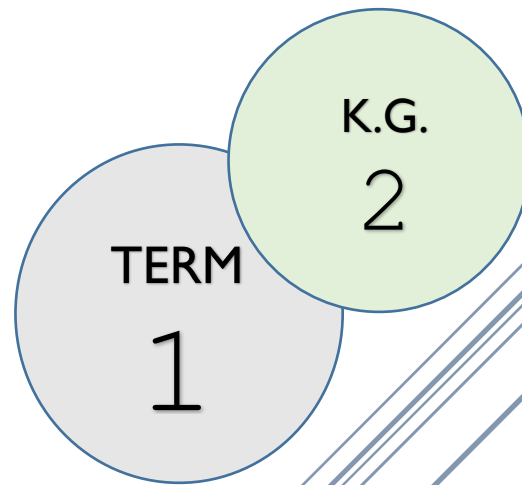


LESSON PLANS FOR KINDERGARTENS LANGUAGE & LITERACY



- Weekly forecast
- Detailed lesson plans



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Kumasi

KG2**LANGUAGE AND LITERACY TERM ONE**

| WEEKS | STRAND | SUB STRANDS | CONTENT STANDARD | INDICATORS | RESOURCES |
|-------|---------------------------|---|---|--|--|
| 1 | Oral Language Development | Listening & Speaking | KG2.1 – Learners will demonstrate the ability to listen, respond, and engage in conversations. | Learners listen to and take part in songs and rhymes; follow instructions; engage in conversations; follow rules. | Songs, Rhymes, Flashcards, Teacher’s Guide, Charts |
| 2 | Print Concepts | Concept of Print | KG2.2 – Learners will demonstrate awareness that spoken language is represented in written form. | Learners understand spoken words are expressed in written language; handle a book correctly and follow print concepts. | Big Books, Flashcards, Storybooks, Charts |
| 3 | Phonological Awareness | Sound Position & Rhyming Words | KG2.3 – Learners will demonstrate phonological awareness by identifying, blending, and manipulating sounds. | Learners identify positions of sounds in words; generate rhyming words. | Flashcards, Real Objects, Songs & Rhymes, Charts |
| 4 | Phonics | Alphabet Sequence & Letter Identification | KG2.4 – Learners will demonstrate knowledge of letter names and sounds of the alphabet. | Learners recite alphabet letters A–Z; identify letters in their names. | Alphabet Chart, Flashcards, Name Tags, Name Cards |
| 5 | Vocabulary | Word Meaning & Context Clues | KG2.5 – Learners will demonstrate knowledge of vocabulary by connecting words to their meanings. | Learners name objects and explain their use; infer meaning of new words from pictures/situations. | Real Objects, Flashcards, Picture Charts |
| 6 | Fluency | Oral Storytelling & Word Recognition | KG2.6 – Learners will demonstrate fluency by storytelling and practicing reading texts. | Learners describe pictures and narrate stories; identify and read their names. | Picture Books, Flashcards, Name Cards |



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| 7 | Comprehension | Picture Reading | KG2.7 – Learners will demonstrate comprehension by making meaning from texts and illustrations. | Learners read picture stories and explain events in order. | Picture Storybooks, Charts |
| 8 | Comprehension | Using Text Features & Relating Stories | KG2.7 – Learners will demonstrate comprehension by making meaning from texts and illustrations. | Learners explain stories using text and illustrations; connect stories to personal experiences. | Storybooks, Charts, Drawing Sheets |
| 9 | Writing | Basic Writing Direction | KG2.8 – Learners will demonstrate the basic concepts and conventions of writing. | Learners follow left-to-right, top-to-bottom writing direction. | Writing Worksheets, Charts |
| 10 | Writing | Handwriting | KG2.8 – Learners will demonstrate the basic concepts and conventions of writing. | Learners write letters legibly with correct spacing. | Handwriting Books, Chalkboard |
| 11 | Writing | Writing Tools | KG2.8 – Learners will demonstrate the basic concepts and conventions of writing. | Learners use pencils and erasers appropriately. | Pencils, Erasers, Sharpeners, Teacher's Guide |
| 12 | — | REVISION | — | — | |



