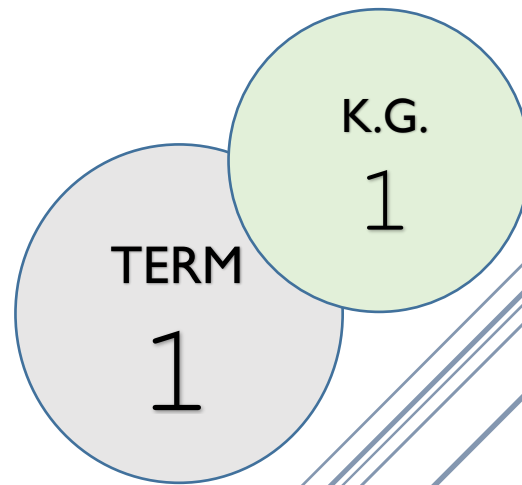


LESSON PLANS FOR KINDERGARTENS

OUR WORLD & OUR PEOPLE



- Weekly forecast
- Detailed lesson plans



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Kumasi

FIRST TERM OWOP LESSON NOTES – KG I

SCHEME OF LEARNING – TERM I

WEEKS	STRAND	SUB STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
1	All About Me	I Am A Wonderful And Unique Creation	K1.1.1.1	K1.1.1.1.1-7	Poster/ cut out, Cut out shapes, big books, counters, crayons
2	All About Me	The Parts Of The Human Body And Their Function	K1.1.2.1	K1.2.1.1.1-7	Poster/ cut out pictures depicting body part and their function,
3	All About Me	Caring For The Parts Of My Body	K1.1.3.1	K1.1.3.1.1-8	Poster/ cut out pictures depicting how to care for the parts body.
4	All About Me	Keeping My Body Healthy By Eating Good Food And Taking My Vaccination	K1.1.4.1	K1.1.4.1.1-4	Poster/ cut out pictures depicting the healthy foods, chart of the childhood killer diseases.
5	All About Me		K1.1.4.1	K1.1.4.1.5-8	
6	All About Me	My Environment and my Health	K1.1.5.1	K1.1.5.1.1-8	Poster/ cut out pictures depicting clean environment, Real / pictures of cleaning equipment.
7	All About Me	Protecting Ourselves From Home And Road Accidents	K1.1.6.1	K1.1.6.1.1-4	Poster/ cut out pictures depicting causes and prevention of accidents. Cut out shapes, big books, counters, crayons
8	All About Me		K1.1.6.1	K1.1.6.1.5-8	
9	My Family	Types And Members Of My Family	K1.2.1.1	K1.2.1.1.1-7	Poster/ cut out pictures depicting family members, word cards on kinship terms,
10	My Family	Origin And History Of My Family	K1.2.2.1	K1.2.2.1.1-7	Poster/ cut out pictures depicting peoples from different parts of Ghana. Ghana map,
11	My Family	Family Celebration And Festivals	K1.2.3.1	K1.2.3.1.1-7	Poster/ cut out pictures depicting family celebrations e.g. birthday,



12	My Family	My School Family Rules And Regulations	K1.2.4.1	K1.2.4.1.1-6	Poster/ cut out pictures depicting school/classroom gathering e.g. worship, our day,
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WEEK 1 & 2

WEEK ENDING:	Day:	Strand: All About Me	
Duration: 100mins		Sub Strand: I Am A Wonderful And Unique Creation	
Class: KG I	Class Size:		
Content Standard: K1.1.1.1 Demonstrate the understanding that all learners are wonderful and have unique body features that make them different from other people and other God's creation in the environment.		Indicator: K1.1.1.1.1 Identify and talk in simple sentences, about the features of our body K1.1.1.1.3 Recognize and talk about the different parts of book	
		Lesson: 1 of 5	
Performance Indicator: <ul style="list-style-type: none"> • Learners can identify the parts of the body • Learners can about the different parts of book 		Core Competencies: Communication and collaboration, Critical thinking, Personal Development and Leadership	
References: KG Curriculum Pg.2			
Keywords: Balanced, consequences, healthy			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Engage learners to play a game or sing a song in relation to the lesson. <ol style="list-style-type: none"> 1. Did you like the game/song? 2. Would you like to play or the sing the song again? 3. How many of you can sing the song alone? 4. What words did you hear in the song? 		
PHASE 2: NEW LEARNING CIRCLE TIME	Engage learners to play the "ball game" Ask learners to form a big circle, with one of the student holding the ball. The learner with the ball starts mentioning a part of his/her body. He then throws the ball to another student to mention his. Anyone who fails to mention his is out of the circle. The last person becomes the winner. Encourage learners take turns to use positive language to describe and appreciate themselves. <ol style="list-style-type: none"> 1. Did you like the game? 2. Do you like to play it again? 3. Can mention some parts of the body you know 	Ball	
GROUP ACTIVITY I (OUTDOOR)	Have learners talk about themselves focusing on the uniqueness of their names, the homes they are from, their physical bodies, how tall or short, big or small.	Poster/ cut out picture depicting body part, ball,	



	<p>Use the following questions to guide the learners who cannot talk fluently. E.g. What is your name? Age? Gender? Height? What are your likes and dislikes? Etc.</p> <p>The teacher must model the description and scaffold the learners to do so.</p> <p>As part of the process of the daily read aloud lesson, have learners talk about the front/cover and the back page of a book, and ask them to make connections to their own body.</p> <p>Using the color tires, let learners jump in turns describing themselves.</p> <p>Engage learners to do the lime and spoon race.</p> <ol style="list-style-type: none"> 1. Did you have fun today? 2. What have you learnt today? 3. Who can tell us about her/himself? 	<p>word cards of descriptive words e.g. tall, dark, short etc. Cut out shapes, big books, counters, crayons</p>
<p>PHONICS</p>	<p>Engage learners to sing songs and recite some familiar rhymes that relates to the target sound.</p> <p>Guide learners to pronounce and write the target sound in the sand tray or exercise books.</p> <p>Have learners say three or four words that contain the target sound.</p> <p>Using flash cards, learners read words that contain the target sound.</p> <ol style="list-style-type: none"> 1. What sound have we learnt today? 2. Which other letter sound do you know? 3. Mention any object in the classroom or home that begins with the target letter sound. 	<p>Word cards, letter cards.</p>
<p>GROUP ACTIVITY 2 (INDOOR)</p>	<p>Explain to learners that, Just as we human beings have unique features, books also have. Books have a front cover and also a back cover.</p> <p>Point to and show learners the front cover and back cover of a book.</p> <p>Guide learners do a picture walk through the text.</p> <p>Show the pages to the class and read the text aloud.</p> <p>Let learners draw some of the pictures they see in the book.</p>	<p>Poster/ cut out picture depicting body part, ball, word cards of descriptive words e.g. tall, dark, short etc. Cut out shapes, big books, counters, crayons</p>



	<p>Help learners learn more positive words to describe themselves.</p> <p>Read the text again and have learners pay attention to the correct names of the parts of the body.</p> <p>Have learners to match body parts to their names.</p> <ol style="list-style-type: none"> 1. Show the pictures you have drawn. 2. Would you like to draw more pictures? 3. Who can mention three parts of the body 	
LEARNING CENTER	<p>Engage learners to play freely at the learning centers.</p> <p>Observe, join in and ask learners questions frequently to guide their play and to support their understanding in what they are learning.</p>	Word cards, letter cards.
STORY SHARING	<p>Tell learners a story.</p> <p>Pause regularly and ask questions to make sure learners are following.</p> <p>Engage learners to act parts of the story.</p> <ol style="list-style-type: none"> 1. Was the story interesting? 2. What part of the story did you like? 3. What have you learnt from the story? 	Word cards, letter cards.
PHASE 3: REFLECTION	<p>Learners share what they have learnt with their peers.</p> <p>Give learners homework to do at home</p>	



WEEK ENDING:	Day:	Strand: All About Me	
Duration: 50mins		Sub Strand: I Am A Wonderful And Unique Creation	
Class: KG I	Class Size:		
Content Standard: KI.1.1.1 Demonstrate the understanding that all learners are wonderful and have unique body features that make them different from other people and other God's creation in the environment.		Indicator: KI.1.1.2. Sing an action song that helps learners name the parts of the body and point to them KI.1.1.1.4 Use new and positive expressions/vocabulary related to the parts of the body	Lesson:
Performance Indicator: • Learners can name the parts of the body		Core Competencies: Communication and collaboration, Critical thinking, Personal Development and Leadership	
References: KG Curriculum Pg.2			
Keywords: Balanced, consequences, healthy			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Sing a song; Example: "Head shoulders knees and toes" 1. Did you enjoy the song? 2. What part of the body did you hear in the song? 3. Can you mention any other part of the body?		
PHASE 2: NEW LEARNING CIRCLE TIME	Engage learners to play the "ball game" Ask learners to form a big circle, with one of the student holding the ball. The learner with the ball starts mentioning a part of his/her body. He then throws the ball to another student to mention his. Anyone who fails to mention his is out of the circle. The last person becomes the winner. Encourage learners take turns to use positive language to describe and appreciate themselves. 1. Did you like the game? 2. Do you like to play it again? 3. Can mention some parts of the body you know	Ball	
GROUP ACTIVITY I (OUTDOOR)	Have learners sing different songs in their local language and/or in the English language that identify parts of the body and perform actions on it. E.g.	Poster/ cut out picture depicting body part, ball, word cards of	



	<p>Learners point to the parts of their bodies as they sing e.g. Head, shoulders knees and toes Knees and toes 2x And eyes and ears And mouth and nose...</p> <p>Other examples of action songs are My head, my shoulder, my knees, I have one head, two eyes. I am black and beautiful, Someone is fair.</p> <p>Have learners follow the model of the teacher in clapping on the rhythm of the song, putting more stress on the names of the body parts.</p> <p>Have learners watch a displayed conversational poster on the wall (parts of the human body) and use the positive descriptive words and expression they learnt to describe themselves.</p> <p>Direct their discussions with questions like (how do you look? How tall are you? E.g. I am fair</p> <p><u>RCA QUESTIONS</u> 4. Did you have fun today? 5. What have you learnt today? 6. Who can tell us about her/himself?</p>	<p>descriptive words e.g. tall, dark, short etc. Cut out shapes, big books, counters, crayons</p>
PHONICS	<p>Engage learners to sing songs and recite some familiar rhymes that relates to the target sound.</p> <p>Guide learners to pronounce and write the target sound in the sand tray or exercise books.</p> <p>Have learners say three or four words that contain the target sound.</p> <p>Using flash cards, learners read words that contain the target sound.</p> <p>1. What sound have we learnt today? 2. Which other letter sound do you know? 3. Mention any object in the classroom or home that begins with the target letter sound.</p>	<p>Word cards, letter cards.</p>
GROUP ACTIVITY 2 (INDOOR)	<p>Guide learners to draw the parts of the body and color them. (E.g. head, hands, legs, etc.)</p> <p>Engage learners to match body parts to their uses. Example: the leg is used to walk and play football.</p> <p>Let learners to fix puzzles on body parts.</p>	<p>Poster/ cut out picture depicting body part, ball, word cards of descriptive words e.g. tall, dark, short etc. Cut out shapes,</p>



	<p>Guide learners to match body parts with their names.</p> <ol style="list-style-type: none"> 1. Who has the nicest drawing? 2. Did you enjoyed the drawing and coloring? 3. What are some of the words in the puzzle? 	big books, counters, crayons
LEARNING CENTER	<p>Engage learners to play freely at the learning centers.</p> <p>Observe, join in and ask learners questions frequently to guide their play and to support their understanding in what they are learning.</p>	Word cards, letter cards.
STORY SHARING	<p>Tell learners a story.</p> <p>Pause regularly and ask questions to make sure learners are following.</p> <p>Engage learners to act parts of the story.</p> <ol style="list-style-type: none"> 1. Was the story interesting? 2. What part of the story did you like? 3. What have you learnt from the story? 	Word cards, letter cards.
PHASE 3: REFLECTION	<p>Learners share what they have learnt with their peers.</p> <p>Give learners homework to do at home</p>	



WEEK ENDING:	Day:	Strand: All About Me
Duration: 50mins		Sub Strand: I Am A Wonderful And Unique Creation
Class: KG I	Class Size:	
Content Standard: K1.1.1.1 Demonstrate the understanding that all learners are wonderful and have unique body features that make them different from other people and other God's creation in the environment.	Indicator: K1.1.1.1.5. Sing songs about the body parts and the letters of the alphabet and clap hands on the rhythm of the songs	Lesson: 3 of 5
Performance Indicator: • Learners can sing a poem relating to the parts of the body	Core Competencies: Communication and collaboration, Critical thinking, Personal Development and Leadership	
References: KG Curriculum Pg.2		
Keywords: Balanced, consequences, healthy		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Sing a song; Example: "one little finger" <u>RCA QUESTIONS</u> 1. Did you enjoy the song? 2. What part of the body did you hear in the song? 3. Can you mention any other part of the body?	
PHASE 2: NEW LEARNING CIRCLE TIME	Have learners sit in a semi-circle, using pictures and toys, let pupils identify the different parts of their body. <u>RCA QUESTIONS</u> 1. Did you like the game? 2. Do you like to play it again? 3. Can mention some parts of the body you know	Ball
GROUP ACTIVITY I (OUTDOOR)	Have learners sing different songs in their local language and/or in the English language that identify parts of the body and perform actions on it. E.g. Learners point to the parts of their bodies as they sing e.g. Head, shoulders knees and toes Knees and toes 2x And eyes and ears And mouth and nose... Other examples of action songs are My head, my shoulder, my knees, I have one head, two eyes. I am black and beautiful, Someone is fair. Have learners follow the model of the teacher in clapping on the rhythm of the song, putting more stress on the names of the body parts.	Poster/ cut out picture depicting body part, ball, word cards of descriptive words e.g. tall, dark, short etc. Cut out shapes, big books, counters, crayons



	<p>Have learners watch a displayed conversational poster on the wall (parts of the human body) and use the positive descriptive words and expression they learnt to describe themselves.</p> <p>Direct their discussions with questions like (how do you look? How tall are you? E.g. I am fair.</p> <p>Engage learners to perform the filling of bottles.</p> <p><u>RCA QUESTIONS</u></p> <ol style="list-style-type: none"> 1. Did you have fun today? 2. What have you learnt today? 3. Who can tell us about her/himself? 	
PHONICS	<p>Engage learners to sing songs and recite some familiar rhymes that relates to the target sound.</p> <p>Guide learners to pronounce and write the target sound in the sand tray or exercise books.</p> <p>Have learners say three or four words that contain the target sound.</p> <p>Using flash cards, learners read words that contain the target sound.</p> <ol style="list-style-type: none"> 1. What sound have we learnt today? 2. Which other letter sound do you know? 3. Mention any object in the classroom or home that begins with the target letter sound. 	Word cards, letter cards.
GROUP ACTIVITY 2 (INDOOR)	<p>In pairs, have pupils count each other's fingers, toes, write it down on the board, and individually have pupils count the other parts of their bodies and write it down on the board as they sing and clap their hands to the rhythm. E.g. my head, my shoulders, my knees, my toe...</p> <p>Have learners sing Alphabet song and follow the sequence of the letters as it is written on the wall.</p> <p>Let learners to fix puzzles on body parts.</p> <p>Guide learners to match body parts with their names.</p> <ol style="list-style-type: none"> 1. Who has the nicest drawing? 2. Did you enjoyed the drawing and coloring? 3. What are some of the words in the puzzle? 	Poster/ cut out picture depicting body part, ball, word cards of descriptive words e.g. tall, dark, short etc. Cut out shapes, big books, counters, crayons
LEARNING CENTER	<p>Engage learners to play freely at the learning centers.</p> <p>Observe, join in and ask learners questions frequently to guide their play and to support their understanding in what they are learning.</p>	Word cards, letter cards.



STORY SHARING	<p>Tell learners a story.</p> <p>Pause regularly and ask questions to make sure learners are following.</p> <p>Engage learners to act parts of the story.</p> <ol style="list-style-type: none"> 1. Was the story interesting? 2. What part of the story did you like? 3. What have you learnt from the story? 	Word cards, letter cards.
PHASE 3: REFLECTION	<p>Learners share what they have learnt with their peers.</p> <p>Give learners homework to do at home</p>	



WEEK ENDING:	Day:	Strand: All About Me	
Duration: 50mins		Sub Strand: I Am A Wonderful And Unique Creation	
Class: KG I	Class Size:		
Content Standard: K1.1.1.1 Demonstrate the understanding that all learners are wonderful and have unique body features that make them different from other people and other God's creation in the environment.		Indicator: K1.1.1.1.6. Draw a beautiful picture of themselves and scribble freely underneath the picture paper	Lesson:
Performance Indicator: • Learners can draw parts of their body		Core Competencies: Communication and collaboration, Critical thinking, Personal Development and Leadership	
References: KG Curriculum Pg.2			
Keywords: Balanced, consequences, healthy			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Sing a song; Example: "one little finger" RCA QUESTIONS 1. Did you enjoy the song? 2. What part of the body did you hear in the song? 3. Can you mention any other part of the body?		
PHASE 2: NEW LEARNING CIRCLE TIME	Have learners sit in a semi-circle, using pictures and toys, let pupils identify the different parts of their body. RCA QUESTIONS 1. Did you like the game? 2. Do you like to play it again? 3. Can mention some parts of the body you know	Ball	
GROUP ACTIVITY I (OUTDOOR)	Have learners talk about themselves focusing on the uniqueness of their names, the homes they are from, their physical bodies, how tall or short, big or small. Use the following questions to guide the learners who cannot talk fluently. E.g. What is your name? Age? Gender? Height? What are your likes and dislikes? Etc. The teacher must model the description and scaffold the learners to do so. As part of the process of the daily read aloud lesson, have learners talk about the front/cover and the back page of a book, and ask them to make connections to their own body.	Poster/ cut out picture depicting body part, ball, word cards of descriptive words e.g. tall, dark, short etc. Cut out shapes, big books, counters, crayons	



	<p>Using the color tires, let learners jump in turns describing themselves.</p> <p>Engage learners to do the lime and spoon race.</p> <ol style="list-style-type: none"> 1. Did you have fun today? 2. What have you learnt today? 3. Who can tell us about her/himself? 	
PHONICS	<p>Engage learners to sing songs and recite some familiar rhymes that relates to the target sound.</p> <p>Guide learners to pronounce and write the target sound in the sand tray or exercise books.</p> <p>Have learners say three or four words that contain the target sound.</p> <p>Using flash cards, learners read words that contain the target sound.</p> <ol style="list-style-type: none"> 1. What sound have we learnt today? 2. Which other letter sound do you know? 3. Mention any object in the classroom or home that begins with the target letter sound. 	Word cards, letter cards.
GROUP ACTIVITY 2 (INDOOR)	<p>Learners are asked to draw themselves, color it nicely, after which they scribble freely underneath.</p> <p>Let them talk about what they have written with friends sitting next to them in the classroom.</p> <p>Ask learners what they have drawn and write them on the board.</p> <p>Let learners to fix puzzles on body parts.</p> <p>Guide learners to match body parts with their names.</p> <ol style="list-style-type: none"> 1. What did you draw? 2. Did you enjoyed the drawing and coloring? 3. What are some of the words in the puzzle? 	Poster/ cut out picture depicting body part, ball, word cards of descriptive words e.g. tall, dark, short etc. Cut out shapes, big books, counters, crayons
LEARNING CENTER	<p>Engage learners to play freely at the learning centers.</p> <p>Observe, join in and ask learners questions frequently to guide their play and to support their understanding in what they are learning.</p>	Word cards, letter cards.
STORY SHARING	<p>Tell learners a story.</p> <p>Pause regularly and ask questions to make sure learners are following.</p> <p>Engage learners to act parts of the story.</p> <ol style="list-style-type: none"> 1. Was the story interesting? 2. What part of the story did you like? 	Word cards, letter cards.



	3. What have you learnt from the story?	
PHASE 3: REFLECTION	Learners share what they have learnt with their peers. Give learners homework to do at home	



WEEK ENDING:	Day:	Strand: All About Me	
Duration: 50mins		Sub Strand: I Am A Wonderful And Unique Creation	
Class: KG I	Class Size:		
Content Standard: K1.1.1.1 Demonstrate the understanding that all learners are wonderful and have unique body features that make them different from other people and other God's creation in the environment.		Indicator: K1.1.1.1.7. Create sets of human parts that are similar and represent them with numbers up to 5	Lesson:
Performance Indicator: <ul style="list-style-type: none"> Learners can use numbers to represent body parts they count 		Core Competencies: Communication and collaboration, Critical thinking, Personal Development and Leadership	
References: KG Curriculum Pg.2			
Keywords: Balanced, consequences, healthy			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Sing a song; Example: "I have one big head" 1. Did you enjoy the song? 2. What part of the body did you hear in the song? 3. Can you mention any other part of the body?		
PHASE 2: NEW LEARNING CIRCLE TIME	Have learners sit in a semi-circle, using pictures and toys, let pupils identify the different parts of their body. 1. Did you like the game? 2. Do you like to play it again? 3. Can mention some parts of the body you know	Ball	
GROUP ACTIVITY I (OUTDOOR)	Call out parts of the body and have learners touch that part to show comprehension. E.g. this is my head, this is my hand, etc. Guide learners to count the parts of the body (e.g. head, stomach, leg, hand etc.) seen in the video clip and/or those listed on the board. Let learners classify the body parts according to their functions. Learners perform the sack race and filling of bottles. 1. Did you have fun today? 2. What have you learnt today? 3. Who can tell us about her/himself?	Poster/ cut out picture depicting body part, ball, word cards of descriptive words e.g. tall, dark, short etc. Cut out shapes, big books, counters, crayons	
PHONICS	Engage learners to sing songs and recite some familiar rhymes that relates to the target sound.	Word cards, letter cards.	



	<p>Guide learners to pronounce and write the target sound in the sand tray or exercise books.</p> <p>Have learners say three or four words that contain the target sound.</p> <p>Using flash cards, learners read words that contain the target sound.</p> <ol style="list-style-type: none"> 1. What sound have we learnt today? 2. Which other letter sound do you know? 3. Mention any object in the classroom or home that begins with the target letter sound. 	
GROUP ACTIVITY 2 (INDOOR)	<p>In pairs, the learners check on the body parts that are similar and draw them in Sets, count them and represent them with numbers one to five (1-5).</p> <p>Pose story problems about what total number you will get if you put different number of learners together.</p> <p>What will be the total no of eyes? What will the total number of hands?</p> <p>Give opportunity to learners to count parts of group members and their parts.</p> <p>Let learners to fix puzzles on body parts.</p> <p>Guide learners to match body parts with their names.</p> <ol style="list-style-type: none"> 1. What did you draw? 2. Did you enjoyed the drawing and coloring? 3. What are some of the words in the puzzle? 	Poster/ cut out picture depicting body part, ball, word cards of descriptive words e.g. tall, dark, short etc. Cut out shapes, big books, counters, crayons
LEARNING CENTER	<p>Engage learners to play freely at the learning centers.</p> <p>Observe, join in and ask learners questions frequently to guide their play and to support their understanding in what they are learning.</p>	Word cards, letter cards.
STORY SHARING	<p>Tell learners a story.</p> <p>Pause regularly and ask questions to make sure learners are following.</p> <p>Engage learners to act parts of the story.</p> <ol style="list-style-type: none"> 1. Was the story interesting? 2. What part of the story did you like? 3. What have you learnt from the story? 	Word cards, letter cards.
PHASE 3: REFLECTION	<p>Learners share what they have learnt with their peers.</p> <p>Give learners homework to do at home</p>	



WEEK 3

WEEK ENDING:	Day:	Strand: All about me
Duration: 50mins		



Class: KG I		Class Size:	Sub Strand: Caring for the parts of my body
Content Standard: K1.1.3.1. Demonstrate understanding of the importance of personal hygiene and how to care for my body parts e. g. hand, feet finger nails- washing, face washing, nose		Indicator: K1.1.3.1.1 Sing songs and recite rhymes about how we take care of each part of the body and demonstrate how to do it K1.1.3.1.2 Watch a short video clip and talk about how to care for the various parts of the body.	
Performance Indicator: • Learners can describe how to take care their body		Lesson:	
		Core Competencies: Communication and collaboration, Critical thinking, Personal Development and Leadership	
References: KG Curriculum Pg.2			
Keywords: soap, toothbrush, toothpaste, sponge,			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Sing a song; This is the way I brush my teeth, brush my teeth, 2×) <u>Assessment</u> 1. Did you enjoy the song? 2. What part of the body did you hear in the song? 3. How can we care for our hair?		
PHASE 2: NEW LEARNING CIRCLE TIME	Have learners sit in a semi-circle (community circle time). Engage learners to play the “I-spy” game Teacher, begins by saying "I spy with my little eye a part of the body beginning with....."h". Learners guess until someone guesses correctly. The game continuous until all the parts of the body have been identified. 1. Did you like the game? 2. Do you like to play it again? 3. Can mention some parts of the body you know	Cut out of body parts, body parts with names written under them.	
GROUP ACTIVITY I (OUTDOOR)	Call out parts of the body that should be cared for and have learners touch that part to show comprehension. E.g. I brush my teeth, I cut my fingernails short, etc. Show a video clip or pictures and let the learners watch the correct ways to care for each part of the body using the vocabulary learnt from the book. Guide learners to count the materials used to clean the body (e.g. soap, toothbrush, toothpaste, sponge, etc.) seen in the video clip and/or those listed on the board.	Cut out of body parts, body parts with names written under them.	



