding dong bell pussy's in the well Who put her in little tommy thin Who pulled her out little tommy stout What a naughty boy was that To drown poor pussy cat	
PHASE 2: MAIN *40MINS* **(New Learning Including Assessment)**	Provide newspaper cutting or pictures from calendars showing what people do to mess the environment Have pupils (in small groups) prepare posters and write big "NO" on each poster with each group choosing just one colour from the three selected colours. Have learners sort their final works into same colours and count the quantity of each. Let learners represent their count with model numbers and write them in their books or floor Take learners for a walk outside and have them post "NO" poster all over the school compound to encourage cleanliness practice. Sing songs and recite rhymes about how to keep the environment clean and healthy	Poster/ cut out picture depicting clean environment, Real / pictures of cleaning equipment. Cut out shapes, big books, counters, crayons

	Have learners to sing the songs and dance with actions Take Learners out of the class to the field for a stretch up. Engage Learners to use any of the play toys available. Make a choice to use any of the learning centers created Listen to a story on health and environment **Assessment**: share roles to learners and guide them to role-play how to keep the environment clean and healthy	
PHASE 3: REFLECTION *10MINS* **(Learner and Teacher)**	Review lesson with Learners by singing songs in relation to it	

DATE: **DAY**: Friday **CLASS**: KG1	**STRAND**: ALL ABOUT ME **SUB STRAND**: MY ENVIRONMENT AND MY HEALTH

CONTENT STANDARD: K1.1.5.1 Demonstrate understanding of how keeping our home and school environment clean can keep us healthy and strong.	**INDICATORS**: **K1.1.5.1.8** **PERFORMANCE INDICATOR**: Learners can describe the attributes of 3-D objects and draw them

CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL), Critical thinking and innovation (CI) Creativity

KEY WORDS:

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER *10 MINS* **(Preparing the Brain for Learning)**	Have learners to sing familiar songs and recite rhymes they know. <u>FIVE LITTLE SOLDIERS</u> Five little soldiers Standing in a row Three stood straight And two stood so Along came the captain And what do you think They all stood straight As quick as a wink	
PHASE 2: MAIN *40MINS* **(New Learning Including Assessment)**	Have learners to form a big circle. Call out learners to in turns to describe Describe the attributes and show examples of 3-D objects to learners. Learners go for a nature walk around the school compound and bring other examples (e.g. stone, leaf, empty cans, etc.). Have each child describe the 3-D materials he/she has brought using words like *big*, *little*, *round* like a box or a can. Learners assess each other whether all the objects brought are truly 3-D materials.	Poster/ cut out picture depicting clean environment, Real / pictures of cleaning equipment. Cut out shapes, big books, counters, crayons

	Have the learners to create their own booklet by finding objects in the classroom that are the same 3D shape Teach learners to recite 3D rhymes. <u>3D SHAPES</u> 3D Shapes are fat and flat A cone is like a party hat A sphere is like a bouncy ball A prism is like a building tall A cylinder is like a can of pop A CUBE IS LIKE THE dice you drop 3D Shapes are here and there 3D Shapes are everywhere Have learners to recite the rhymes in turns and dance with actions Make a choice to use any of the learning centers created Listen to a story on health and environment **Assessment**: have learners to explore with 3D objects and describe its attributes	
PHASE 3: REFLECTION *10MINS* **(Learner and Teacher)**	Teacher sings songs and recite rhymes in relation to the lesson with learners Take learners out to the field. Guide them to swing the sea-saw, sit on the mary-go-round etc. Sing rhymes and songs with learners as they play	Sea saw, mary go round, and other play toys

KG 1

WEEK SEVEN

WEEKLY LESSON PLAN FOR

DATE: 14/10/2019 **DAY**: Monday **CLASS**: KG1	**STRAND**: ALL ABOUT ME **SUB STRAND**: PROTECTING OURSELVES FROM HOME AND ROAD ACCIDENTS
CONTENT STANDARD: K1.1.6.1 Demonstrate understanding of measures to take to keep safe (from accidents, hurts, and harms).	**INDICATORS**: K1.1.6.1.1 K1.1.6.1.3 **PERFORMANCE INDICATOR**: • Talk about possible accidents we can have at home and at school and safety measures we can take to avoid them. • Listen to and respond to a read aloud text about keeping safe in the environment.
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL), Critical thinking and innovation (CI) Creativity.	
KEY WORDS:	

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER *10 MINS* **(Preparing the Brain for Learning)**	Have learners to sing familiar songs and recite rhymes they know. <u>ROLL</u> Everyday roll, everybody roll, everybody roll, roll, roll. <u>LITTLE FINGER</u> Little finger, little finger where are you, Here I am, here I am how do you do Middle finger, middle finger where are you, Here I am, here I am how do you do Index finger, index finger where are you, Here I am, here I am how do you do Ring finger, ring finger where are you, Here I am, here I am how do you do Thumb finger, thumb finger where are you, Here I am, here I am how do you do	

PHASE 2: MAIN *40MINS* **(New Learning Including Assessment)**	During the community circle time, when learners sit in a semi-circle, introduce the sub-theme and have them talk about the possible home and/or road accidents that occur.	Poster/ cut out picture depicting causes and prevention of accidents. Cut out shapes, big books, counters, crayons

	Put them in three smaller groups and ask them to come up with practical examples of how such accidents happen at home, at school, and on the way to school. Have them present their findings by role-playing the various accidents and how to avoid them. Have learners suggest safety measures we can take to avoid such accidents Teach the rhyme "if you see a traffic light, there is something you should know, red means stop…" and have learners recite it with you with actions Using the KWL strategy as in the previous lesson, let the Learners tell you what learners know about the sub-theme, what they want to know, before you read (the BIG BOOK) to them. Let learners share what they have learnt about safety measures we need to take to prevent accidents (*hurts, and harm from sharp objects, electricity, boiling water*, etc.). Practice some safety measures of how to cross the road, how to hold a knife. Learners role play using these safety measures at home. (Reference: A big book on protection against hurt, harms, sharp objects, strangers, electricity and hot water.) Take Learners out of the class to the field for a stretch up. Engage Learners to use any of the play toys available. Make a choice to use any of the learning centers created	

	Listen to a story on road accidents	

	Assessment: call out learners in turns and have them talk about home accidents and how to avoid them.	
PHASE 3: REFLECTION *10MINS* **(Learner and Teacher)**	Review lesson with Learners by singing songs in relation to it	

DATE: 15/10/2019 **DAY**: Tuesday **CLASS**: KG1	**STRAND**: ALL ABOUT ME **SUB STRAND**: PROTECTING OURSELVES FROM HOME AND ROAD ACCIDENTS

CONTENT STANDARD: K1.1.6.1 Demonstrate understanding of measures to take to keep safe (from accidents, hurts, and harms).	**INDICATORS**: K1.1.6.1.2 K1.1.6.1.4 **PERFORMANCE INDICATOR**: • Learners can recognize that spoken words are represented in written language in books. • Learners can clap and count syllables in longer words

CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL), Critical thinking and innovation (CI) Creativity

KEY WORDS:

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER *10 MINS* **(Preparing the Brain for Learning)**	Have learners to sing familiar songs and recite rhymes they know. <u>THE WHEELS ON THE BUS</u> The wheels on the bus goes round and round Round and round; round and round The wheels on the bus goes round and round All through the town. The dog on the bus goes woof, woof, woof woof, woof, woof; woof, woof, woof The dog on the bus goes woof, woof, woof All day long. (*Continue with sounds made by familiar animals*)	

PHASE 2: MAIN *40MINS* **(New Learning Including Assessment)**	Teacher and learners do a picture walk through the Big book, page by page. Ask learners to tell their story about the pictures. Using LEA (Language Experience Approach) have learners dictate their stories to you and write it down. Read it and have learners echo you word by word. Read the story to them and have learners compare their story to the author's version to see if they are similar or different.	Poster/ cut out picture depicting causes and prevention of accidents. Cut out shapes, big books, counters, crayons
	Through art work, have learners indicate the part of the story they liked most. Introduce learners to reading longer words such as *objects* (2 syllables), *strangers* (2 syllables), *electricity* (5 syllables) and *water* (2 syllables), *Traffic* (2 syllables) etc. Let them know that we break words according to the syllables. Practice clapping these words and counting the number of syllables in them. Have learners add the syllables in some selected words e.g. water and understand (2 syllables + 3 syllables = 5 syllables). Extend the activity to include other objects Take Learners out of the class to the field for a stretch up. Engage Learners to use any of the play toys available. Make a choice to use any of the learning centers created Listen to a story on road accidents	

	Assessment:	
PHASE 3: REFLECTION *10MINS* **(Learner and Teacher)**	Review lesson with Learners by singing songs in relation to it	

DATE: 16/10/2019 **DAY**: Wednesday **CLASS**: KG1	**STRAND**: ALL ABOUT ME **SUB STRAND**: PROTECTING OURSELVES FROM HOME AND ROAD ACCIDENTS

CONTENT STANDARD: K1.1.6.1 Demonstrate understanding of measures to take to keep safe (from accidents, hurts, and harms).	**INDICATORS:** K1.1.6.1.5
	PERFORMANCE INDICATOR: Learners can use vocabulary learnt to express and demonstrate how to protect themselves from hurt, harm, strangers, sharp objects, electricity and water.

CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL), Critical thinking and innovation (CI) Creativity

KEY WORDS:

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER *10 MINS* **(Preparing the Brain for Learning)**	Have learners to sing familiar songs and recite rhymes they know. <u>ONE LITTLE FINGER</u> One little finger, One little finger Two little fingers, tap, tap, tap! Point to the ceiling, point to the floor, Put them on your head, HEAD! (*continue by pointing to other parts of the body*)	

PHASE 2: MAIN *40MINS* **(New Learning Including Assessment)**	In pairs, learners use words acquired from the read-aloud text to teach each other how to avoid accidents occurring from fire, electricity, sharp objects, crossing the road. E.g. Don't go near, Don't touch electrical wires. Using "Show and tell" have learners pick drawn cut out objects that can cause accidents and tell how they can keep safe from that object. Have learners match objects with their related accidents they can cause Take Learners out of the class to the field for a stretch up. Engage Learners to use any of the play toys available.	Poster/ cut out picture depicting causes and prevention of accidents. Cut out shapes, big books, counters, crayons
	Make a choice to use any of the learning centers created Listen to a story on health and environment **Assessment**:	
PHASE 3: REFLECTION *10MINS* **(Learner and Teacher)**	Review lesson with Learners by singing songs in relation to it	

DATE: 17/10/2019 **DAY**: Thursday **CLASS**: KG1	**STRAND**: ALL ABOUT ME **SUB STRAND**: PROTECTING OURSELVES FROM HOME AND ROAD ACCIDENTS

CONTENT STANDARD: K1.1.6.1 Demonstrate understanding of measures to take to keep safe (from accidents, hurts, and harms).	**INDICATORS**: K1.1.6.1.6 **PERFORMANCE INDICATOR**: Learners can describe the attributes of 3-D objects and sort objects into planes and 3-D objects.

CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL), Critical thinking and innovation (CI) Creativity
KEY WORDS:

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER *10* *MINS* **(Preparing the Brain for Learning)**	Have learners to sing familiar songs and recite rhymes they know. <u>FIVE LITTLE DUCKS</u> Five little ducks went out one day Over the hills and far away Mother duck said “quack, quack, quack” And only four little ducks came back. Four little ducks went out one day Over the hills and far away Mother duck said “quack, quack, quack” And only three little ducks came back. (*continue until all the little ducks are exhausted*)	

PHASE 2: MAIN *40MINS* **(New Learning Including Assessment)**	Revise the description of the attributes of 3-D and call learners to show you show examples of 3-D objects in the classroom. Ask learners to sort the different objects they brought from home into planes and 3D objects and bring other examples. Have each child draw two 3D objects e.g. A Tin and box. Learners review the definition of a 3-D object. Teach learners to recite 3D rhymes. <u>3D SHAPES</u>	Poster/ cut out picture depicting causes and prevention of accidents. Cut out shapes, big books, counters, crayons

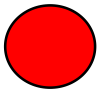
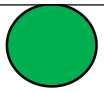
	3D Shapes are fat and flat A cone is like a party hat A sphere is like a bouncy ball A prism is like a building tall A cylinder is like a can of pop A CUBE IS LIKE THE dice you drop 3D Shapes are here and there 3D Shapes are everywhere Have learners to recite the rhymes in turns and dance with actions Take Learners out of the class to the field for a stretch up. Engage Learners to use any of the play toys available. Make a choice to use any of the learning centers created Listen to a story on protecting ourselves from home and road accidents **Assessment**:	
PHASE 3: REFLECTION *10MINS* **(Learner and Teacher)**	Review lesson with Learners by singing songs in relation to it	

DATE: 18/10/2019 **DAY**: Friday **CLASS**: KG1	**STRAND**: ALL ABOUT ME **SUB STRAND**: PROTECTING OURSELVES FROM HOME AND ROAD ACCIDENTS

CONTENT STANDARD: K1.1.6.1 Demonstrate understanding of measures to take to keep safe (from accidents, hurts, and harms).	**INDICATORS:** K1.1.6.1.7 **PERFORMANCE INDICATOR**: Learners can draw and colour five harmful objects that can cause accidents.

CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL), Critical thinking and innovation (CI) Creativity
KEY WORDS:

PHASE/DURATION	**LEARNERS ACTIVITIES**	**RESOURCES**
PHASE 1: STARTER *10 MINS* **(Preparing the Brain for Learning)**	Have learners to sing familiar songs and recite rhymes they know. <u>STAND UP FOR POSITION</u> Stand up for posi, posi, posi, position To your right posi, posi, posi, position To your left posi, posi, posi, position To your back posi, posi, posi, position To your front posi, posi, posi, position To your all posi, posi, posi, posi, position	

PHASE 2: MAIN *40MINS* **(New Learning Including Assessment)**	Give learners an outline of harmful objects to colour or (if you don't have) ask learners to draw and colour harmful objects and situations around their homes. E.g. knife, pointed stick, fire, a person crossing the road. Have learners talk about their drawings. Teach learners rhymes on protecting ourselves from home and road accidents <u>IF YOU SEE THE TRAFFIC LIGHTS</u> If you see the traffic lights, there is something you should know.  Red means stop Yellow means get ready	Poster/ cut out picture depicting causes and prevention of accidents. Cut out shapes, big books, counters, crayons
	 Green means go, go, go and go Have learners to recite the rhymes in turns and dance with actions Make a choice to use any of the learning centers created Listen to a story on protecting ourselves from home and road accidents **Assessment**: have learners to draw and colour five harmful objects that can cause accidents	
PHASE 3: REFLECTION *10MINS* **(Learner and Teacher)**	Teacher sings songs and recite rhymes in relation to the lesson with learners Take learners out to the field. Guide them to swing the sea-saw, sit on the mary-go-round etc. Sing rhymes and songs with learners as they play	Sea saw, mary go round, and other play toys

WEEKLY LESSON PLAN FOR KG 1- WEEK EIGHT

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WEEKLY LESSON PLAN FOR KG 1- WEEK EIGHT

DATE: 28/10/2019 **DAY**: Monday **CLASS**: KG1	**STRAND**: ALL ABOUT ME **SUB STRAND**: PROTECTING OURSELVES FROM HOME AND ROAD ACCIDENTS
CONTENT STANDARD: K1.1.6.1 Demonstrate understanding of measures to take to keep safe (from accidents, hurts, and harms).	**INDICATORS**: K1.1.6.1.1 K1.1.6.1.3 **PERFORMANCE INDICATOR**: • Talk about possible accidents we can have at home and at school and safety measures we can take to avoid them. • Listen to and respond to a read aloud text about keeping safe in the environment.
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL), Critical thinking and innovation (CI) Creativity.	
KEY WORDS:	

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER *10 MINS* **(Preparing the Brain for Learning)**	Have learners to sing familiar songs and recite rhymes they know. PII…PII…PII Pii…Pii…Pii Pon..Pon..Pon That is a car Ama is the driver And Kojo is the mate	
PHASE 2: MAIN *40MINS* **(New Learning Including Assessment)**	During the community circle time, when learners sit in a semi-circle, introduce the sub-theme and have them talk about the possible home and/or road accidents that occur. Put them in three smaller groups and ask them to come up with practical examples of how such accidents happen at home, at school, and on the way to school. Have them present their findings by role-playing the various accidents and how to avoid them. Have learners suggest safety measures we can take to avoid such accidents Teach the rhyme "if you see a traffic light, there is something you should know, red means stop…" and have learners recite it with you with actions	Poster/ cut out picture depicting causes and prevention of accidents. Cut out shapes, big books, counters, crayons

	Using the KWL strategy as in the previous lesson, let the Learners tell you what learners know about the sub-theme, what they want to know, before you read (the BIG BOOK) to them. Let learners share what they have learnt about safety measures we need to take to prevent accidents (*hurts, and harm from sharp objects, electricity, boiling water*, etc.). Practice some safety measures of how to cross the road, how to hold a knife. Learners role play using these safety measures at home. (Reference: A big book on protection against hurt, harms, sharp objects, strangers, electricity and hot water.) Take Learners out of the class to the field for a stretch up. Engage Learners to use any of the play toys available. Make a choice to use any of the learning centers created Listen to a story on road accidents **Assessment**: Call out learners in turns and have them talk about home accidents and how to avoid them.	
PHASE 3: REFLECTION *10MINS* **(Learner and Teacher)**	Review lesson with Learners by singing songs in relation to it	

