

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

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## WEEKLY LESSON PLAN FOR KG 2- WEEK FIVE

Name of School.....

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

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

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

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

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|  | <p>If nobody knows it, the teacher needs to demonstrate and hop on the grid and no one get a point.</p> <p>Select a group to start with.</p> <p>Assessment: let learners connect spoken words and sounds to letters in a playful way.</p> |  |
| <p><b>PHASE 3:</b></p> <p><b>REFLECTION 10MINS</b></p> <p><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 2   |  |  |   |
| <b>CONTENT STANDARD:</b> K2.3.4.1<br>Demonstrate understanding of relating well with people with different beliefs.  |  | <b>INDICATORS:</b> K2.3.4.1.5  |   |
|  |  | <b>PERFORMANCE INDICATOR:</b><br><br>Learners can play different musical instruments and dance to religious songs  |   |
| <b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving |  |  |   |
| <b>KEY WORDS:</b>  |  |  |   |
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| <b>PHASE/DURATION</b>  |  | <b>LEARNERS ACTIVITIES</b>   | <b>RESOURCES</b>  |
| <b>PHASE 1: STARTER 10 MINS</b><br><br>(Preparing the Brain for Learning)  |  | Have learners to sing songs and recite rhymes that relate to the lesson.   |   |
| <b>PHASE 2: MAIN 40MINS</b><br><br>(New Learning Including Assessment)   |  | Have different learners show their skills in the Music and dance day and at the centres by playing musical instruments, drums, some can lead in the songs while/and others dance.<br><br>Play a variety of music on CD/tapes and let learners dance.<br><br>Assessment: let learners play different musical instruments and dance to religious songs | Poster/ cut out picture<br><br>Cut out shapes, big books, counters, crayons |
| <b>PHASE 3: REFLECTION 10MINS</b><br><br>(Learner and Teacher)   |  | Review lesson with Learners by singing songs in relation to it   |   |

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



