

TERM TWO
KG 1
WEEK ONE

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WEEKLY LESSON PLAN FOR KG 1- WEEK ONE

Name of School.....

DATE:		STRAND: VALUES AND BELIEFS
DAY: Tuesday		SUB STRAND: OUR FAMILY VALUES
CLASS: KG1		
CONTENT STANDARD: K1.3.1.1 Demonstrate understanding of the good manners that our families values and why they value them	INDICATORS: K1.3.1.1.1 K1.3.1.1.2	
	PERFORMANCE INDICATOR: <ul style="list-style-type: none"> ✓ Learners can identify the good manners our families value and how it can change our personal likes and dislikes ✓ Learners can demonstrate that spoken words are represented in written words/print 	
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.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	In a Community Circle time, the learners should be asked to talk about what they like and dislike. Teacher scaffold them to share their reasons for their like and dislike. Write their likes and dislikes on the board or cut out manila cards using different colour of makers (e.g. blue marker for likes and red marker for dislikes).	Poster/ cut out picture Cut out shapes, big books, counters, crayons

Through scaffolding, have learners talk about what their parents and grandparents (family) value.

Discuss why learners sometimes refuse to do what families value and why it would not be good for them to do that.

Have learners sort the “likes” from the “dislikes” and count the number of cards they will get from each group.

Guide them use comparative language to describe the comparative language to describe the groups.

Extend this activity by using concrete objects e.g. counters, shapes, etc.

Teach the learners a song that shows the reward of showing good manners e.g.

Abofra ye somako a
Obiara pe n'asem 3X
Ntsi ye somako

Using as Big book, model to learners by pointing to each word you read with a pointer. Highlight the awareness that spoken words can be written.

Discuss the meaning of the keywords in the text while you read and assist learners give examples of synonyms of some selected keywords.

Write the examples the learners give on the board to illustrate the concept.

Through LEA, assist the class to create their version of the story read to them using some of the keywords learnt and write it on a manila card for them.

	<p>Guide learners to illustrate their story.</p> <p>Assessment: let learners identify the good manners our families value</p>	
<p>PHASE 3: REFLECTION 10MINS (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

DATE: DAY: Wednesday CLASS: KG1		STRAND: VALUES AND BELIEFS SUB STRAND: OUR FAMILY VALUES	
CONTENT STANDARD: K1.3.1.1 Demonstrate understanding of the good manners that our families values and why they value them		INDICATORS: K1.3.1.1.3 K1.3.1.1.4 PERFORMANCE INDICATOR: <ul style="list-style-type: none"> · Learners can listen to a story on importance of exhibiting good manners in our everyday life and role-play how to use simple daily greetings with different people in the society. · Learners can recognise that spoken words are made up of individual speech sounds and letters that can be written down 	
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	
PHASE 1: STARTER <i>10 MINS</i> (Preparing the Brain for Learning)		Have learners to sing songs and recite rhymes that relate to the lesson.	
PHASE 2: MAIN <i>40MINS</i> (New Learning Including Assessment)		Greet and welcome learners to the community circle time. Introduce the theme for the week and invite learners to share some of the good manners that their parents insist on at home, e.g. when they are eating, when they wake up from bed, when they receive visitors, when they are in public etc. Tell them a nice Ananse story about the importance and benefit of greetings. Write the daily greetings on strips of manila cards. Show conversational poster and have learners identify the non-verbal behaviours that that learners show when greeting at school and elderly people.	
		Poster/ cut out picture Cut out shapes, big books, counters, crayons	

Have learners role play the daily greetings, showing appropriate non-verbal behaviours when greeting different people in the community.

Using “Pick and act” have learners use the cut out manila strips to demonstrate the appropriate greeting they pick

Have learners sing Alphabet song and point to the letters in the classroom. E.g. ABCD -F- G...

Write some words on the board or manila cards, assist learners say the words slowly stretching them using a rubber band and have learners count the sounds they hear in the word.

Repeat the activity with the names of some objects in the classroom and have learners say each of the words slowly, stretching them to hear the individual sounds, and count them.

Highlight the sounds learners will be able to identify and assist learners to select the letter(s) that represent the sounds.

Using phonics game, assist learners to replace different sound/letter at the beginning of some selected words to create new words e.g. /pin/ /sin/, /tin/, /bin/, /fin/ etc. /tan/, /man/, /pan/, /fan/, etc.

Have learners count the number of words they can create and represent their answer visually arranging bottle tops, empty cans, cut out shapes, etc. or board illustrations with different colours of chalk or markers.


Repeat these activities with different objects


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	Assessment: let learners Using “Pick and act” have learners use the cut out manila strips to demonstrate the appropriate greeting they pick	
PHASE 3: REFLECTION 10MINS (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it	

DATE: DAY: Thursday CLASS: KG1		STRAND: VALUES AND BELIEFS SUB STRAND: OUR FAMILY VALUES
CONTENT STANDARD: K1.3.1.1 Demonstrate understanding of the good manners that our families values and why they value them	INDICATORS: K1.3.1.1.5 K1.3.1.1.6	
	PERFORMANCE INDICATOR: Learners can recognize details in shapes and height of the letter for the week and write it legibly and correctly Learners can show the time of the day using clock faces.	
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.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	<p>Learners watch teacher model the pre-writing exercise, learners emulate what the teacher does in a whole class, in groups and individually.</p> <p>Have learners write the letter in the air and on their tables.</p> <p>Talk about the height and shape of the letter. Using dots or tracing, have learners practice writing new letter on slates and in their exercise book.</p> <p>Have learners give examples of words that the letter for the week can begin.</p> <p>Have learners use shapes e.g. circle, triangles, rectangles to create simple patterns with 2,3,2, 2,2,3,2, etc.</p> <p>Have learners clap and stamp their feet with the patterns</p> <p>Using a wooden or plastic clock, tell a short story about time.</p>	<p>Poster/ cut out picture</p> <p>Cut out shapes, big books, counters, crayons</p>

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	<p>Talk about the times we greet in the morning and show it shows on the clock face.</p> <p>Have the keywords on cut out papers and use them to explain how we describe time of the day using the long arm and the short arm on the clock face.</p> <p>Have learners practice manipulating clock faces showing different time.</p> <p>Assist learners to locate the a given time on the clock face (e.g 6, 9)</p>  <p>6 O'clock</p> <p>Have learners create their own clock face using arts materials like play dough, clay, manila cards, etc</p> <p>Assessment: let learners show the time of the day using clock faces.</p>	
<p>PHASE 3: REFLECTION 10MINS (Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

DATE: DAY: Friday CLASS: KG1		STRAND: VALUES AND BELIEFS SUB STRAND: OUR FAMILY VALUES
CONTENT STANDARD: K1.3.1.1 Demonstrate understanding of the good manners that our families values and why they value them		INDICATOR: K1.3.1.1.7 PERFORMANCE INDICATOR: Learners can draw clock faces and write down the given time under it
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.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	<p>Discuss the importance of time and why learners need to obey the times for school and classroom activities.</p> <p>Talk about times we greet in the morning and show it on the clock face explaining how we describe time of the day using the long arm and the short arm. With different times written on cut out papers,</p> <p>Have learners in pairs draw clock faces showing different times and write the times underneath e.g. 6, 7, 2, etc. E.g.</p> 	<p>Poster/ cut out picture</p> <p>Cut out shapes, big books, counters, crayons</p>

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	2 O'clock Assessment: let learners in pairs draw clock faces showing different times and write the times underneath e.g. 6, 7, 2, etc.	
PHASE 3: REFLECTION 10MINS (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it	