DATE: 29/10/2019	**STRAND**: ALL ABOUT ME

DAY: Tuesday **CLASS**: KG1	**SUB STRAND**: PROTECTING OURSELVES FROM HOME AND ROAD ACCIDENTS
CONTENT STANDARD: K1.1.6.1 Demonstrate understanding of measures to take to keep safe (from accidents, hurts, and harms).	**INDICATORS**: K1.1.6.1.2 K1.1.6.1.4 **PERFORMANCE INDICATOR**: • Learners can recognize that spoken words are represented in written language in books. • Learners can clap and count syllables in longer words
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL), Critical thinking and innovation (CI) Creativity	
KEY WORDS:	

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER *10 MINS* **(Preparing the Brain for Learning)**	Have learners to sing familiar songs and recite rhymes they know. <u>IF YOU ARE HAPPY AND YOU KNOW IT</u> If you are happy and you know it, clap your hands If you are happy and you know it, clap your hands If you are happy and you know it, and you really want to show it, If you are happy and you know it, clap your hands (*continue with these actions; stamp your feet, turn around, shout hooray*)	
PHASE 2: MAIN *40MINS* **(New Learning Including Assessment)**	Teacher and learners do a picture walk through the Big book, page by page. Ask learners to tell their story about the pictures. Using LEA (Language Experience Approach) have learners dictate their stories to you and write it down. Read it and have learners echo you word by word. Read the story to them and have learners compare their story to the author's version to see if they are similar or different. Through art work, have learners indicate the part of the story they liked most. Introduce learners to reading longer words such as *objects* (2 syllables), *strangers* (2 syllables), *electricity* (5 syllables) and *water* (2 syllables), *Traffic* (2 syllables) etc. Engage learners to play the "Body syllables" game.	Poster/ cut out picture depicting causes and prevention of accidents. Cut out shapes, big books, counters, crayons

	Teacher gives the class a word or name and they have to make a move touching a body part for each syllable E.g. for the word elephant (3 syllables) the children could touch their head, then shoulders, then hips. Let them know that we break words according to the syllables. Practice clapping these words and counting the number of syllables in them. Have learners add the syllables in some selected words e.g. water and understand (2 syllables + 3 syllables = 5 syllables). Have learners to count and represent the syllables with model numbers or blocks. Teach, sing songs and recite familiar rhymes in relation to the lesson Have learners to sing the songs and dance with actions Take Learners out of the class to the field for a stretch up. Engage Learners to use any of the play toys available. Make a choice to use any of the learning centers created Listen to a story on road accidents **Assessment**: The teacher gives the class a word or name and they have to make a move touching a body part for each syllable e.g. for the word elephant (3 syllables) the children could touch their head, then shoulders, then hips.	
PHASE 3: REFLECTION *10MINS* **(Learner and Teacher)**	Review lesson with Learners by singing songs in relation to it	

DATE: 30/10/2019 **DAY**: Wednesday	**STRAND**: ALL ABOUT ME

CLASS: KG1		**SUB STRAND**: PROTECTING OURSELVES FROM HOME AND ROAD ACCIDENTS
CONTENT STANDARD: K1.1.6.1 Demonstrate understanding of measures to take to keep safe (from accidents, hurts, and harms).	**INDICATORS:** K1.1.6.1.5	
	PERFORMANCE INDICATOR: Learners can use vocabulary learnt to express and demonstrate how to protect themselves from hurt, harm, strangers, sharp objects, electricity and water.	
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL), Critical thinking and innovation (CI) Creativity		
KEY WORDS:		
PHASE/DURATION	**LEARNERS ACTIVITIES**	**RESOURCES**
PHASE 1: STARTER *10 MINS* **(Preparing the Brain for Learning)**	Have learners to sing familiar songs and recite rhymes they know. <u>TWINKLE, TWINKLE LITTLE STAR</u> Twinkle, twinkle little star How I wonder what you are, Up above the world so high, Like a diamond in the sky Twinkle, twinkle little star How I wonder what you are.	
PHASE 2: MAIN *40MINS* **(New Learning Including Assessment)**	In pairs, learners use words acquired from the read-aloud text to teach each other how to avoid accidents occurring from fire, electricity, sharp objects, crossing the road. E.g. Don't go near. Don't touch electrical wires. Using "Show and tell" have learners pick drawn cut out objects that can cause accidents and tell how they can keep safe from that object. Have learners to count and represent the number of drawn cut out objects with model numbers or blocks. Have learners match objects with their related accidents they can cause Take Learners out of the class to the field for a stretch up.	Poster/ cut out picture depicting causes and prevention of accidents. Cut out shapes, big books, counters, crayons

	Engage Learners to use any of the play toys available. Make a choice to use any of the learning centers created Listen to a story on health and environment **Assessment**: Ask learners to form a big circle, with one of the learners' holding the ball. The learner with the ball mentions any new vocabulary learnt. (examples fire, electricity, knife etc) He then throws the ball to another student to mention his/hers. (*ignore repetition*) Anyone who fails to mention his is out of the circle. The last person becomes the winner	
PHASE 3: REFLECTION *10MINS* **(Learner and Teacher)**	Review lesson with Learners by singing songs in relation to it	

DATE: 31/10/2019	**STRAND**: ALL ABOUT ME

DAY: Thursday **CLASS**: KG1	**SUB STRAND**: PROTECTING OURSELVES FROM HOME AND ROAD ACCIDENTS

CONTENT STANDARD: K1.1.6.1 Demonstrate understanding of measures to take to keep safe (from accidents, hurts, and harms).	**INDICATORS**: K1.1.6.1.6 **PERFORMANCE INDICATOR**: Learners can describe the attributes of 3-D objects and sort objects into planes and 3-D objects.

CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL), Critical thinking and innovation (CI) Creativity

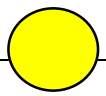
KEY WORDS:

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER *10 MINS* **(Preparing the Brain for Learning)**	Have learners to sing familiar songs and recite rhymes they know. <u>ABC SONG</u> A,B,C,D,E,F,G,H,I,J,K,L,M,N,O,P, Q, R, S, T, U, V, W, X, Y, Z. Now I know my ABC's Next time won't you sing with me? A,B,C,D,E,F,G,H,I,J,K,L,M,N,O,P, Q, R, S, T, U, V, W, X, Y, Z. Now I know my ABC's Thank you for singing with me!	
PHASE 2: MAIN *40MINS* **(New Learning Including Assessment)**	Revise the description of the attributes of 3-D and call learners to show you show examples of 3-D objects in the classroom. Ask learners to sort the different objects they brought from home into planes and 3D objects and bring other examples. Have each child draw two 3D objects e.g. A Tin and box. Learners review the definition of a 3-D object. Teach learners to recite 3D rhymes. <u>3D SHAPES</u> 3D Shapes are fat and flat △ A cone is like a party hat	Poster/ cut out picture depicting causes and prevention of accidents. Cut out shapes, big books, counters, crayons

	A sphere is like a bouncy ball A prism is like a building tall A cylinder is like a can of pop A CUBE IS LIKE THE dice you drop 3D Shapes are here and there 3D Shapes are everywhere Have learners to recite the rhymes in turns and dance with actions Take Learners out of the class to the field for a stretch up. Engage Learners to use any of the play toys available. Make a choice to use any of the learning centers created Listen to a story on protecting ourselves from home and road accidents **Assessment**:	
PHASE 3: REFLECTION *10MINS* **(Learner and Teacher)**	Review lesson with Learners by singing songs in relation to it	

DATE: 1/11/2019 **DAY**: Friday	**STRAND**: ALL ABOUT ME

CLASS: KG1	**SUB STRAND**: PROTECTING OURSELVES FROM HOME AND ROAD ACCIDENTS
CONTENT STANDARD: K1.1.6.1 Demonstrate understanding of measures to take to keep safe (from accidents, hurts, and harms).	**INDICATORS:** K1.1.6.1.7 **PERFORMANCE INDICATOR**: Learners can draw and colour five harmful objects that can cause accidents.
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL), Critical thinking and innovation (CI) Creativity	
KEY WORDS:	

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER *10 MINS* **(Preparing the Brain for Learning)**	Have learners to sing familiar songs and recite rhymes they know. <u>SOMETHING PASS</u> •Something pass •Response: something pass through my body to my heart. •Something pass •Response: something pass through my mouth to my stomach. •Lalala laaa •Response: lala laa lala lala lala la •Lololo loo •Response: lolo loo lolo lolo lolo lo	
PHASE 2: MAIN *40MINS* **(New Learning Including Assessment)**	Give learners an outline of harmful objects to colour or (if you don't have) ask learners to draw and colour harmful objects and situations around their homes. E.g. knife, pointed stick, fire, a person crossing the road. Have learners talk about their drawings. Teach learners rhymes on protecting ourselves from home and road accidents <u>IF YOU SEE THE TRAFFIC LIGHTS</u> If you see the traffic lights, there is something you should know. Red means stop  Yellow means get ready	Poster/ cut out picture depicting causes and prevention of accidents. Cut out shapes, big books, counters, crayons

	Green means go, go, go and go Have learners to recite the rhymes in turns and dance with actions Make a choice to use any of the learning centers created Listen to a story on protecting ourselves from home and road accidents **Assessment**: have learners to draw and colour five harmful objects that can cause accidents	
PHASE 3: REFLECTION *10MINS* **(Learner and Teacher)**	Teacher sings songs and recite rhymes in relation to the lesson with learners Take learners out to the field. Guide them to swing the sea-saw, sit on the mary-go-round etc. Sing rhymes and songs with learners as they play	Sea saw, mary go round, and other play toys

