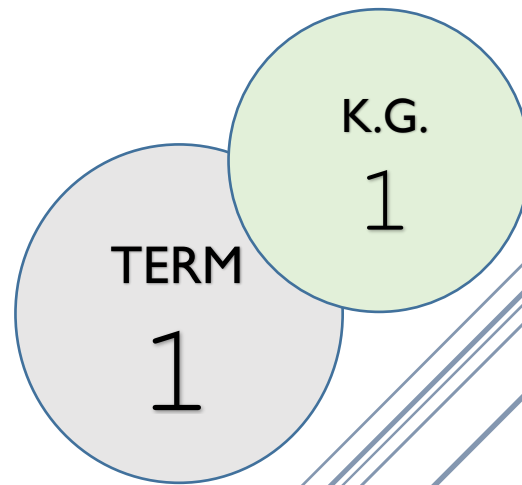


LESSON PLANS FOR KINDERGARTENS LANGUAGE & LITERACY



- Weekly forecast
- Detailed lesson plans



ONE VISION EXAMINATIONS CENTER (OVEC)

onevisionexams@gmail.com

0241487330 / 0248482827

Kumasi

KGI

LANGUAGE AND LITERACY TERM ONE

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
1	Oral Language Development	Listening & Speaking	Learners will listen, participate in songs, rhymes & follow instructions.	Songs, rhymes, conversations, conversation rules.	Songs, flashcards, puppets, charts.
2	Print Concepts	Understanding print & handling books	Learners will understand spoken words are expressed in print & handle books.	Match spoken to written words, handle books & track text.	Word cards, labelled objects, big books.
3	Phonological Awareness	Sound positions & Rhyming words	Learners will identify sound positions & create rhyming words orally.	Identify beginning/middle/end sounds, create rhyming words.	Word list, sound/picture cards.
4	Phonics	Alphabet & Own Name	Learners will repeat alphabet letters and identify letters in their names.	Recite alphabet, identify letters in names.	Alphabet charts, flashcards, name tags.
5	Vocabulary	Word usage & Context clues	Learners will connect words with real-life usage and use context clues.	Connect words to usage, infer meanings with context clues.	Objects, word cards, picture cards.
6	Fluency	Storytelling & Reading own name	Learners will engage in oral storytelling and identify/read their own names.	Narrate oral stories, identify and read own names.	Storybooks, picture cards, name cards.
7	Comprehension	Picture stories	Learners will read and understand picture stories.	Sequence & explain events in picture stories.	Picture story cards.
8	Comprehension	Text features & Personal experiences	Learners will use text features & connect stories to experiences.	Identify details from pictures, relate stories to experiences.	Books, picture cards, drawing paper, crayons
9	Writing	Writing direction	Learners will follow the basic concept of writing (left-right, top-bottom).	Write from left to right, top to bottom.	Whiteboard, worksheets, pencils.
10	Writing	Letter writing & spacing	Learners will write letters legibly with proper spacing.	Write individual letters with spacing.	Worksheets, pencils, erasers.
11	Writing	Use of writing tools	Learners will appropriately use writing tools.	Grip & safely use writing tools.	Writing tools (pencils, crayons, markers).



12	Revision	–	General Revision		
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WEEK I

Week Ending: Week I	Day: Monday	Subject: Language & Literacy
Duration: 50 mins	Strand: Oral Language Development	Class: KGI
Class Size: —	Sub-strand: Listening & Speaking	Lesson: I of II
Content Standard: Learners will listen to and participate in songs and rhymes to develop oral communication skills.	Indicator: Listening to and taking part in songs and rhymes	Performance Indicator: Learners will confidently sing and respond to at least one rhyme with correct actions.
Core Competencies: Communication, Creativity, Collaboration	Keywords: Song, Rhyme, Listening, Actions	References: NaCCA KG Curriculum, Teacher’s Handbook
Phase/Duration	Learners’ Activities	Resources
Starter (5 mins)	Teacher greets class, sings a familiar rhyme; learners join in with clapping.	Song audio, flashcards
New Learning (35 mins)	1. Introduce a new rhyme (“Head, Shoulders, Knees and Toes”).	Chart with rhyme text, puppets
	2. Explain meaning of words using actions.	
	3. Learners repeat line by line with actions.	
	4. Play “Freeze Game”.	
Reflection (10 mins)	Ask learners to perform the rhyme individually or in pairs.	None
Assessment: Oral recitation of rhyme with actions; teacher uses checklist for participation and accuracy.		



