

**TERM TWO**  
**KG 1**  
**WEEK TWELVE**

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## WEEKLY LESSON PLAN FOR KG 1- WEEK TWELVE

Name of School.....

<b>DATE:</b>  <b>DAY:</b> Monday  <b>CLASS:</b> KG 1	<b>STRAND:</b> MY NATION GHANA  <b>SUB STRAND:</b> HISTORY AND CELEBRATION OF GHANA’S INDEPENDENCE	
<b>CONTENT STANDARD</b> K1.5.1.1 Demonstrate knowledge of the history and independence of Ghana	<b>INDICATORS:</b> K1.5.1.1.1                      K1.5.1.1.	
	<b>PERFORMANCE INDICATOR:</b> <ul style="list-style-type: none"><li>✓ Learners can locate their home regions on an outline map of Ghana and talk about the history behind their festivals.</li><li>✓ Learners can retell the story about Ghana’s independence</li></ul>	
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	Display a big poster of the map of Ghana showing the 16 regions in different colours on the board. Guide learners to talk about their regions they come from and the festival they celebrate. Using cut out colour papers depicting the respective colours of the regions, model the location of your home region and the telling of behind your festival. Have learners take turns to pick the colour from the cut-out papers that is the same as the colour of their region, locate their region on the map and then tell a short history/what they know about their festivals. Have learners group cut out papers picked during the activity into colours and count. Have learners do addition and/or subtraction activities with the cut-out papers	Poster/ cut out picture  Cut out shapes, big books, counters, crayons

	<p>Community Circle time: Use KWL strategy to deliver this lesson.</p> <p>K; Learners talk about any family or regional celebrations they know about, when they celebrate, why and what they do.</p> <p>They also share anything they know about Ghana's Independence Day celebration</p> <p>W-they are given the opportunity to ask questions related to what they want to know about the Independence Day celebration.</p> <p>Displaying a conversational poster, on Independence Day, teacher tells a short history about the Independence Day of Ghana and why we celebrate it on 6th March. L-Learners are given the chance to retell the story behind 6th March. Involve all learners in the talking by using the "pass the ball" (Learners pass a small ball round; the learner with the ball is the only one to talk). Have learners watch a video on 6th march celebration and/or role play a simple speech on what they will do to help advancement of Ghana at a 6th March celebration</p> <p>Assessment: let learners retell the story about Ghana's independence</p>	
<b>PHASE 3:</b> <b>REFLECTION 10MINS</b> <b>(Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it	

<b>DATE:</b>		<b>STRAND:</b> MY NATION GHANA	
<b>DAY:</b> Tuesday		<b>SUB STRAND:</b> HISTORY AND CELEBRATION OF GHANA'S INDEPENDENCE	
<b>CLASS:</b> KG 1			
<b>CONTENT STANDARD</b> K1.5.1.1 Demonstrate knowledge of the history and independence of Ghana		<b>INDICATORS:</b> K1.5.1.1.2 K1.5.1.1.3	
		<b>PERFORMANCE INDICATOR:</b> <ul style="list-style-type: none"><li>✓ Learners can show peers that sentences are made of words and that words are separated in print.</li><li>✓ Learners can listen attentively and interact with peers during a teacher-read-aloud session about the Independence Day of Ghana</li></ul>	
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving			
<b>KEY WORDS:</b>			
<b>PHASE/DURATION</b>		<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing the Brain for Learning)</b>		Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>		Play the “Be the word” game as described in K1. 4.2.1.2, using cut-up sentences to show that sentences are made up of words. Guide learners to rearrange the words to form sentences. Assist learners to demonstrate that writers have to leave spaces between the words. Play the games in small groups with different sentence strips. Call on group to demonstrate to whole class. Have learners form a simple sentence from the cut-up words and it write into their exercise books. Have learners count the letters in selected words and use them to do addition and/or subtraction activities. Extend this numeracy activities using other objects/word problem  Refer to the Reading instruction procedure in K1.3.4.1.3. Encourage the learners to interact actively with peers during the teacher read aloud session on the theme.	Poster/ cut out picture  Cut out shapes, big books, counters, crayons

	<p>Ask leading questions and have learners answer to bring out the main points in the text.</p> <p>Assist learners to use illustrations and picture to enable them to understand unfamiliar words.</p> <p>Learners use new vocabulary in describing activities that go on during the celebration of the Independence Day.</p> <p>Have learners use selected words to perform addition and subtraction activities.</p> <p>Extend the activities using different objects/materials</p> <p>Assessment: let learners draw Independence Day celebration scene</p>	
<b>PHASE 3:</b> <b>REFLECTION 10MINS</b> <b>(Learner and Teacher)</b>	<p>Review lesson with Learners by singing songs in relation to it</p>	