WEEKLY LESSON PLAN FOR KG ONE-WEEK NINE

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WEEKLY LESSON PLAN FOR KG 1- WEEK NINE

DATE: 4/11/2019 **DAY**: Monday **CLASS**: KG1	**STRAND**: MY FAMILY **SUB STRAND**: TYPES AND MEMBERS OF MY FAMILY
CONTENT STANDARD: K1.2.1.1 Demonstrate understanding of the importance, roles and responsibilities of family members.	**INDICATORS**: K1.2.1.1.1 K1.2.1.1.3. **PERFORMANCE INDICATOR**: • Learners can discuss different types of family they have at home, their roles and responsibilities • Learners can listen, interact actively in a read aloud session on a story about families, and use the new vocabulary learnt to describe the roles and responsibilities of their family members.
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving	
KEY WORDS:	

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER *10 MINS* **(Preparing the Brain for Learning)**	Have learners to sing songs and recite rhymes that relate to the lesson. This is mama, kind and dear.(point to thumb) This is papa, standing near. .(point to pointer finger) This is brother, see how tall! .(point to middle finger) This is sister, not so tall. .(point to ring finger) This is baby, sweet and small. .(point to little finger) This is the family one and all! .(wiggle all fingers)	
PHASE 2: MAIN *40MINS* **(New Learning Including Assessment)**	In a community circle, learners mention the people in their families and what they see each person do. Explain to them that we all have different people in our families but the important thing is the role of the members and what they do to help the family. Show a conversational poster on Extended families. Have learners observe the picture and using a think-pair share strategy, have learners talk about what they see the members of families do. Put learners into smaller groups and let them role play the roles and responsibilities of different families, the	Poster/ cut out picture depicting family members, word cards on kinship terms, Cut out shapes, big books, counters, crayons

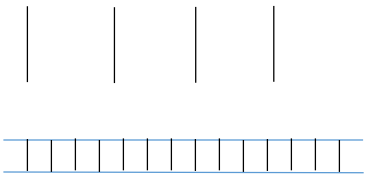
	nuclear, the single where learners are staying with only one of the parents and the extended home. Do a picture walk and have learners predict what the story will be about. Introduce the vocabulary related to appropriate titles of extended family members to the learners. Teacher makes a list (aunt, uncle, niece, nephew, cousin, ancestors, descendent, grandchild, etc.) Use the title to have them talk about the members in their family. Using interactive reading, pause often and have learners talk about family members mentioned and what they do to help the family and the learners. E.g. Father, mother, uncle, sister, brother. Have learners count and represent with model numbers, all the members of the family read about. Assist them to subtract (take away) the learners from the number and tell how many members will be left? Repeat the activity using other criteria e.g. males, females, young, old, etc. Take Learners out of the class to the field for a stretch up. Engage Learners to use any of the play toys available. Make a choice to use any of the learning centers created Listen to a story on family **Assessment**: Have learners to draw or bring in family pictures and take turns telling about their families	
PHASE 3: REFLECTION *10MINS* **(Learner and Teacher)**	Review lesson with Learners by singing songs in relation to it	

DATE: 5/11/2019 **DAY**: Tuesday **CLASS**: KG1	**STRAND**: MY FAMILY **SUB STRAND**: TYPES AND MEMBERS OF MY FAMILY
CONTENT STANDARD: K1.2.1.1 Demonstrate understanding of the importance, roles and responsibilities of family members.	**INDICATORS**: K1.2.1.1.2. K1.2.1.1.4 **PERFORMANCE INDICATOR**: • Learners can demonstrate that print matches with illustration in a book. • Learners can identify the names and words with similar beginning sounds.
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving	
KEY WORDS:	

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER *10 MINS* **(Preparing the Brain for Learning)**	Have learners to sing songs and recite rhymes that relate to the lesson. <u>HAPPY FAMILY</u> I love you You love me We are happy family, with a great big hug and a kiss from me to you. Wont you say you love me too	
PHASE 2: MAIN *40MINS* **(New Learning Including Assessment)**	Help learners identify the key elements of a book's front matter (*Title*, *Author/Writer*, *and Illustrator*). Using interactive reading, have learners track the text as you read. Run a pointer under the words as you read. Pause often and have learners tell you the number of words in a sentence. Have learners identify the illustration(s) that matched well with the print (illustration that made them understand the print better). Have them draw (replicate) their favorite illustration.	Poster/ cut out picture depicting family members, word cards on kinship terms, Cut out shapes, big books, counters, crayons

	Sing a *song "**All those born on Monday, stand up, and dance."*** and perform actions on it. Ask learners to mention their names and that of their family members. List them on the board. Pronounce them and have them listen to those beginning with similar sounds. E.g. Kosi, Kofi, Kafui, Kakra. Learners divide into groups according to letters beginning their names and count the number of pupils in each group. Introduce the letter of the week. Have learners do a "Letter hunt" game with the letter of the week Take Learners out of the class to the field for a stretch up. Engage Learners to use any of the play toys available. Make a choice to use any of the learning centers created Listen to a story on family **Assessment**: Have learners to play the "My mother went to the market" game. The teacher starts by saying 'My mother went to the market and she bought .....' Complete the sentence with an item, for example, tomatoes. A leaner continues by adding an item of their own E.g. 'My mother went to the market and bought tomatoes and a tractor'. The words don't have to actually be something they can get in the market, as long as they begin with the same sound.	
PHASE 3: REFLECTION *10MINS* **(Learner and Teacher)**	Review lesson with Learners by singing songs in relation to it.	

DATE: 6/11/2019 **DAY**: Wednesday **CLASS**: KG1	**STRAND**: MY FAMILY **SUB STRAND**: TYPES AND MEMBERS OF MY FAMILY
CONTENT STANDARD: K1.2.1.1 Demonstrate understanding of the importance, roles and responsibilities of family members.	**INDICATORS**: K1.2.1.1.5. **PERFORMANCE INDICATOR**: Learners can talk about the basic concepts of writing, from left to right, and top to bottom
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving	
KEY WORDS:	

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER *10 MINS* **(Preparing the Brain for Learning)**	Have learners to sing songs and recite familiar rhymes. <u>WHEN JESUS IS IN THE FAMILY</u> When Jesus is in the family, Happy, happy home, Happy, happy home Happy, happy home When Jesus is in the family Happy, happy home, Happy, happy home Happy, happy home.	
PHASE 2: MAIN *40MINS* **(New Learning Including Assessment)**	Learners have a warm up exercise. Have pupils tap their fingers one at a time on their thumb. Do one hand at a time and another. Introduce the learners to writing vertical straight-line strokes from top to down and show them the direction of writing them on a line from left to right in a model on the Chalkboard. 	Poster/ cut out picture depicting family members, word cards on kinship terms, Cut out shapes, big books, counters, crayons

	Have learners practice writing the vertical straight-line strokes in the sand tray. Have learners practice writing the vertical straight-line strokes on their tables. Take Learners out of the class to the field for a stretch up. Have learners to identify objects in the playground that have the shape of a vertical line Have learners to count and represent with model numbers the objects identified. Engage Learners to use any of the play toys available. Teach, sing songs and recite rhymes in relation to the lesson. Learners to sing the songs, recite rhymes and dance with actions. Make a choice to use any of the learning centers created Listen to a story on how to protect ourselves from road accidents and harmful strangers **Assessment**: call out learners in turns to make vertical straight lines in the sand tray	
PHASE 3: REFLECTION *10MINS* **(Learner and Teacher)**	Review lesson with Learners by singing songs in relation to it	

DATE: 7/11/2019 **DAY**: Thursday **CLASS**: KG1	**STRAND**: MY FAMILY **SUB STRAND**: TYPES AND MEMBERS OF MY FAMILY
CONTENT STANDARD: K1.2.1.1 Demonstrate understanding of the importance, roles and responsibilities of family members.	**INDICATORS**: K1.2.1.1.6**.** K1.2.1.1.7**.** **PERFORMANCE INDICATOR**: • Learners can use the concept "more than" to solve some word puzzles. • Learners can role-play the responsibilities of family members
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving	
KEY WORDS:	

PHASE/DURATION	**LEARNERS ACTIVITIES**	**RESOURCES**
PHASE 1: STARTER *10 MINS* **(Preparing the Brain for Learning)**	Engage learners to sing songs and rhymes relating to the lesson. <u>I AM COUNTING ONE</u> • I'm counting one, what is one • 1 - One is one alone, alone it shall be. • 2 - Two pair, two pair come pair let us pair • 3 - Turn around • 4 - Follow me • 5 - Fire • 6 - Sister • 7 - Savior • 8 - Eat more fruits • 9 - Nana Yaw • 10 - Thank your God.	
PHASE 2: MAIN *40MINS* **(New Learning Including Assessment)**	Collect a quick data on number of people with different week-day birthday names. Represent the numbers with milk tins. Use this information to solve problems on "Which group has more members than the other(s)? Read the Big book again and allow learners to role play dad, mom and other members of the family at home.	Poster/ cut out picture depicting family members, word cards on kinship terms, Cut out shapes, big books, counters, crayons

