

**TERM TWO**  
**KG 2**  
**WEEK NINE**

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## WEEKLY LESSON PLAN FOR KG 2- WEEK NINE

Name of School.....

<b>DATE:</b>	<b>STRAND:</b> : MY LOCAL COMMUNITY	
<b>DAY:</b> Monday	<b>SUB STRAND:</b> KNOWING THE SPECIAL LEADERS IN OUR COMMUNITY AND COUNTRY	
<b>CLASS:</b> KG 2		
<b>CONTENT STANDARD:</b> K2.4.3.1 Demonstrate understanding and knowledge of the special leaders in our community	<b>INDICATORS:</b> K2.4.3.1.1      K2.4.3.1.2	
	<b>PERFORMANCE INDICATOR:</b> Learners can talk about and describe the roles of the political, traditional and religious leaders in our community Learners can listen attentively to the teacher-read-aloud of the big book (The Chief) which relates to the theme, track words and share lessons learnt on the roles of the chiefs	
<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>	Theme discussion: Follow basic procedures of the community circle time (as in K2.1.1.1.1) and introduce the theme for the week.  Display a conversational poster (#14) and some concrete materials related to the theme and engage learners in active discussion.  Call on learners randomly to answer questions or contribute to the discussion.  <input type="checkbox"/> Have learners talk about the political leaders of the country.	Poster/ cut out picture  Cut out shapes, big books, counters, crayons

	<p>Ask learners questions that would assist them to describe the President, Ministers and Assembly Men and Women.</p> <p><input type="checkbox"/> Talk about the traditional leaders and where they can be found. Ask those who have seen their chiefs to describe how they dress</p> <p><input type="checkbox"/> Let learners talk about the leaders in their various religious groups. E.g. Muslims – Imam, Christians-Pastors, Catholic Father, Bishops etc</p> <p>Teacher follows the steps of the KWL strategy instruction as you read aloud the informational text which relates to the theme to the learners (Chiefs and Queen mothers). (See lesson K2.1.2.1.2, also appendix 1)</p> <p><input type="checkbox"/> Check on the K and W before you read the text and the L after reading.</p> <p>K-Ask the learners to say what they already know about the theme.</p> <p>W-Ask them to ask questions about what they want to know about the weeks' theme.</p> <p>Learners listen to the text and answer the questions they asked for the W and also for L- Learners share what they have learnt about the theme. E.g., The Chief is the leader of the community</p> <p>Assessment: let learners listen to the text to the text and answer the questions</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 LOCAL COMMUNITY
<b>DAY:</b> Tuesday		
<b>CLASS:</b> KG 2		<b>SUB STRAND:</b> KNOWING THE SPECIAL LEADERS IN OUR COMMUNITY AND COUNTRY
<b>CONTENT STANDARD:</b> K2.4.3.1 Demonstrate understanding and knowledge of the special leaders in our community		<b>INDICATORS:</b> K2.4.3.1.3
		<b>PERFORMANCE INDICATOR:</b> Learners can use key words about the theme to create meaningful sentences in real life situation
<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>	List the key words on the chalk /white board and assist learners to read them. E.g. fly whisk, durbar, chiefs, staff, umbrellas, etc.  Learners identify the new words on word cards and use them to form their own sentences. E.g. The pastor is the leader in my church.  Assessment: let learners dramatize the role of the various leaders using some of the new word	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	

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<b>DATE:</b>		<b>STRAND:</b> : MY LOCAL COMMUNITY	
<b>DAY:</b> Wednesday		<b>SUB STRAND:</b> KNOWING THE SPECIAL LEADERS IN OUR COMMUNITY AND COUNTRY	
<b>CLASS:</b> KG 2			
<b>CONTENT STANDARD:</b> K2.4.3.1 Demonstrate understanding and knowledge of the special leaders in our community		<b>INDICATORS:</b> K2.4.3.1.4	
		<b>PERFORMANCE INDICATOR:</b> Learners can blend individual letter-sound to form one syllabic words Learners can	
<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</b> 10 MINS (Preparing the Brain for Learning)		Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN</b> 40MINS (New Learning Including Assessment)		Teach blending using a game Blend letters to form syllables Write the individual letters, a consonant and a vowel. Point to each letter slowly and the learners say its sound. Then move your finger slowly under the two sounds, blending the sound together to form a syllable.  Say the whole syllable slowly and ask pupils to repeat. Practice this with learners the whole week.  <input type="checkbox"/> Another strategy you can use is Pupils Blending. Two pupils hold individual letter cards separately They move towards each other slowly until they stand close and put their letters together to read a syllable  Assessment: let learners blend individual letter-sound to form one syllabic words	Poster/ cut out picture  Cut out shapes, big books, counters, crayons

<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 LOCAL COMMUNITY	
<b>DAY:</b> Thursday		<b>SUB STRAND:</b> KNOWING THE SPECIAL LEADERS IN OUR COMMUNITY AND COUNTRY	
<b>CLASS:</b> KG 2			
<b>CONTENT STANDARD:</b> K2.4.3.1 Demonstrate understanding and knowledge of the special leaders in our community		<b>INDICATORS:</b> K2.4.3.1.5	
		<b>PERFORMANCE INDICATOR:</b> Learners can create art works inspired by places in our culture and country	
<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>		Using a picture, have learners talk about elements in the palace which interests them.  Assessment: let learners make a picture of the umbrella and label it nicely.	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 2		<b>STRAND:</b> : MY LOCAL COMMUNITY  <b>SUB STRAND:</b> KNOWING THE SPECIAL LEADERS IN OUR COMMUNITY AND COUNTRY	
<b>CONTENT STANDARD:</b> K2.4.3.1 Demonstrate understanding and knowledge of the special leaders in our community		<b>INDICATORS:</b> K2.4.3.1.6  <b>PERFORMANCE INDICATOR:</b> Learners can compare objects based on length and weight of various items and objects	
<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 to compare the length of objects around them and those in the picture and use the words “longer than” and “shorter than” to compare length of various items measured with nonstandardized scales.  Let learners also compare the weight of some objects around them and use words, “heavier than” and “lighter than”.  Get them scales and rulers to use and compare the length and height of items measured.  Assessment: let learners compare objects based on length and weight of various items and objects	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	