Week Ending: Week 1	Day: Tuesday	Subject: Language & Literacy
Duration: 50 mins	Strand: Oral Language Development	Class: KGI
Content Standard: Learners will listen and follow simple oral instructions to complete tasks.	Indicator: Simple instructions and commands	Performance Indicator: Learners will carry out two-step commands accurately.
Core Competencies: Communication, Critical Thinking, Collaboration	Keywords: Instruction, Command, Action	References: NaCCA KG Curriculum, Teacher's Handbook
Activities Table		
Phase/Duration	Learners' Activities	Resources
Starter	Play "Clap your hands – Stamp your feet – Turn around" game.	None
New Learning	1. Explain instructions with examples.	Picture cards, classroom objects
	2. Demonstrate two-step commands.	
	3. Learners practise in pairs.	
	4. Play "Simon Says" with actions.	
Reflection	Volunteers give commands for classmates to follow.	None
Assessment: Teacher checks if learners can follow two-step commands without repetition.		



Week Ending: Week 1	Day: Thursday	Subject: Language & Literacy
Duration: 50 mins	Strand: Oral Language Development	Class: KGI
Content Standard: Learners will engage in conversations to share information.	Indicator: Conversation with small and large group of peers and adults	Performance Indicator: Learners will engage in group conversation using simple sentences.
Core Competencies: Communication, Collaboration, Personal Development	Keywords: Conversation, Group, Talk	References: NaCCA KG Curriculum, Teacher's Handbook
Activities Table		
Phase/Duration	Learners' Activities	Resources
Starter	Learners tell a partner what they ate for breakfast.	None
New Learning	Group discussion about a picture scene; teacher encourages turn-taking.	Picture charts
Reflection	Ask 3–4 learners to share one thing discussed.	None
Assessment: Observation of sentence use and turn-taking.		



Week Ending: Week 1	Day: Friday	Subject: Language & Literacy
Duration: 50 mins	Strand: Oral Language Development	Class: KGI
Content Standard: Learners will communicate politely following rules of conversation.	Indicator: Following rules during conversations	Performance Indicator: Learners will demonstrate turn-taking and listening skills in conversation.
Core Competencies: Communication, Collaboration, Personal Development	Keywords: Rules, Conversation, Turn-taking	References: NaCCA KG Curriculum, Teacher's Handbook
Activities Table		
Phase/Duration	Learners' Activities	Resources
Starter	Teacher models a polite conversation with a learner.	None
New Learning	Teach conversation rules (listen, wait, respond); role-play in pairs.	Role-play props
Reflection	Discuss why rules are important.	None
Assessment: Teacher uses checklist to note learners who follow rules consistently.		



WEEK 2

Week Ending: Week 2	Day: Monday	Subject: Language & Literacy
Duration: 50 mins	Strand: Print Concepts	Class: KGI
Content Standard: Learners will understand that spoken words are expressed in written language.	Indicator: Understanding that spoken words are expressed in written language	Performance Indicator: Learners will match spoken words to written form in a familiar context.
Core Competencies: Communication, Critical Thinking	Keywords: Spoken word, Written word, Print	References: NaCCA KG Curriculum, Teacher's Handbook
Activities Table		
Phase/Duration	Learners' Activities	Resources
Starter	Teacher says a familiar word aloud ("cup") and shows a flashcard with the word; learners repeat it.	Word flashcards
New Learning	1. Teacher reads a list of simple words aloud.	Word wall, labelled objects
	2. Learners find matching word cards.	
	3. In groups, match objects to word cards (e.g., "ball" to picture and written word).	
Reflection	Ask learners to find a word card in the classroom that matches a word you say.	Labels
Assessment: Learners correctly match at least 3 spoken words to written forms without prompts.		