	<p>Let learners classify the cleaning materials according to their colors</p> <p>Engage learners to use model cleaning tools to demonstrate how to care for the various parts.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. Did you have fun with the demonstrations? 2. Would you like to do it again? 3. Mention some of the cleaning tools we used today 	
PHONICS	<p>Engage learners to sing songs and recite some familiar rhymes that relates to the target sound.</p> <p>Guide learners to pronounce and write the target sound in the sand tray or exercise books.</p> <p>Have learners say three or four words that contain the target sound.</p> <p>Using flash cards, learners read words that contain the target sound.</p> <ol style="list-style-type: none"> 1. What sound have we learnt today? 2. Which other letter sound do you know? 3. Mention any object in the classroom or home that begins with the target letter sound. 	Word cards, letter cards.
GROUP ACTIVITY 2 (INDOOR)	<p>Guide learners to draw cleaning tools and color them. (E.g. soap, toothbrush, toothpaste, sponge, etc.)</p> <p>Engage learners to match body parts to the tool used for cleaning</p> <p>Let learners to fix puzzles of the cleaning tools.</p> <p>Guide learners to match body parts with their names.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. Who has the nicest drawing? 2. Did you enjoyed the drawing and coloring? 3. What are some of the words in the puzzle? 	Pictures of cleaning tools, Cut out of body parts, body parts with names written under them.
LEARNING CENTER	<p>Engage learners to play freely at the learning centers.</p> <p>Observe, join in and ask learners questions frequently to guide their play and to support their understanding in what they are learning.</p>	Learning centers
STORY SHARING	<p>Tell learners a story.</p> <p>Pause regularly and ask questions to make sure learners are following.</p> <p>Engage learners to act parts of the story.</p>	Word cards, letter cards.



	<ol style="list-style-type: none">1. Was the story interesting?2. What part of the story did you like?3. What have you learnt from the story?	
PHASE 3: REFLECTOIN	Learners share what they have learnt with their peers. Give learners homework to do at home	



WEEK ENDING:	Day:	Strand: All about me	
Duration: 50mins		Sub Strand: Caring for the parts of my body	
Class: KG I	Class Size:		
Content Standard: K1.1.3.1. Demonstrate understanding of the importance of personal hygiene and how to care for my body parts e. g. hand, feet finger nails- washing, face washing, nose		Indicator: K1.1.3. 1.3 Talk about what we use in caring for the human body in our everyday life as they listen to a read aloud text. K1.1.3.1.4 Show and explain why learners’ books are open from right to left.	Lesson:
Performance Indicator: <ul style="list-style-type: none"> Learners can describe how to take care their body Learners can explain why books are open from right to left. 		Core Competencies: Communication and collaboration, Critical thinking, Personal Development and Leadership	
References: KG Curriculum Pg.2			
Keywords: soap, toothbrush, toothpaste, sponge,			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Sing the song; “My little nose” Let learners sing with actions and dance to the song <u>Assessment</u> 1. Did you enjoy the song? 2. What part of the body did you hear in the song? 3. How can we care for our mouth?		
PHASE 2: NEW LEARNING CIRCLE TIME	Engage learners to play the “ball game” Ask learners to form a big circle, with one of the student holding the ball. The learner with the ball starts mentioning a part of the body and tool for cleaning. He then throws the ball to another student to mention his. Anyone who fails to mention his is out of the circle. The last person becomes the winner <u>Assessment</u> 1. Did you like the game? 2. Do you like to play it again? 3. Can mention some parts of the body you know	Ball	
GROUP ACTIVITY I (OUTDOOR)	Have learners listen to the (BIG BOOK) as you read aloud again and demonstrate how to care for the different parts of the body. E.g. wash your face and hands, brush your teeth, cut your finger nails etc.).	Cut out of body parts, body parts with names written under them.	



	<p>Show the pictures in the Big Book and guide the learners to demonstrate the proper way of washing the face, hands and other body parts.</p> <p>Take learners through different activities to demonstrate how to take care of their body.</p> <p>Let learners talk about the front/cover page of the big book to be read.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. Did you have fun with the demonstrations? 2. Would you like to do it again? 3. Mention some of the cleaning tools we used today 	
PHONICS	<p>Engage learners to sing songs and recite some familiar rhymes that relates to the target sound.</p> <p>Guide learners to pronounce and write the target sound in the sand tray or exercise books.</p> <p>Have learners say three or four words that contain the target sound.</p> <p>Using flash cards, learners read words that contain the target sound.</p> <ol style="list-style-type: none"> 1. What sound have we learnt today? 2. Which other letter sound do you know? 3. Mention any object in the classroom or home that begins with the target letter sound. 	Word cards, letter cards.
GROUP ACTIVITY 2 (INDOOR)	<p>Do a picture walk through the book going page by page with the learners?</p> <p>Have the learners tell you the direction you are going as you open the pages.</p> <p>Run a pointer under the pictures as you do the picture walk to buttress the left-right and top-bottom directionality.</p> <p>Using “Pair share repeat” have learners classify the pictures according to size in their rows</p> <p>Engage learners to match body parts to the tool used for cleaning</p> <p>Let learners to fix puzzles of the cleaning tools.</p> <p>Guide learners to match body parts with their names.</p> <ol style="list-style-type: none"> 1. Who can demonstrate the best way of opening a book? 2. Did you enjoyed the drawing and coloring? 3. What are some of the words in the puzzle? 	Pictures of cleaning tools, Cut out of body parts, body parts with names written under them.



LEARNING CENTER	<p>Engage learners to play freely at the learning centers.</p> <p>Observe, join in and ask learners questions frequently to guide their play and to support their understanding in what they are learning.</p>	Learning centers
STORY SHARING	<p>Tell learners a story.</p> <p>Pause regularly and ask questions to make sure learners are following.</p> <p>Engage learners to act parts of the story.</p> <ol style="list-style-type: none"> 1. Was the story interesting? 2. What part of the story did you like? 3. What have you learnt from the story? 	Word cards, letter cards.
PHASE 3: REFLECTOIN	<p>Learners share what they have learnt with their peers.</p> <p>Give learners homework to do at home</p>	



WEEK ENDING:	Day:	Strand: All about me
Duration: 50mins		Sub Strand: Caring for the parts of my body
Class: KG I	Class Size:	
Content Standard: K1.1.3.1. Demonstrate understanding of the importance of personal hygiene and how to care for my body parts e. g. hand, feet finger nails- washing, face washing, nose	Indicator: K1.1.3. 1.5 Stress the words that show caring for the body as learners sing songs about personal care of the body parts and clap hands on the rhythm of the songs E.g. wash, brush, cut nails.	Lesson:
Performance Indicator: • Learners can describe how to take care their body	Core Competencies: Communication and collaboration, Critical thinking, Personal Development and Leadership	
References: KG Curriculum Pg.2		
Keywords: soap, toothbrush, toothpaste, sponge,		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Sing the song; "This is the way I wash my face" Let learners sing with actions and dance to the song <u>Assessment</u> 1. Did you enjoy the song? 2. What part of the body did you hear in the song? 3. How can we care for our legs?	
PHASE 2: NEW LEARNING CIRCLE TIME	Engage learners to play the "ball game" Ask learners to form a big circle, with one of the student holding the ball. The learner with the ball starts mentioning a part of the body and tool for cleaning. He then throws the ball to another student to mention his. Anyone who fails to mention his is out of the circle. The last person becomes the winner <u>Assessment</u> 1. Did you like the game? 2. Do you like to play it again? 3. Can mention some parts of the body you know	Ball
GROUP ACTIVITY I (OUTDOOR)	Model for them to see how to stress the words and have them follow along just doing the actions. Repeat the lines several times. With the aid of cut-out pictures of body cleaning tools, have learners pick and demonstrate appropriate way of how that tool is used to clean the body.	Cut out of body parts, body parts with names written under them.



	<p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. Did you have fun with the demonstrations? 2. Would you like to do it again? 3. Mention some of the cleaning tools we used today 	
PHONICS	<p>Engage learners to sing songs and recite some familiar rhymes that relates to the target sound.</p> <p>Guide learners to pronounce and write the target sound in the sand tray or exercise books.</p> <p>Have learners say three or four words that contain the target sound.</p> <p>Using flash cards, learners read words that contain the target sound.</p> <ol style="list-style-type: none"> 1. What sound have we learnt today? 2. Which other letter sound do you know? 3. Mention any object in the classroom or home that begins with the target letter sound. 	Word cards, letter cards.
GROUP ACTIVITY 2 (INDOOR)	<p>Engage learners to match body parts to the tool used for cleaning</p> <p>Let learners to fix puzzles of the cleaning tools.</p> <p>Guide learners to match body parts with their names.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. Who can mention the words on the board? 2. Did you enjoy fixing the puzzle? 3. What are some of the words in the puzzle? 	Pictures of cleaning tools, Cut out of body parts, body parts with names written under them.
LEARNING CENTER	<p>Engage learners to play freely at the learning centers.</p> <p>Observe, join in and ask learners questions frequently to guide their play and to support their understanding in what they are learning.</p>	Learning centers
STORY SHARING	<p>Tell learners a story.</p> <p>Pause regularly and ask questions to make sure learners are following.</p> <p>Engage learners to act parts of the story.</p> <ol style="list-style-type: none"> 1. Was the story interesting? 2. What part of the story did you like? 3. What have you learnt from the story? 	Word cards, letter cards.
PHASE 3: REFLECTOIN	<p>Learners share what they have learnt with their peers.</p> <p>Give learners homework to do at home</p>	

WEEK ENDING:	Day:	Strand: All about me
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Duration: 50mins		Sub Strand: Caring for the parts of my body
Class: KG I	Class Size:	
Content Standard: K1.1.3.1. Demonstrate understanding of the importance of personal hygiene and how to care for my body parts e. g. hand, feet finger nails- washing, face washing, nose	Indicator: K1.1.3. 1.6 Match the parts of the body to the tools we use in caring for the body and color them	Lesson:
Performance Indicator: • Learners can describe how to take care their body		Core Competencies: Communication and collaboration, Critical thinking, Personal Development and Leadership
References: KG Curriculum Pg.2		
Keywords: soap, toothbrush, toothpaste, sponge,		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Sing the song; “This is the way I wash my face” Let learners sing with actions and dance to the song <u>Assessment</u> 1. Did you enjoy the song? 2. What part of the body did you hear in the song? 3. How can we care for our legs?	
PHASE 2: NEW LEARNING CIRCLE TIME	Engage learners to play the “ball game” Ask learners to form a big circle, with one of the student holding the ball. The learner with the ball starts mentioning a part of the body and tool for cleaning. He then throws the ball to another student to mention his. Anyone who fails to mention his is out of the circle. The last person becomes the winner <u>Assessment</u> 1. Did you like the game? 2. Do you like to play it again? 3. Can mention some parts of the body you know	Ball
GROUP ACTIVITY I (OUTDOOR)	Display an outline of drawing on a paper for pupils to match the tools with the body part and use same color for each body part and its tool. E.g. soap matched with the hand and brush with the teeth. Talk about the coloring with their friends. Tell what the illustration is about to friends with accuracy. E.g. An outline of soap, toothbrush, toothpaste, etc.. <u>Assessment</u> 1. Did you have fun with the activity?	Cut out of body parts, body parts with names written under them.



	<p>2. Would you like to do it again?</p> <p>3. Mention some of the cleaning tools we used today</p>	
PHONICS	<p>Engage learners to sing songs and recite some familiar rhymes that relates to the target sound.</p> <p>Guide learners to pronounce and write the target sound in the sand tray or exercise books.</p> <p>Have learners say three or four words that contain the target sound.</p> <p>Using flash cards, learners read words that contain the target sound.</p> <p>1. What sound have we learnt today?</p> <p>2. Which other letter sound do you know?</p> <p>3. Mention any object in the classroom or home that begins with the target letter sound.</p>	Word cards, letter cards.
GROUP ACTIVITY 2 (INDOOR)	<p>Engage learners to match body parts to the tool used for cleaning</p> <p>Let learners to fix puzzles of the cleaning tools.</p> <p>Guide learners to match body parts with their names.</p> <p><u>Assessment</u></p> <p>1. Who can mention the words on the board?</p> <p>2. Did you enjoy fixing the puzzle?</p> <p>3. What are some of the words in the puzzle?</p>	Pictures of cleaning tools, Cut out of body parts, body parts with names written under them.
LEARNING CENTER	<p>Engage learners to play freely at the learning centers.</p> <p>Observe, join in and ask learners questions frequently to guide their play and to support their understanding in what they are learning.</p>	Learning centers
STORY SHARING	<p>Tell learners a story.</p> <p>Pause regularly and ask questions to make sure learners are following.</p> <p>Engage learners to act parts of the story.</p> <p>1. Was the story interesting?</p> <p>2. What part of the story did you like?</p> <p>3. What have you learnt from the story?</p>	Word cards, letter cards.
PHASE 3: REFLECTOIN	<p>Learners share what they have learnt with their peers.</p> <p>Give learners homework to do at home</p>	

WEEK ENDING:	Day: FRIDAY	Strand: All about me
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Duration: 50mins		Sub Strand: Caring for the parts of my body
Class: KG I	Class Size:	
Content Standard: K1.1.3.1. Demonstrate understanding of the importance of personal hygiene and how to care for my body parts e. g. hand, feet finger nails- washing, face washing, nose	Indicator: K1.1.3. 1.7 Use number names to count, find out how many and match body parts with other part with same number (1- 5)	Lesson:
Performance Indicator: • Learners can count numbers to 5		Core Competencies: Communication and collaboration, Critical thinking, Personal Development and Leadership
References: KG Curriculum Pg.2		
Keywords: soap, toothbrush, toothpaste, sponge,		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Sing the song; “This is the way I wash my face” Let learners sing with actions and dance to the song <u>Assessment</u> 1. Did you enjoy the song? 2. What part of the body did you hear in the song? 3. How can we care for our legs?	
PHASE 2: NEW LEARNING CIRCLE TIME	Engage learners to sing songs and recite some familiar rhymes. <u>I AM COUNTING ONE</u> • I’m counting one, what is one • 1 - One is one alone, alone it shall be. • 2 - Two pair, two pair come pair let us pair • 3 - Turn around • 4 - Follow me • 5 - Fire • 6 - Sister • 7 - Savior • 8 - Eat more fruits • 9 - Nana Yaw • 10 - Thank your God. <u>Assessment</u> 1. Did you like the song? 2. Do you like to sing it again? 3. Can mention some numbers you heard in the song.	
GROUP ACTIVITY I (OUTDOOR)	Show picture of different parts put in a set e.g. two eyes, one mouth, two hands, five fingers matched with 5 toes. Model how to match and have learners in small groups match body parts with the same number. Repeat the activity with body parts and encourage learners to describe their answers.	Cut out of body parts, body parts with names written under them.



	<p>Extend the activity using other non-body parts objects in the given sets.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. Did you have fun with the activity? 2. Do you like to learn more about numbers? 3. Who can write the number 3 in the sand tray? 	
PHONICS	<p>Engage learners to sing songs and recite some familiar rhymes that relates to the target sound.</p> <p>Guide learners to pronounce and write the target sound in the sand tray or exercise books.</p> <p>Have learners say three or four words that contain the target sound.</p> <p>Using flash cards, learners read words that contain the target sound.</p> <ol style="list-style-type: none"> 1. What sound have we learnt today? 2. Which other letter sound do you know? 3. Mention any object in the classroom or home that begins with the target letter sound. 	Word cards, letter cards.
GROUP ACTIVITY 2 (INDOOR)	<p>Engage learners to trace numbers in their books or use free hand to write in the sand trays.</p> <p>Mention numbers and have learners write in the air.</p> <p>Let learners to logos to model numbers.</p> <p>Guide learners to match body parts with numbers.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. Who can read the words on the board? 2. Did you enjoy playing with the logos? 3. What are some of the numbers you modeled with logos? 	Pictures of cleaning tools, Cut out of body parts, body parts with names written under them.
LEARNING CENTER	<p>Engage learners to play freely at the learning centers.</p> <p>Observe, join in and ask learners questions frequently to guide their play and to support their understanding in what they are learning.</p>	Learning centers
STORY SHARING	<p>Tell learners a story.</p> <p>Pause regularly and ask questions to make sure learners are following.</p> <p>Engage learners to act parts of the story.</p> <ol style="list-style-type: none"> 1. Was the story interesting? 2. What part of the story did you like? 3. What have you learnt from the story? 	Word cards, letter cards.



PHASE 3: REFLECTOIN	Learners share what they have learnt with their peers. Give learners homework to do at home	
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WEEK 4

WEEK ENDING:		Day:	Strand: ALL ABOUT ME
Duration: 50mins			
Class: KG I		Class Size:	Sub Strand: Keeping my body healthy by eating good food and taking my vaccination
Content Standard: KI.1.4.1 Demonstrate the understanding that eating good food and taking all my childhood vaccinations will keep me growing healthy and strong		Indicator: KI.1.4.1.1 talk about different types of food they eat at home and classify those that can make them grow healthy. (Body building food, energy giving food etc.) KI.1.4.1.2 Tell their own short stories about pictures in the Big book to be read	Lesson: 1 of 5
Performance Indicator: <ul style="list-style-type: none"> Learners can talk about foods that makes them grow Learners can tell picture stories 		Core Competencies: Communication and collaboration, Critical thinking, Personal Development and Leadership	
References: KG Curriculum Pg.2			
Keywords: Protein, Calcium, carbohydrates, vitamins, etc.			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Let learners sing songs about food. Example: "Pawpaw is a kind of fruit" <u>Assessment</u> 1. Did you enjoy the song? 2. What food did you hear in the song? 3. In turns, learners tell the food they like best?		
PHASE 2: NEW LEARNING CIRCLE TIME	Engage learners to play the "ball game" Ask learners to form a big circle, with one of the student holding the ball. The learner with the ball mentions a name of a food. He then throws the ball to another student to mention his. Anyone who fails to mention his/hers is out of the circle. The last person becomes the winner <u>Assessment</u> 1. Did you like the game? 2. Do you like to play it again? 3. Can you mention some foods we mentioned in the game?	Ball	
GROUP ACTIVITY I (OUTDOOR)	Through questions and answers, find out from learners the things we have to do to keep healthy and strong. Show them two conversational posters, one on different types of food and one at the hospital.	Poster/ cut out picture depicting the healthy foods, chart of the childhood killer diseases. Cut out	



	<p>Have learners talk about the picture and their observations.</p> <p>Engage learners to play the “hide and seek game” in different groups. (Teacher hides model foods and ask learners to look for them)</p> <p>Learners perform the lime and spoon race in groups.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. Did you have fun? 2. Would you like to run with the lime and spoons again? 3. In turns, learners mention the food they ate the very morning. 	<p>shapes, big books, counters, crayons</p>
PHONICS	<p>Engage learners to sing songs and recite some familiar rhymes that relates to the target sound.</p> <p>Guide learners to pronounce and write the target sound in the sand tray or exercise books.</p> <p>Have learners say three or four words that contain the target sound.</p> <p>Using flash cards, learners read words that contain the target sound.</p> <ol style="list-style-type: none"> 1. What sound have we learnt today? 2. Which other letter sound do you know? 3. Mention any object in the classroom or home that begins with the target letter sound. 	<p>Word cards, letter cards.</p>
GROUP ACTIVITY 2 (INDOOR)	<p>With the aid of pictures, have them talk about the types of balanced food we need to eat to help us grow. For instance: We have</p> <ol style="list-style-type: none"> 1. <i>Fats and Oil Foods: Such foods are high in fat and sugar</i> 2. <i>Protein (beef, chicken),</i> 3. <i>Carbohydrates (starchy food, bread, cereal and rice group),</i> 4. <i>Calcium Rich Foods help the bones,</i> 5. <i>Fruit and Vegetable,</i> 6. <i>Whole Grain food such as bread, wheat,</i> 7. <i>Food and drinks high sugar.</i> <p>Guide learners to draw different foods and color them. (E.g. banana, yam, beans, bread, etc.)</p> <p>Let learners to fix puzzles on types of food.</p> <p>Guide learners to match foods with their names</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. Show me what you have drawn? 2. Would you like to draw more foods? 3. Why do we eat food? 	<p>Poster/ cut out picture depicting the healthy foods, chart of the childhood killer diseases. Cut out shapes, big books, counters, crayons</p>



LEARNING CENTER	<p>Engage learners to play freely at the learning centers.</p> <p>Observe, join in and ask learners questions frequently to guide their play and to support their understanding in what they are learning.</p>	Learning centers
STORY SHARING	<p>Tell learners a story.</p> <p>Pause regularly and ask questions to make sure learners are following.</p> <p>Engage learners to act parts of the story.</p> <ol style="list-style-type: none"> 1. Was the story interesting? 2. What part of the story did you like? 3. What have you learnt from the story? 	Word cards, letter cards.
PHASE 3: REFLECTOIN	<p>Learners share what they have learnt with their peers.</p> <p>Give learners homework to do at home</p>	



WEEK ENDING:		Day:	Strand: ALL ABOUT ME
Duration: 50mins			
Class: KG I		Class Size:	Sub Strand: Keeping my body healthy by eating good food and taking my vaccination
Content Standard: K1.1.4.1 Demonstrate the understanding that eating good food and taking all my childhood vaccinations will keep me growing healthy and strong		Indicator: K1.1.4.1.3 Listen attentively, respond to an information text about foods we eat to keep healthy and use new content words learnt to create simple sentence (orally) on how to keep healthy K1.1.4.1.4 Count and clap the keywords in songs about types of food	
Performance Indicator: <ul style="list-style-type: none"> Learners can talk about foods that makes them grow Learners can form words with new words 		Core Competencies: Communication and collaboration, Critical thinking, Personal Development and Leadership	
References: KG Curriculum Pg.2			
Keywords: Protein, Calcium, carbohydrates, vitamins, etc			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Let learners sing songs about food. Example: "Pawpaw is a kind of fruit" <u>Assessment</u> 1. Did you enjoy the song? 2. What food did you hear in the song? 3. In turns, learners tell the food they like best?		
PHASE 2: NEW LEARNING CIRCLE TIME	Engage learners to play the "ball game" Ask learners to form a big circle, with one of the student holding the ball. The learner with the ball mentions a name of a food. He then throws the ball to another student to mention his. Anyone who fails to mention his/hers is out of the circle. The last person becomes the winner <u>Assessment</u> 1. Did you like the game? 2. Do you like to play it again? 3. Can you mention some foods we mentioned in the game?	Ball	
GROUP ACTIVITY I (OUTDOOR)	Mention and discuss the different food types we have as it is explained in the book and on the conversational poster you show to them.	Poster/ cut out picture depicting the healthy foods, chart of the childhood killer diseases. Cut out	



	<p>Have learners count the examples of foods identified under the given food group/types and represent them in sets.</p> <p>Guide learners to examine the food they eat at home and/or bring to school, to find out whether they are eating a balanced meal.</p> <p>Talk about some food items that are not very healthy, e.g. sugar drinks.</p> <p>Let learners jump on each word and count and share with their friends the number of the keywords in the song</p> <p>Learners perform the sack race in groups.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. Did you have fun? 2. Would you like to run with the sacks again? 3. In turns, learners mention the food they mostly eat in the house. 	<p>shapes, big books, counters, crayons</p>
PHONICS	<p>Engage learners to sing songs and recite some familiar rhymes that relates to the target sound.</p> <p>Guide learners to pronounce and write the target sound in the sand tray or exercise books.</p> <p>Have learners say three or four words that contain the target sound.</p> <p>Using flash cards, learners read words that contain the target sound.</p> <ol style="list-style-type: none"> 1. What sound have we learnt today? 2. Which other letter sound do you know? 3. Mention any object in the classroom or home that begins with the target letter sound. 	<p>Word cards, letter cards.</p>
GROUP ACTIVITY 2 (INDOOR)	<p>Mention some food items in the environment that they need to be eating and draw their favorite. E.g. They should add kontomire and other green leaf to their food and also eat a lot of different types of fruit.</p> <p>Have learners use the new words learnt to construct simple sentences orally in relation to keeping healthy.</p> <p>In whole class group, model how to sing and clap and count words in a song.</p> <p>Learners follow your example and sing, clap and count number of words in the song about food</p> <p>Guide learners to draw different foods and color them.</p>	<p>Poster/ cut out picture depicting the healthy foods, chart of the childhood killer diseases. Cut out shapes, big books, counters, crayons</p>



