

TERM TWO
KG 1
WEEK THREE

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WEEKLY LESSON PLAN FOR KG 1- WEEK THREE

Name of School.....

DATE:		STRAND: VALUES AND BELIEFS
DAY: Monday		
CLASS: KG 1		
		SUB STRAND: MY CULTURAL VALUES
CONTENT STANDARD: K1.3.1.1 Demonstrate understanding of the good manners that our families values and why they value them		INDICATORS: K1. 3.2.1.1
		PERFORMANCE INDICATOR: Learners can talk about some important cultural values and good manners that promote respect and politeness
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>In a Community Circle time have learners sit in a semi-circle. Always welcome and greet the learners before you introduce the theme for the week.</p> <p>Have a cut-out papers with the polite words/phrases including greetings and discuss them with learners.</p> <p>Invite learners to demonstrate how to show respect to each other, to adults in our society, mother/father and then teachers.</p>	<p>Poster/ cut out picture</p> <p>Cut out shapes, big books, counters, crayons</p>

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	<p>Display a conversational poster and have learners observe, think pair share and describe some behaviours that depict respect and politeness at home and at school.</p> <p>E.g. saying “please, and “thank you”, asking permission before doing everything, e.g. saying “may I go out” etc..</p> <p>Create a scenario for learners to tell the appropriate polite words/phrases that they will use and why?</p> <p>Have learners role play some of the scenarios</p> <p>Assessment: Display a conversational poster and have learners describe some behaviours that depict respect and politeness at home and at school</p>	
<p>PHASE 3:</p> <p>REFLECTION 10MINS</p> <p>(Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

DATE:		STRAND: VALUES AND BELIEFS	
DAY: Tuesday		SUB STRAND: MY CULTURAL VALUES	
CLASS: KG 1			
CONTENT STANDARD: K1.3.1.1 Demonstrate understanding of the good manners that our families values and why they value them		INDICATORS: K1.3.2.1.2	
		PERFORMANCE INDICATOR: Learners can recognize the basic components of a book using the Big Book on showing respect	
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)	Using a Big book on showing respect/politeness, have learners talk about the front/cover page, the body, and end page of a book. With the use of picture walk from the cover page illustration and the body/content, have learners predict the content of the text. Discuss the meaning of the keywords before reading the book. Use interactive read aloud to assist learners to make connections with why they need to show respect to each other and their teachers. Have learners use some of the keywords sentences that depicts showing respect.	Poster/ cut out picture Cut out shapes, big books, counters, crayons	

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	<p>Have learners filling the missing letters in the given polite words e.g. may, respect, please, thank, etc.</p> <p>Have learners count the number of letters they used to fill in the spaces of the words and represent the number of the letters on a number line</p> <p>Assessment: let learners identify the basic components of a book using the Big Book on showing respect</p>	
<p>PHASE 3:</p> <p>REFLECTION 10MINS</p> <p>(Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

DATE:		STRAND: VALUES AND BELIEFS	
DAY: Wednesday			
CLASS: KG 1		SUB STRAND: MY CULTURAL VALUES	
CONTENT STANDARD: K1.3.1.1 Demonstrate understanding of the good manners that our families values and why they value them		INDICATORS: K1.3.2.1.3	
		PERFORMANCE INDICATOR: Learners can use positive words learnt from the teacher-read-aloud of the Big Book to talk about how to show respect to teachers and peers at school.	
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)		Do a picture walk through the text and let the learners predict what the story will be about looking at the pictures. Learners listen to the Teacher read-aloud the Big Book on a Girl who refused to listen to his parents and retell the story. Learners share what they learn from the story relating it to how good it is for a child to adopt their cultural values. Learners dramatize different ways to show respect to teachers and their peers at school and in the house. E.g. saying sorry, thank you, etc.	Poster/ cut out picture Cut out shapes, big books, counters, crayons

	<p>Use vocabulary acquired from the text to create meaningful simple sentences.</p> <p>Have each learner count the number of words in their sentence and represent the number of words on a number line</p> <p>Assessment: let learners use positive words to talk about how to show respect to teachers and peers at school</p>	
<p>PHASE 3:</p> <p>REFLECTION <i>10MINS</i></p> <p>(Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

DATE: DAY: Thursday CLASS: KG 1		STRAND: VALUES AND BELIEFS SUB STRAND: MY CULTURAL VALUES	
CONTENT STANDARD: K1.3.1.1 Demonstrate understanding of the good manners that our families values and why they value them		INDICATORS: K1.3.2.1.4	
		PERFORMANCE INDICATOR: Learners can identify the location of individual sounds in a given word (beginning or end of a word)	
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>Introduce target letter-sound for the week to learners. Have learners identify words beginning with the letter-sound for the week</p> <p>Learners search for words with the letter sound at different position- beginning, middle and the ending sound. E.g. dada – the beginning sound is /d/ and /wind/ the sound is at the end.</p> <p>Learners practice the writing of the letter in the air, on other flat surfaces and write it boldly in their writing/exercise books.</p> <p>Read sentence strips to learners and have them identify words that begins with the letter-sound of under study.</p>	<p>Poster/ cut out picture</p> <p>Cut out shapes, big books, counters, crayons</p>	

	<p>Have learners design the given letter using pebbles, shells, etc. and talk about their designs</p> <p>Assessment: let learners identify the location of individual sounds in a given word</p>	
<p>PHASE 3:</p> <p>REFLECTION <i>10MINS</i></p> <p>(Learner and Teacher)</p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

DATE:		STRAND: VALUES AND BELIEFS
DAY: Friday		
CLASS: KG 1		
CONTENT STANDARD: K1.3.1.1 Demonstrate understanding of the good manners that our families values and why they value them		INDICATORS: K1.3.2.1.5
		PERFORMANCE INDICATOR: Learners can practice using the more than and less than concept and their signs to compare different items that learners like and don't like
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)	Have learners talk about their likes and dislike. Using “Think-Pair share”, have learners enumerate behaviours they like and those that they dislike using shells, pebbles, sticks, etc. Have learners share their findings using comparative language “more than” and “less than”. Introduce learners to using the mathematical signs for the “more than” [$<$] and “less than” [$>$] to solve problems. Extend the activities with other objects.	Poster/ cut out picture Cut out shapes, big books, counters, crayons

	Assessment: let learners use the more than and less than signs to compare different items that learners like and don't like	
PHASE 3: REFLECTION <i>10MINS</i> (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it	