

**TERM TWO**  
**KG 1**  
**WEEK FIVE**

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# WEEKLY LESSON PLAN FOR KG 1- WEEK FIVE

Name of School.....

| <b>DATE:</b><br><br><b>DAY:</b> Monday<br><br><b>CLASS:</b> KG 1   |  | <b>STRAND:</b> VALUES AND BELIEFS<br><br><b>SUB STRAND:</b> OUR BELIEFS   |
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| <b>CONTENT STANDARD:</b> K1.3.4.1<br>Demonstrate understanding of and relating well with people with different beliefs   |  | <b>INDICATORS:</b> K1.3.4.1.1<br><br><b>PERFORMANCE INDICATOR:</b><br>Learners can talk about God as the Creator of all things and discuss different ways that people worship him |
| <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><br><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><br><b>(New Learning Including Assessment)</b>  | Using the KWL strategy, introduce the theme for the week and assist learners to learn more about different beliefs system of their friends.<br><br>K- Call on the learners to share what they know about God and what religious group they belong to. Learners should also mention the different ways they refer to God in their religious groups.<br><br>W- Allow learners to ask question about what they want to know from their friends about how they worship.<br><br>Learners talk about and dramatize how they worship, pray and the songs they sing.<br><br>L- Encourage learners to appreciate each other and then share what they have learned (L) from their friends. | Poster/ cut out picture<br><br>Cut out shapes, big books, counters, crayons   |

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|   | <p>Decorate the classroom with conversational posters of different religious groups and have learners use them as resource to talk about their beliefs.</p> <p>.</p> <p>Assessment: let learners describe God as the Creator of all things and mention different ways that people worship him</p> |  |
| <p><b>PHASE 3:</b><br/> <b>REFLECTION</b> <i>10MINS</i><br/> <b>(Learner and Teacher)</b></p> | <p>Review lesson with Learners by singing songs in relation to it</p>   |  |

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| <b>DATE:</b><br><br><b>DAY:</b> Tuesday<br><br><b>CLASS:</b> KG 1  |  | <b>STRAND:</b> VALUES AND BELIEFS<br><br><b>SUB STRAND:</b> OUR BELIEFS   |   |
| <b>CONTENT STANDARD:</b> K1.3.4.1<br>Demonstrate understanding of and relating well with people with different beliefs   |  | <b>INDICATORS:</b> K1.3.4.1.2   |   |
|  |  | <b>PERFORMANCE INDICATOR:</b><br>Learners can handle their religious scriptures (book) appropriately.   |   |
| <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>  |  |   |   |
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| <b>PHASE/DURATION</b>  |  | <b>LEARNERS ACTIVITIES</b>  | <b>RESOURCES</b>  |
| <b>PHASE 1: STARTER 10 MINS</b><br><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><br><b>(New Learning Including Assessment)</b>  |  | Display different scriptures, the Bible, Learners Bible stories, the Quran and any others that the learners could bring.<br>Using the learners’s book as the model, scaffold learners to identify how to open the books paying attention to the page numbers in the books.<br>Use a short story to assist learners appreciate and respect other religious books.<br>Have learners either sing or draw one object each that identify the three main religions in Ghana and talk about it<br><br>Assessment: let learners mention ways of handling their religious scriptures (book) appropriately. | Poster/ cut out picture<br><br>Cut out shapes, big books, counters, crayons |
| <b>PHASE 3: REFLECTION 10MINS</b><br><b>(Learner and Teacher)</b>  |  | Review lesson with Learners by singing songs in relation to it  |   |

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| <b>DATE:</b><br><br><b>DAY:</b> Wednesday<br><br><b>CLASS:</b> KG 1  |  | <b>STRAND:</b> VALUES AND BELIEFS<br><br><b>SUB STRAND:</b> OUR BELIEFS   |   |
| <b>CONTENT STANDARD:</b> K1.3.4.1<br>Demonstrate understanding of and relating well with people with different beliefs   |  | <b>INDICATORS:</b> K1.3.4.1.3   |   |
|  |  | <b>PERFORMANCE INDICATOR:</b><br>Learners can interact actively with peers during a teacher-read aloud session about religious beliefs, use visual information to understand the unfamiliar words when reading and use new vocabulary acquired to talk about their beliefs.   |   |
| <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>  |  |   |   |
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| <b>PHASE/DURATION</b>  |  | <b>LEARNERS ACTIVITIES</b>  | <b>RESOURCES</b>  |
| <b>PHASE 1: STARTER 10 MINS</b><br><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><br><b>(New Learning Including Assessment)</b>  |  | Follow the before reading, during reading and after reading strategies as you read an informational text on different religious groups in Ghana and how they worship. Pause often and have the learners respond to the text by relating the information to their lives. Use visual information such as pictures to explain unfamiliar words such as mosque, chapel, etc.<br>Learners identify and share what they have learnt about the things that we all do in common and things that are different about the three religious groups.<br>Allow learners to talk a lot using the new vocabulary that they have heard from the book.<br>Learners role play what their religious leaders do when leading worship.<br>Have learners talk about and demonstrate how they will relate with their classmates and other learners in harmony although they belong to different religious groups. | Poster/ cut out picture<br><br>Cut out shapes, big books, counters, crayons |