WEEK I

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| Week Ending: | DAY: Monday | Subject: Language & Literacy |
| Duration: 50 mins | Strand: Oral Language Development | |
| Class: KG2 | Class Size: | Sub Strand: Listening & Speaking |
| Content Standard: KG2.1 – Learners will demonstrate the ability to listen, respond, and engage in conversations and oral activities. | | |
| Indicator: KG2.1.1.1 – Learners listen to and take part in songs and rhymes. | | |
| Performance Indicator: Learners will be able to listen attentively and participate actively in singing and reciting rhymes. | | |
| Core Competencies: Communication & Collaboration; Creativity & Innovation; Cultural Identity & Global Citizenship | | |
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| Keywords: Songs, Rhymes, Listen, Sing References: KG2 Curriculum, Rhymes Book | | |
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| Phase/Duration | Learners' Activities | Resources |
| PHASE 1: STARTER | Teacher greets learners with a clapping rhythm. Learners clap back and respond. Teacher hums a tune (e.g., "Twinkle Twinkle"). Learners listen. | Teacher's voice, clapping |
| PHASE 2: NEW LEARNING | Teacher sings rhyme slowly with actions. Learners repeat line by line. Learners practice in pairs. Teacher explains meaning (e.g., Humpty Dumpty teaches carefulness). Groups perform rhyme with actions. | Flashcards, teacher's voice |
| PHASE 3: REFLECTION | Teacher asks: "What song did we sing today?" Learners recall and sing. Teacher praises and encourages home practice. | Oral feedback |



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|---|---|---|
| Week Ending: | DAY: Tuesday | Subject: Language & Literacy |
| Duration: 50 mins | Strand: Oral Language Development | |
| Class: KG2 | Class Size: | Sub Strand: Listening & Speaking |
| Content Standard: KG2.1 – Learners will demonstrate the ability to listen, respond, and engage in conversations and oral activities. | | |
| Indicator: Learners follow simple instructions and commands. | | |
| Performance Indicator: Learners will be able to listen and respond correctly to simple classroom instructions. | | |
| Core Competencies: Communication & Collaboration; Critical Thinking & Problem-Solving; Personal Development | | |
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| Keywords: Stand, Sit, Come, Stop, Clap, Jump References: KG2 Curriculum, Teacher’s Guide | | |
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| Phase/Duration | Learners’ Activities | Resources |
| PHASE 1: STARTER | Teacher greets learners. Teacher says: “ <i>Clap your hands</i> ” – learners clap. Teacher: “ <i>Stand up</i> ” – learners respond. | Teacher’s voice |
| PHASE 2: NEW LEARNING | Teacher introduces commands: sit, jump, wave, stop. Learners act them out. Teacher organizes “Simon Says” game. Learners follow instructions. Teacher explains why following instructions is important (safety, respect). | Classroom space |
| PHASE 3: REFLECTION | Teacher asks: “ <i>What instruction made you clap? What made you jump?</i> ” Learners respond and demonstrate. Teacher praises attentiveness. | Oral feedback |



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| Week Ending: | DAY: Wednesday | Subject: Language & Literacy |
| Duration: 50 mins | Strand: Oral Language Development | |
| Class: KG2 | Class Size: | Sub Strand: Listening & Speaking |
| Content Standard: KG2.1 – Learners will demonstrate the ability to listen, respond, and engage in conversations and oral activities. | | |
| Indicator: Learners engage in conversations with small and large groups of peers and adults. | | |
| Performance Indicator: Learners will be able to take turns speaking and listening during conversations. | | |
| Core Competencies: Communication & Collaboration; Personal Development & Leadership; Cultural Identity | | |
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| Keywords: Talk, Listen, Share, Ask, Answer References: KG2 Curriculum, Teacher’s Guide | | |
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| Phase/Duration | Learners’ Activities | Resources |
| PHASE 1: STARTER | Teacher greets learners and asks: “How are you today?” Learners respond. | Teacher’s voice |
| PHASE 2: NEW LEARNING | Teacher models dialogue with a learner (e.g., “Good morning, how are you?” → “I am fine”). Learners practice greetings in pairs. Teacher asks learners to share about food, toys, or colors. Learners listen politely and respond. Class forms a circle for self-introductions. | Classroom space |