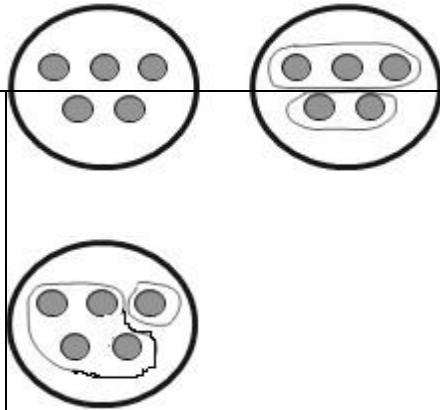
<b>DATE:</b>  <b>DAY:</b> Wednesday  <b>CLASS:</b> KG 1		<b>STRAND:</b> MY NATION GHANA  <b>SUB STRAND:</b> HISTORY AND CELEBRATION OF GHANA'S INDEPENDENCE
<b>CONTENT STANDARD</b> K1.5.1.1 Demonstrate knowledge of the history and independence of Ghana		<b>INDICATORS:</b> K1.5.1.1.4    K1.5.1.1.5  <b>PERFORMANCE INDICATOR:</b> <ul style="list-style-type: none"> <li>✓ Learners can demonstrate respect for the symbols and songs of our nation</li> <li>✓ Learners can sing alphabet song and point to the letters of the alphabet in the classroom</li> </ul>
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
<b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	<p>Learners sing the national anthem along with a tape recording and recite the pledge with the necessary postures and gestures, i.e. Standing at attention, hand on chest, etc.</p> <p>In small groups, the learners use glue and pieces of materials in the colours of the national flag to build a large collage of the Ghana Flag.</p> <p>Learners sing different alphabet songs and perform actions on them, picking and showing the letters in turns</p> <p>Have learners use some of the selected words to make sentences</p> <p>Recapping previous subtraction lessons, have the learners subtract the number of the focus letter from the other letters in a word.</p> <p>Extend the activities using other objects</p> <p>Assessment: let learners sing alphabet song and point to the letters of the alphabet in the classroom</p>	<p>Poster/ cut out picture</p> <p>Cut out shapes, big books, counters, crayons</p>

<b>PHASE 3:</b> <b>REFLECTION</b> <i>10MINS</i> <b>(Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it	
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<b>DATE:</b>		<b>STRAND:</b> MY NATION GHANA	
<b>DAY:</b> Thursday		<b>SUB STRAND:</b> HISTORY AND CELEBRATION OF GHANA'S INDEPENDENCE	
<b>CLASS:</b> KG 1			
<b>CONTENT STANDARD</b> K1.5.1.1 Demonstrate knowledge of the history and independence of Ghana		<b>INDICATORS:</b> K1.5.1.1.6	
		<b>PERFORMANCE INDICATOR:</b> Learners can create and perform dance movements and music inspired by Ghanaian history and other cultures	
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving			
<b>KEY WORDS:</b>			
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>	
<b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.		
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	Learners listen to a music on Ghanaian history and dance to it (You can let them watch a video to) e.g. Hen ara asaase ni Teach the keywords and discuss the lyrics of the song with the learners Learners use improvised musical instrument to play their own music, accompanied by dance movements. Learners should organize a Kiddies march past. Let them sing some patriotic songs and march on it while others play instruments. One child can post as the President of Ghana whiles others salute. Assessment: let learners create and perform dance movements and music inspired by Ghanaian history	Poster/ cut out picture  Cut out shapes, big books, counters, crayons	
<b>PHASE 3: REFLECTION 10MINS</b> <b>(Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it		

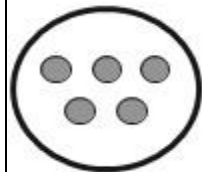


<b>DATE:</b>  <b>DAY:</b> Friday  <b>CLASS:</b> KG 1		<b>STRAND:</b> MY NATION GHANA  <b>SUB STRAND:</b> HISTORY AND CELEBRATION OF GHANA'S INDEPENDENCE
<b>CONTENT STANDARD</b> K1.5.1.1 Demonstrate knowledge of the history and independence of Ghana		<b>INDICATORS:</b> K1.5.1.1  <b>PERFORMANCE INDICATOR:</b> Learners can compose and decompose numbers up to ten
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
<b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	<p>Learners decompose a group 10 bottle tops, e.g. 6 and 4 or 5 plus 5.</p> <p>Teacher Scaffold learners to understand the terms Decomposing and composing numbers.</p> <p>Composing means putting numbers together to make a whole and Decomposing means breaking down numbers into their sub-parts.</p> <p>Learners also use dot cards to decompose numbers (0-10),          Learners look at a dot card (e.g. with 5 dots) and say how many dots they see' If the teacher asks, how many dots do you see?          The child says, 'I see 3 and 2 dots</p> <p>Have learners draw a line to join or circle the 3 dots and 2 dots separately e.g. Learners repeat activity with different number of dots</p>	<p>Poster/ cut out picture</p> <p>Cut out shapes, big books, counters, crayons</p>



Give learners cards with different number of dots e.g. 5, 6, 9, etc. and in pairs let them play the game "Pick and circle" (cut out cards with different number of dots. Write two figures under each circled dots into which the dots should be decomposed.

Have learners decompose the dots in different forms and talk about their work e.g. 6 (2 and 4, 3 and 3, 5 and 1), 7(2 and 5, 3 and 4, 6 and 1), etc.  
e.g. 5 (3 and 2, 4 and 2)



Assessment: let learners compose and decompose numbers up to ten

**PHASE 3:**  
**REFLECTION 10MINS**  
**(Learner and Teacher)**

Review lesson with Learners by singing songs in relation to it