	<p>(e.g. banana, yam, beans, bread, etc.)</p> <p>Let learners to fix puzzles on types of food.</p> <p>Guide learners to match foods with their names</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. Show me what you have drawn? 2. Would you like to draw more foods? 3. Why do we eat food? 	
LEARNING CENTER	<p>Engage learners to play freely at the learning centers.</p> <p>Observe, join in and ask learners questions frequently to guide their play and to support their understanding in what they are learning.</p>	Learning centers
STORY SHARING	<p>Tell learners a story.</p> <p>Pause regularly and ask questions to make sure learners are following.</p> <p>Engage learners to act parts of the story.</p> <ol style="list-style-type: none"> 1. Was the story interesting? 2. What part of the story did you like? 3. What have you learnt from the story? 	Word cards, letter cards.
PHASE 3: REFLECTOIN	<p>Learners share what they have learnt with their peers.</p> <p>Give learners homework to do at home</p>	



WEEK ENDING:	Day:	Strand: ALL ABOUT ME
Duration: 50mins		Sub Strand: Keeping my body healthy by eating good food and taking my vaccination
Class: KG I	Class Size:	
Content Standard: K1.1.4.1 Demonstrate the understanding that eating good food and taking all my childhood vaccinations will keep me growing healthy and strong	Indicator: K1.1.4.1.5 Sing Alphabet song about food and identify the beginning letter of the most common food item in season in the environment. E.g. Banana begins with /b/	Lesson: 3 of 5
Performance Indicator: • Learners can talk about foods that makes them grow	Core Competencies: Communication and collaboration, Critical thinking, Personal Development and Leadership	
References: KG Curriculum Pg.2		
Keywords: Protein, Calcium, carbohydrates, vitamins, etc		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Let learners sing songs about food. Example: "I like to eat, eat, eat apples and bananas" <u>Assessment</u> 1. Did you enjoy the song? 2. What food did you hear in the song? 3. Mention any fruit you have ate before?	
PHASE 2: NEW LEARNING CIRCLE TIME	Have learners sit in a semi-circle (community circle time), as they listen attentively to the Teacher -read-aloud text on balanced diet. <u>Assessment</u> 1. Did you like the story I just read? 2. Why is good to eat good food? 3. Can you mention some foods you eat at home?	
GROUP ACTIVITY I (OUTDOOR)	Learners sing an alphabet song and identify the letter that begins the name of the food item. Create letter cards with the letter and picture of the food item. Play a memory game where the learners will pick the letter card that matches with other food items with the same beginning letter [E.g. banana, beans, banku, bread, boodoo,] Mix the picture cards of food items that do not have /b/ starting their names with other cards. Through "Show and Tell" have learners pick the picture card that matches with a 'B' food item and show it to the class.	Poster/ cut out picture depicting the healthy foods, chart of the childhood killer diseases. Cut out shapes, big books, counters, crayons



	<p>Have them pronounce the names of the food item first and if it does not begin with the letter for the week, they put the picture aside.</p> <p>Have them group words in sets according to the following: Set A: Words that begin with the letter of the week Set B: Words that do not begin with the letter of the week</p> <p>Learners perform filling bottles in groups.</p> <p><u>Assessment</u> 1. Did you have fun? 2. What are some of the foods we learnt today? 3. Mention two other foods you know</p>	
PHONICS	<p>Engage learners to sing songs and recite some familiar rhymes that relates to the target sound.</p> <p>Guide learners to pronounce and write the target sound in the sand tray or exercise books.</p> <p>Have learners say three or four words that contain the target sound.</p> <p>Using flash cards, learners read words that contain the target sound.</p> <p>1. What sound have we learnt today? 2. Which other letter sound do you know? 3. Mention any object in the classroom or home that begins with the target letter sound.</p>	Word cards, letter cards.
GROUP ACTIVITY 2 (INDOOR)	<p>Guide learners to draw different foods and color them. (e.g. banana, yam, beans, bread, etc.)</p> <p>Let learners to fix puzzles on types of food.</p> <p>Guide learners to match foods with their names</p> <p><u>Assessment</u> 1. show me what you have drawn? 2. would you like to draw more foods? 3. why do we eat food?</p>	Poster/ cut out picture depicting the healthy foods, chart of the childhood killer diseases. Cut out shapes, big books, counters, crayons
LEARNING CENTER	<p>Engage learners to play freely at the learning centers.</p> <p>Observe, join in and ask learners questions frequently to guide their play and to support their understanding in what they are learning.</p>	Learning centers
STORY SHARING	<p>Tell learners a story.</p> <p>Pause regularly and ask questions to make sure learners are following.</p>	Word cards, letter cards.



	Engage learners to act parts of the story. 1. Was the story interesting? 2. What part of the story did you like? 3. What have you learnt from the story?	
PHASE 3: REFLECTOIN	Learners share what they have learnt with their peers. Give learners homework to do at home	



WEEK ENDING:	Day:	Strand: ALL ABOUT ME
Duration: 50mins		Sub Strand: Keeping my body healthy by eating good food and taking my vaccination
Class: KG I	Class Size:	
Content Standard: K1.1.4.1 Demonstrate the understanding that eating good food and taking all my childhood vaccinations will keep me growing healthy and strong	Indicator: K1.1.4.1.6 Draw a picture of any food item that has its name beginning with the letter B and write the letter underneath K1.1.4.1.7 Sort and classify different food items under the six food groups and sort the food items that keep the body healthy into shapes	Lesson: 4 of 5
Performance Indicator: <ul style="list-style-type: none"> Learners can draw and color foods Learners can sort and classify different food items under the six food groups 		Core Competencies: Communication and collaboration, Critical thinking, Personal Development and Leadership
References: KG Curriculum Pg.2		
Keywords: <i>Protein, Calcium, carbohydrates, vitamins, etc</i>		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Let learners sing songs about food. Example: "I like to eat, eat, eat apples and bananas" <u>Assessment</u> 1. Did you enjoy the song? 2. What food did you hear in the song? 3. Mention any fruit you have ate before?	
PHASE 2: NEW LEARNING CIRCLE TIME	Have learners sit in a semi-circle (community circle time), as they listen attentively to story about food. Example: the Ant and the bumper harvest <u>Assessment</u> 1. Did you like the story I just read? 2. Why is good to eat good food? 3. Can you mention some foods you eat at home?	Ball
GROUP ACTIVITY I (OUTDOOR)	The teacher models how to write the letter in the air and have the learners do same. After much practice as a whole class and in small groups, the learners write the letter in the sand and finally use crayon to draw a food item and write the letter underneath it. Have learners talk about their work Engage learners to play the "I-spy" game Teacher, begins by saying "I spy with my little eye a food beginning with....."b".	Poster/ cut out picture depicting the healthy foods, chart of the childhood killer diseases. Cut out shapes, big books, counters, crayons



	<p>Learners guess until someone guesses correctly. The game continuous until all learners have had their turns.</p> <p>Learners perform filling bottles in groups.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. Did you have fun? 2. What are some of the foods we learnt today? 3. Mention two other foods you know 	
PHONICS	<p>Engage learners to sing songs and recite some familiar rhymes that relates to the target sound.</p> <p>Guide learners to pronounce and write the target sound in the sand tray or exercise books.</p> <p>Have learners say three or four words that contain the target sound.</p> <p>Using flash cards, learners read words that contain the target sound.</p> <ol style="list-style-type: none"> 1. What sound have we learnt today? 2. Which other letter sound do you know? 3. Mention any object in the classroom or home that begins with the target letter sound. 	Word cards, letter cards.
GROUP ACTIVITY 2 (INDOOR)	<p>Bring different food items to the class.</p> <p>Explain the food groups to them again. In small groups, let them classify the food items into the six food groups.</p> <p>Have learners sort food items that keep the body healthy into shapes and talk about them.</p> <p>Extend the activity to other non-food items (e.g. tables, chairs, cups, etc.).</p> <p>Have them compare the quantities and work on “less than” and “more than”</p> <p>Guide learners to draw different foods and color them. (e.g. banana, yam, beans, bread, etc.)</p> <p>Let learners to fix puzzles on types of food.</p> <p>Guide learners to match foods with their names</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. show me what you have drawn? 2. would you like to draw more foods? 3. why do we eat food? 	Poster/ cut out picture depicting the healthy foods, chart of the childhood killer diseases. Cut out shapes, big books, counters, crayons
LEARNING CENTER	Engage learners to play freely at the learning centers.	Learning centers



	Observe, join in and ask learners questions frequently to guide their play and to support their understanding in what they are learning.	
STORY SHARING	<p>Tell learners a story.</p> <p>Pause regularly and ask questions to make sure learners are following.</p> <p>Engage learners to act parts of the story.</p> <ol style="list-style-type: none"> 1. Was the story interesting? 2. What part of the story did you like? 3. What have you learnt from the story? 	Word cards, letter cards.
PHASE 3: REFLECTOIN	<p>Learners share what they have learnt with their peers.</p> <p>Give learners homework to do at home</p>	



WEEK ENDING:	Day:	Strand: ALL ABOUT ME
Duration: 50mins		Sub Strand: Keeping my body healthy by eating good food and taking my vaccination
Class: KG I	Class Size:	
Content Standard: K1.1.4.1 Demonstrate the understanding that eating good food and taking all my childhood vaccinations will keep me growing healthy and strong	Indicator: K1.1.4.1.8 Sing and dance to traditional songs about foods	Lesson: 5 of 5
Performance Indicator: • Learners can dance to songs about foods	Core Competencies: Communication and collaboration, Critical thinking, Personal Development and Leadership	
References: KG Curriculum Pg.2		
Keywords: Protein, Calcium, carbohydrates, vitamins, etc		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Let learners sing songs about food. Example: "I like to eat, eat, eat apples and bananas" <u>Assessment</u> 1. Did you enjoy the song? 2. What food did you hear in the song? 3. Mention any fruit you have ate before?	
PHASE 2: NEW LEARNING CIRCLE TIME	Have learners sit in a semi-circle (community circle time), as they listen attentively to story about food. Example: the Ant and the bumper harvest <u>Assessment</u> 1. Did you like the story I just read? 2. Why is good to eat good food? 3. Can you mention some foods you eat at home?	Ball
GROUP ACTIVITY I (OUTDOOR)	Have learners sing traditional songs about food in your locality, Engage learners to play different musical instrument and dance to the tunes to keep the body healthy. In groups learners dance in a competition. Have learners do oral classification of foods mentioned in songs under the food groups. Engage learners to play the "hide and seek game" in different groups. (Teacher hides model foods and ask learners to look for them) Learners perform filling bottles in groups. <u>Assessment</u>	Poster/ cut out picture depicting the healthy foods, chart of the childhood killer diseases. Cut out shapes, big books, counters, crayons



	<ol style="list-style-type: none"> 1. Did you have fun? 2. What are some of the foods we learnt today? 3. Mention two other foods you know 	
PHONICS	<p>Engage learners to sing songs and recite some familiar rhymes that relates to the target sound.</p> <p>Guide learners to pronounce and write the target sound in the sand tray or exercise books.</p> <p>Have learners say three or four words that contain the target sound.</p> <p>Using flash cards, learners read words that contain the target sound.</p> <ol style="list-style-type: none"> 1. What sound have we learnt today? 2. Which other letter sound do you know? 3. Mention any object in the classroom or home that begins with the target letter sound. 	Word cards, letter cards.
GROUP ACTIVITY 2 (INDOOR)	<p>Guide learners to draw different foods and color them. (e.g. banana, yam, beans, bread, etc.)</p> <p>Let learners to fix puzzles on types of food.</p> <p>Guide learners to match foods with their names</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. show me what you have drawn? 2. would you like to draw more foods? 3. why do we eat food? 	Poster/ cut out picture depicting the healthy foods, chart of the childhood killer diseases. Cut out shapes, big books, counters, crayons
LEARNING CENTER	<p>Engage learners to play freely at the learning centers.</p> <p>Observe, join in and ask learners questions frequently to guide their play and to support their understanding in what they are learning.</p>	Learning centers
STORY SHARING	<p>Tell learners a story.</p> <p>Pause regularly and ask questions to make sure learners are following.</p> <p>Engage learners to act parts of the story.</p> <ol style="list-style-type: none"> 1. Was the story interesting? 2. What part of the story did you like? 3. What have you learnt from the story? 	Word cards, letter cards.
PHASE 3: REFLECTOIN	<p>Learners share what they have learnt with their peers.</p> <p>Give learners homework to do at home</p>	

WEEK 5 & 6



WEEK ENDING:	Day:	Strand: ALL ABOUT ME	
Duration: 50mins		Sub Strand: MY ENVIRONMENT AND MY HEALTH	
Class: KG I	Class Size:		
Content Standard: K1.1.5.1 Demonstrate understanding of how keeping our home and school environment clean can keep us healthy and strong.		Indicator: K1.1.5.1.1 Talk about how we can keep our environment clean in order to avoid getting sick. K1.1.5.1.2 Recognize that written symbols in books carry important information about the pictures.	Lesson:
Performance Indicator: <ul style="list-style-type: none"> Learners can talk about how we can keep our environment clean Learners can recognize that written symbols in books carry important information about the pictures 		Core Competencies: Communication and collaboration, Critical thinking, Personal Development and Leadership	
References: KG Curriculum Pg.10			
Keywords:			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Let learners sing a song Example: "The Earth is my home" Assessment 1. Did you enjoy the song? 2. Would you like to sing the song again? 3. What are some of the things you heard in the song?		
PHASE 2: NEW LEARNING CIRCLE TIME	Engage learners in a community circle. Teacher gets a bag containing objects. Say "In the environment, I saw a (Pick one object out) a house!" Pass the bag on to the next person, to continue picking. "In the environment, I saw a house and stones" <u>RCA QUESTION</u> 1. Did you have fun? 2. What are some of the items in the bag? 3. Who can mention things he sees in his environment		
GROUP ACTIVITY I (OUTDOOR)	Show them a conversational poster with people defecating around their homes and at school.	Poster/ cut out picture depicting clean environment, Real / pictures of cleaning	





equipment.
Cut out
shapes, big
books,
counters,
crayons

Teacher and pupils discuss the causes of sickness.

Teacher asks the learners how our environment can cause us to be sick.

Using think-pair-share, have learners contribute to how we make the environment dirty.

E.g. Some ideas can be:

- when we throw papers/rubbish about,
- Bushy and gutters are choked.
- Animals walking through rivers,
- learners walking in the garbage area,
- People washing in the rivers. Etc.

Create more situations of a dirty village and ask learners to think about how to change the situation and avoid sickness.

E.g. What do we do make our classroom/school compound clean from litter?

What do we do to stop people from going to toilet all around our home and the school compound?

What do we do to avoid getting sick?

E.g. Washing hand with soap and water, put rubbish or unwanted papers and rubbish in bins, etc.

In their color groups, let learners clean up the compound.

Encourage them to wash their hands under running water after the cleanup exercise.


RCA QUESTION

1. What have we learnt today?
2. Does a dirty environment make us sick?
3. Why do you think it is good to keep our environment clean?

PHONICS	<p>Engage learners to sing songs and recite some familiar rhymes that relates to the target sound.</p> <p>Guide learners to pronounce and write the target sound in the sand tray or exercise books.</p> <p>Have learners say three or four words that contain the target sound.</p> <p>Using flash cards, learners read words that contain the target sound.</p> <ol style="list-style-type: none"> 1. What sound have we learnt today? 2. Which other letter sound do you know? 3. Mention any object in the classroom or home that begins with the target letter sound. 	Word cards, letter cards.
GROUP ACTIVITY 2 (INDOOR)	<p>Teacher and learners do a picture walk through the Big book page by page on the theme (Keeping a healthy environment).</p> <p>Ask learners to relate to the pictures in the book.</p> <p>Have learners talk about how they keep the environment clean and not fall sick.</p> <p>Guide learners to draw and color a dirty environment.</p> <p>Engage learners to fix puzzles on clean environment.</p> <p>Have learners match pictures to clean and dirty environment.</p> <p><u>RCA QUESTION</u></p> <ol style="list-style-type: none"> 1. What have we learnt today? 2. Who has the nicest painting? 3. Would like to do more drawings? 4. Who can tell how we can keep our environment clean? 	Poster/ cut out picture depicting clean environment, Real / pictures of cleaning equipment. Cut out shapes, big books, counters, crayons
LEARNING CENTER	<p>Engage learners to play freely at the learning centers.</p> <p>Observe, join in and ask learners questions frequently to guide their play and to support their understanding in what they are learning.</p>	Learning centers
STORY SHARING	<p>Tell learners a story.</p> <p>Pause regularly and ask questions to make sure learners are following.</p> <p>Engage learners to act parts of the story.</p> <ol style="list-style-type: none"> 1. Was the story interesting? 2. What part of the story did you like? 3. What have you learnt from the story? 	Word cards, letter cards.
PHASE 3: REFLECTION	<p>Learners share what they have learnt with their peers.</p> <p>Give learners homework to do at home</p>	

WEEK ENDING:	Day:	Strand: ALL ABOUT ME
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Duration: 50mins		Sub Strand: MY ENVIRONMENT AND MY HEALTH
Class: KG I	Class Size:	
Content Standard: KI.1.5.1 Demonstrate understanding of how keeping our home and school environment clean can keep us healthy and strong.	Indicator: KI.1.5.1.3 Learners can listen attentively to the read aloud text and share what they have learnt about diseases we can get from dirty environments KI.1.5.1.4 Learners can compose their stories about pictures in the book to be read to enable them to understand that important messages are hidden in books.	Lesson:
Performance Indicator: <ul style="list-style-type: none"> Learners can mention diseases we get from dirty environment. Learners can tell own stories about the environment 	Core Competencies: Communication and collaboration, Critical thinking, Personal Development and Leadership	
References: KG Curriculum Pg.10		
Keywords:		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Let learners sing a song in relation the environment. Assessment 1. Did you enjoy the song? 2. Would you like to sing the song again? 3. What are some of the diseases we are likely to get when our environment is dirty?	
PHASE 2: NEW LEARNING CIRCLE TIME	Engage learners in a community circle. Have three emotion cards in the middle of the circle – happy, sad and angry, each on pieces of paper.  Teacher picks one of the card and act. Example: if it is sad, you bow your head, hunch your shoulders, and mooch around and do sad face. Invite learners to middle of the circle to pick and act any of the cards. Other learners guess which emotion they think it is. RCA QUESTION 1. Did you have fun? 2. At what times do we become angry? 3. Is it good to be angry? 4. As kids, are we supposed to be happy always?	

<p>GROUP ACTIVITY 1 (OUTDOOR)</p>	<p>Using Teacher-read-aloud and listening Comprehension, introduce learners to KWL strategy as you read the informational book on the Diseases we get from the environment.</p> <p>Explain the KWL strategy as K: What do you <i>know</i>, W: What do you <i>want</i> to know and L: What have you <i>learnt</i></p> <p>K- Before reading, have learners tell you all they know about how dirty environment can make people sick.</p> <p>W- Ask learners what they want to know about how the environment affects our health</p> <p>During the reading: Have learners listen attentively as you read aloud, pause often to allow them to share their understanding of the text. (BIG BOOK).</p> <p>L- Have learners share what they have learnt about the theme</p> <p>Learners should be given the opportunity to walk round the school campus and clean tins and empty cans with water that could breed mosquitoes which could make people sick of Malaria.</p> <p><u>RCA QUESTION</u> 1. What have we learnt today? 2. Which Animal causes malaria? 3. What other insects can cause us to be sick?</p>	<p>Poster/ cut out picture depicting clean environment, Real / pictures of cleaning equipment. Cut out shapes, big books, counters, crayons</p>
<p>PHONICS</p>	<p>Engage learners to sing songs and recite some familiar rhymes that relates to the target sound.</p> <p>Guide learners to pronounce and write the target sound in the sand tray or exercise books.</p> <p>Have learners say three or four words that contain the target sound.</p> <p>Using flash cards, learners read words that contain the target sound.</p> <p>1. What sound have we learnt today? 2. Which other letter sound do you know? 3. Mention any object in the classroom or home that begins with the target letter sound.</p>	<p>Word cards, letter cards.</p>
<p>GROUP ACTIVITY 2 (INDOOR)</p>	<p>Show a picture of a dirty environment to learners.</p> <p>In groups, let learners discuss how they can make the place clean. Guide them to discuss the tools they will need to make the place clean.</p> <p>Engage learners to draw a clean and dirty environment and talk about how dirty environment can make people sick.</p> <p>Engage them to fix puzzles on items in the environment.</p> <p><u>RCA QUESTION</u></p>	<p>Poster/ cut out picture depicting clean environment, Real / pictures of cleaning equipment. Cut out shapes, big books,</p>




	<ol style="list-style-type: none"> 1. What have we learnt today? 2. How do we make the environment dirty? 3. Is cleanliness next to godliness? 	counters, crayons
LEARNING CENTER	<p>Engage learners to play freely at the learning centers.</p> <p>Observe, join in and ask learners questions frequently to guide their play and to support their understanding in what they are learning.</p>	Learning centers
STORY SHARING	<p>Tell learners a story.</p> <p>Pause regularly and ask questions to make sure learners are following.</p> <p>Engage learners to act parts of the story.</p> <ol style="list-style-type: none"> 1. Was the story interesting? 2. What part of the story did you like? 3. What have you learnt from the story? 	Word cards, letter cards.
PHASE 3: REFLECTION	<p>Learners share what they have learnt with their peers.</p> <p>Give learners homework to do at home</p>	



WEEK ENDING:	Day:	Strand: ALL ABOUT ME	
Duration: 50mins		Sub Strand: MY ENVIRONMENT AND MY HEALTH	
Class: KG I	Class Size:		
Content Standard: K1.1.5.1 Demonstrate understanding of how keeping our home and school environment clean can keep us healthy and strong.		Indicator: K1.1.5.1.5 Sing alphabet songs that contain the letter of the week K1.1.5.1.6 Begin to write letters of the alphabet	Lesson:
Performance Indicator: <ul style="list-style-type: none"> Learners can sing alphabet songs that contain the letter of the week Learners can begin to write letters of the alphabet 		Core Competencies: Communication and collaboration, Critical thinking, Personal Development and Leadership	
References: KG Curriculum Pg.10			
Keywords:			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Let learners sing a song in relation the environment. Assessment 1. Did you enjoy the song? 2. Would you like to sing the song again? 3. What are some of the diseases we are likely to get when our environment is dirty?		
PHASE 2: NEW LEARNING CIRCLE TIME	Engage lea in a community Circle time (CCT) and theme discussion. Teacher starts with a movement. (Wave your hand in the air) Now the person siting to your right hand must wave their hand and add another movement (shake the head) The next person does those movements and add one of their own. <u>RCA QUESTIONS</u> 1. Did you have fun? 2. Would you like to play again? 3. Which of the movements did you like best?		
GROUP ACTIVITY I (OUTDOOR)	Engage learners to sing songs related to the lesson. Recap with learners to review their understanding in the theme so far. Show them a conversational poster with people throwing rubbish around their homes and at school.	Poster/ cut out picture depicting clean environment, Real / pictures of cleaning equipment. Cut out shapes, big books, counters, crayons	



