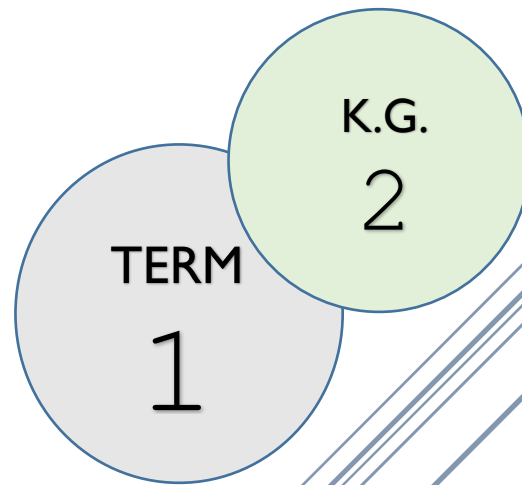


# LESSON PLANS FOR KINDERGARTENS GHANAIAN LANGUAGE



- Weekly forecast
- Detailed lesson plans



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Kumasi

**KG2**

**GHANAIAN LANGUAGE ONE**

WEEK	STRAND / SUB-STRAND	MAIN FOCUS	PERFORMANCE INDICATOR	KEY ACTIVITIES
1	Oral Language – Songs	Singing simple songs in local language	Learners sing one full song with rhythm & actions	Rhythm echo, song teaching, group singing
2	Oral Language – Rhymes	Chanting playful rhymes	Learners recite a 4–6 line rhyme with rhyme endings	Clap rhythms, chant rhymes, pair recitals
3	Oral Language – Storytelling	Listening & retelling short folktales	Learners retell 3 key events in order	Storytelling, Q&A, sequencing pictures
4	Oral Language – Role Play	Acting out daily activities	Learners role-play scenes with 3 correct expressions	Market/school/home role play
5	Reading – Pre-reading	Matching pictures (same/different)	Learners match at least 6 picture pairs	Picture sorting, sound matching
6	Reading – Print Concepts	Handling books, direction of print	Learners show title & where reading begins	Book handling, finger-tracking print
7	Writing – Penmanship	Tracing letters & shapes	Learners trace/copy 3 letters	Air-tracing, tracing sheets, name writing
8	Writing – Grammar	Using simple action words	Learners use 4 verbs correctly in speech	Acting verbs, matching flashcards, sentence making
9	Extensive Reading – Book Culture	Love for books & library use	Learners choose book & share favourite part	Browse books, share pages
10	Integrated Skills – Oral + Reading	Story retelling + print tracking	Learners retell 2 events & show 3 print concepts	Retelling in pairs, tracking big book
11	Integrated Skills – Writing + Speaking	Writing words & using them in speech	Learners write 2 words neatly & say them	Copying words, sentence building
12	Revision – All strands	Review of songs, rhymes, stories, print, writing	Learners perform 5 tasks across strands	Rotation activities (song, rhyme, story, print, writing)



**WEEK I**

<b>Week Ending:</b> .....	<b>DAY: Monday</b>	<b>Subject: Ghanaian Language</b>
<b>Duration:</b> 50 mins	<b>Strand:</b> Oral Language – Listening & Speaking	<b>Class:</b> KG2
<b>Class Size:</b> .....	<b>Sub-Strand:</b> Songs	
<b>Content Standard:</b> Learners engage in singing simple songs in the local language.		
<b>Indicator:</b> Sing familiar children’s songs with correct actions and pronunciation.		
<b>Performance Indicator:</b> Learners will sing at least one full song with actions and steady rhythm.		
<b>Core Competencies:</b> Communication, Creativity, Collaboration		
<b>Keywords:</b> song, chorus, verse, rhythm		
<b>References:</b> Ghanaian Language Curriculum; children’s folk songs		
<b>Phase/Duration</b>	<b>Learners’ Activities</b>	<b>Resources</b>
<b>Starter (10m)</b>	Teacher taps a rhythm (clap–clap–tap). Learners echo. Teacher hums a simple tune. Learners guess which song it is.	Drum, clapping
<b>New Learning (30m)</b>	Teacher teaches a common song in the local language  Learners repeat line by line with actions (clapping, marching, pointing). Learners form small groups to practice and sing for the class.	Song chart, percussion
<b>Reflection (10m)</b>	Learners share which part of the song was most fun. Teacher asks: “What did the song teach us?” (e.g., joy, friendship).	Oral feedback



## WEEK 2

<b>Strand: Oral Language – Listening &amp; Speaking</b>	<b>Sub-Strand: Rhymes</b>	
<b>Content Standard:</b> Chant playful rhymes to build sound awareness.		
<b>Indicator:</b> Repeat rhymes clearly with correct rhythm and sound endings.		
<b>Performance Indicator:</b> Learners will recite a 4–6 line rhyme with steady rhythm and accurate rhyming sounds.		
<b>Core Competencies:</b> Communication, Creativity		
<b>Keywords:</b> rhyme, rhythm, beat		
<b>Phase/Duration</b>	<b>Learners' Activities</b>	<b>Resources</b>
<b>Starter (10m)</b>	Teacher claps rhythm (slow, fast). Learners echo.	Hands
<b>New Learning (30m)</b>	Teacher chants the rhyme slowly. Learners echo. Teacher highlights rhyming endings (e.g., <i>-re</i> , <i>-dzi</i> ). Learners work in pairs to recite to each other. Advanced learners create new silly rhymes.	Rhyme cards
<b>Reflection (10m)</b>	Learners say 2 rhyming words they learnt. Teacher praises effort.	Oral feedback



