**WEEKLY LESSON PLAN FOR KG 1- WEEK TWO**

**Name of School………………………………………………………………………….……………………….………………**

the good manners that our

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| **DATE**: | | **STRAND**: VALUES AND BELIEFS  **SUB STRAND**: OUR FAMILY VALUES | | |
| **DAY**: Monday | |
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| **CLASS**: KG1 | |
| **CONTENT STANDARD**: K1.3.1.1 | | **INDICATORS**: K1.3.1.1.1 | K1.3.1.1.2 | |
| Demonstrate understanding of | | **PERFORMANCE INDICATOR**:   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 | | |
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| families values and why they | |
| value them | |
| **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* | Have learners to sing songs and recite rhymes  that relate to the lesson. | | |  |
| *MINS* |  |
| **(Preparing the Brain** |  |
| **for Learning)** |  |
| **PHASE 2: MAIN** | In a Community Circle time, the learners | | | Poster/ cut out |
| *40MINS* | should be asked to talk about what they like | | | picture |
| **(New Learning** | and dislike. | | |  |
| **Including** |  | | | Cut out shapes, big |
| **Assessment)** | Teacher scaffold them to share their reasons for their like and dislike. | | | books, counters, crayons |
|  | 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). | | |  |

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 yɛ somakɔ a Obiara pɛ n’asɛm 3X Ntsi yɛ somakɔ

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

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|  | of the keywords learnt and write it on a  manila card for them. |  |
|  | Guide learners to illustrate their story. |  |
|  | Assessment: let learners identify the good manners our families value and how it can change our personal likes and dislikes |  |
|  | Assessment: let learners demonstrate that spoken words are represented in written words/print |  |
| **PHASE 3:** | Review lesson with Learners by singing songs  in relation to it. |  |
| **REFLECTION** *10MINS* |  |
| **(Learner and** |  |
| **Teacher)** |  |

the good manners that our

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| --- | --- | --- | --- | --- |
| **DATE**: | | **STRAND**: VALUES AND BELIEFS  **SUB STRAND**: OUR FAMILY VALUES | | |
| **DAY**: Tuesday | |
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| **CLASS**: KG1 | |
| **CONTENT STANDARD**: K1.3.1.1 | | **INDICATORS**: K1.3.1.1.3 | K1.3.1.1.4 | |
| Demonstrate understanding of | | **PERFORMANCE INDICATOR**:   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 | | |
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| families values and why they | |
| value them | |
| **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* | Have learners to sing songs and recite rhymes  that relate to the lesson. | | |  |
| *MINS* |  |
| **(Preparing the Brain** |  |
| **for Learning)** |  |
| **PHASE 2: MAIN** | Greet and welcome learners to the | | | Poster/ cut out |
| *40MINS* | community circle time. | | | picture |
| **(New Learning** |  | | |  |
| **Including** | Introduce the theme for the week and invite | | | Cut out shapes, big |
| **Assessment)** | 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. | | | books, counters, crayons |
|  | 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 | | |  |

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that that learners show when greeting at school and elderly people.

Have learner’s 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 leaners 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 role-play how to use  simple daily greetings with different people in the society. |  |
| **PHASE 3:**  **REFLECTION** *10MINS* **(Learner and Teacher)** | Review lesson with Learners by singing songs  in relation to it |  |

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Demonstrate understanding of the good manners that our