	 <p>Teacher and learners discuss the causes and effect of dirty environment.</p> <p>Teacher asks the learners how our environment can cause us to be sick.</p> <p>Learners discuss how we can prevent the sickness.</p> <p>In their color groups, learners perform the filling of bottles.</p> <p><u>RCA QUESTION</u></p> <ol style="list-style-type: none"> 1. What have we learnt today? 2. What causes us to be sick? 3. Is living in a dirty environment good? 4. How do keep our compound clean? 	
<p>PHONICS</p>	<p>Engage learners to sing songs and recite some familiar rhymes that relates to the target sound.</p> <p>Guide learners to pronounce and write the target sound in the sand tray or exercise books.</p> <p>Have learners say three or four words that contain the target sound.</p> <p>Using flash cards, learners read words that contain the target sound.</p> <ol style="list-style-type: none"> 1. What sound have we learnt today? 2. Which other letter sound do you know? 3. Mention any object in the classroom or home that begins with the target letter sound. 	<p>Word cards, letter cards.</p>
<p>GROUP ACTIVITY 2 (INDOOR)</p>	<p>Introduce the letter for the week, e.g. the lower case of the vowel /a/</p> <p>Write it boldly on the whiteboard or chalkboard.</p> <p>Introduce a key word in which they can find the letter of the week.</p> <p>The word should be related to a disease from the environment such as <i>malaria, cholera, etc.</i></p> <p>Read the word and let learners repeat it three times after you.</p>	<p>Poster/ cut out picture depicting clean environment, Real / pictures of cleaning equipment. Cut out shapes, big books, counters, crayons</p>

	<p>Hold letter cards of different names and words for learners to identify the letter 'a' in it.</p> <p>Ask learners who have the two letters /b/ and /a/ in their names to stand and mention their names.</p> <p>Learners exercise their wrist and fingers by clapping and shaking them as they sing a local song.</p> <p>Model how to write the letter in the air and have the learners practice with you in the air, the sand and then onto a slate.</p> <p>Have them practice writing the letter on the back of their friends.</p> <p>Have them talk about their experience.</p> <p>Let learners sing rhymes and dance in relation to the lesson. Example: "Something pass through my body to my waist"</p> <p>RCA QUESTION</p> <ol style="list-style-type: none"> 1. What have we learnt today? 2. What new word did you learn today? 3. Who can mention a word with the letter /a/? 	
LEARNING CENTER	<p>Engage learners to play freely at the learning centers.</p> <p>Observe, join in and ask learners questions frequently to guide their play and to support their understanding in what they are learning.</p>	Learning centers
STORY SHARING	<p>Tell learners a story.</p> <p>Pause regularly and ask questions to make sure learners are following.</p> <p>Engage learners to act parts of the story.</p> <ol style="list-style-type: none"> 1. Was the story interesting? 2. What part of the story did you like? 3. What have you learnt from the story? 	Word cards, letter cards.
PHASE 3: REFLECTION	<p>Learners share what they have learnt with their peers.</p> <p>Give learners homework to do at home</p>	



WEEK ENDING:		Day:	Strand: ALL ABOUT ME
Duration: 50mins			
Class: KG I		Class Size:	Sub Strand: MY ENVIRONMENT AND MY HEALTH
Content Standard: K1.1.5.1 Demonstrate understanding of how keeping our home and school environment clean can keep us healthy and strong.		Indicator: K1.1.5.1.7 Prepare posters with pictures cut from calendar and newspapers to post in the environment cautioning people not to make the place dirty.	
Performance Indicator: <ul style="list-style-type: none"> Learners can prepare posters cautioning people not to make the place dirty. 		Core Competencies: Communication and collaboration, Critical thinking, Personal Development and Leadership	
References: KG Curriculum Pg.10			
Keywords:			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	<p>Let learners sing a song in relation the environment.</p> <p>Assessment</p> <ol style="list-style-type: none"> Did you enjoy the song? Would you like to sing the song again? What are some of the diseases we are likely to get when our environment is dirty? 		
PHASE 2: NEW LEARNING CIRCLE TIME	<p>Engage learners to play the “matching socks”</p> <p>Display lots of different pairs of socks in class. Give out only one sock to each child.</p> <p>Learners are tasked to look for a partner who has the same sock and match them.</p> <p><u>RCA QUESTIONS</u></p> <ol style="list-style-type: none"> Did you have fun? Would you like to play the game again. Who can mention any two dangerous objects in the environment? 		
GROUP ACTIVITY I (OUTDOOR)	<p>Provide newspaper cutting or pictures from calendars showing what people do to mess the environment</p> <p>Have pupils (in small groups) prepare posters and write big “NO” on each poster with each group choosing just one colour from the three selected colours.</p> <p>Have learners sort their final works into same colours and count the quantity of each.</p> <p>Let learners represent their count with model numbers and write them in their books or floor</p>	<p>Poster/ cut out picture depicting clean environment, Real / pictures of cleaning equipment. Cut out shapes, big books, counters, crayons</p>	



	<p>Take learners for a walk outside and have them post “NO” poster all over the school compound to encourage cleanliness practice.</p> <p>Sing songs and recite rhymes about how to keep the environment clean and healthy</p> <p>Have learners to sing the songs and dance with actions.</p> <p>Let learners perform the sack race.</p> <p><u>RCA QUESTION</u></p> <ol style="list-style-type: none"> 1. What have we learnt today? 2. Did you have fun with today’s activities? 3. Can someone tell me how they can encourage people to be clean. 	
PHONICS	<p>Engage learners to sing songs and recite some familiar rhymes that relates to the target sound.</p> <p>Guide learners to pronounce and write the target sound in the sand tray or exercise books.</p> <p>Have learners say three or four words that contain the target sound.</p> <p>Using flash cards, learners read words that contain the target sound.</p> <ol style="list-style-type: none"> 1. What sound have we learnt today? 2. Which other letter sound do you know? 3. Mention any object in the classroom or home that begins with the target letter sound. 	Word cards, letter cards.
GROUP ACTIVITY 2 (INDOOR)	<p>Learners come up with rules about how to take good care of books because books contain important information.</p> <p>Have learners draw clean classroom and talk about their drawing.</p> <p>Help learners sound out cleanliness words on word card and have them fill in the missing letters of selected ones written on the board.</p> <p>They can also have vocabulary games with cut out words and letters on cleanliness words.</p> <p>Have learners count and classify words by colour and length</p> <p><u>RCA QUESTION</u></p> <ol style="list-style-type: none"> 1. Can I see your drawings? Say ‘wow’ to appreciate their drawings. 2. Would you like to draw more. 3. What new words did we learn today? 	Poster/ cut out picture depicting clean environment, Real / pictures of cleaning equipment. Cut out shapes, big books, counters, crayons
LEARNING CENTER	<p>Engage learners to play freely at the learning centers.</p> <p>Observe, join in and ask learners questions frequently to guide their play and to support their understanding in what they are learning.</p>	Learning centers








STORY SHARING	<p>Tell learners a story.</p> <p>Pause regularly and ask questions to make sure learners are following.</p> <p>Engage learners to act parts of the story.</p> <ol style="list-style-type: none"> 1. Was the story interesting? 2. What part of the story did you like? 3. What have you learnt from the story? 	Word cards, letter cards.
PHASE 3: REFLECTION	<p>Learners share what they have learnt with their peers.</p> <p>Give learners homework to do at home</p>	



WEEK ENDING:	Day:	Strand: ALL ABOUT ME
Duration: 50mins		Sub Strand: MY ENVIRONMENT AND MY HEALTH
Class: KG I	Class Size:	
Content Standard: K1.1.5.1 Demonstrate understanding of how keeping our home and school environment clean can keep us healthy and strong.	Indicator: K1.1.5.1.8 Learners can describe the attributes of 3-D objects and draw them.	Lesson:
Performance Indicator: <ul style="list-style-type: none"> Learners can prepare posters cautioning people not to make the place dirty. 	Core Competencies: Communication and collaboration, Critical thinking, Personal Development and Leadership	
References: KG Curriculum Pg.10		
Keywords:		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Let learners sing a song in relation the environment. Assessment 1. Did you enjoy the song? 2. Would you like to sing the song again? 3. What are some of the diseases we are likely to get when our environment is dirty?	
PHASE 2: NEW LEARNING CIRCLE TIME	Engage learners to play the “matching socks” Display lots of different pairs of socks in class. Give out only one sock to each child. Learners are tasked to look for a partner who has the same sock and match them. <u>RCA QUESTIONS</u> 1. Did you have fun? 2. Would you like to play the game again? 3. Who can mention any two dangerous objects in the environment?	
GROUP ACTIVITY I (OUTDOOR)	Call out learners to in turns to describe the attributes and show examples of 3-D objects to learners. Learners go for a nature walk around the school compound and bring other examples (e.g. stone, leaf, empty cans, etc.). Have each child describe the 3-D materials he/she has brought using words like <i>big, little, round</i> like a box or a can. Learners assess each other whether all the objects brought are truly 3-D materials.	Poster/ cut out picture depicting clean environment, Real / pictures of cleaning equipment. Cut out shapes, big books, counters, crayons



	<p>Have the learners to create their own booklet by finding objects in the classroom that are the same 3D shape</p> <p>Teach learners to recite 3D rhymes.</p> <p style="text-align: center;"><u>3D SHAPES</u></p> <p>3D Shapes are fat and flat</p> <p> A cone is like a party hat</p> <p> A sphere is like a bouncy ball</p> <p> A prism is like a building tall</p> <p> A cylinder is like a can of pop</p> <p> A CUBE IS LIKE THE dice you drop</p> <p>3D Shapes are here and there 3D Shapes are everywhere</p> <p><u>RCA QUESTION</u></p> <ol style="list-style-type: none"> 1. What have we learnt today? 2. I am a shape, I have four equal sides, what am i. 3. Point to the 3D shapes on the board and ask “What is this” 	
PHONICS	<p>Engage learners to sing songs and recite some familiar rhymes that relates to the target sound.</p> <p>Guide learners to pronounce and write the target sound in the sand tray or exercise books.</p> <p>Have learners say three or four words that contain the target sound.</p> <p>Using flash cards, learners read words that contain the target sound.</p> <ol style="list-style-type: none"> 1. What sound have we learnt today? 2. Which other letter sound do you know? 3. Mention any object in the classroom or home that begins with the target letter sound. 	Word cards, letter cards.
GROUP ACTIVITY 2 (INDOOR)	<p>Have learners draw and color 3D shapes.</p> <p>Let them paste their drawings on the classroom wall to create a gallery.</p> <p>Learners fix puzzles on cleanliness.</p> <p>Engage learners to sing songs in relation to the lesson.</p> <p><u>RCA QUESTION</u></p> <ol style="list-style-type: none"> 1. Did you enjoy the lesson? 	Poster/ cut out picture depicting clean environment, Real / pictures of cleaning equipment. Cut out shapes, big books, counters, crayons



	<p>2. Would you like to sing more songs?</p> <p>3. What have we learnt today?</p> <p>4. What words did you see in the puzzle?</p>	
LEARNING CENTER	<p>Engage learners to play freely at the learning centers.</p> <p>Observe, join in and ask learners questions frequently to guide their play and to support their understanding in what they are learning.</p>	Learning centers
STORY SHARING	<p>Tell learners a story.</p> <p>Pause regularly and ask questions to make sure learners are following.</p> <p>Engage learners to act parts of the story.</p> <p>1. Was the story interesting?</p> <p>2. What part of the story did you like?</p> <p>3. What have you learnt from the story?</p>	Word cards, letter cards.
PHASE 3: REFLECTION	<p>Learners share what they have learnt with their peers.</p> <p>Give learners homework to do at home</p>	



WEEK 7

WEEK ENDING:	Day:	Strand: ALL ABOUT ME	
Duration: 50mins		Sub Strand PROTECTING OURSELVES FROM HOME AND ROAD ACCIDENTS	
Class: KG I	Class Size:		
Content Standard: K1.1.6.1 Demonstrate understanding of measures to take to keep safe (from accidents, hurts, and harms).		Indicator: K1.1.6.1.1 Talk about possible accidents we can have at home and at school and safety measures we can take to avoid them. K1.1.6.1.3 Listen to and respond to a read aloud text about keeping safe in the environment.	Lesson:
Performance Indicator: <ul style="list-style-type: none"> • Learners can describe some accidents at home and school • Learners can a read aloud text about keeping safe in the environment. 		Core Competencies: Communication and collaboration, Critical thinking, Personal Development and Leadership	
References: KG Curriculum Pg.10			
Keywords: hurt, harms, sharp objects, strangers, electricity and hot water			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Let learners sing a song Example: "If you see a Traffic light" <u>RCA QUESTION</u> 1. Did you enjoy the song? 2. What words did you hear in the song? 3. What does the green color stands for?		
PHASE 2: NEW LEARNING CIRCLE TIME	Engage learners in a community circle. Engage learners to play the "Pass the smile" game. Teacher begins with a smile at the first child. They 'pass' the smile to the child next to them, by looking at them and smiling. Then the children pass the smile all the way around the circle. You can also pass a frown, a wink, a nod or some other facial expression. <u>RCA QUESTION</u> 1. Did you have fun? 2. Who have had an accident at home before? 3. Can you with us your experiences?		
GROUP ACTIVITY I (OUTDOOR)	Put them in three smaller groups and ask them to come up with practical examples of how such accidents happen at home, at school, and on the way to school.	Poster/ cut out picture depicting causes and prevention of	



	<p>Have them present their findings by role-playing the various accidents and how to avoid them.</p> <p>Have learners suggest safety measures we can take to avoid such accidents.</p> <p>Teach the rhyme “if you see a traffic light, there is something you should know, red means stop...” and have learners recite it with you with actions.</p> <p>Using the KWL strategy as in the previous lesson, let the Learners tell you what they know about the sub-theme, what they want to know, before you read (the BIG BOOK) to them.</p> <p>Let learners share what they have learnt about safety measures we need to take to prevent accidents (<i>hurts, and harm from sharp objects, electricity, boiling water, etc.</i>).</p> <p>Practice some safety measures of how to cross the road, how to hold a knife, etc.</p> <p>Learners role play using these safety measures at home. (Reference: A big book on protection against hurt, harms, sharp objects, strangers, electricity and hot water.)</p> <p>Engage learners to play the hide and seek to find colors of the traffic light and their meanings.</p> <p><u>RCA QUESTION</u></p> <ol style="list-style-type: none"> 1. What have we learnt today? 2. Demonstrate how to cross a road to a partner. 3. What does the red in the traffic light means? 	<p>accidents. Cut out shapes, big books, counters, crayons</p>
<p>PHONICS</p>	<p>Engage learners to sing songs and recite some familiar rhymes that relates to the target sound.</p> <p>Guide learners to pronounce and write the target sound in the sand tray or exercise books.</p> <p>Have learners say three or four words that contain the target sound.</p> <p>Using flash cards, learners read words that contain the target sound.</p> <ol style="list-style-type: none"> 1. What sound have we learnt today? 2. Which other letter sound do you know? 3. Mention any object in the classroom or home that begins with the target letter sound. 	<p>Word cards, letter cards.</p>
<p>GROUP ACTIVITY 2 (INDOOR)</p>	<p>Revise with learners some accidents that happens at the home and school.</p> <p>Let learners suggest ways of avoiding such accidents.</p>	<p>Poster/ cut out picture depicting causes and prevention of</p>



	<p>Have learners draw and color the traffic light.</p> <p>Let learners match accidents at school and home to their causes.</p> <p>Learners to write keywords in their exercise books</p> <p><u>RCA QUESTION</u></p> <ol style="list-style-type: none"> 1. What have we learnt today? 2. What new words have you learnt today? 3. Mention one accident that occurs in the school! 	<p>accidents. Cut out shapes, big books, counters, crayons</p>
LEARNING CENTER	<p>Engage learners to play freely at the learning centers.</p> <p>Observe, join in and ask learners questions frequently to guide their play and to support their understanding in what they are learning.</p>	<p>Learning centers</p>
STORY SHARING	<p>Tell learners a story.</p> <p>Pause regularly and ask questions to make sure learners are following.</p> <p>Engage learners to act parts of the story.</p> <ol style="list-style-type: none"> 1. Was the story interesting? 2. What part of the story did you like? 3. What have you learnt from the story? 	<p>Word cards, letter cards.</p>
PHASE 3: REFLECTION	<p>Learners share what they have learnt with their peers.</p> <p>Give learners homework to do at home</p>	



WEEK ENDING:	Day:	Strand: ALL ABOUT ME	
Duration: 100mins		Sub Strand: PROTECTING OURSELVES FROM HOME AND ROAD ACCIDENTS	
Class: KG I	Class Size:		
Content Standard: KI.1.6.1 Demonstrate understanding of measures to take to keep safe (from accidents, hurts, and harms).		Indicator: KI.1.6.1.2 Recognize that spoken words are represented in written language in books KI.1.6.1.4 Clap and count syllables in longer words	Lesson:
Performance Indicator: <ul style="list-style-type: none"> Learners can recognize that spoken words are represented in written language in books Learners can clap and count syllables in longer words 		Core Competencies: Communication and collaboration, Critical thinking, Personal Development and Leadership	
References: KG Curriculum Pg.2			
Keywords: echo, syllables, counting			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Let learners sing a song in relation to the lesson. <u>RCA QUESTION</u> 1. Did you enjoy the song? 2. Would you like to sing the song again? 3. What are some of the things you heard in the song?		
PHASE 2: NEW LEARNING CIRCLE TIME	Engage learners in a community circle. Put some music on and pass object around the circle. When the music stops, whoever is holding the object is out and has to stand up and sit outside the circle. Continue until you have a champion. <u>RCA QUESTION</u> 1. Did you have fun? 2. Would you like to play some more? 3. What objects in the home can harm us?	Music box	
GROUP ACTIVITY I (OUTDOOR)	Teacher and learners do a picture walk through the Big book, page by page. Ask learners to tell their story about the pictures. Using LEA (Language Experience Approach) have learners dictate their stories to you and write it down. Read it and have learners echo you word by word. Read the story to them and have learners compare their story to the author's version to see if they are similar or different. Through art work, have learners indicate the part of the story they liked most.	Poster/ cut out picture depicting causes and prevention of accidents. Cut out shapes, big books, counters, crayons	



	<p>Introduce learners to reading longer words such as <i>objects</i> (2 syllables), <i>strangers</i> (2 syllables), <i>electricity</i> (5 syllables) and <i>water</i> (2 syllables), <i>Traffic</i> (2 syllables) etc.</p> <p>Let them know that we break words according to the syllables.</p> <p>Practice clapping these words and counting the number of syllables in them.</p> <p>Have learners add the syllables in some selected words e.g. water and understand (2 syllables + 3 syllables = 5 syllables).</p> <p>Extend the activity to include other objects</p> <p><u>RCA QUESTION</u></p> <ol style="list-style-type: none"> 1. What have we learnt today? 2. Can you tell me a new word you have learnt today? 3. Who can form a sentence with his/her new word? 	
PHONICS	<p>Engage learners to sing songs and recite some familiar rhymes that relates to the target sound.</p> <p>Guide learners to pronounce and write the target sound in the sand tray or exercise books.</p> <p>Have learners say three or four words that contain the target sound.</p> <p>Using flash cards, learners read words that contain the target sound.</p> <ol style="list-style-type: none"> 1. What sound have we learnt today? 2. Which other letter sound do you know? 3. Mention any object in the classroom or home that begins with the target letter sound. 	Word cards, letter cards.
GROUP ACTIVITY 2 (INDOOR)	<p>Write a few words on the board and ask learners to break them into syllables.</p> <p>Have learners write the words in their exercise books.</p> <p>Learners to count and represent the number of syllables in each word with model numbers.</p> <p>Engage learners to trace some of the pictures in the story.</p> <p>Have learners fix puzzle on road accidents.</p> <p><u>RCA QUESTION</u></p> <ol style="list-style-type: none"> 1. What have we learnt today? 2. What are some of the words in the puzzle? 3. How do prevent accidents in the home? 	Poster/ cut out picture depicting causes and prevention of accidents. Cut out shapes, big books, counters, crayons



LEARNING CENTER	Engage learners to play freely at the learning centers. Observe, join in and ask learners questions frequently to guide their play and to support their understanding in what they are learning.	Learning centers
STORY SHARING	Tell learners a story. Pause regularly and ask questions to make sure learners are following. Engage learners to act parts of the story. 1. Was the story interesting? 2. What part of the story did you like? 3. What have you learnt from the story?	Word cards, letter cards.
PHASE 3: REFLECTION	Learners share what they have learnt with their peers. Give learners homework to do at home	




WEEK ENDING:	Day:	Strand: ALL ABOUT ME
Duration: 100mins		Sub Strand: PROTECTING OURSELVES FROM HOME AND ROAD ACCIDENTS
Class: KG I	Class Size:	
Content Standard: KI.1.6.1 Demonstrate understanding of measures to take to keep safe (from accidents, hurts, and harms).	Indicator: KI.1.6.1.5 Use vocabulary learnt to express and demonstrate how to protect themselves from hurt, harm, strangers, sharp objects, electricity and water.	Lesson:
Performance Indicator: <ul style="list-style-type: none"> Learners can use vocabulary learnt to express and demonstrate how to protect themselves from hurt 		Core Competencies: Communication and collaboration, Critical thinking, Personal Development and Leadership
References: KG Curriculum Pg.2		
Keywords: fire, electricity, sharp objects, crossing		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Let learners sing a song <u>RCA QUESTION</u> 1. Did you enjoy the song? 2. Would you like to sing the song again? 3. What are some of the things you heard in the song?	
PHASE 2: NEW LEARNING CIRCLE TIME	Engage learners in a community circle.to play the “Wonkey Donkey Game” A child is made to wear an old shirt and blindfolded. Another child comes up to hold on to back of the shirt (the donkey’s tail) and shouts “Wonkey Donkey!” The blindfolded child must guess who shook their tail. <u>RCA QUESTION</u> 1. Did you have fun? 2. Would you like to play the game? 3. Demonstrate how to cross the road to the class	Old shirt
GROUP ACTIVITY I (OUTDOOR)	In pairs, learners use words acquired from the read-aloud text to teach each other how to avoid accidents occurring from fire, electricity, sharp objects, crossing the road. E.g. Don’t go near, Don’t touch electrical wires. Using “Show and tell” have learners pick drawn cut out objects that can cause accidents and tell how they can keep safe from that object. Have learners match objects with their related accidents they can cause. Engage learners to perform the filling bottles in their color groups. <u>RCA QUESTION</u>	Poster/ cut out picture depicting causes and prevention of accidents. Cut out shapes, big books, counters, crayons








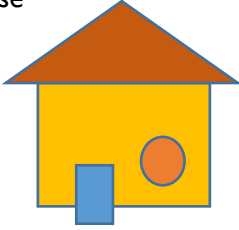
	<ol style="list-style-type: none"> 1. What have we learnt today? 2. Did you have a lot fun today? 3. What would you like to learn tomorrow? 	
PHONICS	<p>Engage learners to sing songs and recite some familiar rhymes that relates to the target sound.</p> <p>Guide learners to pronounce and write the target sound in the sand tray or exercise books.</p> <p>Have learners say three or four words that contain the target sound.</p> <p>Using flash cards, learners read words that contain the target sound.</p> <ol style="list-style-type: none"> 1. What sound have we learnt today? 2. Which other letter sound do you know? 3. Mention any object in the classroom or home that begins with the target letter sound. 	Word cards, letter cards.
GROUP ACTIVITY 2 (INDOOR)	<p>Revise with learners some accidents that happens at the home and school.</p> <p>Let learners suggest ways of avoiding such accidents.</p> <p>Have learners draw and color the traffic light.</p> <p>Let learners match accidents at school and home to their causes.</p> <p>Learners to write keywords in their exercise books</p> <p><u>RCA QUESTION</u></p> <ol style="list-style-type: none"> 1. What have we learnt today? 2. What new words have you learnt today? 3. Mention one accident that occurs in the school? 	Poster/ cut out picture depicting causes and prevention of accidents. Cut out shapes, big books, counters, crayons
LEARNING CENTER	<p>Engage learners to play freely at the learning centers.</p> <p>Observe, join in and ask learners questions frequently to guide their play and to support their understanding in what they are learning.</p>	Learning centers
STORY SHARING	<p>Tell learners a story.</p> <p>Pause regularly and ask questions to make sure learners are following.</p> <p>Engage learners to act parts of the story.</p> <ol style="list-style-type: none"> 1. Was the story interesting? 2. What part of the story did you like? 3. What have you learnt from the story? 	Word cards, letter cards.
PHASE 3: REFLECTION	<p>Learners share what they have learnt with their peers.</p> <p>Give learners homework to do at home</p>	




