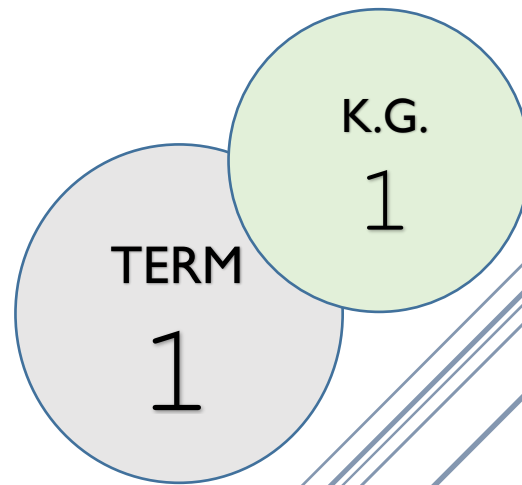


# LESSON PLANS FOR KINDERGARTENS GHANAIAN LANGUAGE



- Weekly forecast
- Detailed lesson plans



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Kumasi

**KGI**  
**GHANAIAN LANGUAGE**  
**TERM ONE**

WEEKS	STRAND & SUB-STRAND	INDICATOR	PERFORMANCE INDICATOR	KEY ACTIVITIES
<b>Week 1</b>	Oral Language – Listening & Speaking (Songs)	Sing familiar songs with actions and correct pronunciation.	Learners will sing at least 2 familiar songs correctly with appropriate actions.	Singing “Maakye” and “Kyekyekule”, clapping, group performance.
<b>Week 2</b>	Oral Language – Listening & Speaking (Rhymes)	Recite simple rhymes with gestures.	Learners will recite at least 1 rhyme correctly with rhythm and actions.	Reciting “Ananse kokuroko”, clapping rhythm, acting gestures in groups.
<b>Week 3</b>	Oral Language – Listening & Speaking (Storytelling)	Retell parts of a story with the help of pictures.	Learners will retell at least 2 events from a familiar story.	Listening to “Ananse and the Pot of Wisdom”, sequencing pictures, retelling.
<b>Week 4</b>	Oral Language – Listening & Speaking (Dramatization & Role Play)	Act out simple roles from everyday life or stories.	Learners will dramatize at least 1 role with confidence.	Role play as farmer, market woman, Ananse, buyer/seller, acting out scenes.
<b>Week 5</b>	Reading (Pre-reading Activities)	Identify and talk about pictures.	Learners will correctly describe at least 2 pictures.	Describing flashcards (hen, goat, tree, boy playing), guided questioning.
<b>Week 6</b>	Reading (Pre-reading Activities)	Identify and talk about pictures.	Learners will correctly describe at least 2 pictures.	Observing and describing picture charts, sharing favorites.
<b>Week 7</b>	Reading (Print Concept)	Recognize parts of a book.	Learners will identify at least 2 book parts (e.g., cover, title).	Exploring big books, pointing to cover/title, identifying book parts.
<b>Week 8</b>	Reading (Print Concept)	Recognize parts of a book.	Learners will identify at least 2 book parts (e.g., cover, title).	Holding books, identifying cover, title, back page, sharing answers.
<b>Week 9</b>	Writing (Penmanship/Handwriting)	Trace and write simple strokes/letters.	Learners will correctly trace and write at least 2 strokes/letters.	Air writing, tracing “a”, “o” on worksheets, using crayons/pencils.



<b>Week 10</b>	Writing (Penmanship/Handwriting)	Trace and write simple strokes/letters.	Learners will correctly trace and write at least 2 strokes/letters.	Practicing letter strokes on worksheets, showing neat handwriting.
<b>Week 11</b>	Revision	Review all oral activities (Songs, Rhymes, Storytelling, Role Play).	Learners will recall and perform at least 2 oral activities with confidence.	Singing, reciting rhymes, retelling stories, dramatization.
<b>Week 12</b>	Revision	Review all reading & writing activities.	Learners will identify book parts, describe pictures, trace and write letters.	Picture talk, book handling, handwriting practice, group sharing