### WEEK 3

<b>Strand: Oral Language – Listening &amp; Speaking</b>	<b>Sub-Strand: Storytelling</b>	
<b>Content Standard:</b> Listen to and recall short stories.		
<b>Indicator:</b> Retell key events/characters from a story.		
<b>Performance Indicator:</b> Learners will retell 3 key events in order using simple sentences.		
<b>Core Competencies:</b> Communication, Critical Thinking		
<b>Keywords:</b> story, character, setting		
<b>Example Story:</b> Short folktale about “The Clever Tortoise”		
<b>Phase/Duration</b>	<b>Learners’ Activities</b>	<b>Resources</b>
<b>Starter (5m)</b>	Teacher shows picture of tortoise. Asks: “What do you know about tortoise?”	Picture card
<b>New Learning (35m)</b>	Teacher narrates story using gestures. Learners answer questions: <i>Who was in the story? What happened first?</i> Learners put 3 picture cards in order (beginning–middle–end).	Storybook, picture cards
<b>Reflection (10m)</b>	Learners retell story in pairs. Teacher asks: “What lesson did the story teach us?”	Oral feedback



**WEEK 4**

<b>Strand: Oral Language – Listening &amp; Speaking</b>	<b>Sub-Strand: Dramatisation &amp; Role Play</b>	
<b>Content Standard:</b> Use role play to express ideas in the local language.		
<b>Indicator:</b> Act out everyday scenes using simple dialogue.		
<b>Performance Indicator:</b> In groups, learners role-play market/school/home scene using at least 3 correct expressions.		
<b>Core Competencies:</b> Communication, Collaboration		
<b>Keywords:</b> greet, act, role, dialogue		
<b>Examples:</b> greetings ( <i>Me ma wo akye / Mia woe zɔ</i> ), buying at the market		
<b>Phase/Duration</b>	<b>Learners' Activities</b>	<b>Resources</b>
<b>Starter (10m)</b>	Teacher greets a learner in local language. Learner responds.	None
<b>New Learning (30m)</b>	Groups act out simple scenes (buying food, greeting elders, asking for water). Teacher guides with sentence starters.	Local props: bowl, cloth, broom
<b>Reflection (10m)</b>	Audience recalls 1 useful phrase from each skit.	Oral feedback



## WEEK 5

<b>Strand: Reading</b>	<b>Sub-Strand: Pre-reading Activities</b>	
<b>Content Standard:</b> Develop readiness skills for reading.		
<b>Indicator:</b> Match pictures and identify same vs different images.		
<b>Performance Indicator:</b> Learners will correctly match at least 6 picture pairs.		
<b>Core Competencies:</b> Observation, Critical Thinking		
<b>Keywords:</b> same, different, picture		
<b>Examples:</b> Matching objects like mango–mango, drum–drum		
<b>Phase/Duration</b>	<b>Learners' Activities</b>	<b>Resources</b>
<b>Starter (10m)</b>	Teacher holds up picture of a mango and asks learners to find the matching mango.	Picture cards
<b>New Learning (30m)</b>	Group stations: (A) match identical pictures, (B) sort objects by colour/shape, (C) listen and point to matching sounds.	Picture & sound cards
<b>Reflection (10m)</b>	Teacher asks: "Which pictures were the same? Which were different?"	Oral feedback



## WEEK 6

<b>Strand: Reading</b>	<b>Sub-Strand: Print Concept</b>	
<b>Content Standard:</b> Show awareness of book handling and direction of print.		
<b>Indicator:</b> Demonstrate front cover, title, and reading direction (left-to-right).		
<b>Performance Indicator:</b> Learners will point to the title and show where reading begins.		
<b>Core Competencies:</b> Literacy, Communication		
<b>Keywords:</b> title, cover, page		
<b>Examples:</b> Show where to start reading on a big book		
Phase/Duration	Learners' Activities	Resources
<b>Starter (10m)</b>	Teacher holds up two books (front/back). Learners choose the front.	Big books
<b>New Learning (30m)</b>	Teacher points to title and first word. Learners track words with fingers as teacher reads aloud.	Pointer, book
<b>Reflection (10m)</b>	Learners demonstrate: "This is where we start reading."	Oral feedback