WEEK ENDING:	Day:	Strand: ALL ABOUT ME
Duration: 100mins		Sub Strand: PROTECTING OURSELVES FROM HOME AND ROAD ACCIDENTS
Class: KG I	Class Size:	
Content Standard: K1.1.6.1 Demonstrate understanding of measures to take to keep safe (from accidents, hurts, and harms).	Indicator: K1.1.6.1.6 Describe the attributes of 3-D objects and sort objects into planes and 3-D objects	Lesson:
Performance Indicator: • Learners can describe the attributes of 3-D objects	Core Competencies: Communication and collaboration, Critical thinking, Personal Development and Leadership	
References: KG Curriculum Pg.2		
Keywords: planes, cone, sphere, cylinder, square		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Let learners sing a song <u>RCA QUESTION</u> 1. Did you enjoy the song? 2. Would you like to sing the song again? 3. What are some of the things you heard in the song?	
PHASE 2: NEW LEARNING CIRCLE TIME	Engage learners in a community circle. Have three emoji cards in the middle of the circle – happy, sad and angry, each on pieces of paper.  Teacher picks one of the card and act. Example: if it is sad, you bow your head, hunch your shoulders, and mooch around and do sad face. Invite learners to middle of the circle to pick and act any of the cards. Other learners guess which emotion they think it is. <u>RCA QUESTION</u> 1. Did you have fun? 2. At what times do we become angry? 3. Is it good to be angry? 4. As kids, are we supposed to be happy always?	
GROUP ACTIVITY I (OUTDOOR)	Revise the description of the attributes of 3-D and call learners to show you show examples of 3-D objects in the classroom. Ask learners to sort the different objects they brought from home into planes and 3D objects and bring other examples.	Poster/ cut out picture depicting causes and prevention of accidents. Cut out





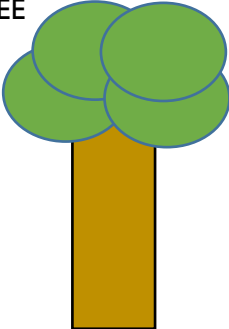
	<p>Have each child draw two 3D objects e.g. A Tin and box. Learners review the definition of a 3-D object.</p> <p>Teach learners to recite 3D rhymes.</p> <p style="text-align: center;"><u>3D SHAPES</u></p> <p style="text-align: center;">3D Shapes are fat and flat</p> <p> A cone is like a party hat</p> <p> A sphere is like a bouncy ball</p> <p> A prism is like a building tall</p> <p> A cylinder is like a can of pop</p> <p> A CUBE IS LIKE THE dice you drop</p> <p style="text-align: center;">3D Shapes are here and there 3D Shapes are everywhere</p> <p>Have learners to recite the rhymes in turns and dance with actions</p> <p><u>RCA QUESTION</u></p> <ol style="list-style-type: none"> 1. What have we learnt today? 2. Mention an object in the home that looks like a square. 3. Draw a circle in the air. 	<p>shapes, big books, counters, crayons</p>
<p>PHONICS</p>	<p>Engage learners to sing songs and recite some familiar rhymes that relates to the target sound.</p> <p>Guide learners to pronounce and write the target sound in the sand tray or exercise books.</p> <p>Have learners say three or four words that contain the target sound.</p> <p>Using flash cards, learners read words that contain the target sound.</p> <ol style="list-style-type: none"> 1. What sound have we learnt today? 2. Which other letter sound do you know? 3. Mention any object in the classroom or home that begins with the target letter sound. 	<p>Word cards, letter cards.</p>
<p>GROUP ACTIVITY 2 (INDOOR)</p>	<p>Revise with learners the attributes of 3D shapes.</p> <p>Let learners draw and color 3D shapes in their books.</p> <p>Have learners mention objects in the school or home that have the shapes identified.</p> <p>Assist learners to draw objects using 3D shapes.</p>	<p>Poster/ cut out picture depicting causes and prevention of accidents. Cut out shapes, big books, counters, crayons</p>

	<p>Example: A house</p>  <p>Learners use lego blocks to build 3D shapes in class.</p> <p><u>RCA QUESTION</u></p> <ol style="list-style-type: none"> 1. Did you have fun with the coloring? 2. Which is your favorite 3D shape? 3. Draw a tree using 3D shapes in your books. 	
<p>LEARNING CENTER</p>	<p>Set different centers in the classroom and have them rotate to identify 3D objects in real life.</p> <p>Example: Insecticide spray can – cylinder Match box – rectangle Ball - circle</p> <p>Join in and ask learners questions frequently to guide their play.</p> <ol style="list-style-type: none"> 1. How many objects did you find at the learning center? Name three of them 2. Mention two things you saw at the learning center. 3. What objects at the learning center can found at your home? 	<p>Learning centers</p>
<p>STORY SHARING</p>	<p>Tell learners a story</p> <p>Pause regularly and questions to make sure learners are following.</p> <ol style="list-style-type: none"> 1. Was the story interesting? 2. What part of the story did you like? 2. Retell the story to your partner. 4. What have you learnt from the story? 	<p>Word cards, letter cards.</p>
<p>PHASE 3: REFLECTION</p>	<p>Learners share what they have learnt with their peers.</p> <p>Give learners homework to do at home</p>	



WEEK ENDING:	Day:	Strand: ALL ABOUT ME
Duration: 100mins		Sub Strand: PROTECTING OURSELVES FROM HOME AND ROAD ACCIDENTS
Class: KG I	Class Size:	
Content Standard: K1.1.6.1 Demonstrate understanding of measures to take to keep safe (from accidents, hurts, and harms).		Indicator: K1.1.6.1.7 Draw and color five harmful objects that can cause accidents
Performance Indicator: <ul style="list-style-type: none"> Learners can draw and color five harmful objects that can cause accidents 		Lesson:
References: KG Curriculum Pg.2		Core Competencies: Communication and collaboration, Critical thinking, Personal Development and Leadership
Keywords: harmful, build		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Let learners sing a song about the theme. <u>RCA QUESTION</u> 1. Did you enjoy the song? 2. Would you like to sing the song again? 3. What are some of the things you heard in the song?	
PHASE 2: NEW LEARNING CIRCLE TIME	Engage learners in a community Circle time (CCT) and theme discussion. Teacher starts with a movement. (Wave your hand in the air) Now the person sitting to your right hand must wave their hand and add another movement (shake the head) The next person does those movements and add one of their own. <u>RCA QUESTIONS</u> 1. Did you have fun? 2. Would you like to play again? 3. Which of the movements did you like best?	
GROUP ACTIVITY I (OUTDOOR)	Give learners an outline of harmful objects to colour or (if you don't have) ask learners to draw and colour harmful objects and situations around their homes. E.g. knife, pointed stick, fire, a person crossing the road. Have learners talk about their drawings. Teach learners rhymes on protecting ourselves from home and road accidents. <u>IF YOU SEE THE TRAFFIC LIGHTS</u> If you see the traffic lights, there is something you should know.  Red means stop	Poster/ cut out picture depicting causes and prevention of accidents. Cut out shapes, big books, counters, crayons




	 Yellow means get ready  Green means go, go, go and go <p>Have learners to recite the rhymes in turns and dance with actions</p> <p><u>RCA QUESTION</u></p> <ol style="list-style-type: none"> 1. What have we learnt today? 2. Mention all the colors of the traffic light to a partner. 3. What does the green means? 	
<p>PHONICS</p>	<p>Engage learners to sing songs and recite some familiar rhymes that relates to the target sound.</p> <p>Guide learners to pronounce and write the target sound in the sand tray or exercise books.</p> <p>Have learners say three or four words that contain the target sound.</p> <p>Using flash cards, learners read words that contain the target sound.</p> <ol style="list-style-type: none"> 1. What sound have we learnt today? 2. Which other letter sound do you know? 3. Mention any object in the classroom or home that begins with the target letter sound. 	<p>Word cards, letter cards.</p>
<p>GROUP ACTIVITY 2 (INDOOR)</p>	<p>Revise with learners the attributes of 3D shapes.</p> <p>Let learners draw and color 3D shapes in their books.</p> <p>Have learners mention objects in the school or home that have the shapes identified.</p> <p>Assist learners to draw objects using 3D shapes. Example: A TREE</p>  <p>Learners use lego blocks to build 3D shapes in class.</p>	<p>Poster/ cut out picture depicting causes and prevention of accidents. Cut out shapes, big books, counters, crayons</p>


	<p>Have learners to draw and color five harmful objects that can cause accidents.</p> <p><u>RCA QUESTION</u></p> <ol style="list-style-type: none"> 1. Did you have fun with the coloring? 2. Which is your favorite 3D shape? 3. Draw a tree using 3D shapes in your books. 	
LEARNING CENTER	<p>Engage learners to play freely at the learning centers.</p> <p>Observe, join in and ask learners questions frequently to guide their play and to support their understanding in what they are learning.</p>	Learning centers
STORY SHARING	<p>Tell learners a story.</p> <p>Pause regularly and ask questions to make sure learners are following.</p> <p>Engage learners to act parts of the story.</p> <ol style="list-style-type: none"> 1. Was the story interesting? 2. What part of the story did you like? 3. What have you learnt from the story? 	Word cards, letter cards.
PHASE 3: REFLECTION	<p>Learners share what they have learnt with their peers.</p> <p>Give learners homework to do at home</p>	



WEEK 8 & 9

WEEK ENDING:	Day:	Strand: MY FAMILY
Duration: 100mins		Sub Strand: TYPES AND MEMBERS OF MY FAMILY
Class: KG I	Class Size:	
CONTENT STANDARD: K1.2.1.1 Demonstrate understanding of the importance, roles and responsibilities of family members.	Indicator: K1.2.1.1.1 Discuss different types of family they have at home, their roles and responsibilities K1.2.1.1.3. Listen, interact actively in a read aloud session on a story about families, and use the new vocabulary learnt to describe the roles and responsibilities of their family members	Lesson:
Performance Indicator: <ul style="list-style-type: none"> Learners can discuss different types of family they have at home, their roles and responsibilities Learners can listen, interact actively in a read aloud session on a story about families, and use the new vocabulary learnt to describe the roles and responsibilities of their family members 		Core Competencies: Communication and collaboration, Critical thinking, Personal Development and Leadership
Keywords: family, member, extended, role, responsibilities		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Let learners sing a song Example: "Baby Shark" <u>RCA QUESTION</u> 1. Did you enjoy the song? 2. What words did you hear in the song? 3. Why do you love your family?	
PHASE 2: NEW LEARNING CIRCLE TIME	Engage learners in a community circle. Teacher draws faces and characters on the fingers of learners.  Choose a fun fingerplay song for the day's activity and get started. Have learners to represent each of their finger to a named family member.	Marker pens



<p>GROUP ACTIVITY I (OUTDOOR)</p>	<p>Learners mention the people in their families and what they see each person do.</p> <p>Explain to them that we all have different people in our families but the important thing is the role of the members and what they do to help the family.</p> <p>Show a conversational poster on Extended families.</p>  <p>Have learners observe the picture and using a think-pair share strategy, have learners talk about what they see the members of families do.</p> <p>Put learners into smaller groups and let them role play the roles and responsibilities of different families, the nuclear, the single where learners are staying with only one of the parents and the extended home.</p> <p>Do a picture walk and have learners predict what the story will be about.</p> <p><u>RCA QUESTIONS</u></p> <ol style="list-style-type: none"> 1. What have we learnt today? 2. Mention three family vocabulary you know. 3. Your mother's mother is your? 	<p>Poster/ cut out picture depicting family members, word cards on kinship terms, Cut out shapes, big books, counters, crayons</p>
<p>PHONICS</p>	<p>Engage learners to sing songs and recite some familiar rhymes that relates to the target sound.</p> <p>Guide learners to pronounce and write the target sound in the sand tray or exercise books.</p> <p>Have learners say three or four words that contain the target sound.</p> <p>Using flash cards, learners read words that contain the target sound.</p> <ol style="list-style-type: none"> 1. What sound have we learnt today? 2. Which other letter sound do you know? 	<p>Word cards, letter cards.</p>

	3. Mention any object in the classroom or home that begins with the target letter sound.	
GROUP ACTIVITY 2 (INDOOR)	<p>Introduce the vocabulary related to appropriate titles of extended family members to the learners.</p> <p>Teacher makes a list (aunt, uncle, niece, nephew, cousin, ancestors, descendent, grandchild, etc.)</p> <p>Use the title to have them talk about the members in their family.</p> <p>Using interactive reading, pause often and have learners talk about family members mentioned and what they do to help the family and the learners. E.g. Father, mother, uncle, sister, brother.</p> <p>Have learners count and represent with model numbers, all the members of the family read about.</p> <p>Assist them to subtract (take away) the learners from the number and tell how many members will be left?</p> <p>Repeat the activity using other criteria e.g. males, females, young, old, etc.</p> <p>RCA QUESTIONS</p> <ol style="list-style-type: none"> 1. Say any two roles you play at home. 2. What role does your mum play in the home? 3. Who pays your school fees and buys your books? 	Poster/ cut out picture depicting family members, word cards on kinship terms, Cut out shapes, big books, counters, crayons
LEARNING CENTER	<p>Engage learners to play freely at the learning centers.</p> <p>Observe, join in and ask learners questions frequently to guide their play and to support their understanding in what they are learning.</p>	Learning center
STORY SHARING	<p>Tell learners a story.</p> <p>Pause regularly and ask questions to make sure learners are following.</p> <p>Engage learners to act parts of the story.</p> <ol style="list-style-type: none"> 1. Was the story interesting? 2. What part of the story did you like? 3. What have you learnt from the story? 	Word cards, letter cards.
PHASE 3: REFLECTION	<p>Learners share what they have learnt with their peers.</p> <p>Give learners homework to do at home</p>	



WEEK ENDING:	Day:	Strand: MY FAMILY
Duration: 100mins		Sub Strand: TYPES AND MEMBERS OF MY FAMILY
Class: KG I	Class Size:	
CONTENT STANDARD: K1.2.1.1 Demonstrate understanding of the importance, roles and responsibilities of family members.	Indicator: K1.2.1.1.2. Learners can demonstrate that print matches with illustration in a book. K1.2.1.1.4 Learners can identify the names and words with similar beginning sounds.	Lesson:
Performance Indicator: Learners can demonstrate that print matches with illustration in a book. • Learners can identify the names and words with similar beginning sounds.		Core Competencies: Communication and collaboration, Critical thinking, Personal Development and Leadership
Keywords: family, member, extended, role, responsibilities		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Engage learners to sing a song in relation to the lesson. <u>RCA QUESTIONS</u> 1. Did you enjoy the song? 2. Would like to sing the song again? 3. What are some of the names you heard in the song?	
PHASE 2: NEW LEARNING CIRCLE TIME	Have learners to form a big circle and engage them to play the alphabet soup game. Bring a pot and ladle to the center of the circle. Place all the cut out alphabets into the pot. Let learners put on their pretend chef-hats. Call learners in turns, to the pot, give it a good stir and scoop out an alphabet. When a child finds an alphabet, get them to show it to the class to identify its sound. <u>RCA QUESTIONS</u> 1. Did you have fun? 2. What soup did we prepare today? 3. What alphabets did were you able to scoop in the soup?	Pot and ladle
GROUP ACTIVITY I (OUTDOOR)	Help learners identify the key elements of a book's front matter (<i>Title, Author/Writer, and Illustrator</i>). Using interactive reading, have learners track the text as you read. Run a pointer under the words as you read. Pause often and have learners tell you the number of words in a sentence.	Poster/ cut out picture depicting family members, word cards on kinship terms, Cut out shapes, big books, counters, crayons

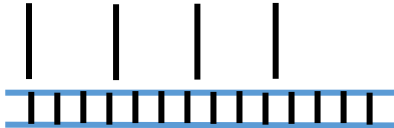


	<p>Have learners identify the illustration(s) that matched well with the print (illustration that made them understand the print better).</p> <p>Have learners to play the “My mother went to the market” game.</p> <p>The teacher starts by saying 'My mother went to the market and she bought! Complete the sentence with an item, for example, tomatoes.</p> <p>A learner continues by adding an item of their own E.g. 'My mother went to the market and bought tomatoes and a tractor'. The words don't have to actually be something they can get in the market, as long as they begin with the same sound.</p> <p><u>RCA QUESTIONS</u></p> <ol style="list-style-type: none"> 1. Mention the name of your family members to your partners. 2. What letter sound begins the word ‘uncle’? 	
PHONICS	<p>Engage learners to sing songs and recite some familiar rhymes that relates to the target sound.</p> <p>Guide learners to pronounce and write the target sound in the sand tray or exercise books.</p> <p>Have learners say three or four words that contain the target sound.</p> <p>Using flash cards, learners read words that contain the target sound.</p> <ol style="list-style-type: none"> 1. What sound have we learnt today? 2. Which other letter sound do you know? 3. Mention any object in the classroom or home that begins with the target letter sound. 	Word cards, letter cards.
GROUP ACTIVITY 2 (INDOOR)	<p>Have them draw (replicate) their favorite illustration.</p> <p>Sing a song “All those born on Monday, stand up, and dance.” and perform actions on it.</p> <p>Ask learners to mention their names and that of their family members.</p> <p>List them on the board.</p> <p>Pronounce them and have them listen to those beginning with similar sounds. E.g. Kosi, Kofi, Kafui, Kakra.</p>	Poster/ cut out picture depicting family members, word cards on kinship terms, Cut out shapes, big books, counters, crayons



	<p>Learners divide into groups according to letters beginning their names and count the number of pupils in each group.</p> <p>Introduce the letter of the week.</p> <p>Have learners do a “Letter hunt” game with the letter of the week</p> <p><u>RCA QUESTIONS</u></p> <ol style="list-style-type: none"> 1. Mention two members of the extended family 2. What is the role of children in the home? 	
LEARNING CENTER	<p>Engage learners to play freely at the learning centers.</p> <p>Observe, join in and ask learners questions frequently to guide their play and to support their understanding in what they are learning.</p>	Learning center
STORY SHARING	<p>Tell learners a story.</p> <p>Pause regularly and ask questions to make sure learners are following.</p> <p>Engage learners to act parts of the story.</p> <ol style="list-style-type: none"> 1. Was the story interesting? 2. What part of the story did you like? 3. What have you learnt from the story? 	Word cards, letter cards.
PHASE 3: REFLECTION	<p>Learners share what they have learnt with their peers.</p> <p>Give learners homework to do at home</p>	



WEEK ENDING:	Day:	Strand: MY FAMILY
Duration: 100mins		Sub Strand: TYPES AND MEMBERS OF MY FAMILY
Class: KG I	Class Size:	
CONTENT STANDARD: K1.2.1.1 Demonstrate understanding of the importance, roles and responsibilities of family members.	Indicator: K1.2.1.1.5. Learners can talk about the basic concepts of writing, from left to right, and top to bottom	Lesson:
Performance Indicator: <ul style="list-style-type: none"> Learners can talk about the basic concepts of writing, from left to right, and top to bottom 		Core Competencies: Communication and collaboration, Critical thinking, Personal Development and Leadership
Keywords: family, member, extended, role, responsibilities		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Engage learners to sing a song in relation to the lesson. <u>RCA QUESTIONS</u> 1. Did you enjoy the song? 2. Would like to sing the song again? 3. What are some of the names you heard in the song?	
PHASE 2: NEW LEARNING CIRCLE TIME	Have learners to form a big circle Teacher gives the class a word or name and they have to make a move touching a body part for each syllable e.g. for the word elephant (3 syllables) the children could touch their head, then shoulders, then hips. Again, give the class a word or name and they have to clap for each syllable. <u>RCA QUESTION</u> 1. What words have you learnt today? 2. Make a sentences with two of the words you have learnt.	
GROUP ACTIVITY I (OUTDOOR)	Learners have a warm up exercise. Have pupils tap their fingers one at a time on their thumb. Do one hand at a time and another. Introduce the learners to writing vertical straight-line strokes from top to down and show them the direction of writing them on a line from left to right in a model on the Chalkboard. 	Poster/ cut out picture depicting family members, word cards on kinship terms, Cut out shapes, big books, counters, crayons



	<p>Have learners practice writing the vertical straight-line strokes in the sand tray.</p> <p>Have learners practice writing the vertical straight-line strokes on their tables.</p> <p>Have learners to identify objects in the playground that have the shape of a vertical line</p> <p>Have learners to count and represent with model numbers the objects identified.</p> <p>Learners in their color groups perform the tag of peace.</p> <p><u>Assessment</u></p> <ol style="list-style-type: none"> 1. Call out learners in turns to make vertical straight lines in the sand tray. 	
PHONICS	<p>Engage learners to sing songs and recite some familiar rhymes that relates to the target sound.</p> <p>Guide learners to pronounce and write the target sound in the sand tray or exercise books.</p> <p>Have learners say three or four words that contain the target sound.</p> <p>Using flash cards, learners read words that contain the target sound.</p> <ol style="list-style-type: none"> 1. What sound have we learnt today? 2. Which other letter sound do you know? 3. Mention any object in the classroom or home that begins with the target letter sound. 	Word cards, letter cards.
GROUP ACTIVITY 2 (INDOOR)	<p>Have learners to count and represent with model numbers the objects identified.</p> <p>Using pictures of different families, scaffold learners to add numbers up to 10 and finding how many people altogether live in a family. e. g. if you add 3 learners and 2 parents it will give you 5 members altogether in one family.</p> <p>Move gradually from use of word problems and number names to abstract addition of numerals (2+3=5).</p> <p>Learners solve simple mathematics questions in their books.</p> <p><u>RCA QUESTION</u></p> <ol style="list-style-type: none"> 1. How many people are in your family? 2. What is 1+4? 	Poster/ cut out picture depicting family members, word cards on kinship terms, Cut out shapes, big books, counters, crayons



LEARNING CENTER	<p>Engage learners to play freely at the learning centers.</p> <p>Observe, join in and ask learners questions frequently to guide their play and to support their understanding in what they are learning.</p>	Learning center
STORY SHARING	<p>Tell learners a story.</p> <p>Pause regularly and ask questions to make sure learners are following.</p> <p>Engage learners to act parts of the story.</p> <ol style="list-style-type: none"> 1. Was the story interesting? 2. What part of the story did you like? 3. What have you learnt from the story? 	Word cards, letter cards.
PHASE 3: REFLECTION	<p>Learners share what they have learnt with their peers.</p> <p>Give learners homework to do at home</p>	



WEEK ENDING:	Day:	Strand: MY FAMILY
Duration: 100mins		Sub Strand: TYPES AND MEMBERS OF MY FAMILY
Class: KG I	Class Size:	
CONTENT STANDARD: K1.2.1.1 Demonstrate understanding of the importance, roles and responsibilities of family members.	Indicator: K1.2.1.1.6. Learners can use the concept “more than” to solve some word puzzles. K1.2.1.1.7. Learners can role-play the responsibilities of family members	Lesson:
Performance Indicator: <ul style="list-style-type: none"> Learners can use the concept “more than” to solve some word puzzles. Learners can role-play the responsibilities of family members 		Core Competencies: Communication and collaboration, Critical thinking, Personal Development and Leadership
Keywords: family, member, extended, role, responsibilities		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Engage learners to sing a song in relation to the lesson. <u>RCA QUESTIONS</u> 1. Did you enjoy the song? 2. Would like to sing the song again? 3. What are some of the names you heard in the song?	
PHASE 2: NEW LEARNING CIRCLE TIME	Engage learners in the Community circle time. Teacher whispers an alphabet to a child in the group. The child draws the alphabet with his finger on the next child’s hand, while the group keeps their eyes closed. Each child continue passing the shape to their neighbor and see how close the last person gets to guessing the alphabet.	
GROUP ACTIVITY I (OUTDOOR)	Collect a quick data on the number of people with different week-day birthday names. Represent the numbers with milk tins. Use this information to solve problems on “Which group has more members than the other(s)? Read the Big book again and allow learners to role play dad, mom and other members of the family at home. Guide learners to highlight the responsibilities of the family members with special attention to that of learners. Assist them to use the vocabulary learnt in their interaction Take learners out of the class to the field for a stretch up.	Poster/ cut out picture depicting family members, word cards on kinship terms, Cut out shapes, big books, counters, crayons



	<p>Engage learners to use any of the play toys available.</p> <p>Assessment:</p> <ol style="list-style-type: none"> 1. Write the names of family members. 2. Learners to compare the number of names with their partners to find out which is more than the other. 	
PHONICS	<p>Engage learners to sing songs and recite some familiar rhymes that relates to the target sound.</p> <p>Guide learners to pronounce and write the target sound in the sand tray or exercise books.</p> <p>Have learners say three or four words that contain the target sound.</p> <p>Using flash cards, learners read words that contain the target sound.</p> <ol style="list-style-type: none"> 1. What sound have we learnt today? 2. Which other letter sound do you know? 3. Mention any object in the classroom or home that begins with the target letter sound. 	Word cards, letter cards.
GROUP ACTIVITY 2 (INDOOR)	<p>Engage learners to play the “What letter am I writing?” game.</p> <p>The teacher writes a sound in the air.</p> <p>The children tell the teacher the sound that has been written.</p> <p>Guide learners to write the letters on the blue and red lines in their exercise books.</p> <p><u>RCA QUESTION</u></p> <ol style="list-style-type: none"> 1. Write the letter ‘B’ in the air to your partners. 2. Mention two animals that begins with the letter ‘c’. 	Poster/ cut out picture depicting family members, word cards on kinship terms, Cut out shapes, big books, counters, crayons
LEARNING CENTER	<p>Engage learners to play freely at the learning centers.</p> <p>Observe, join in and ask learners questions frequently to guide their play and to support their understanding in what they are learning.</p>	Learning center
STORY SHARING	<p>Tell learners a story.</p> <p>Pause regularly and ask questions to make sure learners are following.</p> <p>Engage learners to act parts of the story.</p> <ol style="list-style-type: none"> 1. Was the story interesting? 2. What part of the story did you like? 3. What have you learnt from the story? 	Word cards, letter cards.