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| PHASE 3: REFLECTION | Teacher asks: “ <i>Why should we listen when others are speaking?</i> ” Learners respond. Teacher praises good listeners. | Oral feedback |
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|---|---|---|
| Week Ending: | DAY: Thursday | Subject: Language & Literacy |
| Duration: 50 mins | Strand: Oral Language Development | |
| Class: KG2 | Class Size: | Sub Strand: Listening & Speaking |
| Content Standard: KG2.1 – Learners will demonstrate the ability to listen, respond, and engage in conversations and oral activities. | | |
| Indicator: Learners follow rules during conversations. | | |
| Performance Indicator: Learners will be able to follow rules like waiting for their turn, raising hands, and not interrupting. | | |
| Core Competencies: Communication & Collaboration; Critical Thinking & Problem-Solving; Personal Development | | |
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| Keywords: Rules, Turn-taking, Listen, Wait, Respect References: KG2 Curriculum, Teacher’s Guide | | |
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| Phase/Duration | Learners’ Activities | Resources |
| PHASE 1: STARTER | Teacher claps rhythm and learners repeat. Teacher explains: “Today we will learn how to talk politely.” | Teacher’s voice |
| PHASE 2: NEW LEARNING | Teacher lists rules: (1) Raise your hand before speaking (2) Wait for your turn (3) Listen when others are talking. Teacher demonstrates interrupting a learner; class explains why it’s wrong. Learners role-play polite conversation. | Chart of rules |
| PHASE 3: REFLECTION | Teacher asks: “ <i>What should you do before you talk in class?</i> ” Learners respond: “ <i>Raise my hand.</i> ” Teacher praises respectful behavior. | Oral feedback |



WEEK 2

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| Week Ending: | DAY: Monday | Subject: Language & Literacy |
| Duration: 50 mins | Strand: Print Concepts | |
| Class: KG2 | Class Size: | Sub Strand: Concept of Print |
| Content Standard: KG2.2 – Learners will demonstrate awareness that spoken language is represented in written form. | | |
| Indicator: Learners understand that spoken words are expressed in written language. | | |
| Performance Indicator: Learners will be able to connect spoken words with their written forms. | | |
| Core Competencies: Communication & Collaboration; Literacy Skills; Critical Thinking | | |
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| Keywords: Word, Sentence, Talk, Write References: KG2 Curriculum, Big Books, Flashcards | | |
| Phase/Duration | Learners' Activities | Resources |
| PHASE 1: STARTER | Teacher shows a familiar object (e.g., a ball) and asks: “ <i>What is this?</i> ” Learners respond orally. | Real object (ball) |
| PHASE 2: NEW LEARNING | Teacher writes the word “BALL” on the board. Reads aloud “ball” and points to the word. Learners repeat. Teacher shows other objects (e.g., cup, book) and writes words. Learners match spoken words to written words. | Flashcards with words, chalkboard |



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| PHASE 3: REFLECTION | Teacher asks: “ <i>What word did we write for ball?</i> ” Learners respond: “ <i>Ball.</i> ” Teacher praises and encourages learners to notice print in their environment. | Oral feedback |
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| Week Ending: | DAY: Wednesday | Subject: Language & Literacy |
| Duration: 50 mins | Strand: Print Concepts | |
| Class: KG2 | Class Size: | Sub Strand: Concept of Print |
| Content Standard: KG2.2 – Learners will demonstrate awareness that spoken language is represented in written form. | | |
| Indicator: Learners handle a book correctly and follow basic concepts of print. | | |
| Performance Indicator: Learners will be able to demonstrate correct handling of books and follow text direction. | | |
| Core Competencies: Literacy Skills; Communication & Collaboration; Personal Development | | |
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| Keywords: Book, Front, Back, Page, Read, Left, Right References: KG2 Curriculum, Story Books | | |
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| Phase/Duration | Learners' Activities | Resources |
| PHASE I: STARTER | Teacher shows a storybook and asks: "What is this?" Learners respond: "Book." | Big storybook |