Week Ending: Week 2	Day: Wednesday	Subject: Language & Literacy
Duration: 50 mins	Strand: Print Concepts	Class: KGI
Content Standard: Learners will handle a book correctly and follow basic concepts of print.	Indicator: Handling a book correctly and following the basic concepts of print	Performance Indicator: Learners will hold a book correctly and track text from left to right.
Core Competencies: Communication, Personal Development	Keywords: Book handling, Print, Reading direction	References: NaCCA KG Curriculum, Teacher's Handbook
Activities Table		
Phase/Duration	Learners' Activities	Resources
Starter	Teacher displays a book upside down and asks, "Is this correct?"	Storybooks
New Learning	1. Teach parts of a book (cover, spine, pages).	Big book
	2. Show correct way to hold a book.	
	3. Model tracking text from left to right using a pointer.	
Reflection	Learners practise holding books and tracking text in pairs.	Big book, charts
Assessment: Observe learners' ability to hold and track text correctly without teacher help.		



WEEK 3

Week Ending: Week 3	Day: Monday	Subject: Language & Literacy
Duration: 50 mins	Strand: Phonological Awareness	Class: KGI
Content Standard: Learners will identify the position of individual sounds in one-syllable words.	Indicator: Position of individual sounds in one-syllable words	Performance Indicator: Learners will correctly identify beginning, middle, and ending sounds in at least 3 given one-syllable words.
Core Competencies: Communication, Critical Thinking	Keywords: Sound, Beginning, Middle, End	References: NaCCA KG Curriculum, Teacher's Handbook
Activities Table		
Phase/Duration	Learners' Activities	Resources
Starter	Teacher says a word slowly (e.g., "cat") and asks learners to clap for each sound they hear.	Word list
New Learning	1. Teacher models identifying the first sound in "bat" (/b/).	Picture cards, sound chart
	2. Learners practise with words like "sun" and "dog".	
	3. Teacher introduces middle and ending sounds.	
	4. Small group activity: match pictures to sound positions.	
Reflection	Learners say a word; peers identify its first sound.	Word list



Assessment: Oral questioning — learners correctly identify at least 2 positions (beginning/middle/end) in given words.



Week Ending: Week 3	Day: Wednesday	Subject: Language & Literacy
Duration: 50 mins	Strand: Phonological Awareness	Class: KGI
Content Standard: Learners will create rhyming words orally.	Indicator: Creating rhyming words	Performance Indicator: Learners will produce one or more rhyming words for a given word.
Core Competencies: Communication, Creativity	Keywords: Rhyme, Word family	References: NaCCA KG Curriculum, Teacher's Handbook
Activities Table		
Phase/Duration	Learners' Activities	Resources
Starter	Teacher says two rhyming words ("cat – hat") and asks learners to repeat them.	Word cards
New Learning	1. Introduce word families (-at, -og, -in).	Picture-word cards
	2. Learners generate rhymes orally (e.g., "bat, mat, sat").	
	3. Rhyming game: teacher says a word, learners shout a rhyme.	
Reflection	Learners form a circle; each child says one rhyming pair.	None
Assessment: Learners produce at least one rhyming word for 3 teacher-given words.		