PHASE 3: REFLECTION	Learners share what they have learnt with their peers. Give learners homework to do at home	
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WEEK ENDING:	Day:	Strand: MY FAMILY	
Duration: 100mins		Sub Strand: TYPES AND MEMBERS OF MY FAMILY	
Class: KG I	Class Size:		
CONTENT STANDARD: K1.2.1.1 Demonstrate understanding of the importance, roles and responsibilities of family members.		Indicator: K1.2.1.1.6 Learners can use the concept “more than” to solve some word puzzles. K1.2.1.1.7 Learners can role-play the responsibilities of family members	Lesson:
Performance Indicator: <ul style="list-style-type: none"> Learners can use the concept “more than” to solve some word puzzles Learners can role-play the responsibilities of family members 		Core Competencies: Communication and collaboration, Critical thinking, Personal Development and Leadership	
Keywords:			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Engage Learners to sing songs and recite familiar rhymes <u>I AM COUNTING ONE</u> <ul style="list-style-type: none"> I’m counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair 3 - Turn around 4 - Follow me 5 - Fire 6 - Sister 7 - Saviour 8 - Eat more fruits 9 - Nana Yaw 10 - Thank your God. 		
PHASE 2: NEW LEARNING CIRCLE TIME	Engage learners in the community circle time. Teacher makes a brown paper bags for each month of the year. Fill it with the names of learners who have their birthdays that month or label names on to cut-out shapes glued on the craft-sticks. Get the bags out at the beginning of the month and get them involved in marking the dates on the calendar	Paper bags	
GROUP ACTIVITY I (OUTDOOR)	Collect a quick data on number of people with different week-day birthday names. Represent the numbers with milk tins.	Poster/ cut out picture depicting family members, word cards on kinship terms, Cut out shapes,	



	<p>Use this information to solve problems on “Which group has more members than the other(s)?</p> <p>Procedure for teaching letter sounds each week: (see K2 .1.1.1.51)</p> <p>Rapidly revise the letter sounds learnt so far.</p> <p>Read the Big book again and allow learners to role play dad, mom and other members of the family at home.</p> <p>Guide learners to highlight the responsibilities of the family members with special attention to that of learners.</p> <p>Assist them to use the vocabulary learnt in their interaction</p> <p>Teach, sing songs and recite rhymes with learners.</p> <p><u>IF YOU ARE HAPPY AND YOU KNOW IT</u> If you are happy and you know it, clap your hands. If you are happy and you know it, clap your hands. If you are happy and you know it, and you really want to show it If you are happy and you know it, clap your hands.</p> <p><i>(continue with other actions; stamp your feet, turn around, shout hurray)</i></p> <p>Have learners to sing songs and dance with actions.</p> <p>share and assign roles to learners for them to role play the responsibilities of dad, mum and other members of the family at home.</p> <p><u>RCA QUESTIONS</u> 1. What have we learnt today? 2. Which color group is the weakest? 3. What is 3 + 4?</p>	<p>big books, counters, crayons</p>
<p>PHONICS</p>	<p>Engage learners to sing songs and recite some familiar rhymes that relates to the target sound.</p> <p>Guide learners to pronounce and write the target sound in the sand tray or exercise books.</p> <p>Have learners say three or four words that contain the target sound.</p> <p>Using flash cards, learners read words that contain the target sound.</p> <p>1. What sound have we learnt today? 2. Which other letter sound do you know?</p>	<p>Word cards, letter cards.</p>



	3. Mention any object in the classroom or home that begins with the target letter sound.	
GROUP ACTIVITY 2 (INDOOR)	<p>Using pictures of different families, scaffold learners to add numbers up to 10 and finding how many people altogether live in a family. e. g. if you add 3 learners and 2 parents it will give you 5 members altogether in one family.</p> <p>Move gradually from use of word problems and number names to abstract addition of numerals (2+3=5).</p> <p>Learners solve simple mathematics questions in their books.</p> <p><u>RCA QUESTIONS</u></p> <ol style="list-style-type: none"> 1. How many people are in your family? 2. What is 1+4? 3. Which family is referred to as extended family? 	Poster/ cut out picture depicting family members, word cards on kinship terms, Cut out shapes, big books, counters, crayons
LEARNING CENTER	<p>Engage learners to play freely at the learning centers.</p> <p>Observe, join in and ask learners questions frequently to guide their play and to support their understanding in what they are learning.</p>	Learning center
STORY SHARING	<p>Tell learners a story.</p> <p>Pause regularly and ask questions to make sure learners are following.</p> <p>Engage learners to act parts of the story.</p> <ol style="list-style-type: none"> 1. Was the story interesting? 2. What part of the story did you like? 3. What have you learnt from the story? 	Word cards, letter cards.
PHASE 3: REFLECTION	<p>Learners share what they have learnt with their peers.</p> <p>Give learners homework to do at home</p>	



WEEK 10

WEEK ENDING:	Day:	Strand: MY FAMILY
Duration: 100mins		Sub Strand: ORIGIN AND HISTORY OF MY FAMILY
Class: KG I	Class Size:	
Content Standard: K1.2.2.1 Demonstrate knowledge of the origin and history of our families.	Indicator: K1.2.2.1.1 Listen and tell stories about origin and history of their family members. K1.2.2.1.3 Listen, interact actively in a read aloud session on a story about the origin and history of a child’s family.	
Performance Indicator: <ul style="list-style-type: none"> Learners can listen and tell stories about origin and history of their family members. Learners can listen, interact actively in a read aloud session on a story about the origin and history of a child’s family. 		Core Competencies: Communication and collaboration, Critical thinking, Personal Development and Leadership
Keywords: North, South, East and West		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Let learners sing a song in relation to the song. <u>RCA QUESTION</u> 1. Did you enjoy the song? 2. What words did you hear in the song?	
PHASE 2: NEW LEARNING CIRCLE TIME	Engage learners in the community circle time. Mark North, South, East and West on the four walls of your class. Get your circle time group to pretend they are in a boat in the middle of the class. Shout out a direction to get the group to move towards that direction and back to the middle. If the command is to sail ‘all around the world’, the group will have to touch all the four walls and get back to the middle.	Flash cards with inscriptions ‘North’, ‘South’, ‘East’ and ‘West’.
GROUP ACTIVITY I (OUTDOOR)	In pairs ask learners to greet their friends in their home languages just to find out the diverse cultures in the classroom and whether the learners know the name of the languages they speak. Introduce the theme by telling the learners a story of one of the major tribes in your region. E.g. In Cape Coast, talk about the origin of the Fantes, in Volta- the Ewes, Kumasi -the Ashantis, Accra-the Gas, Tamale –the Dagombas or Gonjas etc. Guide learners to talk about the front matter of the book. Do a picture walk and have learners predict what the story will be about. Introduce the vocabulary related to major languages in Ghana and where they are in Ghana.	Poster/ cut out picture depicting peoples from different parts of Ghana. Ghana map, Cut out shapes, big books, counters, crayons



	<p>Show them the Ghana map and help them identify where their parent are from using thread.</p> <p>Use a pin to locate where the school is e.g. Accra, Cape Coast, etc. and string a thread to where they come from/hometown.</p> <p>Let them share their history as their parents told them.</p> <p>Have learners dance to a traditional music in their place they come from (Have a recorded collection of traditional music from different region in Ghana for this activity. You can use your mobile phone)</p> <p>RCA QUESTIONS</p> <p>1. Call learners in turns for them to tell where they come from.</p>	
PHONICS	<p>Engage learners to sing songs and recite some familiar rhymes that relates to the target sound.</p> <p>Guide learners to pronounce and write the target sound in the sand tray or exercise books.</p> <p>Have learners say three or four words that contain the target sound.</p> <p>Using flash cards, learners read words that contain the target sound.</p> <p>1. What sound have we learnt today? 2. Which other letter sound do you know? 3. Mention any object in the classroom or home that begins with the target letter sound.</p>	Word cards, letter cards.
GROUP ACTIVITY 2 (INDOOR)	<p>Have learners draw the heads of the members they are living with following the left to right and top to bottom direction.</p> <p>In pairs, have learners count the number of <i>males</i> and <i>females</i> in their drawings (Heads of their family members)</p> <p>Have learners represent the counting with model numbers</p> <p>Give the learners a sentence orally. They must tell you the number of words in the sentence.</p> <p>First, choose sentences with only one syllable, E.g. the snake is in the grass. Make it harder by using words with more than one syllable based on their progress. E.g. the teacher rides her bicycle. You can help the children to check the answer by writing the sentence on the board.</p> <p>RCA QUESTIONS</p> <p>1. What have words have we learnt today? 2. Spell some of the words to your partner.</p>	Poster/ cut out picture depicting peoples from different parts of Ghana. Ghana map, Cut out shapes, big books, counters, crayons

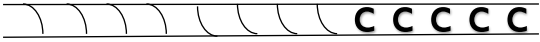


LEARNING CENTER	<p>Engage learners to play freely at the learning centers.</p> <p>Observe, join in and ask learners questions frequently to guide their play and to support their understanding in what they are learning.</p>	Learning center
STORY SHARING	<p>Tell learners a story.</p> <p>Pause regularly and ask questions to make sure learners are following.</p> <p>Engage learners to act parts of the story.</p> <ol style="list-style-type: none"> 1. Was the story interesting? 2. What part of the story did you like? 3. What have you learnt from the story? 	Word cards, letter cards.
PHASE 3: REFLECTION	<p>Learners share what they have learnt with their peers.</p> <p>Give learners homework to do at home</p>	



WEEK ENDING:	Day:	Strand: MY FAMILY
Duration: 100mins		Sub Strand: ORIGIN AND HISTORY OF MY FAMILY
Class: KG I	Class Size:	
Content Standard: K1.2.2.1 Demonstrate knowledge of the origin and history of our families.	Indicator: K1.2.2.1.2. Demonstrate that print matches with illustration in a book. K1.2.2.1.5 Talk about the basic concepts of writing: write from left to right, and top to bottom.	
Performance Indicator: <ul style="list-style-type: none"> Learners can demonstrate that print matches with illustration in a book. Learners can talk about the basic concepts of writing: write from left to right, and top to bottom. 		Core Competencies: Communication and collaboration, Critical thinking, Personal Development and Leadership
Keywords: print		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER		
PHASE 2: NEW LEARNING CIRCLE TIME	Engage learners in a community circle time. Make a pretend remote control and get your group to come up with actions for each button on the remote control. Fast forward, rewind, pause, etc. Get them to perform the actions as you sit back and press the buttons	Manila card
GROUP ACTIVITY I (OUTDOOR)	Discuss the front matter of the book to be read with the learners. Have learners use the front-page illustration to predict the story. During the reading, have learners track the text as you read. Pause often and let them count the words in the last sentences. Write the number of words in the last sentence of each page on the board. Compare and identify which of the sentences has more words than the other(s). Learners have a warm up exercise. Have learners tap their fingers one at a time on their thumb.	Poster/ cut out picture depicting peoples from different parts of Ghana. Ghana map, Cut out shapes, big books, counters, crayons



	<p>Do one hand at a time and another as they learn movement.</p> <p>Introduce the learners to writing curves on a straight line.</p>  <p>Model how you do it and let them follow the direction of writing them on a line from left to right.</p> <p>Encourage more practice with learners writing in the sand and on their tablets.</p> <p><u>RCA QUESTIONS</u></p> <ol style="list-style-type: none"> 1. What have we learnt today? 2. Read out sentences and let them count the words in the last sentences. 	
PHONICS	<p>Engage learners to sing songs and recite some familiar rhymes that relates to the target sound.</p> <p>Guide learners to pronounce and write the target sound in the sand tray or exercise books.</p> <p>Have learners say three or four words that contain the target sound.</p> <p>Using flash cards, learners read words that contain the target sound.</p> <ol style="list-style-type: none"> 1. What sound have we learnt today? 2. Which other letter sound do you know? 3. Mention any object in the classroom or home that begins with the target letter sound. 	Word cards, letter cards.
GROUP ACTIVITY 2 (INDOOR)	<p>Have learners draw the heads of the members they are living with following the left to right and top to bottom direction.</p> <p>In pairs, have learners count the number of <i>males</i> and <i>females</i> in their drawings (Heads of their family members)</p> <p>Have learners represent the counting with model numbers</p> <p>Give the learners a sentence orally. They must tell you the number of words in the sentence.</p> <p>First, choose sentences with only one syllable, E.g. the snake is in the grass. Make it harder by using words with more than one syllable based on their progress. E.g. the teacher rides her bicycle.</p>	Poster/ cut out picture depicting peoples from different parts of Ghana. Ghana map, Cut out shapes, big books, counters, crayons



	<p>You can help the children to check the answer by writing the sentence on the board.</p> <p><u>RCA QUESTIONS</u></p> <p>1. Let learners draw pictures of their family.</p>	
LEARNING CENTER	<p>Engage learners to play freely at the learning centers.</p> <p>Observe, join in and ask learners questions frequently to guide their play and to support their understanding in what they are learning.</p>	Learning center
STORY SHARING	<p>Tell learners a story.</p> <p>Pause regularly and ask questions to make sure learners are following.</p> <p>Engage learners to act parts of the story.</p> <p>1. Was the story interesting? 2. What part of the story did you like? 3. What have you learnt from the story?</p>	Word cards, letter cards.
PHASE 3: REFLECTION	<p>Learners share what they have learnt with their peers.</p> <p>Give learners homework to do at home</p>	



WEEK ENDING:	Day:	Strand: MY FAMILY
Duration: 100mins		
Class: KG I	Class Size:	Sub Strand: ORIGIN AND HISTORY OF MY FAMILY
Content Standard: K1.2.2.1 Demonstrate knowledge of the origin and history of our families.		Indicator: K1.2.2.1.4 Identify the names and words with similar beginning sounds.
Performance Indicator: <ul style="list-style-type: none"> Learners can identify the names and words with similar beginning sounds 		Core Competencies: Communication and collaboration, Critical thinking, Personal Development and Leadership
Keywords: Kumasi, Konongo, Mankessim, Mamfe		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Let learners sing a song Example: "Baby Shark"</p> <p><u>RCA QUESTION</u></p> <ol style="list-style-type: none"> Did you enjoy the song? What words did you hear in the song? Why do you love your family? 	
PHASE 2: NEW LEARNING CIRCLE TIME	<p>Engage learners in the community circle time.</p> <p>Sing "Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday. Emphasize the current day of the week. Sing the song and then check the calendar. Ask; Who can find today on the calendar? (as you point to someone to answer the question)</p>	Word cards
GROUP ACTIVITY I (OUTDOOR)	<p>Sing a song "All those from Kumasi, stand up, and dance..." and perform actions on it.</p> <p>Ask learners to mention the names of the hometowns of their family members.</p> <p>List them on the Chalkboard (Whiteboard).</p> <p>Pronounce them and have them listen and identify the towns with similar initial sounds. E.g. Kumasi, Konongo, Mankessim, Mamfe.</p> <p>Call learners to form a group according to the letter beginning the names of their towns.</p> <p>Have learners group and count towns with similar initial sounds.</p> <p>Ask learners to represent the count with model numbers</p> <p>Compare the group with the highest number.</p> <p>Engage Learners to use any of the play toys available.</p>	Poster/ cut out picture depicting peoples from different parts of Ghana. Ghana map, Cut out shapes, big books, counters, crayons



	<p>Teach, sing songs and recite rhymes in relation to the lesson.</p> <p>Learners to sing the songs, recite rhymes and dance with actions.</p> <p>Engage learners to play the “Step forward” game.</p> <p>Learners stand at the start line.</p> <p>Teacher calls out 'if you have a /t/ in your name step forward' or 'if your name begins with /f/ step forward'.</p> <p>The person to get to the finish line wins.</p> <p><u>RCA QUESTIONS</u></p> <ol style="list-style-type: none"> 1. Did you have fun today? 2. What have we learnt today? 	
PHONICS	<p>Engage learners to sing songs and recite some familiar rhymes that relates to the target sound.</p> <p>Guide learners to pronounce and write the target sound in the sand tray or exercise books.</p> <p>Have learners say three or four words that contain the target sound.</p> <p>Using flash cards, learners read words that contain the target sound.</p> <ol style="list-style-type: none"> 1. What sound have we learnt today? 2. Which other letter sound do you know? 3. Mention any object in the classroom or home that begins with the target letter sound. 	Word cards, letter cards.
GROUP ACTIVITY 2 (INDOOR)	<p>Scaffold learners to measure different length and spaces in the classroom and outside the classroom.</p> <p>In groups, learners use non standardized tools such as their feet, rope or thread to measure the length of their tables, pencils, crayons and their classroom.</p> <p>Give them rulers to measure some spaces and compare the length using phrases like longer than, shorter than.</p> <p>Engage learners actively in the measurement exercise adding and estimating.</p> <p>Have learners count and represent the measurement with model numbers.</p> <p>Using the numbers identified, have learners to compare to see which is more than or less than.</p> <p><u>RCA QUESTIONS</u></p> <ol style="list-style-type: none"> 1. Write these numbers in the air 1,2,3,4,5 2. Which of these is the longest; pencil and ruler? 	Poster/ cut out picture depicting peoples from different parts of Ghana. Ghana map, Cut out shapes, big books, counters, crayons



LEARNING CENTER	<p>Engage learners to play freely at the learning centers.</p> <p>Observe, join in and ask learners questions frequently to guide their play and to support their understanding in what they are learning.</p>	Learning center
STORY SHARING	<p>Tell learners a story.</p> <p>Pause regularly and ask questions to make sure learners are following.</p> <p>Engage learners to act parts of the story.</p> <ol style="list-style-type: none"> 1. Was the story interesting? 2. What part of the story did you like? 3. What have you learnt from the story? 	Word cards, letter cards.
PHASE 3: REFLECTION	<p>Learners share what they have learnt with their peers.</p> <p>Give learners homework to do at home</p>	



WEEK ENDING:	Day:	Strand: MY FAMILY
Duration: 100mins		Sub Strand: ORIGIN AND HISTORY OF MY FAMILY
Class: KG I	Class Size:	
Content Standard: K1.2.2.1 Demonstrate knowledge of the origin and history of our families.	Indicator: K1.2.2.1.6 Use comparative language/phrases “more than”, “less than”, or “same as” to describe relationship between quantities	
Performance Indicator: <ul style="list-style-type: none"> Learners can use comparative language/phrases “more than”, “less than”, or “same as” to describe relationship between quantities. 		Core Competencies: Communication and collaboration, Critical thinking, Personal Development and Leadership
Keywords: “more than”, “less than”, or “same as”		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Engage learners to sing a song in relation to the lesson. RCA QUESTIONS 1. Did you enjoy the song? 2. Would like to sing the song again? 3. What are some of the names you heard in the song?	
PHASE 2: NEW LEARNING CIRCLE TIME	Engage learners in the community circle time. Using the first letter of each child’s name, pretend to go shopping for an item that begins with that letter. For example, “Henry will buy a hamburger”, “Peter will buy Pizza”, etc. Go around the circle until everyone has had a turn. This helps with letter recognition.	Word cards
GROUP ACTIVITY I (OUTDOOR)	Through interactive read aloud, introduce the concept “more than”, “less than” or “same as” in comparing objects. Collect a quick data on the different languages groups in the classroom. Represent the numbers with milk tins. Use comparative language “more than”, “less than”, or “same as” to describe the relationship between the milk tins collected for the languages. Ask the question “Which language group has more members? Or: “Which groups have same members? Teach and sing rhymes as learners sing along I AM COUNTING ONE <ul style="list-style-type: none"> I’m counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair 	Poster/ cut out picture depicting peoples from different parts of Ghana. Ghana map, Cut out shapes, big books, counters, crayons



	<ul style="list-style-type: none"> • 3 - Turn around • 4 - Follow me • 5 - Fire • 6 - Sister • 7 - Savior • 8 - Eat more fruits • 9 - Nana Yaw • 10 - Thank your God. <p>Learners sing rhymes and dance with actions</p> <p><u>RCA QUESTIONS</u> Engage learners to Play show me a number game with learners (up to 5), with fingers.</p> <p>Teacher mentions the number from (1 to 5). Learners then show their fingers up to show the number</p>	
PHONICS	<p>Engage learners to sing songs and recite some familiar rhymes that relates to the target sound.</p> <p>Guide learners to pronounce and write the target sound in the sand tray or exercise books.</p> <p>Have learners say three or four words that contain the target sound.</p> <p>Using flash cards, learners read words that contain the target sound.</p> <ol style="list-style-type: none"> 1. What sound have we learnt today? 2. Which other letter sound do you know? 3. Mention any object in the classroom or home that begins with the target letter sound. 	Word cards, letter cards.
GROUP ACTIVITY 2 (INDOOR)	<p>Collect a quick data on the different languages groups in the classroom.</p> <p>Represent the numbers with milk tins.</p> <p>Use comparative language “more than”, “less than”, or “same as” to describe the relationship between the milk tins collected for the languages.</p> <p>Ask the question “Which language group has more members? Or: “Which groups have same members?</p> <p><u>RCA QUESTIONS</u> Engage learners to Play show me a number game with learners (up to 5), with fingers.</p> <p>Teacher mentions the number from (1 to 5). Learners then show their fingers up to show the number.</p>	Poster/ cut out picture depicting peoples from different parts of Ghana. Ghana map, Cut out shapes, big books, counters, crayons
LEARNING CENTER	Engage learners to play freely at the learning centers.	Learning center



	Observe, join in and ask learners questions frequently to guide their play and to support their understanding in what they are learning.	
STORY SHARING	<p>Tell learners a story.</p> <p>Pause regularly and ask questions to make sure learners are following.</p> <p>Engage learners to act parts of the story.</p> <ol style="list-style-type: none"> 1. Was the story interesting? 2. What part of the story did you like? 3. What have you learnt from the story? 	Word cards, letter cards.
PHASE 3: REFLECTION	<p>Learners share what they have learnt with their peers.</p> <p>Give learners homework to do at home</p>	



WEEK ENDING:	Day: FRIDAY	Strand: MY FAMILY
Duration: 100mins		Sub Strand: ORIGIN AND HISTORY OF MY FAMILY
Class: KG I	Class Size:	
Content Standard: K1.2.2.1 Demonstrate knowledge of the origin and history of our families.	Indicator: K1.2.2.1.7 Draw a family tree that includes Grandpa and Grandma	
Performance Indicator: <ul style="list-style-type: none"> Learners can draw a family tree that includes Grandpa and Grandma 		Core Competencies: Communication and collaboration, Critical thinking, Personal Development and Leadership
Keywords: “more than”, “less than” or “same as”.		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Let learners sing a song in relation to the song. <u>RCA QUESTION</u> 1. Did you enjoy the song? 2. What words did you hear in the song?	
PHASE 2: NEW LEARNING CIRCLE TIME	Engage learners in the community circle time. Decorate a cane to become a ‘Talking Stick’. Now, explain to the group that this a talking stick. Only the person who holds it may speak. Learners take turns to tell the group the food they ate the previous evening. This game is to encourage patience and turn taking.	Stick or cane
GROUP ACTIVITY I (OUTDOOR)	Have a sample family tree on the board and guide learners to draw their own. Using Pair share repeat, have learners talk about and compare their drawings. Learners in small groups, count and compare the number of <i>girls</i> and <i>boys</i> in their family tree using comparative language such as “ <i>more than</i> ”, “ <i>less than</i> ” or “ <i>same as</i> ”. Teach and sing rhymes as learners sing along. <u>LET’S GO SEE OUR GRANDPARENTS</u> Let’s go see our grandparents, Take us there for a while Mommy and Daddy both need a break We’ll play games and we’ll stay up real late! Oh, we want to thank our grandparents For all the things that they do, So it’s time to say you are the best And that we love you <u>RCA QUESTIONS</u> Have learners create a family album and hand it on the wall of the class.	Poster/ cut out picture depicting peoples from different parts of Ghana. Ghana map, Cut out shapes, big books, counters, crayons