## WEEK 7

<b>Strand: Writing</b>	<b>Sub-Strand: Penmanship</b>	
<b>Content Standard:</b> Develop handwriting skills.		
<b>Indicator:</b> Trace and write straight/curved lines and simple letters.		
<b>Performance Indicator:</b> Learners will trace and copy 3 letters correctly.		
<b>Core Competencies:</b> Fine-motor skills, Accuracy		
<b>Keywords:</b> line, letter, trace		
<b>Examples:</b> Letters <i>a</i> , <i>e</i> , <i>o</i> in local language alphabet		
<b>Phase/Duration</b>	<b>Learners' Activities</b>	<b>Resources</b>
<b>Starter (10m)</b>	Air-tracing letters with fingers.	Fingers
<b>New Learning (30m)</b>	Teacher models tracing on board. Learners practice on paper. Advanced learners try writing their names.	Pencils, sheets
<b>Reflection (10m)</b>	Learners show work. Teacher praises neatness.	Written sheets



**WEEK 8**

<b>Strand: Writing Conventions/Usage</b>	<b>Sub-Strand: Grammar – Action Words</b>	
<b>Content Standard:</b> Use simple action words in sentences.		
<b>Indicator:</b> Identify and use verbs in oral and written expressions.		
<b>Performance Indicator:</b> Learners will use at least 4 action words correctly in speech.		
<b>Core Competencies:</b> Communication, Creativity		
<b>Keywords:</b> run, eat, play, sing		
<b>Examples:</b> “Ama runs,” “Kofi eats rice.”		
<b>Phase/Duration</b>	<b>Learners’ Activities</b>	<b>Resources</b>
<b>Starter (10m)</b>	Teacher acts “run, eat, jump.” Learners guess.	Props
<b>New Learning (30m)</b>	Learners match pictures to verbs. In groups, they act and say sentences (e.g., “I play ball”). Teacher writes examples on board.	Flashcards
<b>Reflection (10m)</b>	Each learner says one sentence using an action word.	Oral feedback



## WEEK 9

<b>Strand: Extensive Reading</b>	<b>Sub-Strand: Library/Book Culture</b>	
<b>Content Standard:</b> Build love for reading.		
<b>Indicator:</b> Select and browse picture books, share favourite part.		
<b>Performance Indicator:</b> Learners will show their chosen book and say one thing about it.		
<b>Core Competencies:</b> Curiosity, Communication		
<b>Keywords:</b> book, page, favourite		
<b>Examples:</b> Pointing to favourite page of a storybook		
<b>Phase/Duration</b>	<b>Learners' Activities</b>	<b>Resources</b>
<b>Starter (10m)</b>	Teacher explains library rules: "Take care of books."	Books
<b>New Learning (30m)</b>	Learners browse books. Each child chooses one, looks at pictures, and tells partner what they saw.	Library books
<b>Reflection (10m)</b>	Learners show favourite page to the class.	Books



## WEEK 10

<b>Strand: Integrated Skills</b>	<b>Sub-Strand: Oral &amp; Reading</b>	
<b>Content Standard:</b> Apply oral and reading skills together.		
<b>Indicator:</b> Retell a story and track print from a simple book.		
<b>Performance Indicator:</b> Learners retell 2 events and point to 3 print concepts.		
<b>Core Competencies:</b> Communication, Critical Thinking		
<b>Examples:</b> Tracking words in storybook “Ananse stories”		
<b>Phase/Duration</b>	<b>Learners’ Activities</b>	<b>Resources</b>
<b>Starter (10m)</b>	Recall story from last week.	Storybook
<b>New Learning (30m)</b>	Learners retell story in pairs. Teacher guides them to track one page of print (title, first word, last word).	Big book
<b>Reflection (10m)</b>	Learners answer: “Where do we start reading?”	Oral feedback



## WEEK 11

<b>Strand: Integrated Skills</b>	<b>Sub-Strand: Writing &amp; Speaking</b>	
<b>Content Standard:</b> Use writing and speaking to communicate.		
<b>Indicator:</b> Write 2 words and use them orally in sentences.		
<b>Performance Indicator:</b> Learners write 2 words neatly and say them in sentences.		
<b>Core Competencies:</b> Communication, Confidence		
<b>Examples:</b> Write <i>yam</i> , <i>dog</i> and say “This is a yam.”		
<b>Phase/Duration</b>	<b>Learners’ Activities</b>	<b>Resources</b>
<b>Starter (10m)</b>	Teacher models writing a word on board.	Board
<b>New Learning (30m)</b>	Learners copy 2 words on paper, then say them in sentences with partner.	Pencils, sheets
<b>Reflection (10m)</b>	Learners read their words aloud.	Written sheets



## WEEK 12

<b>Strand: Revision</b>	<b>Sub-Strand: All Strands</b>	
<b>Content Standard:</b> Review all work done in Term One.		
<b>Indicator:</b> Recall and demonstrate songs, rhymes, stories, print, writing, action words.		
<b>Performance Indicator:</b> Learners will perform 5 tasks: sing, rhyme, retell, track print, write word.		
<b>Core Competencies:</b> Communication, Collaboration		
<b>Phase/Duration</b>	<b>Learners' Activities</b>	<b>Resources</b>
<b>Starter (5m)</b>	Teacher asks: "What was your favourite activity this term?"	Oral
<b>New Learning (35m)</b>	Rotation stations: (1) sing song, (2) chant rhyme, (3) retell story, (4) point to title in book, (5) write & say action word.	Materials from term
<b>Reflection (10m)</b>	Learners share what they enjoyed most. Teacher praises progress.	Oral feedback