WEEK 4

Week Ending: Week 4	Day: Monday	Subject: Language & Literacy
Duration: 50 mins	Strand: Phonics	Class: KGI
Content Standard: Learners will repeat alphabet letters in the correct order.	Indicator: Repeating alphabet letters in order	Performance Indicator: Learners will correctly recite the alphabet from A to Z without prompts.
Core Competencies: Communication, Memorization Skills, Collaboration	Keywords: Alphabet, Order, Letters	References: NaCCA KG Curriculum, Teacher’s Handbook
Activities Table		
Phase/Duration	Learners’ Activities	Resources
Starter	Teacher sings the alphabet song; learners join in.	Alphabet chart
New Learning	1. Teacher recites alphabet slowly and clearly.	Alphabet flashcards
	2. Learners recite together in groups.	
	3. “Alphabet relay”: learners take turns saying one letter in sequence.	
Reflection	Learners recite alphabet in pairs without looking at the chart.	None
Assessment: Learners recite A–Z in correct order independently.		



Week Ending: Week 4	Day: Wednesday	Subject: Language & Literacy
Duration: 50 mins	Strand: Phonics	Class: KGI
Content Standard: Learners will identify letters in their own local language name.	Indicator: Identify letters in own local language name	Performance Indicator: Learners will recognise and name all letters in their own name.
Core Competencies: Communication, Cultural Identity, Personal Development	Keywords: Letters, Name, Local language	References: NaCCA KG Curriculum, Teacher's Handbook
Activities Table		
Phase/Duration	Learners' Activities	Resources
Starter	Teacher shows their own name on the board and identifies letters in it.	Whiteboard
New Learning	1. Teacher writes learners' names on the board.	Name tags, letter flashcards
	2. Learners say each letter aloud.	
	3. Matching game — match letter cards to name letters.	
Reflection	Each learner points to and says the letters in their name from a name card.	Name cards
Assessment: Learners correctly identify all letters in their own name without help.		



WEEK 5

Week Ending: Week 5	Day: Monday	Subject: Language & Literacy
Duration: 50 mins	Strand: Vocabulary	Class: KGI
Content Standard: Learners will connect words with their usage in real life.	Indicator: Connecting words with their usage in real life	Performance Indicator: Learners will match at least 3 given words to correct real-life situations or objects.
Core Competencies: Communication, Critical Thinking, Problem-Solving	Keywords: Word, Usage, Real life	References: NaCCA KG Curriculum, Teacher’s Handbook
Activities Table		
Phase/Duration	Learners’ Activities	Resources
Starter	Teacher holds up an object (e.g., “cup”) and asks, “What is this?” Learners answer.	Real-life objects
New Learning	1. Teacher introduces new words (e.g., broom, basket, shoe).	Word cards, real objects
	2. Discuss how each is used in daily life.	
	3. Learners match objects to words on cards.	
Reflection	Ask learners to name one object at home and say how they use it.	None
Assessment: Teacher checklist — learners can give a correct use for each of 3 given words.		



Week Ending: Week 5	Day: Wednesday	Subject: Language & Literacy
Duration: 50 mins	Strand: Vocabulary	Class: KGI
Content Standard: Learners will use context clues to infer the meanings of new words orally.	Indicator: Using context clues (pictures, situations) to infer meanings of new words orally	Performance Indicator: Learners will correctly explain the meaning of at least 2 new words using picture or situational clues.
Core Competencies: Communication, Critical Thinking	Keywords: Context, Clues, Meaning	References: NaCCA KG Curriculum, Teacher's Handbook
Activities Table		
Phase/Duration	Learners' Activities	Resources
Starter	Teacher shows a picture of a man holding an umbrella; asks, "What is happening?"	Picture cards
New Learning	1. Teacher explains that pictures and situations can help us know new words.	Picture-word flashcards
	2. Show pictures of unfamiliar words (e.g., canoe, apron).	
	3. Learners guess meanings from the picture.	
Reflection	Learners explain one new word they learned today.	None
Assessment: Teacher notes which learners use context clues correctly for at least 2 words.		