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| <p>PHASE 2: NEW LEARNING</p> | <p>Teacher demonstrates how to hold the book (right way up, cover page). Shows front and back. Flips pages left to right. Teacher points at text while reading aloud. Learners practice holding and turning pages of their books. Teacher explains that reading goes left to right, top to bottom.</p> | <p>Storybooks, charts</p> |
| <p>PHASE 3: REFLECTION</p> | <p>Teacher asks: “<i>Where is the front of the book? How do we read?</i>” Learners respond. Teacher praises proper handling.</p> | <p>Oral feedback, books</p> |



WEEK 3

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| Week Ending: | DAY: Monday | Subject: Language & Literacy |
| Duration: 50 mins | Strand: Phonological Awareness | |
| Class: KG2 | Class Size: | Sub Strand: Sound Position |
| Content Standard: KG2.3 – Learners will demonstrate phonological awareness through identifying, blending, and manipulating sounds in spoken words. | | |
| Indicator: Learners identify the position of individual sounds in one-syllable words. | | |
| Performance Indicator: Learners will be able to say whether a sound comes at the beginning, middle, or end of a word. | | |
| Core Competencies: Critical Thinking & Problem-Solving; Literacy Skills; Communication | | |
| Keywords: Beginning, Middle, End, Sound References: KG2 Curriculum, Flashcards | | |
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| Phase/Duration | Learners' Activities | Resources |
| PHASE 1: STARTER | Teacher says the word “ <i>cat</i> ” and asks learners to repeat. Teacher asks: “ <i>What sound do you hear at the beginning?</i> ” Learners respond: / <i>c</i> /. | Teacher’s voice |
| PHASE 2: NEW LEARNING | Teacher introduces more words: <i>dog, sun, pen</i> . Learners identify first, middle, and ending sounds. Teacher uses flashcards (e.g., <i>bat</i> → / <i>b</i> / at beginning, / <i>t</i> / at end). Learners clap for beginning sound, tap desk for ending sound. | Flashcards, real objects |



PHASE 3: REFLECTION

Teacher asks: “*What sound do you hear at the end of ‘dog’?*” Learners respond: /g/. Teacher praises correct answers.

Oral feedback



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| Week Ending: | DAY: Wednesday | Subject: Language & Literacy |
| Duration: 50 mins | Strand: Phonological Awareness | |
| Class: KG2 | Class Size: | Sub Strand: Rhyming Words |
| Content Standard: KG2.3 – Learners will demonstrate phonological awareness through identifying, blending, and manipulating sounds in spoken words. | | |
| Indicator: Learners create rhyming words. | | |
| Performance Indicator: Learners will be able to say and generate words that rhyme with a given word. | | |
| Core Competencies: Creativity & Innovation; Communication; Literacy Skills | | |
| Keywords: Rhyme, Same Ending, Word Family References: KG2 Curriculum, Songs & Rhymes | | |
| Phase/Duration | Learners' Activities | Resources |
| PHASE 1: STARTER | Teacher recites a rhyme (e.g., “ <i>Cat, Cat, where is your Hat?</i> ”). Learners repeat. | Teacher’s voice |
| PHASE 2: NEW LEARNING | Teacher explains rhyming words sound the same at the end. Example: <i>cat – hat – mat – bat</i> . Learners say them aloud. Teacher plays a rhyming game: gives a word (e.g., <i>sun</i>), learners give words that rhyme (<i>fun, run, bun</i>). Learners create short rhyme lines together. | Flashcards, chart, songs |
| PHASE 3: REFLECTION | Teacher asks: “ <i>What rhymes with cat?</i> ” Learners respond with words. Teacher praises creativity. | |