	Guide learners to highlight the responsibilities of the family members with special attention to that of learners. Assist them to use the vocabulary learnt in their interaction Take leaners out of the class to the field for a stretch up. Engage leaners to use any of the play toys available. Make a choice to use any of the learning centers created Listen to a story on how to protect ourselves from road accidents and harmful strangers **Assessment**: Have learners to write the names of family members. Learners to compare the number of names with their partners to find out which is more than the other.	
PHASE 3: REFLECTION *10MINS* **(Learner and Teacher)**	Review lesson with Learners by singing songs in relation to it	

DATE: 8/11/2019 **DAY**: Friday **CLASS**: KG1	**STRAND**: MY FAMILY **SUB STRAND**: TYPES AND MEMBERS OF MY FAMILY

CONTENT STANDARD: K1.2.1.1 Demonstrate understanding of the importance, roles and responsibilities of family members.	**INDICATORS**: K1.2.1.1.6 K1.2.1.1.7 **PERFORMANCE INDICATOR**: • Learners can use the concept "more than" to solve some word puzzles. • Learners can role-play the responsibilities of family members

CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving

KEY WORDS:

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER *10 MINS* **(Preparing the Brain for Learning)**	Engage Learners to sing songs and recite familiar rhymes <u>THE MORE WE ARE TOGETHER</u> The more we are together, Together, together. The more we are together, The happier we shall be.	
PHASE 2: MAIN *40MINS* **(New Learning Including Assessment)**	Collect a quick data on number of people with different week-day birthday names. Represent the numbers with milk tins. Use this information to solve problems on "Which group has more members than the other(s)? Procedure for teaching letter sounds each week: (see K2 .1.1.1.51) Rapidly revise the letter sounds learnt so far. Read the Big book again and allow learners to role play dad, mom and other members of the family at home. Guide learners to highlight the responsibilities of the family members with special attention to that of learners.	Poster/ cut out picture depicting family members, word cards on kinship terms, Cut out shapes, big books, counters, crayons

	Assist them to use the vocabulary learnt in their interaction Teach, sing songs and recite rhymes with learners. <u>IF YOU ARE HAPPY AND YOU KNOW IT</u> If you are happy and you know it, clap your hands. If you are happy and you know it, clap your hands. If you are happy and you know it, and you really want to show it If you are happy and you know it, clap your hands. (*continue with other actions; stamp your feet, turn around, shout hurray*) Have learners to sing songs and dance with actions Make a choice to use any of the learning centers created Listen to a story on how to protect ourselves from road accidents and harmful strangers **Assessment**: share and assign roles to leaners for them to role paly the responsibilities of dad, mum and other members of the family at home.	
PHASE 3: REFLECTION *10MINS* **(Learner and Teacher)**	Teacher sings songs and recite rhymes in relation to the lesson with learners Take learners out to the field. Guide them to swing the sea-saw, sit on the mary-go-round etc. Sing rhymes and songs with learners as they play	Sea saw, mary go round, and other play toys

WEEKLY LESSON NOTES FOR KG 1-WEEK TEN

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WEEKLY LESSON PLAN FOR KG 1- WEEK TEN

DATE: 11/11/2019 **DAY**: Monday **CLASS**: KG1	**STRAND**: MY FAMILY **SUB STRAND**: ORIGIN AND HISTORY OF MY FAMILY
CONTENT STANDARD: K1.2.2.1 Demonstrate knowledge of the origin and history of our families.	**INDICATORS**: K1.2.2.1.1 K1.2.2.1.3
	PERFORMANCE INDICATOR: • Learners can listen and tell stories about origin and history of their family members • Learners can listen, interact actively in a read aloud session on a story about the origin and history of a child's family.
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving	
KEY WORDS:	

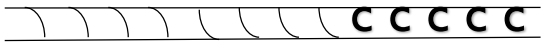
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER *10 MINS* **(Preparing the Brain for Learning)**	Have learners to sing songs and recite rhymes that relate to the lesson. <u>FIVE IN THE BED</u> There were 5 in the bed And the little one said, "roll over, roll over." So they all rolled over and one fell out There were 4 in the bed And the little one said, "roll over, roll over." (*count down to 1*) There was one in the bed And the little one said, I've got the whole bed to myself. I've got the whole bed to myself. I've got the whole bed to myself. I've got the whole bed to myself.	
PHASE 2: MAIN *40MINS* **(New Learning Including Assessment)**	Community circle time: In pairs ask learners to greet their friends in their home languages just to find out the diverse cultures in the classroom and whether the learners know the name of the languages they speak. Introduce the theme by telling the learners a story of one of the major tribes in your region.	Poster/ cut out picture depicting peoples from different parts of Ghana. Ghana map, Cut out shapes, big books, counters, crayons

	E.g. In Cape Coast, talk about the origin of the Fantes, in Volta-the Ewes, Kumasi -the Ashantis, Accra-the Gas, Tamale –the Dagombas or Gonjas etc. Guide learners to talk about the front matter of the book. Do a picture walk and have learners predict what the story will be about. Introduce the vocabulary related to major languages in Ghana and where they are in Ghana. Show them the Ghana map and help them identify where their parent are from using thread Use a pin to locate where the school is e.g. Accra, Cape Coast, etc. and string a thread to where they come from/hometown. Read the story, pausing often and have learners relate the story to their lives. Let them share their history as their parents told them. Have learners dance to a traditional music in their place they come from (*Have a recorded collection of traditional music from different region in Ghana for this activity. You can use your mobile phone*) Take Learners out of the class to the field for a stretch up. Engage Learners to use any of the play toys available. Make a choice to use any of the learning centers created Listen to a story on family **Assessment**: Call learners in turns for them to tell where they come from	

PHASE 3: REFLECTION *10MINS* **(Learner and Teacher)**	Review lesson with Learners by singing songs in relation to it	

DATE: 12/11/2019 **DAY**: Tuesday **CLASS**: KG1	**STRAND**: MY FAMILY **SUB STRAND**: ORIGIN AND HISTORY OF MY FAMILY
CONTENT STANDARD: K1.2.2.1 Demonstrate knowledge of the origin and history of our families.	**INDICATORS**: K1.2.2.1.2. K1.2.2.1.5
	PERFORMANCE INDICATOR: • Learners can demonstrate that print matches with illustration in a book. • Learners can talk about the basic concepts of writing: write from left to right, and top to bottom
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving	
KEY WORDS:	

PHASE/DURATION	**LEARNERS ACTIVITIES**	**RESOURCES**
PHASE 1: STARTER *10 MINS* **(Preparing the Brain for Learning)**	Have learners to sing songs and recite rhymes that relate to the lesson. <u>LET'S GO SEE OUR GRANDPARENTS</u> Let's go see our grandparents, Take us there for a while Mommy and Daddy both need a break We'll play games and we'll stay up real late! Oh, we want to thank our grandparents For all the things that they do, So it's time to say you are the best And that we love you	
PHASE 2: MAIN *40MINS* **(New Learning Including Assessment)**	Discuss the front matter of the book to be read with the learners. Have learners use the front-page illustration to predict the story. During the reading, have learners track the text as you read. Pause often and let them count the words in the last sentences. Write the number of words in the last sentence of each page on the board. Compare and identify which of the sentences has more words than the other(s).	Poster/ cut out picture depicting peoples from different parts of Ghana. Ghana map, Cut out shapes, big books, counters, crayons

	Learners have a warm up exercise. Have learners tap their fingers one at a time on their thumb. Do one hand at a time and another as they learn movement. Introduce the learners to writing curves on a straight line.  Model how you do it and let them follow the direction of writing them on a line from left to right. Encourage more practice with learners writing in the sand and on their tablets. Have learners draw the heads of the members they are living with following the left to right and top to bottom direction. In pairs, have learners count the number of *males* and *females* in their drawings (Heads of their family members) Have learners represent the counting with model numbers Teach and sing rhymes as learners sing along. Take Learners out of the class to the field for a stretch up. Engage Learners to use any of the play toys available. Make a choice to use any of the learning centers created Listen to a story on family **Assessment**: Give the learners a sentence orally. They must tell you the number of words in the sentence.	

	First, choose sentences with only one syllable, E.g. the snake is in the grass. Make it harder by using words with more than one syllable based on their progress. E.g. the teacher rides her bicycle. You can help the children to check the answer by writing the sentence on the board.	
PHASE 3: REFLECTION *10MINS* **(Learner and Teacher)**	Review lesson with Learners by singing songs in relation to it.	