WEEK 6

Week Ending: Week 6	Day: Monday	Subject: Language & Literacy
Duration: 50 mins	Strand: Fluency	Class: KGI
Content Standard: Learners will engage in oral storytelling based on books and “picture walks” to practise reading texts.	Indicator: Engaging in oral storytelling based on books and “picture walks” to practise reading texts	Performance Indicator: Learners will narrate a short story using pictures as a guide.
Core Competencies: Communication, Creativity, Imagination	Keywords: Storytelling, Picture walk, Narration	References: NaCCA KG Curriculum, Teacher’s Handbook
Activities Table		
Phase/Duration	Learners’ Activities	Resources
Starter	Teacher shows a picture from a storybook and asks learners what they see.	Storybook
New Learning	1. Teacher models a “picture walk” by flipping through pages and talking about pictures without reading text.	Big books, picture cards
	2. Learners work in small groups to tell a story based on a set of pictures.	
	3. Groups present their stories to class.	
Reflection	Ask learners what they enjoyed most about the storytelling.	None
Assessment: Teacher checklist — learners include at least 3 key details in their oral story.		
Lesson 14		



Week Ending: Week 6	Day: Wednesday	Subject: Language & Literacy
Duration: 50 mins	Strand: Fluency	Class: KGI
Content Standard: Learners will identify and read their own name.	Indicator: Identify and reading own name	Performance Indicator: Learners will recognise and read their own name in print without help.
Core Competencies: Communication, Personal Development	Keywords: Name, Identification, Reading	References: NaCCA KG Curriculum, Teacher's Handbook
Activities Table		
Phase/Duration	Learners' Activities	Resources
Starter	Teacher shows name tags and asks, "Who does this belong to?"	Name tags
New Learning	1. Teacher displays each learner's name card.	Name cards, learner pictures
	2. Learners point to and read their own name.	
	3. Name matching game — learners match their picture to their name card.	
Reflection	Learners show their name card to the class and read it aloud.	None
Assessment: Teacher checks if each learner correctly identifies and reads their own name.		



WEEK 7

Week Ending: Week 7	Day: Monday	Subject: Language & Literacy
Duration: 50 mins	Strand: Comprehension	Class: KGI
Content Standard: Learners will read and understand picture stories (stories with no text).	Indicator: Reading picture story (story with no text)	Performance Indicator: Learners will correctly sequence and explain at least 3 events from a picture story.
Core Competencies: Communication, Creativity, Critical Thinking	Keywords: Picture story, Sequence, Events	References: NaCCA KG Curriculum, Teacher’s Handbook
Activities Table		
Phase/Duration	Learners’ Activities	Resources
Starter	Teacher shows a random picture and asks, “What is happening here?”	Picture card
New Learning	1. Teacher presents a picture story (4–6 frames).	Picture story cards
	2. Learners describe what they see in each picture.	
	3. As a class, arrange the pictures in the correct order.	
	4. Learners retell the story in their own words.	
Reflection	Ask learners what they think happens next after the last picture.	None
Assessment: Learners correctly arrange pictures and describe at least 3 events in sequence.		



WEEK 8

Week Ending: Week 8	Day: Monday	Subject: Language & Literacy
Duration: 50 mins	Strand: Comprehension	Class: KG1
Content Standard: Learners will use picture and other text features to gain understanding of a text.	Indicator: Using picture and other text features to gain understanding of a text	Performance Indicator: Learners will identify at least 2 details from a text using pictures or other features.
Core Competencies: Communication, Critical Thinking, Observation	Keywords: Picture clues, Text features, Understanding	References: NaCCA KG Curriculum, Teacher's Handbook
Activities Table		
Phase/Duration	Learners' Activities	Resources
Starter	Teacher shows a page from a book with a picture and asks, "What do you see?"	Big book
New Learning	1. Teacher explains that pictures help us understand the story.	Picture books
	2. Learners look at pictures and predict what the text says.	
	3. Teacher reads the text aloud; learners check if their guesses match.	
Reflection	Learners share one new thing they learned from a picture.	None
Assessment: Learners correctly describe at least 2 details from picture or text features.		