WEEK 4

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| Week Ending: | DAY: Monday | Subject: Language & Literacy |
| Duration: 50 mins | Strand: Phonics | |
| Class: KG2 | Class Size: | Sub Strand: Alphabet Sequence |
| Content Standard: KG2.4 – Learners will demonstrate knowledge of letter names and sounds of the alphabet. | | |
| Indicator: Learners repeat alphabet letters in order. | | |
| Performance Indicator: Learners will be able to recite the alphabet correctly from A–Z. | | |
| Core Competencies: Communication & Collaboration; Literacy Skills; Memorization | | |
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| Keywords: Alphabet, Letters, A–Z References: KG2 Curriculum, Alphabet Chart | | |
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| Phase/Duration | Learners’ Activities | Resources |
| PHASE 1: STARTER | Teacher sings the ABC song. Learners listen and clap. | Teacher’s voice |
| PHASE 2: NEW LEARNING | Teacher displays alphabet chart. Reads aloud A–Z. Learners repeat after teacher. Learners sing ABC song together. Teacher asks individual learners to recite alphabet. Class plays a sequencing game (teacher removes some letters, learners put them back in order). | Alphabet chart, flashcards |
| PHASE 3: REFLECTION | Teacher asks: “ <i>What letter comes after D? After M?</i> ” Learners respond. Teacher praises effort. | Oral feedback |



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| Week Ending: | DAY: Wednesday | Subject: Language & Literacy |
| Duration: 50 mins | Strand: Phonics | |
| Class: KG2 | Class Size: | Sub Strand: Letter Identification |
| Content Standard: KG2.4 – Learners will demonstrate knowledge of letter names and sounds of the alphabet. | | |
| Indicator: Learners identify letters in their own local language names. | | |
| Performance Indicator: Learners will be able to recognize and name the letters in their personal names. | | |
| Core Competencies: Cultural Identity & Global Citizenship; Literacy Skills; Communication | | |
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| Keywords: Name, Letters, Identify References: KG2 Curriculum, Flashcards, Name Tags | | |
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| Phase/Duration | Learners' Activities | Resources |
| PHASE 1: STARTER | Teacher shows name card (e.g., AMA). Reads aloud letters. Learners repeat. | Name cards |
| PHASE 2: NEW LEARNING | Teacher gives each learner a name card. Learners point to letters in their names. Teacher asks: “ <i>What letter does your name start with?</i> ” Learners respond. Teacher highlights repeated letters (e.g., two A’s in AMA). Learners trace letters in their names. | Name tags, flashcards |
| PHASE 3: REFLECTION | Teacher asks: “ <i>Which letters are in your name?</i> ” Learners respond. Teacher praises and encourages learners to practice writing their names at home. | Oral feedback, name cards |



WEEK 5

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| Week Ending: | DAY: Monday | Subject: Language & Literacy |
| Duration: 50 mins | Strand: Vocabulary | |
| Class: KG2 | Class Size: | Sub Strand: Word Meaning |
| Content Standard: KG2.5 – Learners will demonstrate knowledge of vocabulary by connecting words to their meanings and usage. | | |
| Indicator: Learners connect words with their usage in real life. | | |
| Performance Indicator: Learners will be able to name objects and explain how they are used in daily life. | | |
| Core Competencies: Critical Thinking; Communication; Creativity | | |
| Keywords: Cup, Chair, Shoe, Eat, Write References: KG2 Curriculum, Real Objects, Flashcards | | |
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| Phase/Duration | Learners' Activities | Resources |
| PHASE 1: STARTER | Teacher shows a <i>cup</i> and asks: "What is this?" Learners respond: "Cup." | Real objects |
| PHASE 2: NEW LEARNING | Teacher asks: "What do we use a cup for?" Learners respond: "For drinking." Teacher shows more objects (chair, shoe, book, spoon). Learners name each and say how it is used. Teacher organizes a game: "I pick, you tell" (teacher picks object, learner explains use). | Real objects, flashcards |



PHASE 3: REFLECTION

Teacher asks: “What do we use a chair for? A shoe?”
Learners respond. Teacher praises and encourages them to look at objects at home and tell their uses.