DATE: 13/11/2019 **DAY**: Wednesday **CLASS**: KG1	**STRAND**: MY FAMILY **SUB STRAND**: ORIGIN AND HISTORY OF MY FAMILY
CONTENT STANDARD: K1.2.2.1 Demonstrate knowledge of the origin and history of our families.	**INDICATORS**: K1.2.2.1.4 **PERFORMANCE INDICATOR**: Learners can identify the names and words with similar beginning sounds.
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving	
KEY WORDS:	

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER *10 MINS* **(Preparing the Brain for Learning)**	Have learners to sing songs and recite familiar rhymes. <u>DAD IS MY BEST FRIEND</u> (*tune of jingle bells*) D-A-D, D-A-D Dad is my best friend. We play games, we go to the park, The fun just never ends! D-A-D, D-A-D, I love to hold your hand. It feels so good, it feels so safe, You are the best dad in the world	
PHASE 2: MAIN *40MINS* **(New Learning Including Assessment)**	Sing a *song "**All those from Kumasi, stand up, and dance..."*** and perform actions on it. Ask learners to mention the names of the hometowns of their family members. List them on the Chalkboard (Whiteboard). Pronounce them and have them listen and identify the towns with similar initial sounds. E.g. **K**umasi, **K**onongo, **M**ankessim, **M**amfe. Call learners to form a group according to the letter beginning the names of their towns. Have learners group and count towns with similar initial sounds.	Poster/ cut out picture depicting peoples from different parts of Ghana. Ghana map, Cut out shapes, big books, counters, crayons

	Ask learners to represent the count with model numbers Compare the group with the highest number. Take learners out to the field for a warm up. Engage Learners to use any of the play toys available. Teach, sing songs and recite rhymes in relation to the lesson. Learners to sing the songs, recite rhymes and dance with actions. Make a choice to use any of the learning centers created Listen to a story on family **Assessment**: Engage learners to play the "Step forward" game. Learners stand at the start line. Teacher calls out 'if you have a /t/ in your name step forward' or 'if your name begins with /f/ step forward'. The person to get to the finish line wins.	
PHASE 3: REFLECTION *10MINS* **(Learner and Teacher)**	Review lesson with Learners by singing songs in relation to it	

DATE: 14/11/2019 **DAY**: Thursday **CLASS**: KG1	**STRAND**: MY FAMILY **SUB STRAND**: ORIGIN AND HISTORY OF MY FAMILY
CONTENT STANDARD: K1.2.2.1 Demonstrate knowledge of the origin and history of our families.	**INDICATORS**: K1.2.2.1.6
	PERFORMANCE INDICATOR: Learners can use comparative language/phrases "more than", "less than", or "same as" to describe relationship between quantities
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving	
KEY WORDS:	

PHASE/DURATION	**LEARNERS ACTIVITIES**	**RESOURCES**
PHASE 1: STARTER *10 MINS* **(Preparing the Brain for Learning)**	Engage learners to sing songs and rhymes relating to the lesson. <u>SOMETHING PASS</u> Something pass Response: something pass through my body to my heart. Something pass Response: something pass through my mouth to my stomach. Lalala laaa Response: lala laa lala lala lala la Lololo loo Response: lolo loo lolo lolo lolo lo	
PHASE 2: MAIN *40MINS* **(New Learning Including Assessment)**	Through interactive read aloud, introduce the concept "more than", "less than" or "same as" in comparing objects. Collect a quick data on the different languages groups in the classroom. Represent the numbers with milk tins. Use comparative language "more than", "less than", or "same as" to describe the relationship between the milk tins collected for the languages. Ask the question	Poster/ cut out picture depicting peoples from different parts of Ghana. Ghana map, Cut out shapes, big books, counters, crayons

	"Which language group has more members? Or: "Which groups have same members? Teach and sing rhymes as learners sing along <u>I AM COUNTING ONE</u> • I'm counting one, what is one • 1 - One is one alone, alone it shall be. • 2 - Two pair, two pair come pair let us pair • 3 - Turn around • 4 - Follow me • 5 - Fire • 6 - Sister • 7 - Savior • 8 - Eat more fruits • 9 - Nana Yaw • 10 - Thank your God. Learners sing rhymes and dance with actions Take leaners out of the class to the field for a stretch up. Engage leaners to use any of the play toys available. Make a choice to use any of the learning centers created Listen to a story on family **Assessment**: Engage leaners to Play show me a number game with learners (up to 5), with fingers. Teacher mentions the number from (1 to 5). Learners then show their fingers up to show the number	
PHASE 3: REFLECTION *10MINS* **(Learner and Teacher)**	Review lesson with Learners by singing songs in relation to it	

DATE: 15/11/2019 **DAY**: Friday **CLASS**: KG1	**STRAND**: MY FAMILY **SUB STRAND**: ORIGIN AND HISTORY OF MY FAMILY
CONTENT STANDARD: K1.2.2.1 Demonstrate knowledge of the origin and history of our families.	**INDICATORS**: K1.2.2.1.7 **PERFORMANCE INDICATOR**: Learners can draw a family tree that includes Grandpa and Grandma
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving	
KEY WORDS:	

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER *10 MINS* **(Preparing the Brain for Learning)**	Engage Learners to sing songs and recite familiar rhymes <u>PUSSY CAT, PUSSY CAT.</u> Pussy cat, pussy cat, where have you been? I've been down to London to visit the Queen Pussy cat, pussy cat, what did you do there? I frightened a little mouse, under her chair.	
PHASE 2: MAIN *40MINS* **(New Learning Including Assessment)**	Have a sample family tree on the board and guide learners to draw their own. Using Pair share repeat, have learners talk about and compare their drawings. Learners in small groups, count and compare the number of *girls* and *boys* in their family tree using comparative language such as "*more than*", "*less than*" or "*same as*". Teach and sing rhymes as learners sing along. <u>LET'S GO SEE OUR GRANDPARENTS</u> Let's go see our grandparents, Take us there for a while Mommy and Daddy both need a break We'll play games and we'll stay up real late! Oh, we want to thank our grandparents For all the things that they do, So it's time to say you are the best	Poster/ cut out picture depicting peoples from different parts of Ghana. Ghana map, Cut out shapes, big books, counters, crayons

	And that we love you Make a choice to use any of the learning centers created Listen to a story on family **Assessment**: Have learners create a family album and hand it on the wall of the class.	
PHASE 3: REFLECTION *10MINS* **(Learner and Teacher)**	Teacher sings songs and recite rhymes in relation to the lesson with learners Take learners out to the field. Guide them to swing the sea-saw, sit on the mary-go-round etc. Sing rhymes and songs with learners as they play	Sea saw, mary go round, and other play toys

WEEKLY LESSON NOTES FOR KG1-WEEK ELEVEN

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WEEKLY LESSON PLAN FOR KG 1- WEEK ELEVEN

DATE: 18/11/2019 **DAY**: Monday **CLASS**: KG1	**STRAND**: MY FAMILY **SUB STRAND**: FAMILY CELEBRATION AND FESTIVALS
CONTENT STANDARD: K1.2.3.1 Demonstrate the knowledge of celebrations and festivals that the individual families celebrate.	**INDICATORS**: K1.2.3.1.1 K1.2.3.1.3 **PERFORMANCE INDICATOR**: • Learners can talk about some special family days and activities e.g. birthdays, naming, festivals, etc. • Learners can listen, interact actively in a read aloud session on a story about families, and use the new vocabulary learnt to describe the roles and responsibilities of their family members
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving	
KEY WORDS:	

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER *10 MINS* **(Preparing the Brain for Learning)**	Have learners to sing songs and recite rhymes that relate to the lesson. <u>WE WISH YOU A MERRY CHRISTMAS</u> We wish you a merry Christmas We wish you a merry Christmas We wish you a merry Christmas And a happy new year. Good tidings we bring To you and your kin; Good tidings for Christmas And a happy New Year!	
PHASE 2: MAIN *40MINS* **(New Learning Including Assessment)**	In a community circle, show a conversational poster of people celebrating a festival. Have learners observe the picture and using a think-pair share strategy, talk about what they see the members of families do. Put learners into smaller groups and let them talk about their family celebrations to each other and then share with the whole class. Have them talk about how they celebrate their birthdays.	Poster/ cut out picture depicting family celebrations e.g. birthday, Cut out shapes, big books, counters, crayons

<table>
<tr>
<td></td>
<td>Have learners sing and dance to some of celebration songs e.g. Happy birthday to you….
Bronya aba o, afe pa ato
hɛn…. etc.

Using a KWL strategy for your read aloud, have learners say what they know about some local festivals and what they want to know about it.

Explain the new vocabulary and have learners use some of them to form sentences.

<table>
<tr><th>Greetings</th><th>Responds</th></tr>
<tr><td>Happy Birthday</td><td>Thank you</td></tr>
<tr><td>Merry Christmas</td><td>Many happy returns</td></tr>
</table>
During the reading stage, use questions that will highlight the new concepts the learners want to know the new vocabulary as well.

After reading the book, have learners share what they have learnt.

Learners use the vocabulary learnt to talk about family celebrations. I.e. birthday, gifts, happy, etc.

Have learners to draw their favorite part of the book and tell why

Take Learners out of the class to the field for a stretch up.