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|  | <p>Count the letters in at least two religious books and/or name of worship place and use comparative language (“more than”, “less than”, “same as”) and signs ([&lt;], [&gt;], [=]) to describe the letters in the spelling of the religious books e.g. Bible, chapel, Quran, Mosque, Shrine, etc.</p> <p>To extend this activity using different objects</p> <p>Assessment: let learners use new vocabulary acquired to talk about their beliefs.</p> |  |
| <p><b>PHASE 3:</b><br/> <b>REFLECTION 10MINS</b><br/> <b>(Learner and Teacher)</b></p> | <p>Review lesson with Learners by singing songs in relation to it</p>   |  |

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| <b>DATE:</b>   |  | <b>STRAND:</b> VALUES AND BELIEFS   |  |
| <b>DAY:</b> Thursday   |  | <b>SUB STRAND:</b> OUR BELIEFS  |  |
| <b>CLASS:</b> KG 1   |  |   |  |
| <b>CONTENT STANDARD:</b> K1.3.4.1<br>Demonstrate understanding of and relating well with people with different beliefs   |  | <b>INDICATORS:</b> K1.3.4.1.4   |  |
|  |  | <b>PERFORMANCE INDICATOR:</b><br>Learners can draw one activity that we do when worshipping God and label it with one or two words. |  |
| <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>  |  |   |  |
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| <b>PHASE/DURATION</b>  | <b>LEARNERS ACTIVITIES</b>   | <b>RESOURCES</b>  |  |
| <b>PHASE 1: STARTER 10 MINS</b><br><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><br><b>(New Learning Including Assessment)</b>  | Using poster and/or picture depicting the three main religion at worship, discuss the three main with the learners.<br>Providing learners with sheet of paper or exercise books, have learners draw, paint and label one way to worship God and label it.<br>Teacher provides different vocabulary on the whiteboard as a resource.<br>Learners decorate the classroom with their pictures.<br>Have learners sort the drawings according to the given criterion (e.g. religion, colours, size) and match the groups with number cards.<br>You can have learners replicate the matching activity into their exercise book<br><br>Assessment: let learners draw one activity that we do when worshipping God and label it with one or two words. | Poster/ cut out picture<br><br>Cut out shapes, big books, counters, crayons   |  |
| <b>PHASE 3: REFLECTION 10MINS</b><br><b>(Learner and Teacher)</b>  | Review lesson with Learners by singing songs in relation to it   |   |  |

| <b>DATE:</b><br><br><b>DAY:</b> Friday<br><br><b>CLASS:</b> KG 1   |   | <b>STRAND:</b> VALUES AND BELIEFS<br><br><b>SUB STRAND:</b> OUR BELIEFS   |
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| <b>CONTENT STANDARD:</b> K1.3.4.1<br>Demonstrate understanding of and relating well with people with different beliefs   |   | <b>INDICATORS:</b> K1.3.4.1.5<br><br><b>PERFORMANCE INDICATOR:</b><br>Learners can play different musical instrument, sing religious songs and dance on the music |
| <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><br><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><br><b>(New Learning Including Assessment)</b>  | <p>Using different religious songs and musical instruments, have learners be in groups and perform and dance to the music of the three different religions in Ghana.</p> <p>Encourage learners to sing and dance together as a way of appreciating each other.</p> <p>Have learners discuss their performances.</p> <p>Create different everyday situations and scaffold learners to add numbers. E.g. Combine amount of money collected at church service, etc.</p> <p>Extend this activity with other objects. Using level-appropriate sight words, display sight words on cards and guide learners to read.</p> <p>Explain the words and guide learners to use the words to form short and simple sentences and Copy words in the exercise book</p> <p>Assessment: let learners play different musical instrument, sing religious songs and dance on the music</p> | <p>Poster/ cut out picture</p> <p>Cut out shapes, big books, counters, crayons</p>  |

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| <b>PHASE 3: REFLECTION</b> | <i>10MINS</i> (Learner and Teacher) |  |
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