Oral feedback



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| Week Ending: | DAY: Wednesday | Subject: Language & Literacy |
| Duration: 50 mins | Strand: Vocabulary | |
| Class: KG2 | Class Size: | Sub Strand: Context Clues |
| Content Standard: KG2.5 – Learners will demonstrate knowledge of vocabulary by connecting words to their meanings and usage. | | |
| Indicator: Learners use context clues (pictures, situations) to infer meanings of new words orally. | | |
| Performance Indicator: Learners will be able to guess the meaning of new words by looking at pictures or listening to situations. | | |
| Core Competencies: Creativity & Innovation; Communication; Literacy Skills | | |
| Keywords: Picture, Guess, Word Meaning References: KG2 Curriculum, Picture Charts | | |
| Phase/Duration | Learners' Activities | Resources |
| PHASE 1: STARTER | Teacher shows a picture of a <i>boy eating an orange</i> . Teacher asks: "What is the boy doing?" Learners: "Eating." | Picture chart |
| PHASE 2: NEW LEARNING | Teacher introduces a new picture (e.g., a girl sweeping). Learners describe the action: "She is sweeping." Teacher explains how we can guess words by looking at pictures. Teacher gives unfamiliar words (e.g., <i>mop</i> with a picture). Learners guess and say meaning. Teacher organizes group activity: Each group gets a picture and describes what is happening. | Picture charts, flashcards |
| PHASE 3: REFLECTION | Teacher asks: "How did you know the boy was eating?" Learners respond: "We saw the picture." Teacher praises good guessing. | Oral feedback |



WEEK 6

| Week Ending: | DAY: Monday | Subject: Language & Literacy |
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| Duration: 50 mins | Strand: Fluency | |
| Class: KG2 | Class Size: | Sub Strand: Oral Storytelling |
| Content Standard: KG2.6 – Learners will demonstrate fluency by engaging in storytelling and practicing reading texts. | | |
| Indicator: Learners engage in oral storytelling based on books and picture walks to practice reading texts. | | |
| Performance Indicator: Learners will be able to describe pictures and narrate simple stories using picture books. | | |
| Core Competencies: Communication; Creativity & Innovation; Critical Thinking | | |
| Keywords: Story, Picture, Tell, Book References: KG2 Curriculum, Picture Books | | |
| Phase/Duration | Learners' Activities | Resources |
| PHASE 1: STARTER | Teacher shows a big picture book cover and asks: "What do you think this story is about?" Learners make predictions. | Big Book |
| PHASE 2: NEW LEARNING | Teacher does a picture walk (flips through pages without reading words). Teacher describes each picture briefly. Learners take turns describing what they see. Teacher guides learners to arrange pictures in order and tell the story orally. Groups create their own simple story from picture cards. | Picture books, flashcards |
| PHASE 3: REFLECTION | Teacher asks: "What did you enjoy in the story? Who can retell it?" Learners respond. Teacher praises creative narrations. | Oral feedback |



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| Week Ending: | DAY: Wednesday | Subject: Language & Literacy |
| Duration: 50 mins | Strand: Fluency | |
| Class: KG2 | Class Size: | Sub Strand: Word Recognition |
| Content Standard: KG2.6 – Learners will demonstrate fluency by engaging in storytelling and practicing reading texts. | | |
| Indicator: Learners identify and read their own names. | | |
| Performance Indicator: Learners will be able to recognize, read, and say their names correctly. | | |
| Core Competencies: Literacy Skills; Communication; Cultural Identity | | |
| Keywords: Name, Letters, Read References: KG2 Curriculum, Name Cards | | |
| Phase/Duration | Learners' Activities | Resources |
| PHASE 1: STARTER | Teacher calls out learners' names one by one. Learners raise their hands and respond: "I am here." | Teacher's voice |
| PHASE 2: NEW LEARNING | Teacher shows a name card (e.g., "Ama") and reads aloud. Learners repeat. Teacher distributes name cards to each learner. Learners identify and read their own names. Teacher mixes cards; learners pick theirs. Learners trace and copy their names in books. | Name cards, chalkboard |
| PHASE 3: REFLECTION | Teacher asks: "Whose name is this?" (showing card). Learners respond. Teacher praises effort. | Name cards |