Engage Learners to use any of the play toys available.

Make a choice to use any of the learning centers created

Listen to a story about Christmas

Assessment: have learners to use new words to role family celebrations like birthdays and Christmas</td>
<td></td>
</tr>
<tr>
<td>PHASE 3: REFLECTION 10MINS (Learner and Teacher)</td>
<td>Review lesson with Learners by singing songs in relation to it</td>
<td></td>
</tr>
</table>

DATE: 19/11/2019 **DAY**: Tuesday **CLASS**: KG1	**STRAND**: MY FAMILY **SUB STRAND**: FAMILY CELEBRATION AND FESTIVALS
CONTENT STANDARD: K1.2.3.1 Demonstrate the knowledge of celebrations and festivals that the individual families celebrate.	**INDICATORS**: K1.2.3.1.2 **PERFORMANCE INDICATOR**: Learners can demonstrate the proper way to handle a book
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving	
KEY WORDS:	

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER *10 MINS* **(Preparing the Brain for Learning)**	Call out all learners who are celebrating their birthdays in the month of November and sing for them Happy birthday to you! Happy birthday to you! Happy birthday dear (*insert name*) Happy birthday to you! May God bless you now May God bless you now May God bless dear (*insert name*) May God bless you now!	
PHASE 2: MAIN *40MINS* **(New Learning Including Assessment)**	Have learners observe and practice how to hold the book upright and open it cautiously as part of your pre-reading activities. Using a Big book, have some of the learners demonstrate the proper way of handling a book. During the interactive reading stage, call some of the learners to demonstrate how to open the pages. Repeat this activity throughout the reading. Have learners count the number of sheets or pages of the book read	Poster/ cut out picture depicting family celebrations e.g. birthday, Cut out shapes, big books, counters, crayons

	Learners to represent the number of pages with model numbers and write them on the floor or sand tray Teach and sing rhymes as learners sing along. Take Learners out of the class to the field for a stretch up. Engage Learners to use any of the play toys available. Make a choice to use any of the learning centers created Listen to a story on family **Assessment**: call learners in turns to demonstrate the proper way of handling a book	
PHASE 3: REFLECTION *10MINS* **(Learner and Teacher)**	Review lesson with Learners by singing songs in relation to it.	

DATE: 20/11/2019 **DAY**: Wednesday **CLASS**: KG1	**STRAND**: MY FAMILY **SUB STRAND**: FAMILY CELEBRATION AND FESTIVALS
CONTENT STANDARD: K1.2.3.1 Demonstrate the knowledge of celebrations and festivals that the individual families celebrate.	**INDICATORS**: K1.2.3.1.4 **PERFORMANCE INDICATOR**: Learners can talk about the basic concepts of writing: from left to right, and top to bottom
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving	
KEY WORDS:	

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER *10 MINS* **(Preparing the Brain for Learning)**	Have learners to sing songs and recite familiar rhymes. <u>PETER PIPER</u> Peter Piper picked a peck of pickled peppers, A peck of pickled peppers Peter Piper picked; If peter piper picked a peck of pickled peppers, Where's the peck of pickled peppers Peter Piper picked?	
PHASE 2: MAIN *40MINS* **(New Learning Including Assessment)**	Learners have a warm up exercise. Have pupils snap their fingers one at a time on their thumb. Learners shake their hands in the air several times. Do one hand at a time and another. Introduce the learners to writing Vertical straight-line strokes from top to down and show them the direction of writing them on a line from left to right. Have learners practice writing the vertical straight-line strokes on their tablets Take learners out to the field for a warm up.	Poster/ cut out picture depicting family celebrations e.g. birthday, Cut out shapes, big books, counters, crayons

	Engage Learners to use any of the play toys available. Teach, sing songs and recite rhymes in relation to the lesson. Learners to sing the songs, recite rhymes and dance with actions. Make a choice to use any of the learning centers created Listen to a story on family **Assessment**: Have learners practice writing vertical straight-line strokes in the sand tray	
PHASE 3: REFLECTION *10MINS* **(Learner and Teacher)**	Review lesson with Learners by singing songs in relation to it	

DATE: 21/11/2019 **DAY**: Thursday **CLASS**: KG1	**STRAND**: MY FAMILY **SUB STRAND**: FAMILY CELEBRATION AND FESTIVALS
CONTENT STANDARD: K1.2.3.1 Demonstrate the knowledge of celebrations and festivals that the individual families celebrate.	**INDICATORS**: K1.2.3.1.5 **PERFORMANCE INDICATOR**: Learners can use comparative language "more than"," less than", or "same as" to show relation between quantities and numbers
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving	
KEY WORDS:	

PHASE/DURATION	**LEARNERS ACTIVITIES**	**RESOURCES**
PHASE 1: STARTER *10 MINS* **(Preparing the Brain for Learning)**	Engage learners to sing songs and rhymes relating to the lesson. <u>WE CAN COUNT</u> We k1 We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We k1 can count very well.	
PHASE 2: MAIN *40MINS* **(New Learning Including Assessment)**	Collect a quick data on the months that the learners are born. Represent the numbers with empty cans/tins or any other object. Use this information to compare learners born in different months. Compare the grouping, those born on January, February etc. finding out which group has more members than the other using the comparative language: "more than", "less than", or "same as" Use questions like "Which group has more number of people? "Which groups have the same number of people? "Which group has more members? " etc. to guide learners. Learners sing rhymes and dance with actions	Poster/ cut out picture depicting family celebrations e.g. birthday, Cut out shapes, big books, counters, crayons

	Take leaners out of the class to the field for a stretch up. Engage leaners to use any of the play toys available. Make a choice to use any of the learning centers created Listen to a story on Christmas **Assessment**: give learners set of objects to compare using “more than”, “less than” and “the same as”	
PHASE 3: REFLECTION *10MINS* **(Learner and Teacher)**	Review lesson with Learners by singing songs in relation to it	

DATE: 22/11/2019 **DAY**: Friday **CLASS**: KG1	**STRAND**: MY FAMILY **SUB STRAND**: FAMILY CELEBRATION AND FESTIVALS
CONTENT STANDARD: K1.2.3.1 Demonstrate the knowledge of celebrations and festivals that the individual families celebrate.	**INDICATORS**: K1.2.3.1.6 **PERFORMANCE INDICATOR**: Learners can create special birthday cards for loved ones using different writing and drawing tools.
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving	
KEY WORDS:	

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER *10 MINS* **(Preparing the Brain for Learning)**	Engage Learners to sing songs and recite familiar rhymes <u>HELLO HELLO</u> Hello, hello How are you today? Hello my friend Would you like to play? Hello to you How have you been? Hello to you Would you like to be friends? It's so nice to see you Rain or shine Now it's time to say goodbye Hello again!	
PHASE 2: MAIN *40MINS* **(New Learning Including Assessment)**	Provide special cards with different colors and allow learners to use any writing tool to design different birthday cards for their family members. Have learners classify into sets the designed birthday cards according family members they designed for e.g. parents, siblings, grandparents, etc. Make a choice to use any of the learning centers created Listen to a story on family	Poster/ cut out picture depicting family celebrations e.g. birthday, Cut out shapes, big books, counters, crayons

	Assessment: Have learners create a family album and hand it on the wall of the class.	
PHASE 3: REFLECTION *10MINS* **(Learner and Teacher)**	Teacher sings songs and recite rhymes in relation to the lesson with learners Take learners out to the field. Guide them to swing the sea-saw, sit on the mary-go-round etc. Sing rhymes and songs with learners as they play	Sea saw, mary go round, and other play toys

SAMPLE LESSON NOTES FOR KG1-WEEK TWELVE

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WEEKLY LESSON PLAN FOR KG 1- WEEK TWELVE

DATE: 25/11/2019 **DAY**: Monday **CLASS**: KG1	**STRAND**: MY FAMILY **SUB STRAND**: MY SCHOOL FAMILY- RULES AND REGULATIONS
CONTENT STANDARD: K1.2.4.1 Demonstrate understanding of the rules and regulations that governs the members of the school	**INDICATORS**: K1.2.4.1.1 K1.2.4.1.3 **PERFORMANCE INDICATOR**: • Learners can talk about the members of the school, activities they do and create rules and regulations that should govern their classroom • Learners can use the vocabulary acquired in the read aloud session to prepare rules and regulations to govern your school.
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving	
KEY WORDS:	

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER *10 MINS* **(Preparing the Brain for Learning)**	Have learners to sing songs and recite rhymes that relate to the lesson. <u>WE WISH YOU A MERRY CHRISTMAS</u> We wish you a merry Christmas We wish you a merry Christmas We wish you a merry Christmas And a happy new year. Good tidings we bring To you and your kin; Good tidings for Christmas And a happy New Year!	
PHASE 2: MAIN *40MINS* **(New Learning Including Assessment)**	Use the Community Circle time strategy as described in the previous lessons for the theme introduction. Give learners the opportunity to talk freely with the teacher and peers about the theme. Ask leading questions to guide the discussion on the theme, 'Who are the members of the school family? What are some of the special activities that go on in school?' What rules should we create to help the school family live in peace?	Poster/ cut out picture depicting school/classroom gathering e.g worship, our day, Cut out shapes, big books, counters, crayons