Week Ending: Week 8	Day: Wednesday	Subject: Language & Literacy
Duration: 50 mins	Strand: Comprehension	Class: KGI
Content Standard: Learners will connect stories to their own experiences.	Indicator: Connecting stories to own experiences	Performance Indicator: Learners will relate one event or idea from a story to their own life.
Core Competencies: Communication, Personal Development, Critical Thinking	Keywords: Story, Experience, Connection	References: NaCCA KG Curriculum, Teacher’s Handbook
Activities Table		
Phase/Duration	Learners’ Activities	Resources
Starter	Teacher reads a short story aloud.	Storybook
New Learning	1. Teacher asks, “Has something like this happened to you?”	Drawing paper, crayons
	2. Learners share related experiences.	
	3. In groups, draw a picture showing their experience.	
Reflection	Learners display their drawings and explain to the class.	None
Assessment: Learners clearly explain at least one personal experience related to the story.		



WEEK 9

Week Ending: Week 9	Day: Monday	Subject: Language & Literacy
Duration: 50 mins	Strand: Writing	Class: KGI
Content Standard: Learners will follow the basic concept of writing.	Indicator: Follow basic concept of writing: write from left to right and top to bottom	Performance Indicator: Learners will write symbols or letters starting from left to right and top to bottom with guidance.
Core Competencies: Communication, Literacy, Handwriting Skills	Keywords: Writing direction, Left to right, Top to bottom	References: NaCCA KG Curriculum, Teacher's Handbook
Activities Table		
Phase/Duration	Learners' Activities	Resources
Starter	Teacher draws lines and arrows on the board to show writing direction.	Whiteboard, marker
New Learning	1. Teacher models writing from left to right on the board.	Writing worksheets, pencils
	2. Learners trace patterns starting from the top left.	
	3. Practise with simple shapes or letters.	
Reflection	Learners demonstrate the direction of writing in the air with fingers.	None
Assessment: Learners correctly trace or write patterns in the correct direction without prompts.		



WEEK 10

Week Ending: Week 10	Day: Monday	Subject: Language & Literacy
Duration: 50 mins	Strand: Writing	Class: KGI
Content Standard: Learners will write individual letters legibly and with appropriate spacing.	Indicator: Writing individual letters legibly and with appropriate spacing	Performance Indicator: Learners will write at least 5 letters correctly with proper spacing.
Core Competencies: Communication, Literacy, Handwriting Skills	Keywords: Letters, Spacing, Legible writing	References: NaCCA KG Curriculum, Teacher's Handbook
Activities Table		
Phase/Duration	Learners' Activities	Resources
Starter	Teacher shows two samples of writing — one neatly spaced, one cramped — and asks, "Which is easier to read?"	Writing samples
New Learning	1. Teacher demonstrates correct letter formation on the board.	Writing worksheets, pencils, erasers
	2. Emphasise space between letters and words.	
	3. Learners practise on writing sheets, tracing and then writing independently.	
Reflection	Learners compare their own work with a model on the board.	None
Assessment: Teacher checks if learners write at least 5 letters correctly with visible spacing.		



WEEK 11

Week Ending: Week 11	Day: Monday	Subject: Language & Literacy
Duration: 50 mins	Strand: Writing	Class: KGI
Content Standard: Learners will appropriately use writing tools.	Indicator: Appropriate use of writing tools	Performance Indicator: Learners will demonstrate correct grip and safe handling of writing tools.
Core Competencies: Communication, Personal Development, Handwriting Skills	Keywords: Writing tools, Grip, Safe use	References: NaCCA KG Curriculum, Teacher's Handbook
Activities Table		
Phase/Duration	Learners' Activities	Resources
Starter	Teacher displays different writing tools (pencils, crayons, markers) and asks, "What are these?"	Writing tools
New Learning	1. Teacher models the correct pencil grip.	Pencils, crayons, markers, paper
	2. Discuss safe use of tools (no pointing pencils at others, putting caps back on markers).	
	3. Learners practise writing or drawing while maintaining correct grip.	
Reflection	Learners show their pencil grip to a partner for feedback.	None
Assessment: Teacher observes and records learners who use correct grip and handle tools safely.		



WEEK 12
REVISION