WEEK 7

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| Week Ending: | DAY: Monday | Subject: Language & Literacy |
| Duration: 50 mins | Strand: Comprehension | |
| Class: KG2 | Class Size: | Sub Strand: Picture Reading |
| Content Standard: KG2.7 – Learners will demonstrate comprehension by making meaning from texts and illustrations. | | |
| Indicator: Learners read picture stories (stories with no text). | | |
| Performance Indicator: Learners will be able to look at a series of pictures and explain the story. | | |
| Core Competencies: Creativity & Innovation; Communication; Critical Thinking | | |
| Keywords: Picture, Story, Read, Tell References: KG2 Curriculum, Picture Storybooks | | |
| Phase/Duration | Learners' Activities | Resources |
| PHASE 1: STARTER | Teacher displays a picture storybook without words. Asks: "What do you see?" Learners describe. | Picture storybook |
| PHASE 2: NEW LEARNING | Teacher flips through the pictures one by one. Learners describe actions and events. Teacher guides learners to arrange events in order (beginning–middle–end). Groups narrate the story orally based on pictures. | Storybooks, charts |
| PHASE 3: REFLECTION | Teacher asks: "What happened first? What happened last?" Learners respond. Teacher praises storytelling skills. | Oral feedback |



WEEK 8

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| Week Ending: | DAY: Wednesday | Subject: Language & Literacy |
| Duration: 50 mins | Strand: Comprehension | |
| Class: KG2 | Class Size: | Sub Strand: Using Text Features |
| Content Standard: KG2.7 – Learners will demonstrate comprehension by making meaning from texts and illustrations. | | |
| Indicator: Learners use pictures and other text features to gain understanding of a story. | | |
| Performance Indicator: Learners will be able to explain a story using both text and illustrations. | | |
| Core Competencies: Communication; Literacy Skills; Critical Thinking | | |
| Keywords: Picture, Title, Cover, Author References: KG2 Curriculum, Big Books | | |
| Phase/Duration | Learners' Activities | Resources |
| PHASE 1: STARTER | Teacher shows the cover of a storybook and asks: "What do you think the story is about?" | Big book |
| PHASE 2: NEW LEARNING | Teacher reads aloud a short story while showing illustrations. Learners look at pictures and predict what will happen next. Teacher points to text features (title, characters, setting) while reading. Learners retell parts of the story using both text and pictures. | Storybook, chart |
| PHASE 3: REFLECTION | Teacher asks: "How did the pictures help you understand the story?" Learners respond. Teacher praises answers. | Oral feedback |



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| Week Ending: | DAY: Friday | Subject: Language & Literacy |
| Duration: 50 mins | Strand: Comprehension | |
| Class: KG2 | Class Size: | Sub Strand: Relating Stories |
| Content Standard: KG2.7 – Learners will demonstrate comprehension by making meaning from texts and illustrations. | | |
| Indicator: Learners connect stories to their own experiences. | | |
| Performance Indicator: Learners will be able to share personal experiences related to a story they hear or read. | | |
| Core Competencies: Personal Development; Communication; Creativity & Innovation | | |
| Keywords: Story, Experience, Life, Connect References: KG2 Curriculum, Storybooks | | |
| Phase/Duration | Learners' Activities | Resources |
| PHASE 1: STARTER | Teacher reads a short story about “A Visit to the Market.” Learners listen attentively. | Storybook |
| PHASE 2: NEW LEARNING | Teacher asks: “Who has been to the market before?” Learners raise hands and share their experiences. Teacher guides learners to connect events in the story to their own lives (e.g., buying food, meeting people). Learners draw and talk about their own market visit. | Storybooks, drawing sheets |
| PHASE 3: REFLECTION | Teacher asks: “What part of the story is like your own life?” Learners share. Teacher praises participation. | Oral feedback |