PHONICS	<p>Engage learners to sing songs and recite some familiar rhymes that relates to the target sound.</p> <p>Guide learners to pronounce and write the target sound in the sand tray or exercise books.</p> <p>Have learners say three or four words that contain the target sound.</p> <p>Using flash cards, learners read words that contain the target sound.</p> <ol style="list-style-type: none"> 1. What sound have we learnt today? 2. Which other letter sound do you know? 3. Mention any object in the classroom or home that begins with the target letter sound. 	Word cards, letter cards.
GROUP ACTIVITY 2 (INDOOR)	<p>Have a sample family tree on the board and guide learners to draw their own.</p> <p>Using Pair share repeat, have learners talk about and compare their drawings.</p> <p>Learners in small groups, count and compare the number of <i>girls</i> and <i>boys</i> in their family tree using comparative language such as “<i>more than</i>”, “<i>less than</i>” or “<i>same as</i>”.</p> <p><u>RCA QUESTIONS</u> Have learners create a family album and hand it on the wall of the class.</p>	Poster/ cut out picture depicting peoples from different parts of Ghana. Ghana map, Cut out shapes, big books, counters, crayons
LEARNING CENTER	<p>Engage learners to play freely at the learning centers.</p> <p>Observe, join in and ask learners questions frequently to guide their play and to support their understanding in what they are learning.</p>	Learning center
STORY SHARING	<p>Tell learners a story.</p> <p>Pause regularly and ask questions to make sure learners are following.</p> <p>Engage learners to act parts of the story.</p> <ol style="list-style-type: none"> 1. Was the story interesting? 2. What part of the story did you like? 3. What have you learnt from the story? 	Word cards, letter cards.
PHASE 3: REFLECTION	<p>Learners share what they have learnt with their peers.</p> <p>Give learners homework to do at home</p>	

WEEK 11

WEEK ENDING:	Day:	Strand: MY FAMILY
Class: KG I	Class Size:	Sub-Strand: FAMILY CELEBRATION AND FESTIVALS



<p>Content Standard: K1.2.3.1 Demonstrate the knowledge of celebrations and festivals that the individual families celebrate.</p>	<p>Indicator: K1.2.3.1.1 Talk about some special family days and activities e.g. birthdays, naming, festivals, etc. K1.2.3.1.3 Listen, interact actively in a read aloud session on a story about families, and use the new vocabulary learnt to describe the roles and responsibilities of their family members.</p>	
<p>Performance Indicator:</p> <ul style="list-style-type: none"> Learners can talk about some special family days and activities e.g. birthdays, naming, festivals, etc. Learners can listen, interact actively in a read aloud session on a story about families, and use the new vocabulary learnt to describe the roles and responsibilities of their family members 	<p>Core Competencies: Communication and collaboration, Critical thinking, Personal Development and Leadership</p>	
<p>Keywords: Christmas, Homowo</p>		
<p>Phase/Duration</p>	<p>Learners Activities</p>	<p>Resources</p>
<p>PHASE 1: STARTER</p>	<p>Let learners sing a song Example: <u>WE WISH YOU A MERRY CHRISTMAS</u> We wish you a merry Christmas We wish you a merry Christmas We wish you a merry Christmas And a happy new year.</p> <p>Good tidings we bring To you and your kin; Good tidings for Christmas. And a happy New Year!</p> <p><u>RCA QUESTION</u> 1. Did you enjoy the song? 2. What words did you hear in the song? 3. What are some of the things you did on Christmas day?</p>	
<p>PHASE 2: NEW LEARNING CIRCLE TIME</p>	<p>Engage learners in the community circle time.</p> <p>Learners stand at the start line. Teacher calls out 'if you have a /t/ in your name step forward' or 'if your name begins with /f/ step forward'.</p> <p>The person to get to the finish line wins.</p>	
<p>GROUP ACTIVITY I (OUTDOOR)</p>	<p>Show a conversational poster of people celebrating a festival.</p>	<p>Poster/ cut out picture depicting family celebrations e.g. birthday, Cut out shapes, big books, counters, crayons</p>





Have learners observe the picture and using a think-pair share strategy, talk about what they see the members of families do.

Put learners into smaller groups and let them talk about their family celebrations to each other and then share with the whole class.

Have them talk about how they celebrate their birthdays.

Have learners sing and dance to some of celebration songs e.g. *Happy birthday to you....*
Bronya aba o, afe pa ato hEn.... etc.

Using a KWL strategy for your read aloud, have learners say what they *know* about some local festivals and what they *want* to know about it.

Explain the new vocabulary and have learners use some of them to form sentences.

Greetings	Responds
Happy Birthday	Thank you
Merry Christmas	Many happy returns

During the reading stage, use questions that will highlight the new concepts the learners want to know the new vocabulary as well.

After reading the book, have learners share what they have learnt.

Learners use the vocabulary learnt to talk about family celebrations. i.e. birthday, gifts, happy, etc.

Have learners to draw their favorite part of the book and tell why.

Have learners to use new words to role family celebrations like birthdays and Christmas.

RCA QUESTIONS.

1. What do we do on Christmas day?



	<p>2. Why do Moslems celebrate Christmas? 3. Why do Muslims fast during Ramadan?</p>	
PHONICS	<p>Engage learners to sing songs and recite some familiar rhymes that relates to the target sound.</p> <p>Guide learners to pronounce and write the target sound in the sand tray or exercise books.</p> <p>Have learners say three or four words that contain the target sound.</p> <p>Using flash cards, learners read words that contain the target sound.</p> <p>1. What sound have we learnt today? 2. Which other letter sound do you know? 3. Mention any object in the classroom or home that begins with the target letter sound.</p>	Word cards, letter cards.
GROUP ACTIVITY 2 (INDOOR)	<p>Let learners discuss the members of the family and list them on the chalk/white board. E.g. brother, sister, father, mother.</p> <p>Pronounce the words 3 times and have learners repeat.</p> <p>Then have pupils say the word aloud and call learners to repeat the word two more times.</p> <p>Have learners read the words in the big book again.</p> <p>Show the word on a flash card and ask pupils to read the words.</p> <p>Practice reading the words over and over until the learners become automatic in recognizing them.</p> <p>Learners write the words in their word banks and on the classroom wall chart and play with it throughout the week.</p> <p><u>RCA QUESTIONS</u></p> <p>1. What words have we learnt today? 2. Say the words aloud to your partner.</p>	Poster/ cut out picture depicting family celebrations e.g. birthday, Cut out shapes, big books, counters, crayons
LEARNING CENTER	<p>Engage learners to play freely at the learning centers.</p> <p>Observe, join in and ask learners questions frequently to guide their play and to support their understanding in what they are learning.</p>	Learning center
STORY SHARING	<p>Tell learners a story.</p> <p>Pause regularly and ask questions to make sure learners are following.</p> <p>Engage learners to act parts of the story.</p>	Word cards, letter cards.



	<ol style="list-style-type: none">1. Was the story interesting?2. What part of the story did you like?3. What have you learnt from the story?	
PHASE 3: REFLECTION	Learners share what they have learnt with their peers. Give learners homework to do at home	



WEEK ENDING:	Day:	Strand: MY FAMILY
Class: KG I	Class Size:	Sub-Strand: FAMILY CELEBRATION AND FESTIVALS
Content Standard: K1.2.3.1 Demonstrate the knowledge of celebrations and festivals that the individual families celebrate.		Indicator: K1.2.3.1.2 Learners can demonstrate the proper way to handle a book
Performance Indicator: <ul style="list-style-type: none"> Learners can demonstrate the proper way to handle a book 		Core Competencies: Communication and collaboration, Critical thinking, Personal Development and Leadership
Keywords: brother, sister, father, mother		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Let learners sing a song Example: Happy birthday to you! Happy birthday to you! Happy birthday dear (<i>insert name</i>) Happy birthday to you!</p> <p>May God bless you now May God bless you now May God bless dear (<i>insert name</i>) May God bless you now!</p> <p><u>RCA QUESTION</u> 1. Did you enjoy the song? 2. What words did you hear in the song? 3. What are some of the things you on your birthday?</p>	
PHASE 2: NEW LEARNING CIRCLE TIME	<p>Engage learners in the community circle time.</p> <p>Teacher begins by saying "I spy with my little eye something beginning with.....". The item has to be something within sight of the learners.</p> <p>Other learners guess until someone guesses correctly. It can also be played with names; "I spy with my little eye a name beginning with.....".</p>	
GROUP ACTIVITY I (OUTDOOR)	<p>Have learners observe and practice how to hold the book upright and open it cautiously as part of your pre-reading activities.</p> <p>Using a Big book, have some of the learners demonstrate the proper way of handling a book.</p> <p>During the interactive reading stage, call some of the learners to demonstrate how to open the pages.</p> <p>Repeat this activity throughout the reading.</p>	<p>Poster/ cut out picture depicting family celebrations e.g. birthday, Cut out shapes, big books, counters, crayons</p>




	<p>Have learners count the number of sheets or pages of the book read.</p> <p>Learners to represent the number of pages with model numbers and write them on the floor or sand tray</p> <p>Engage Learners to use any of the play toys available.</p> <p>Learners in their color groups perform the tag of peace and sack race.</p> <p><u>RCA QUESTION</u></p> <ol style="list-style-type: none"> 1. Call learners in turns to demonstrate the proper way of handling a book. 2. Learners predict the number of sheets of the big book. 	
PHONICS	<p>Engage learners to sing songs and recite some familiar rhymes that relates to the target sound.</p> <p>Guide learners to pronounce and write the target sound in the sand tray or exercise books.</p> <p>Have learners say three or four words that contain the target sound.</p> <p>Using flash cards, learners read words that contain the target sound.</p> <ol style="list-style-type: none"> 1. What sound have we learnt today? 2. Which other letter sound do you know? 3. Mention any object in the classroom or home that begins with the target letter sound. 	Word cards, letter cards.
GROUP ACTIVITY 2 (INDOOR)	<p>Learners follow steps in learning sight words.</p> <p>Focus on another five sight words for the week, practice until they become automatic by the end of the week and then they can have a spelling check on Friday.</p> <p>List them on the chalk/white board. Focus on five words per week. E.g. brother, sister, father, mother.</p> <p>Pronounce the words 2 times and have learners repeat.</p> <p>Then have pupils say the word aloud and call learners to repeat the word two more times.</p> <p>Have learners read the words in the big book again.</p> <p>Show the word on a flash card and ask pupils to read the words.</p> <p>Practice reading the words over and over until the learners become automatic in recognizing them.</p>	Poster/ cut out picture depicting family celebrations e.g. birthday, Cut out shapes, big books, counters, crayons



	<p>Learners write the words in their word banks and on the classroom wall chart and play with it throughout the week.</p> <p><u>RCA QUESTIONS</u></p> <ol style="list-style-type: none"> 1. What words have we learnt today? 2. Say the words aloud to your partner. 	
LEARNING CENTER	<p>Engage learners to play freely at the learning centers.</p> <p>Observe, join in and ask learners questions frequently to guide their play and to support their understanding in what they are learning.</p>	Learning center
STORY SHARING	<p>Tell learners a story.</p> <p>Pause regularly and ask questions to make sure learners are following.</p> <p>Engage learners to act parts of the story.</p> <ol style="list-style-type: none"> 1. Was the story interesting? 2. What part of the story did you like? 3. What have you learnt from the story? 	Word cards, letter cards.
PHASE 3: REFLECTION	<p>Learners share what they have learnt with their peers.</p> <p>Give learners homework to do at home</p>	



WEEK ENDING:	Day:	Strand: MY FAMILY
Class: KG I	Class Size:	Sub-Strand: FAMILY CELEBRATION AND FESTIVALS
Content Standard: K1.2.3.1 Demonstrate the knowledge of celebrations and festivals that the individual families celebrate.	Indicator: K1.2.3.1.4 Learners can talk about the basic concepts of writing: from left to right, and top to bottom	
Performance Indicator: <ul style="list-style-type: none"> Learners can talk about the basic concepts of writing: from left to right, and top to bottom 	Core Competencies: Communication and collaboration, Critical thinking, Personal Development and Leadership	
Keywords: brother, sister, father, mother		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Let learners sing a song in relation to the song. <u>RCA QUESTION</u> 1. Did you enjoy the song? 2. What words did you hear in the song?	
PHASE 2: NEW LEARNING CIRCLE TIME	Engage learners in the community circle time. Ask children to choose any 4 letters and write them in their books/on the floor. The teacher says a simple word and if children have the sound at the beginning of that word they cross it out. The first child to cross out all 4 of their letters shouts BINGO!! and is the winner.	Flashcards
GROUP ACTIVITY I (OUTDOOR)	Learners have a warm up exercise. Have pupils snap their fingers one at a time on their thumb. Learners shake their hands in the air several times. Do one hand at a time and another. Introduce the learners to writing Vertical straight-line strokes from top to down and show them the direction of writing them on a line from left to right.  Have learners practice writing the vertical straight-line strokes on their tablets Teach, sing songs and recite rhymes in relation to the lesson. Learners to sing the songs, recite rhymes and dance with actions.	Poster/ cut out picture depicting family celebrations e.g. birthday, Cut out shapes, big books, counters, crayons



	<p>Children are split into teams. One from each team is chosen with a toy gun.</p> <p>Teacher calls out a sound, a player must shoot their opponent by saying a word that begins with that sound.</p> <p>The person who shoots first wins and stays on. The loser sits down and another person from that team comes up. Whichever team has its player standing at the end wins.</p> <p>Have learners practice writing vertical straight-line strokes in the sand tray.</p> <p><u>RCA QUESTIONS</u></p> <ol style="list-style-type: none"> 1. Christmas begins with what letter sound? 2. Which group of people celebrate the Homowo festival? 	
PHONICS	<p>Engage learners to sing songs and recite some familiar rhymes that relates to the target sound.</p> <p>Guide learners to pronounce and write the target sound in the sand tray or exercise books.</p> <p>Have learners say three or four words that contain the target sound.</p> <p>Using flash cards, learners read words that contain the target sound.</p> <ol style="list-style-type: none"> 1. What sound have we learnt today? 2. Which other letter sound do you know? 3. Mention any object in the classroom or home that begins with the target letter sound. 	Word cards, letter cards.
GROUP ACTIVITY 2 (INDOOR)	<p>Introduce the key word in which we can find the letter-sound.</p> <p>With the use of word cards, have learners show the position of the letter-sound learnt in words, beginning, initial and ending.</p> <p>Writing: Teacher models writing the letter in the air, have learners take turns with you writing in the air and then on their friends back, on their arms.</p> <p>Learners finally write the letter sound and its key word in their exercise book.</p> <p>Write the letter names beginning family celebrations after learners have a warm up exercise.</p> <p>Guide learners to write the letters on the blue and red lines in their exercise books.</p>	Poster/ cut out picture depicting family celebrations e.g. birthday, Cut out shapes, big books, counters, crayons



	<p><u>RCA QUESTIONS</u></p> <ol style="list-style-type: none"> 1. What words have we learnt today? 2. Mention any three words you remember to your partner. 	
LEARNING CENTER	<p>Engage learners to play freely at the learning centers.</p> <p>Observe, join in and ask learners questions frequently to guide their play and to support their understanding in what they are learning.</p>	Learning center
STORY SHARING	<p>Tell learners a story.</p> <p>Pause regularly and ask questions to make sure learners are following.</p> <p>Engage learners to act parts of the story.</p> <ol style="list-style-type: none"> 1. Was the story interesting? 2. What part of the story did you like? 3. What have you learnt from the story? 	Word cards, letter cards.
PHASE 3: REFLECTION	<p>Learners share what they have learnt with their peers.</p> <p>Give learners homework to do at home</p>	



WEEK ENDING:	Day:	Strand: MY FAMILY
Class: KG I	Class Size:	Sub-Strand: FAMILY CELEBRATION AND FESTIVALS
Content Standard: K1.2.3.1 Demonstrate the knowledge of celebrations and festivals that the individual families celebrate.		Indicator: K1.2.3.1.5 Learners can use comparative language “more than”, “less than”, or “same as” to show relation between quantities and numbers.
Performance Indicator: <ul style="list-style-type: none"> Learners can use comparative language “more than”, “less than”, or “same as” to show relation between quantities and numbers. 		Core Competencies: Communication and collaboration, Critical thinking, Personal Development and Leadership
Keywords: more than”, ”less than”, or “same as”		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Let learners sing a song in relation to the song. <u>RCA QUESTION</u> 1. Did you enjoy the song? 2. What words did you hear in the song?	
PHASE 2: NEW LEARNING CIRCLE TIME	Engage learners in the community circle time. Write 4-5 sounds on the board/flashcards. With the whole class, say the sounds (with the action). Ask learners to close their eyes and teacher wipes out one sounds. Learners open their eyes and must say which word is gone.	Flash cards
GROUP ACTIVITY I (OUTDOOR)	Collect a quick data on the months that the learners are born. Represent the numbers with empty cans/tins or any other object. Use this information to compare learners born in different months. Compare the grouping, those born on January, February etc. finding out which group has more members than the other using the comparative language: “more than”, ”less than”, or “same as” Use questions like “Which group has more number of people? “Which groups have the same number of people? “Which group has more members? “ etc. to guide learners. Learners sing rhymes and dance with actions <u>RCAP QUESTIONS</u>	Poster/ cut out picture depicting family celebrations e.g. birthday, Cut out shapes, big books, counters, crayons



	<ol style="list-style-type: none"> 1. Call out learners in turns to use the keywords to form sentences orally 2. Give learners set of objects to compare using “more than”, “less than” and “the same as” 	
PHONICS	<p>Engage learners to sing songs and recite some familiar rhymes that relates to the target sound.</p> <p>Guide learners to pronounce and write the target sound in the sand tray or exercise books.</p> <p>Have learners say three or four words that contain the target sound.</p> <p>Using flash cards, learners read words that contain the target sound.</p> <ol style="list-style-type: none"> 1. What sound have we learnt today? 2. Which other letter sound do you know? 3. Mention any object in the classroom or home that begins with the target letter sound. 	Word cards, letter cards.
GROUP ACTIVITY 2 (INDOOR)	<p>Introduce the key word in which we can find the letter-sound.</p> <p>With the use of word cards, have learners show the position of the letter-sound learnt in words, beginning, initial and ending.</p> <p>Writing: Teacher models writing the letter in the air, have learners take turns with you writing in the air and then on their friends back, on their arms.</p> <p>Learners finally write the letter sound and its key word in their exercise book.</p> <p>Write the letter names beginning family celebrations after learners have a warm up exercise.</p> <p>Guide learners to write the letters on the blue and red lines in their exercise books.</p> <p><u>RCA QUESTIONS</u></p> <ol style="list-style-type: none"> 1. What words have we learnt today? 2. Mention any three words you remember to your partner. 	Poster/ cut out picture depicting family celebrations e.g. birthday, Cut out shapes, big books, counters, crayons
LEARNING CENTER	<p>Engage learners to play freely at the learning centers.</p> <p>Observe, join in and ask learners questions frequently to guide their play and to support their understanding in what they are learning.</p>	Learning center
STORY SHARING	<p>Tell learners a story.</p> <p>Pause regularly and ask questions to make sure learners are following.</p>	Word cards, letter cards.



	Engage learners to act parts of the story. 1. Was the story interesting? 2. What part of the story did you like? 3. What have you learnt from the story?	
PHASE 3: REFLECTION	Learners share what they have learnt with their peers. Give learners homework to do at home	



WEEK ENDING:		Day:	Strand: MY FAMILY
Class: KG I		Class Size:	Sub-Strand: FAMILY CELEBRATION AND FESTIVALS
Content Standard: K1.2.3.1 Demonstrate the knowledge of celebrations and festivals that the individual families celebrate.		Indicator: K1.2.3.1.6 Learners can create special birthday cards for loved ones using different writing and drawing tools	
Performance Indicator: <ul style="list-style-type: none"> Learners can create special birthday cards for loved ones using different writing and drawing tools 		Core Competencies: Communication and collaboration, Critical thinking, Personal Development and Leadership	
Keywords: parents, siblings, grandparents			
Phase/Duration	Learners Activities	Resources	
PHASE 1: STARTER	Let learners sing a song in relation to the song. <u>RCA QUESTION</u> 1. Did you enjoy the song? 2. What words did you hear in the song?		
PHASE 2: NEW LEARNING CIRCLE TIME	Engage learners in the community circle time. Children sit in a circle. One child stands and faces another child. The teacher asks a question eg. What sound is at the end of "sun" or give a word that rhymes with "cat". Whichever child (of the two facing each other) answer most quickly goes and stands in front of the next child (the slower of the two sits down). The game carries on progressing around the circle.	Flash cards	
GROUP ACTIVITY I (OUTDOOR)	Provide special cards with different colors and allow learners to use any writing tool to design different birthday cards for their family members. Have learners classify into sets the designed birthday cards according family members they designed for e.g. parents, siblings, grandparents, etc. Learners count and represent numbers to how many in each category. E.g. Parents = three cards = 3...etc. Learners add up the numbers in all the categories together. e.g. $3 + 2 + 1 = 6$ <u>RCA QUESTIONS</u> 1. Have learners create a family album and hand it on the wall of the class.	Poster/ cut out picture depicting family celebrations e.g. birthday, Cut out shapes, big books, counters, crayons	



<p>PHONICS</p>	<p>Engage learners to sing songs and recite some familiar rhymes that relates to the target sound.</p> <p>Guide learners to pronounce and write the target sound in the sand tray or exercise books.</p> <p>Have learners say three or four words that contain the target sound.</p> <p>Using flash cards, learners read words that contain the target sound.</p> <ol style="list-style-type: none"> 1. What sound have we learnt today? 2. Which other letter sound do you know? 3. Mention any object in the classroom or home that begins with the target letter sound. 	<p>Word cards, letter cards.</p>
<p>GROUP ACTIVITY 2 (INDOOR)</p>	<p>Introduce the key word in which we can find the letter-sound.</p> <p>With the use of word cards, have learners show the position of the letter-sound learnt in words, beginning, initial and ending.</p> <p>Writing: Teacher models writing the letter in the air, have learners take turns with you writing in the air and then on their friends back, on their arms.</p> <p>Learners finally write the letter sound and its key word in their exercise book.</p> <p>Write the letter names beginning family celebrations after learners have a warm up exercise.</p> <p>Guide learners to write the letters on the blue and red lines in their exercise books.</p> <p><u>RCA QUESTIONS</u></p> <ol style="list-style-type: none"> 1. What words have we learnt today? 2. Mention any three words you remember to your partner. 	<p>Poster/ cut out picture depicting family celebrations e.g. birthday, Cut out shapes, big books, counters, crayons</p>
<p>LEARNING CENTER</p>	<p>Engage learners to play freely at the learning centers.</p> <p>Observe, join in and ask learners questions frequently to guide their play and to support their understanding in what they are learning.</p>	<p>Learning center</p>
<p>STORY SHARING</p>	<p>Tell learners a story.</p> <p>Pause regularly and ask questions to make sure learners are following.</p> <p>Engage learners to act parts of the story.</p> <ol style="list-style-type: none"> 1. Was the story interesting? 	<p>Word cards, letter cards.</p>



	2. What part of the story did you like? 3. What have you learnt from the story?	
PHASE 3: REFLECTION	Learners share what they have learnt with their peers. Give learners homework to do at home	



WEEK 12

WEEK ENDING:	Day:	Strand: MY FAMILY
Class: KG I	Class Size:	Sub Strand: MY SCHOOL FAMILY- RULES AND REGULATIONS
Content Standard: K1.2.4.1 Demonstrate understanding of the rules and regulations that governs the members of the school		Indicator: K1.2.4.1.1 Talk about the members of the school, activities they do and create rules and regulations that should govern their classroom K1.2.4.1.3 Use the vocabulary acquired in the read aloud session to prepare rules and regulations to govern your school
Performance Indicator: <ul style="list-style-type: none"> Learners can talk about the members of the school, activities they do and create rules and regulations. Learners can use the vocabulary acquired in the read aloud session to prepare rules and regulations. 		Core Competencies: Communication and collaboration, Critical thinking, Personal Development and Leadership
Keywords:		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Let learners sing a song in relation to the song. <u>RCA QUESTION</u> 1. Did you enjoy the song? 2. What words did you hear in the song?	
PHASE 2: NEW LEARNING CIRCLE TIME	Engage learners in the community circle time. Children are split into teams. One from each team is chosen with a toy gun. Teacher calls out a sound, a player must shoot their opponent by saying a word that begins /ends with that sound. The person who shoots first wins and stays on. The loser sits down and another person from that team comes up. Whichever team has its player standing at the end wins	Toy gun
GROUP ACTIVITY I (OUTDOOR)	Give learners the opportunity to talk freely with the teacher and peers about the theme. Ask leading questions to guide the discussion on the theme, 'Who are the members of the school family? What are some of the special activities that go on in school?' What rules should we create to help the school family live in peace? Write down some relevant points for the classroom rules. Have your students line up (side by side) at one end of your space facing the teacher. The teacher stands opposite of the children and faces the children. When the teacher shouts "Green Light!" The children walk quickly or run (depending on your space) towards the teacher.	Poster/ cut out picture depicting school/classroom gathering e.g worship, our day, Cut out shapes, big books, counters, crayons