**WEEK I**

<b>Week Ending:</b> .....	<b>DAY: Monday</b>	
<b>Subject:</b> Ghanaian Language	<b>Strand:</b> Oral Language – Listening & Speaking	
<b>Duration:</b> 50 mins	<b>Sub-Strand:</b> Songs	
<b>Class:</b> KG1	<b>Class Size:</b> .....	
<b>Content Standard:</b> Learners will develop oral language skills by singing familiar songs in the Ghanaian Language.	<b>Indicator:</b> Sing familiar songs with actions and correct pronunciation.	
<b>Performance Indicator:</b> Learners will sing at least 2 familiar songs correctly with appropriate actions.	<b>Core Competencies:</b> Communication, Cultural Identity, Creativity	
<b>Keywords:</b> Songs, Singing, Actions	<b>References:</b> Ghanaian children’s songs, Teacher’s resource pack	
<b>Lesson:</b> 1 of 1		
<b>Phase/Duration</b>	<b>Learners’ Activities</b>	<b>Resources</b>
<b>Phase 1: Starter (10 mins)</b>	Teacher greets learners with a simple Ghanaian song e.g., “ <i>Maakye, maakye, maakye oo, yɛn nyinaa</i> ”. Learners clap along and join in.	Drum, clapping, song chart
<b>Phase 2: New Learning (30 mins)</b>	Teacher introduces “ <i>Kyekyekule</i> ”. Learners repeat after teacher, perform actions (touch head, clap, stomp feet). Teacher divides class into groups to practice and perform.	Song chart, flashcards showing actions
<b>Phase 3: Reflection (10 mins)</b>	Each group sings and performs. Teacher praises effort, corrects pronunciation. Learners share how they felt while singing.	Drum, applause



## WEEK 2

<b>Week Ending:</b> .....	<b>DAY: Monday</b>	
<b>Subject:</b> Ghanaian Language	<b>Strand:</b> Oral Language – Listening & Speaking	
<b>Duration:</b> 50 mins	<b>Sub-Strand:</b> Rhymes	
<b>Class:</b> KGI	<b>Class Size:</b> .....	
<b>Content Standard:</b> Learners will recite rhymes with correct intonation and rhythm.	<b>Indicator:</b> Recite simple rhymes with gestures.	
<b>Performance Indicator:</b> Learners will recite at least 1 rhyme correctly with rhythm and actions.	<b>Core Competencies:</b> Communication, Creativity, Confidence	
<b>Keywords:</b> Rhymes, Rhythm, Actions	<b>References:</b> Ghanaian children’s rhymes	
<b>Lesson:</b> 1 of 1		
<b>Phase/Duration</b>	<b>Learners’ Activities</b>	<b>Resources</b>
<b>Phase 1: Starter (10 mins)</b>	Teacher recites a short rhyme (e.g., “Ananse kokuroko, ɔɔ ne nan so...”). Learners listen and clap to rhythm.	Drum, clapping
<b>Phase 2: New Learning (30 mins)</b>	Learners repeat rhyme line by line. Teacher adds gestures (e.g., mimicking spider legs for <i>Ananse</i> ). Learners practice in pairs and groups.	Rhyme chart, picture of spider
<b>Phase 3: Reflection (10 mins)</b>	Learners recite in groups. Teacher encourages shy learners to try. Learners reflect on what they enjoyed most.	Applause, stickers



### WEEK 3

<b>Week Ending:</b> .....	<b>DAY: Monday</b>	
<b>Subject:</b> Ghanaian Language	<b>Strand:</b> Oral Language – Listening & Speaking	
<b>Duration:</b> 50 mins	<b>Sub-Strand:</b> Storytelling	
<b>Class:</b> KGI	<b>Class Size:</b> .....	
<b>Content Standard:</b> Learners will listen to and retell simple stories in the Ghanaian Language.	<b>Indicator:</b> Retell parts of a story with the help of pictures.	
<b>Performance Indicator:</b> Learners will retell at least 2 events from a familiar story.	<b>Core Competencies:</b> Communication, Creativity, Critical Thinking	
<b>Keywords:</b> Story, Beginning, Middle, End	<b>References:</b> Ghanaian folktales (e.g., Ananse stories)	
<b>Lesson:</b> 1 of 1		
<b>Phase/Duration</b>	<b>Learners' Activities</b>	<b>Resources</b>
<b>Phase 1: Starter (10 mins)</b>	Teacher shows learners a picture of Ananse. Learners predict what the story might be about.	Story picture cards
<b>Phase 2: New Learning (30 mins)</b>	Teacher tells short story: " <i>Ananse and the Pot of Wisdom</i> ". Learners listen, repeat key words. Teacher asks guiding questions: "Who was in the story?" "What happened first?" Learners use picture cards to arrange events.	Story book, picture sequence cards
<b>Phase 3: Reflection (10 mins)</b>	Learners retell story in their own words. Teacher helps with correct phrases. Learners clap for peers.	Applause