WEEK 9

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| Week Ending: | DAY: Monday | Subject: Language & Literacy |
| Duration: 50 mins | Strand: Writing | |
| Class: KG2 | Class Size: | Sub Strand: Basic Writing Direction |
| Content Standard: KG2.8 – Learners will demonstrate the basic concepts and conventions of writing. | | |
| Indicator: Learners follow the basic concept of writing: left to right, top to bottom. | | |
| Performance Indicator: Learners will be able to demonstrate proper writing direction (left to right, top to bottom). | | |
| Core Competencies: Literacy Skills; Critical Thinking; Communication | | |
| Keywords: Left, Right, Top, Bottom, Write References: KG2 Curriculum, Writing Books | | |
| Phase/Duration | Learners' Activities | Resources |
| PHASE 1: STARTER | Teacher writes letters randomly on the board and asks learners to observe. Then teacher writes "A B C" neatly left to right. | Chalkboard |
| PHASE 2: NEW LEARNING | Teacher demonstrates how writing begins at the top left and goes across. Learners use fingers to trace writing direction on the desk. Learners practice tracing letters on worksheets, starting from the top left. | Chart, writing worksheets |
| PHASE 3: REFLECTION | Teacher asks: "Do we write from right to left or left to right?" Learners respond: "Left to right." Teacher praises. | Oral feedback |



WEEK 10

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| Week Ending: | DAY: Wednesday | Subject: Language & Literacy |
| Duration: 50 mins | Strand: Writing | |
| Class: KG2 | Class Size: | Sub Strand: Handwriting |
| Content Standard: KG2.8 – Learners will demonstrate the basic concepts and conventions of writing. | | |
| Indicator: Learners write individual letters legibly and with appropriate spacing. | | |
| Performance Indicator: Learners will be able to write letters neatly with correct spacing between them. | | |
| Core Competencies: Literacy Skills; Personal Development; Communication | | |
| Keywords: Write, Letters, Neat, Spacing References: KG2 Curriculum, Handwriting Books | | |
| Phase/Duration | Learners' Activities | Resources |
| PHASE 1: STARTER | Teacher writes a word on the board without spacing (e.g., "ILOVEBOOKS"). Learners find it difficult to read. | Chalkboard |
| PHASE 2: NEW LEARNING | Teacher rewrites with spacing: "I LOVE BOOKS." Learners see the difference. Learners practice writing letters with spaces between them in their handwriting books. Teacher moves around to check letter formation. | Chalkboard, handwriting books |
| PHASE 3: REFLECTION | Teacher asks: "Why do we leave space when writing?" Learners respond: "To read easily." Teacher praises neat work. | Oral feedback |



WEEK 11

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| Week Ending: | DAY: Friday | Subject: Language & Literacy |
| Duration: 50 mins | Strand: Writing | |
| Class: KG2 | Class Size: | Sub Strand: Writing Tools |
| Content Standard: KG2.8 – Learners will demonstrate the basic concepts and conventions of writing. | | |
| Indicator: Learners use writing tools appropriately. | | |
| Performance Indicator: Learners will be able to hold pencils correctly and use erasers properly when writing. | | |
| Core Competencies: Literacy Skills; Personal Development; Communication | | |
| Keywords: Pencil, Eraser, Sharpener, Write References: KG2 Curriculum, Teacher’s Guide | | |
| Phase/Duration | Learners’ Activities | Resources |
| PHASE 1: STARTER | Teacher shows a blunt pencil and asks: “Can this write well?” Learners respond: “No.” | Pencil |
| PHASE 2: NEW LEARNING | Teacher demonstrates how to hold pencil with 3 fingers. Learners practice holding their pencils correctly. Teacher shows how to sharpen pencil safely and use eraser to clean mistakes. Learners practice writing short words with proper grip. | Pencils, erasers, sharpeners |
| PHASE 3: REFLECTION | Teacher asks: “Why must we sharpen our pencils? How do we hold them?” Learners demonstrate. Teacher praises correct use. | Oral feedback |