	<p>When the teacher shouts “Red Light!” The children stop where they are. When the teacher shouts “Yellow light”. The children must make no movement.</p> <p>The teacher continues to shout “red light, yellow light or green light” until the children get to her and then all the children go back to the starting line and the game starts again.</p> <p>Engage learners to observe a picture and use the title to predict what would happen in the book.</p> <p>Pick out five new words and help learners understand them using illustration and action.</p> <p>Read the text pausing often and have learners understand other words in the text using the context clues.</p> <p>Let them answer factual questions on the text e.g. Who are the members of the school family?</p> <p>Let learners relate to rules governing their school and explain what happens to lawless learners who misbehave.</p> <p><u>RCA QUESTIONS</u></p> <ol style="list-style-type: none"> 1. Who makes rules for the family? 2. Who makes rules in the school? 	
<p>PHONICS</p>	<p>Engage learners to sing songs and recite some familiar rhymes that relates to the target sound.</p> <p>Guide learners to pronounce and write the target sound in the sand tray or exercise books.</p> <p>Have learners say three or four words that contain the target sound.</p> <p>Using flash cards, learners read words that contain the target sound.</p> <p><u>RCA QUESTIONS</u></p> <ol style="list-style-type: none"> 1. What sound have we learnt today? 2. What other letter sound do you know? 3. Mention any object in the classroom or home that begins with the target letter sound. 	<p>Word cards, letter cards.</p>
<p>GROUP ACTIVITY 2 (INDOOR)</p>	<p>Engage learners to sing songs and recite some familiar rhymes that relates to the target sound.</p> <p>Guide learners to pronounce and write the target sound in the sand tray or exercise books.</p> <p>Have learners say three or four words that contain the target sound.</p> <p>Using flash cards, learners read words that contain the target sound.</p>	<p>Poster/ cut out picture depicting school/classroom gathering e.g worship, our day, Cut out shapes, big books, counters, crayons</p>



	<ol style="list-style-type: none"> 1. What sound have we learnt today? 2. Which other letter sound do you know? 3. Mention any object in the classroom or home that begins with the target letter sound. 	
LEARNING CENTER	<p>Engage learners to play freely at the learning centers.</p> <p>Observe, join in and ask learners questions frequently to guide their play and to support their understanding in what they are learning.</p>	Learning center
STORY SHARING	<p>Tell learners a story.</p> <p>Pause regularly and ask questions to make sure learners are following.</p> <p>Engage learners to act parts of the story.</p> <ol style="list-style-type: none"> 1. Was the story interesting? 2. What part of the story did you like? 3. What have you learnt from the story? 	Word cards, letter cards.
PHASE 3: REFLECTION	<p>Learners share what they have learnt with their peers.</p> <p>Give learners homework to do at home</p>	



WEEK ENDING:	Day:	Strand: MY FAMILY
Class: KG I	Class Size:	Sub Strand: MY SCHOOL FAMILY- RULES AND REGULATIONS
Content Standard: KI.2.4.1 Demonstrate understanding of the rules and regulations that governs the members of the school	Indicator: KI.2.4.1.2 Demonstrate that print matches with illustration in a book.	
Performance Indicator: <ul style="list-style-type: none"> Learners can demonstrate that print matches with illustration in a book 	Core Competencies: Communication and collaboration, Critical thinking, Personal Development and Leadership	
Keywords:		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Let learners sing a song in relation to the song. <u>RCA QUESTION</u> 1. Did you enjoy the song? 2. What words did you hear in the song?	
PHASE 2: NEW LEARNING CIRCLE TIME	Engage learners in the community circle time. Players arrange themselves in a circle and toss a small, round object (a tennis ball, an orange, or even a real potato will suffice) to each other while music plays. The player who is holding the “hot potato” when the music stops is out. The game continues until one player is left — that player is the winner	Tennis ball, orange
GROUP ACTIVITY I (OUTDOOR)	Using a book about rules and regulations with illustrated cover page, have learners predict the content of the book using the illustration on the cover. Discuss the meaning of the keywords with learner. During the reading, run a pointer under the words as you read to assist the learners track the text. Pause often and encourage learners to use illustration to predict the content/print on the page. Have learners count and tell the number of words in a sentence and sum up words in some selected sentences. Have learners draw a member of their school family and give a brief description of it. Teach and sing rhymes as learners sing along. Engage Learners to use any of the play toys available.	Poster/ cut out picture depicting school/classroom gathering e.g worship, our day, Cut out shapes, big books, counters, crayons



	<p>Assign each corner of the class with numbers or popular characters in a story.</p> <p>Share numbers to learners and let everyone stand in their respective corner.</p> <p>Stand in the middle of the class with a giant dice.</p> <p>The teacher rolls the dice, and the number that shows up is the corner to be out.</p> <p>If he rolled a five, all will sing and dance to a familiar rhyme.</p> <p>If he rolled a six, everyone out will get back to their respective corners.</p> <p>The last corner to remain standing in its corner wins!</p> <p>Call learners in turns to flash out word cards and mention them with actions.</p> <p><u>RCA QUESTIONS</u></p> <ol style="list-style-type: none"> 1. What words have you learnt today? 2. Mention some of the words to your friends. 	
PHONICS	<p>Engage learners to sing songs and recite some familiar rhymes that relates to the target sound.</p> <p>Guide learners to pronounce and write the target sound in the sand tray or exercise books.</p> <p>Have learners say three or four words that contain the target sound.</p> <p>Using flash cards, learners read words that contain the target sound.</p> <ol style="list-style-type: none"> 1. What sound have we learnt today? 2. Which other letter sound do you know? 3. Mention any object in the classroom or home that begins with the target letter sound. 	Word cards, letter cards.
GROUP ACTIVITY 2 (INDOOR)	<p>Talk about some of the different activities we do at school one of which is to learn and recite rhymes.</p> <p>Let learners recite common rhymes and identify some common rhyming sounds at the end.</p> <p>Have learners draw any object or animal mentioned in the rhyme.</p> <p>Engage learners to identify and group animals and other objects in two sets, one containing the animal(s) and one containing the other objects.</p> <p>Learners count the number of items in each set and add them.</p>	Poster/ cut out picture depicting school/classroom gathering e.g worship, our day, Cut out shapes, big books, counters, crayons



	<p>Arrange or line up empty water bottles on the floor of the classroom.</p> <p>Get learners to roll a ball as best as they can towards the bottles.</p> <p>Have learners count the number of bottles they knocked down and write it in the air or board.</p> <p>The person who knocks down the higher number wins, and the game continues.</p> <p><u>RCA QUESTIONS</u></p> <ol style="list-style-type: none"> 1. Did you have fun? 2. What did you learn today? 3. What other animal(s) would you like draw again? 	
LEARNING CENTER	<p>Engage learners to play freely at the learning centers.</p> <p>Observe, join in and ask learners questions frequently to guide their play and to support their understanding in what they are learning.</p>	Learning center
STORY SHARING	<p>Tell learners a story.</p> <p>Pause regularly and ask questions to make sure learners are following.</p> <p>Engage learners to act parts of the story.</p> <ol style="list-style-type: none"> 1. Was the story interesting? 2. What part of the story did you like? 3. What have you learnt from the story? 	Word cards, letter cards.
PHASE 3: REFLECTION	<p>Learners share what they have learnt with their peers.</p> <p>Give learners homework to do at home</p>	



WEEK ENDING:	Day:	Strand: MY FAMILY
Class: KG I	Class Size:	Sub Strand: MY SCHOOL FAMILY- RULES AND REGULATIONS
Content Standard: K1.2.4.1 Demonstrate understanding of the rules and regulations that governs the members of the school		Indicator: K1.2.4.1.4 Identify and look for more rhyming words in different rhymes related to school.
Performance Indicator: <ul style="list-style-type: none"> Learners can identify and look for more rhyming words in different rhymes 		Core Competencies: Communication and collaboration, Critical thinking, Personal Development and Leadership
Keywords:		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	Let learners sing a song in relation to the song. <u>RCA QUESTION</u> 1. Did you enjoy the song? 2. What words did you hear in the song?	
PHASE 2: NEW LEARNING CIRCLE TIME	Engage learners in the community circle time. Have learners stand in a circle and join hands to form “windows”. Choose one child to stand in the middle of the circle. Have the middle child pretend to be a bat and fly through the windows as the other children prevent it from flying. The bat struggles its way out through the weak window and fly’s away. The hands forming the weak window must chase it around the circle, trying to tap her before she gets all the way around the circle to stand back in the spot where the window originally was standing. If they are unable to tag the it, the person who forms the weak window to the right gets in the circle, and the game continues.	
GROUP ACTIVITY I (OUTDOOR)	Guide learners to create their own simple classroom rules, using simple pictures and different colors to design the rules and post it on the classroom wall. Talk about some of the different activities we do at school one of which is to learn and recite rhymes. Have learners recite common rhymes and identify some common rhyming sounds at the end. Learners should fish out the rhyming words as new vocabulary e.g. Hey diddle, diddle, The cat and fiddle, The cow jumped over the moon; The little dog laughed To see such sport,	Poster/ cut out picture depicting school/classroom gathering e.g worship, our day, Cut out shapes, big books, counters, crayons



	<p>And the dish ran away with the spoon.</p> <p>Have learners draw any object or animal mentioned in the rhyme.</p> <p>Have learners identify and group animals and other objects in two sets, one containing the animal(s) and one containing the other objects.</p> <p>Have learners count the number of items in each set and add them.</p> <p>Teach, sing songs and recite rhymes in relation to the lesson.</p> <p>Learners sing the songs, recite rhymes and dance with actions.</p> <p>Have learners practice writing vertical straight-line strokes in the sand tray.</p> <p>Select 10 words and write them two different times on word cards. Place all the cards face down on the floor.</p> <p>Learners will then flip over two at a time and say each word, if the words match the learner gets to keep the cards.</p> <p><u>RCA QUESTION</u></p> <ol style="list-style-type: none"> 1. Did you have fun? 2. What have we learnt today? 3. Mention the name of any animal at home. 	
PHONICS	<p>Engage learners to sing songs and recite some familiar rhymes that relates to the target sound.</p> <p>Guide learners to pronounce and write the target sound in the sand tray or exercise books.</p> <p>Have learners say three or four words that contain the target sound.</p> <p>Using flash cards, learners read words that contain the target sound.</p> <ol style="list-style-type: none"> 1. What sound have we learnt today? 2. Which other letter sound do you know? 3. Mention any object in the classroom or home that begins with the target letter sound. 	Word cards, letter cards.
GROUP ACTIVITY 2 (INDOOR)	<p>Get about ten to twenty colored balloons. Put learners into two color groups, say Red and Yellow.</p> <p>Now put up a big empty box at one part of the classroom as learners stand far apart facing the box. Choose one child from the color group to participate in the race.</p>	Poster/ cut out picture depicting school/classroom gathering e.g worship, our day, Cut out shapes, big books, counters, crayons

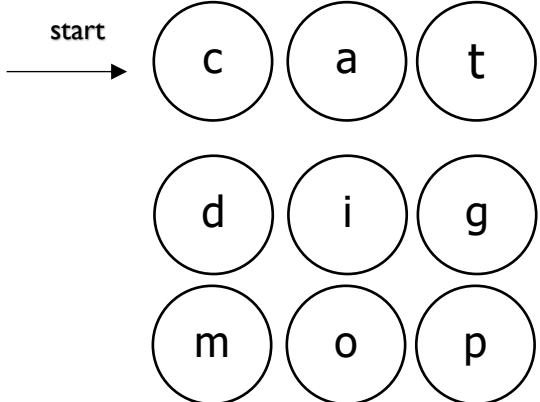


	<p>At the word 'Go!!', they must throw the balloons (ten each) into the box facing them.</p> <p>The first person to finish wins. The game continues as long as the children are having fun.</p> <p>Put the puppet on your non dominant hand.</p> <p>Have the puppet say, I am hungry, I want to eat....sound. Give mesound please.</p> <p>Let learners feed the puppet the requested sound.</p> <p><u>RCA QUESTION</u></p> <ol style="list-style-type: none"> 1. Did you have fun? 2. What sounds did you feed the puppet with. 3. Write the letters B,D,Y,R in your workbooks. 	
LEARNING CENTER	<p>Engage learners to play freely at the learning centers.</p> <p>Observe, join in and ask learners questions frequently to guide their play and to support their understanding in what they are learning.</p>	Learning center
STORY SHARING	<p>Tell learners a story.</p> <p>Pause regularly and ask questions to make sure learners are following.</p> <p>Engage learners to act parts of the story.</p> <ol style="list-style-type: none"> 1. Was the story interesting? 2. What part of the story did you like? 3. What have you learnt from the story? 	Word cards, letter cards.
PHASE 3: REFLECTION	<p>Learners share what they have learnt with their peers.</p> <p>Give learners homework to do at home</p>	



WEEK ENDING:	Day:	Strand: MY FAMILY
Class: KG I	Class Size:	Sub Strand: MY SCHOOL FAMILY- RULES AND REGULATIONS
Content Standard: K1.2.4.1 Demonstrate understanding of the rules and regulations that governs the members of the school		Indicator: K1.2.4.1.5 Learners can recognize and identify the target letter name for the week in given words related to the school
Performance Indicator: •		Core Competencies: Communication and collaboration, Critical thinking, Personal Development and Leadership
Keywords:		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Have learners to sing songs and recite rhymes that relate to the lesson.</p> <p><u>LETS ALL DO</u> (tune of we wish you a merry Christmas) Let's all do a little clapping, Let's all do a little clapping, Let's all do a little clapping, And spread Easter cheer.</p> <p>(Continue with actions like jumping, twirling, stretching etc.)</p>	
PHASE 2: NEW LEARNING CIRCLE TIME	<p>Engage learners in the community circle time.</p> <p>Place chairs in a line or in a circle facing out. Lead children (more than the number of chairs available) around the chairs while singing a song.</p> <p>At the end of the song, each child must sit down in the chair by which he or she is standing.</p> <p>The child who remains standing is out of the game. The last person to remain sitting is the winner.</p> <p>Repeat the game as long as the children are having fun.</p>	Chairs
GROUP ACTIVITY I (OUTDOOR)	<p>One child is chosen to be Mr. (or Mrs.) Wolf.</p> <p>He stands a good distance (3+ meters) away from the other players with his back to them.</p> <p>The other players stand side by side in a line, facing Mr. Wolf's back. All together they call, "What's the time, Mr. Wolf?"</p> <p>Mr. Wolf responds by selecting and calling out an o'clock time (between 1 and 12).</p>	Poster/ cut out picture depicting school/classroom gathering e.g worship, our day, Cut out shapes, big books, counters, crayons



	<p>The other players take the required number of steps towards Mr. Wolf. For example, “3 o’clock,” would mean the players take three steps towards Mr. Wolf.</p> <p>These two actions are repeated resulting in the other players moving closer and closer to Mr. Wolf. When Mr. Wolf is ready (usually when the other players are getting close), he changes his response to the question, “What’s the time, Mr. Wolf?” to “Dinnertime!”</p> <p>At this cue, all of the players must turn around and race back to the starting position with Mr. Wolf chasing after them to try and catch his dinner.</p> <p>The player who is caught becomes the next Mr. Wolf and the game continues.</p> <p>Draw circles on the floor and write letters in them. Call learners in turns to hop through the letters by making its sound. Example:</p> <div style="text-align: center;">  </div> <p>Using flash cards, learners identify and make sounds of the english alphabets in groups and in turns.</p> <p><u>RCA QUESTION</u></p> <ol style="list-style-type: none"> 1. What have we learnt today? 2. Mention some of the words you hopped on. 	
<p>PHONICS</p>	<p>Engage learners to sing songs and recite some familiar rhymes that relates to the target sound.</p> <p>Guide learners to pronounce and write the target sound in the sand tray or exercise books.</p> <p>Have learners say three or four words that contain the target sound.</p> <p>Using flash cards, learners read words that contain the target sound.</p>	<p>Word cards, letter cards.</p>



	<p>1. What sound have we learnt today? 2. Which other letter sound do you know? 3. Mention any object in the classroom or home that begins with the target letter sound.</p>	
GROUP ACTIVITY 2 (INDOOR)	<p>Write the letter for the week boldly on the chalkboard/whiteboard.</p> <p>Teach the pronunciation and show where it is in the keywords. E.g. /s/ for school, sobolo, suku etc.</p> <p>Put up a chart and have learners show you where the sound is located in the words, either at the initial, middle or ending.</p> <p>Demonstrate how to write the letter in the air.</p> <p>Learners take turns to practice writing in the air with you.</p> <p>Have them repeat this activity on other appropriate surfaces.</p> <p>Learners should practice writing the letter 5 times on their table and/or in their book.</p> <p>Learners who have this letter in their names should call out their names.</p> <p>Engage learners to play the “Step forward” game. <i>Learners stand at the start line.</i> <i>Teacher calls out 'if you have a /t/ in your name step forward' or 'if your name begins with /f/ step forward'.</i> <i>The person to get to the finish line wins.</i></p> <p>Assign each corner of the class with numbers or popular characters in a story.</p> <p>Share numbers to learners and let everyone stand in their respective corner.</p> <p>Stand in the middle of the class with a giant dice.</p> <p>The teacher rolls the dice, and the number that shows up is the corner to be out. If he rolled a five, all will sing and dance to a familiar rhyme. If he rolled a six, everyone out will get back to their respective corners.</p> <p>The last corner to remain standing in its corner wins!</p> <p><u>RCA QUESTION</u> 1. What have we learnt today? 2. Write the letters S, v, H, I, A in your workbooks.</p>	Poster/ cut out picture depicting school/classroom gathering e.g worship, our day, Cut out shapes, big books, counters, crayons
LEARNING CENTER	<p>Engage learners to play freely at the learning centers.</p> <p>Observe, join in and ask learners questions frequently to guide their play and to support their understanding in what they are learning.</p>	Learning center

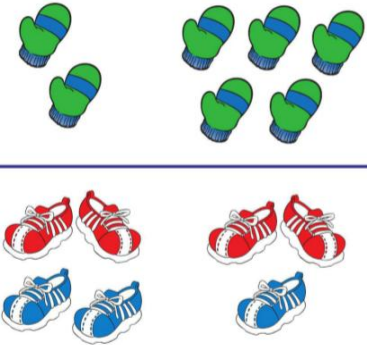


<p>STORY SHARING</p>	<p>Tell learners a story.</p> <p>Pause regularly and ask questions to make sure learners are following.</p> <p>Engage learners to act parts of the story.</p> <ol style="list-style-type: none"> 1. Was the story interesting? 2. What part of the story did you like? 3. What have you learnt from the story? 	<p>Word cards, letter cards.</p>
<p>PHASE 3: REFLECTION</p>	<p>Learners share what they have learnt with their peers.</p> <p>Give learners homework to do at home</p>	



WEEK ENDING:	Day:	Strand: MY FAMILY
Class: KG I	Class Size:	Sub Strand: MY SCHOOL FAMILY- RULES AND REGULATIONS
Content Standard: K1.2.4.1 Demonstrate understanding of the rules and regulations that governs the members of the school		Indicator: K1.2.4.1.6 Solve story problems using comparative language “more than”, ”less than”, or “same as” to show relation between quantities/numbers
Performance Indicator: <ul style="list-style-type: none"> Learners can solve story problems using comparative language “more than”, ”less than”, or “same as” 		Core Competencies: Communication and collaboration, Critical thinking, Personal Development and Leadership
Keywords: “more than”, ”less than”, or “same as”		
Phase/Duration	Learners Activities	Resources
PHASE 1: STARTER	<p>Have learners sing songs and recite rhymes that relate to the lesson.</p> <p><u>RING, RING, RING THE BELLS</u> (<i>tune of row, row, row your boat</i>) Ring, ring, ring the bells Ring them loud and clear To say to people everywhere That Easter time is here!!</p>	
PHASE 2: NEW LEARNING CIRCLE TIME	<p>Sit the children in a circle, facing inwards.</p> <p>One child is chosen to be “It”. It walks around the circle, gently tapping each other player in turn on the head or shoulder, naming each player as a ‘Duck’.</p> <p>When ready, it chooses one player to be the ‘Goose’, tapping that player on the head and shout ‘Goose’.</p> <p>The player selected as Goose stands up and chase It around the circle, trying to tap her before she gets all the way around the circle to sit back in the spot where the Goose was originally sitting.</p> <p>If the Goose is not able to tag the It, then Goose becomes It and the game continues.</p>	
GROUP ACTIVITY I (OUTDOOR)	<p>Have learners sing the “week-day birthday” song and collect quick data on the number of people born on different days in the week.</p> <p>Guide learners to solve problems on “Which group has less members than the other?”</p> <p>Practice with different numbers and sets of people, money and other objects.</p> <p>Show the sign to learners and have them write it down at the appropriate place in an equation/inequality on Chalkboard.</p>	<p>Poster/ cut out picture depicting school/classroom gathering e.g worship, our day, Cut out shapes, big books, counters, crayons</p>



	<p>Have learners create a family album and hand it on the wall of the class.</p>	
<p>PHONICS</p>	<p>Engage learners to sing songs and recite some familiar rhymes that relates to the target sound.</p> <p>Guide learners to pronounce and write the target sound in the sand tray or exercise books.</p> <p>Have learners say three or four words that contain the target sound.</p> <p>Using flash cards, learners read words that contain the target sound.</p> <ol style="list-style-type: none"> 1. What sound have we learnt today? 2. Which other letter sound do you know? 3. Mention any object in the classroom or home that begins with the target letter sound. 	<p>Word cards, letter cards.</p>
<p>GROUP ACTIVITY 2 (INDOOR)</p>	<p>Place chairs in a line or in a circle facing out. Lead children (more than the number of chairs available) around the chairs while singing a song.</p> <p>At the end of the song, each child must sit down in the chair by which he or she is standing.</p> <p>The child who remains standing is out of the game. The last person to remain sitting is the winner.</p> <p>Repeat the game as long as the children are having fun.</p> <p>Guide learners to solve story problems using comparative language “more than”, ”less than”, or “same as” to show relation between quantities/numbers.</p> <p>Example: circle the group that has more than</p> <div style="text-align: center;">  </div> <p>Have learners stand in a circle and join hands to form “windows”. Choose one child to stand in the middle of the circle. Have the middle child pretend to be a bat and fly through the windows as the other children prevent it from flying.</p>	<p>Poster/ cut out picture depicting school/classroom gathering e.g worship, our day, Cut out shapes, big books, counters, crayons</p>



	<p>The bat struggles its way out through the weak window and fly's away.</p> <p>The hands forming the weak window must chase It around the circle, trying to tap her before she gets all the way around the circle to stand back in the spot where the window originally was standing.</p> <p>If they are unable to tag the IT, the person who forms the weak window to the right gets in the circle, and the game continues.</p> <p><u>RCA QUESTION</u></p> <p>1. Did you have fun?</p> <p>2. Compare the numbers or sets using the words more than or less than.</p> <p>a. 4 _____ 5</p> <p>b. 8 _____ 3</p>	
LEARNING CENTER	<p>Engage learners to play freely at the learning centers.</p> <p>Observe, join in and ask learners questions frequently to guide their play and to support their understanding in what they are learning.</p>	Learning center
STORY SHARING	<p>Tell learners a story.</p> <p>Pause regularly and ask questions to make sure learners are following.</p> <p>Engage learners to act parts of the story.</p> <p>1. Was the story interesting?</p> <p>2. What part of the story did you like?</p> <p>3. What have you learnt from the story?</p>	Word cards, letter cards.
PHASE 3: REFLECTION	<p>Learners share what they have learnt with their peers.</p> <p>Give learners homework to do at home</p>	