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| **DATE**: | | **STRAND**: VALUES AND BELIEFS  **SUB STRAND**: OUR FAMILY VALUES | |
| **DAY**: Wednesday | |
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| **CLASS**: KG1 | |
| **CONTENT STANDARD**: K1.3.1.1 | | **INDICATORS**: K1.3.1.1.5 | |
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|  | | **PERFORMANCE INDICATOR**:  Learners can recognize details in shapes and height of the letter for the week and write it legibly and correctly | |
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| families values and why they | |
| value them | |
| **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* | Have learners to sing songs and recite rhymes  that relate to the lesson. | |  |
| *MINS* |  |
| **(Preparing the Brain** |  |
| **for Learning)** |  |
| **PHASE 2: MAIN**  *40MINS*  **(New Learning Including Assessment)** | Learners watch teacher model the pre-writing  exercise, learners emulate what the teacher  does in a whole class, in groups and | | Poster/ cut out  picture  Cut out shapes, big books, counters, crayons |
| individually. | |
| Have learners write the letter in the air and on their tables. | |
| 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. | |
| Have learners give examples of words that the letter for the week can begin. | |
| Have learners use shapes e.g. circle,  triangles, rectangles to create simple patterns with 2,3,2, 2,2,3,2, etc. | |

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|  | Have learners clap and stamp their feet with  the patterns |  |
|  | Assessment: let learners write the letter for the week legibly and correctly |  |
| **PHASE 3:** | Review lesson with Learners by singing songs  in relation to it |  |
| **REFLECTION** *10MINS* |  |
| **(Learner and** |  |
| **Teacher)** |  |

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| --- | --- | --- | --- |
| **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**: K1.3.1.1.6 | |
| **PERFORMANCE INDICATOR**:  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)** | Learners watch teacher model the pre-writing  exercise, learners emulate what the teacher does in a whole class, in groups and individually. Have learners write the letter in the air and on their tables.  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.  Have learners give examples of words that the letter for the week can begin.  Have learners use shapes e.g. circle,  triangles, rectangles to create simple patterns with 2,3,2, 2,2,3,2, etc.  Have learners clap and stamp their feet with the patterns  Using a wooden or plastic clock, tell a short story about time. | | Poster/ cut out  picture  Cut out shapes, big books, counters, crayons |

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|  | Talk about the times we greet in the  morning and show it shows on the clock face. |  |
|  | 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. |  |
|  | Have learners practice manipulating clock faces showing different time. |  |
|  | Assist learners to locate the a given time on the clock face (e.g 6, 9) |  |
|  | 6 O’clock |  |
|  | Have learners create their own clock face using arts materials like play dough, clay, manila cards, etc |  |
|  | Assessment: let learners show the time of the day using clock faces |  |
| **PHASE 3:** | Review lesson with Learners by singing songs  in relation to it |  |
| **REFLECTION** *10MINS* |  |
| **(Learner and** |  |
| **Teacher)** |  |

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the good manners that our



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| **DATE**: | | **STRAND**: VALUES AND BELIEFS  **SUB STRAND**: OUR FAMILY VALUES | | |
| **DAY**: Friday | |
|  | |
| **CLASS**: KG1 | |
| **CONTENT STANDARD**: K1.3.1.1 | | **INDICATORS**: | K1.3.1.1.7 |  |
| Demonstrate understanding of | | **PERFORMANCE INDICATOR**:  Learners can draw clock faces and write down the given time under it | | |
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|  | |
| families values and why they | |
| value them | |
| **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* | Have learners to sing songs and recite rhymes  that relate to the lesson. | | |  |
| *MINS* |  |
| **(Preparing the Brain** |  |
| **for Learning)** |  |
| **PHASE 2: MAIN** | Discuss the importance of time and why | | | Poster/ cut out |
| *40MINS* | learners need to obey the times for school | | | picture |
| **(New Learning** | and classroom activities. | | |  |
| **Including** |  | | | Cut out shapes, big |
| **Assessment)** | 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, | | | books, counters, crayons |
|  | have learners in pairs draw clock faces showing different times and write the times underneath e.g. 6, 7, 2, etc.  E.g. | | |  |
|  | 2 O’clock | | |  |

|  |  |  |
| --- | --- | --- |
|  | Assessment: let learners draw clock faces and write down the given time under it |  |
| **PHASE 3:**  **REFLECTION** *10MINS* **(Learner and Teacher)** | Review lesson with Learners by singing songs  in relation to it |  |