**WEEK 4**

<b>Week Ending:</b> .....	<b>DAY: Monday</b>	
<b>Subject:</b> Ghanaian Language	<b>Strand:</b> Oral Language – Listening & Speaking	
<b>Duration:</b> 50 mins	<b>Sub-Strand:</b> Dramatization & Role Play	
<b>Class:</b> KGI	<b>Class Size:</b> .....	
<b>Content Standard:</b> Learners will demonstrate oral skills through role play.	<b>Indicator:</b> Act out simple roles from everyday life or stories.	
<b>Performance Indicator:</b> Learners will dramatize at least 1 role with confidence.	<b>Core Competencies:</b> Communication, Collaboration, Creativity	
<b>Keywords:</b> Role Play, Drama, Acting	<b>References:</b> Ghanaian cultural stories	
<b>Lesson:</b> 1 of 1		
<b>Phase/Duration</b>	<b>Learners' Activities</b>	<b>Resources</b>
<b>Phase 1: Starter (10 mins)</b>	Teacher acts as a market woman, selling items in local language. Learners respond as buyers.	Basket, fake items (yam, fish, fruits)
<b>Phase 2: New Learning (30 mins)</b>	Teacher assigns roles (farmer, mother, Ananse, child). Learners act out short scenes (e.g., buying food, helping mother, Ananse tricks).	Props (basket, hoe, stool)
<b>Phase 3: Reflection (10 mins)</b>	Learners talk about what role they enjoyed. Teacher highlights good speaking skills.	Props, applause



**WEEK 5**

<b>Week Ending:</b> .....	<b>DAY: Monday</b>	
<b>Subject:</b> Ghanaian Language	<b>Strand:</b> Reading	
<b>Duration:</b> 50 mins	<b>Sub-Strand:</b> Pre-reading Activities	
<b>Class:</b> KGI	<b>Class Size:</b> .....	
<b>Content Standard:</b> Learners will develop interest in reading through pre-reading activities.	<b>Indicator:</b> Identify and talk about pictures.	
<b>Performance Indicator:</b> Learners will correctly describe at least 2 pictures.	<b>Core Competencies:</b> Observation, Communication, Critical Thinking	
<b>Keywords:</b> Pictures, Talking, Reading	<b>References:</b> Pre-reading guide	
<b>Lesson:</b> 1 of 1		
<b>Phase/Duration</b>	<b>Learners' Activities</b>	<b>Resources</b>
<b>Phase 1: Starter (10 mins)</b>	Teacher shows a picture of a hen. Learners say what it is in local language.	Picture flashcards
<b>Phase 2: New Learning (30 mins)</b>	Learners look at set of pictures (goat, tree, boy playing). Learners describe what they see. Teacher guides with questions ("What is the boy doing?").	Picture charts, flashcards
<b>Phase 3: Reflection (10 mins)</b>	Learners share which picture they liked most. Teacher reinforces vocabulary.	Pictures



**WEEK 6**

<b>Week Ending:</b> .....	<b>DAY: Monday</b>	
<b>Subject:</b> Ghanaian Language	<b>Strand:</b> Reading	
<b>Duration:</b> 50 mins	<b>Sub-Strand:</b> Pre-reading Activities	
<b>Class:</b> KGI	<b>Class Size:</b> .....	
<b>Content Standard:</b> Learners will develop interest in reading through pre-reading activities.	<b>Indicator:</b> Identify and talk about pictures.	
<b>Performance Indicator:</b> Learners will correctly describe at least 2 pictures.	<b>Core Competencies:</b> Observation, Communication, Critical Thinking	
<b>Keywords:</b> Pictures, Talking, Reading	<b>References:</b> Pre-reading guide	
<b>Lesson:</b> 1 of 1		
<b>Phase/Duration</b>	<b>Learners' Activities</b>	<b>Resources</b>
<b>Phase 1: Starter (10 mins)</b>	Teacher shows a picture of a hen. Learners say what it is in local language.	Picture flashcards
<b>Phase 2: New Learning (30 mins)</b>	Learners look at set of pictures (goat, tree, boy playing). Learners describe what they see. Teacher guides with questions ("What is the boy doing?").	Picture charts, flashcards
<b>Phase 3: Reflection (10 mins)</b>	Learners share which picture they liked most. Teacher reinforces vocabulary.	Pictures



**WEEK 7**

<b>Week Ending:</b> .....	<b>DAY: Monday</b>	
<b>Subject:</b> Ghanaian Language	<b>Strand:</b> Reading	
<b>Duration:</b> 50 mins	<b>Sub-Strand:</b> Print Concept	
<b>Class:</b> KGI	<b>Class Size:</b> .....	
<b>Content Standard:</b> Learners will identify features of print (book cover, title, author).	<b>Indicator:</b> Recognize parts of a book.	
<b>Performance Indicator:</b> Learners will identify at least 2 book parts (e.g., cover, title).	<b>Core Competencies:</b> Observation, Literacy, Curiosity	
<b>Keywords:</b> Book, Cover, Title, Author	<b>References:</b> Story books	
<b>Lesson:</b> 1 of 1		
<b>Phase/Duration</b>	<b>Learners' Activities</b>	<b>Resources</b>
<b>Phase 1: Starter (10 mins)</b>	Teacher shows a big book. Learners guess what it is about from cover picture.	Big book
<b>Phase 2: New Learning (30 mins)</b>	Teacher points to title, learners repeat after teacher. Teacher asks, "Where is the cover?" "Where is the back of the book?" Learners come to point.	Story books
<b>Phase 3: Reflection (10 mins)</b>	Learners hold their own books and identify cover & title. Teacher praises efforts.	Books