	Write down some relevant points for the classroom rules. In a community circle, have learners observe the picture and use the title of the big book on the theme to predict what would happen in the book. Pick out five new words and help learners understand them using illustration and action. Read the text pausing often and have learners understand other words in the text using the context clues. Let them answer factual questions on the text e.g. Who are the members of the school family? What rules govern their school? What do they do for the lawless learners who misbehave? Guide learners to create their own simple classroom rules, using simple pictures and different colors to design the rules and post it on the classroom wall. Using the number line, have learners play "one more" to show the number of rules made guide behaviors in their classroom Take Learners out of the class to the field for a stretch up. Engage Learners to use any of the play toys available. Make a choice to use any of the learning centers created Listen to a story on the need to obey rules and regulations **Assessment**: call learners in turns to talk about rules in the home	
PHASE 3: REFLECTION *10MINS* **(Learner and Teacher)**	Review lesson with Learners by singing songs in relation to it	

DATE: 26/11/2019 **DAY**: Tuesday **CLASS**: KG1	**STRAND**: MY FAMILY **SUB STRAND**: MY SCHOOL FAMILY- RULES AND REGULATIONS
CONTENT STANDARD: K1.2.4.1 Demonstrate understanding of the rules and regulations that governs the members of the school	**INDICATORS**: K1.2.4.1.2 **PERFORMANCE INDICATOR**: Learners can demonstrate that print matches with illustration in a book.
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving	
KEY WORDS:	

PHASE/DURATION	**LEARNERS ACTIVITIES**	**RESOURCES**
PHASE 1: STARTER *10 MINS* **(Preparing the Brain for Learning)**	Have learners to sing songs and recite rhymes that relate to the lesson. <u>LETS ALL DO</u> (*tune of we wish you a merry Christmas*) Let's all do a little clapping, Let's all do a little clapping, Let's all do a little clapping, And spread Christmas cheer. (*Continue with actions like jumping, twirling, stretching etc*.)	
PHASE 2: MAIN *40MINS* **(New Learning Including Assessment)**	Using a book about rules and regulations with illustrated cover page, have learners predict the content of the book using the illustration on the cover. Discuss the meaning of the keywords with learner. During the reading, run a pointer under the words as you read to assist the learners track the text. Pause often and encourage learners to use illustration to predict the content/print on the page.	Poster/ cut out picture depicting school/classroom gathering e.g. worship, our day, Cut out shapes, big books, counters, crayons

	Have leaners count and tell the number of words in a sentence and sum up words in some selected sentences. Have learners draw a member of their school family and give a brief description of it. Teach and sing rhymes as learners sing along. Take Learners out of the class to the field for a stretch up. Engage Learners to use any of the play toys available. Make a choice to use any of the learning centers created Listen to a story on the need to obey rules and regulations **Assessment**: Call learners in turns to flash out word cards and mention them with actions	
PHASE 3: REFLECTION *10MINS* **(Learner and Teacher)**	Review lesson with Learners by singing songs in relation to it.	

DATE: 27/11/2019 **DAY**: Wednesday **CLASS**: KG1	**STRAND**: MY FAMILY **SUB STRAND**: MY SCHOOL FAMILY- RULES AND REGULATIONS
CONTENT STANDARD: K1.2.4.1 Demonstrate understanding of the rules and regulations that governs the members of the school	**INDICATORS**: K1.2.4.1.4 **PERFORMANCE INDICATOR**: Learners can identify and look for more rhyming words in different rhymes related to school.
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving	
KEY WORDS:	

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER *10 MINS* **(Preparing the Brain for Learning)**	Have learners to sing songs and recite familiar rhymes. <u>ROUND AND ROUND THE GARDEN</u> Round and round the garden Like a teddy bear, One step, two step, Tickle you under there	
PHASE 2: MAIN *40MINS* **(New Learning Including Assessment)**	Talk about some of the different activities we do at school one of which is to learn and recite rhymes. Have learners recite common rhymes and identify some common rhyming sounds at the end. Learners should fish out the rhyming words as new vocabulary e.g. Hey diddle, diddle, The cat and fiddle, The cow jumped over the moon; The little dog laughed To see such sport, And the dish ran away with the spoon. Have learners draw any object or animal mentioned in the rhyme. Have learners identify and group animals and other objects in two sets, one containing the animal(s) and one containing the other objects.	Poster/ cut out picture depicting school/classroom gathering e.g worship, our day, Cut out shapes, big books, counters, crayons

	Have learners count the number of items in each set and add them. Teach, sing songs and recite rhymes in relation to the lesson. Learners to sing the songs, recite rhymes and dance with actions. Make a choice to use any of the learning centers created Listen to a story on the need to obey rules and regulations **Assessment**: Have learners practice writing vertical straight-line strokes in the sand tray	
PHASE 3: REFLECTION *10MINS* **(Learner and Teacher)**	Review lesson with Learners by singing songs in relation to it	

DATE: 28/11/2019 **DAY**: Thursday **CLASS**: KG1	**STRAND**: MY FAMILY **SUB STRAND**: MY SCHOOL FAMILY- RULES AND REGULATIONS
CONTENT STANDARD: K1.2.4.1 Demonstrate understanding of the rules and regulations that governs the members of the school	**INDICATORS**: K1.2.4.1.5 **PERFORMANCE INDICATOR**: Learners can recognize and identify the target letter name for the week in given words related to the school
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving	
KEY WORDS:	

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER *10 MINS* **(Preparing the Brain for Learning)**	Engage learners to sing songs and rhymes relating to the lesson. <u>ROSES ARE RED</u> Roses are red Violets are blue Sugar is sweet And so are you	
PHASE 2: MAIN *40MINS* **(New Learning Including Assessment)**	Write the letter for the week boldly on the chalkboard/whiteboard. Teach the pronunciation and show where it is in the keywords. E.g. /s/ for school, sobolo, suku etc. Put up a chart and have learners show you where the sound is located in the words, either at the initial, middle or ending. Demonstrate how to write the letter in the air. Learners take turns to practice writing in the air with you. Have them repeat this activity on other appropriate surfaces. Learners should practice writing the letter 5 times on their table and/or in their book.	Poster/ cut out picture depicting school/classroom gathering e.g. worship, our day, Cut out shapes, big books, counters, crayons

	Learners who have this letter in their names should call out their names. Engage learners to play the “Step forward” game. Learners stand at the start line. Teacher calls out 'if you have a /t/ in your name step forward' or 'if your name begins with /f/ step forward'. The person to get to the finish line wins. Learners sing rhymes and dance with actions Take leaners out of the class to the field for a stretch up. Engage leaners to use any of the play toys available. Make a choice to use any of the learning centers created Listen to a story on the need to obey rules and regulations **Assessment**: Flash out letter cards for learners to make its sounds	
PHASE 3: REFLECTION *10MINS* **(Learner and Teacher)**	Review lesson with Learners by singing songs in relation to it	

DATE: 29/11/2019 **DAY**: Friday **CLASS**: KG1	**STRAND**: MY FAMILY **SUB STRAND**: MY SCHOOL FAMILY- RULES AND REGULATIONS
CONTENT STANDARD: K1.2.4.1 Demonstrate understanding of the rules and regulations that governs the members of the school	**INDICATORS**: K1.2.4.1.6 **PERFORMANCE INDICATOR**: Learners can solve story problems using comparative language "more than", "less than", or "same as" to show relation between quantities/numbers
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving	
KEY WORDS:	

PHASE/DURATION	**LEARNERS ACTIVITIES**	**RESOURCES**
PHASE 1: STARTER *10 MINS* **(Preparing the Brain for Learning)**	Have learners to sing songs and recite rhymes that relate to the lesson. <u>RING, RING, RING THE BELLS</u> (*tune of row, row, row your boat*) Ring, ring, ring the bells Ring them loud and clear To say to people everywhere That Christmas time is here	
PHASE 2: MAIN *40MINS* **(New Learning Including Assessment)**	Have learners sing the "week-day birthday" song and collect quick data on the number of people born on different days in the week. Guide learners to solve problems on "Which group has less members than the other? Practice with different numbers and sets of people, money and other objects. Show the sign to learners and have them write it down at the appropriate place in an equation/inequality on Chalkboard. Make a choice to use any of the learning centers created Listen to a story on the need to obey rules and regulations	Poster/ cut out picture depicting school/classroom gathering e.g. worship, our day, Cut out shapes, big books, counters, crayons

	Assessment: Have learners create a family album and hand it on the wall of the class.	
PHASE 3: REFLECTION *10MINS* **(Learner and Teacher)**	Teacher sings songs and recite rhymes in relation to the lesson with learners Take learners out to the field. Guide them to swing the sea-saw, sit on the mary-go-round etc. Sing rhymes and songs with learners as they play	Sea saw, mary go round, and other play toys