**WEEK 8**

<b>Week Ending:</b> .....	<b>DAY: Monday</b>	
<b>Subject:</b> Ghanaian Language	<b>Strand:</b> Reading	
<b>Duration:</b> 50 mins	<b>Sub-Strand:</b> Print Concept	
<b>Class:</b> KGI	<b>Class Size:</b> .....	
<b>Content Standard:</b> Learners will identify features of print (book cover, title, author).	<b>Indicator:</b> Recognize parts of a book.	
<b>Performance Indicator:</b> Learners will identify at least 2 book parts (e.g., cover, title).	<b>Core Competencies:</b> Observation, Literacy, Curiosity	
<b>Keywords:</b> Book, Cover, Title, Author	<b>References:</b> Story books	
<b>Lesson:</b> 1 of 1		
<b>Phase/Duration</b>	<b>Learners' Activities</b>	<b>Resources</b>
<b>Phase 1: Starter (10 mins)</b>	Teacher shows a big book. Learners guess what it is about from cover picture.	Big book
<b>Phase 2: New Learning (30 mins)</b>	Teacher points to title, learners repeat after teacher. Teacher asks, "Where is the cover?" "Where is the back of the book?" Learners come to point.	Story books
<b>Phase 3: Reflection (10 mins)</b>	Learners hold their own books and identify cover & title. Teacher praises efforts.	Books



**WEEK 9**

<b>Week Ending:</b> .....	<b>DAY: Monday</b>	
<b>Subject:</b> Ghanaian Language	<b>Strand:</b> Writing	
<b>Duration:</b> 50 mins	<b>Sub-Strand:</b> Penmanship / Handwriting	
<b>Class:</b> KGI	<b>Class Size:</b> .....	
<b>Content Standard:</b> Learners will develop handwriting skills by tracing and copying patterns and letters.	<b>Indicator:</b> Trace and write simple strokes/letters.	
<b>Performance Indicator:</b> Learners will correctly trace and write at least 2 strokes/letters.	<b>Core Competencies:</b> Fine Motor Skills, Literacy, Patience	
<b>Keywords:</b> Writing, Tracing, Letters	<b>References:</b> Teacher's handwriting guide	
<b>Lesson:</b> 1 of 1		
<b>Phase/Duration</b>	<b>Learners' Activities</b>	<b>Resources</b>
<b>Phase 1: Starter (10 mins)</b>	Learners use fingers to write in the air (big strokes: straight lines, circles).	Air writing
<b>Phase 2: New Learning (30 mins)</b>	Teacher gives worksheets with strokes/letters (e.g., "a", "o"). Learners trace with crayons, then pencils.	Worksheets, crayons, pencils
<b>Phase 3: Reflection (10 mins)</b>	Learners show their work. Teacher praises neat effort, encourages slow writing.	Worksheets



## WEEK 10

<b>Week Ending:</b> .....	<b>DAY: Monday</b>	
<b>Subject:</b> Ghanaian Language	<b>Strand:</b> Writing	
<b>Duration:</b> 50 mins	<b>Sub-Strand:</b> Penmanship / Handwriting	
<b>Class:</b> KGI	<b>Class Size:</b> .....	
<b>Content Standard:</b> Learners will develop handwriting skills by tracing and copying patterns and letters.	<b>Indicator:</b> Trace and write simple strokes/letters.	
<b>Performance Indicator:</b> Learners will correctly trace and write at least 2 strokes/letters.	<b>Core Competencies:</b> Fine Motor Skills, Literacy, Patience	
<b>Keywords:</b> Writing, Tracing, Letters	<b>References:</b> Teacher's handwriting guide	
<b>Lesson:</b> 1 of 1		
<b>Phase/Duration</b>	<b>Learners' Activities</b>	<b>Resources</b>
<b>Phase 1: Starter (10 mins)</b>	Learners use fingers to write in the air (big strokes: straight lines, circles).	Air writing
<b>Phase 2: New Learning (30 mins)</b>	Teacher gives worksheets with strokes/letters (e.g., "a", "o"). Learners trace with crayons, then pencils.	Worksheets, crayons, pencils
<b>Phase 3: Reflection (10 mins)</b>	Learners show their work. Teacher praises neat effort, encourages slow writing.	Worksheets



**WEEK 11 & 12**

**REVISION**



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