



**SAMPLE LESSON NOTES FOR KG1-WEEK TWO**



**Fayol Inc.**  
CONTACT: 0549566881 EMAIL: [sirhoa1@gmail.com](mailto:sirhoa1@gmail.com)

## WEEKLY LESSON PLAN FOR KG I- WEEK TWO

<b>DATE:</b> 13 <sup>th</sup> January 2020	<b>STRAND:</b> VALUES AND BELIEFS	
<b>DAY:</b> Monday	<b>SUB STRAND:</b> OUR FAMILY VALUES	
<b>CLASS:</b> KGI	<b>INDICATORS:</b> KI.3.1.1.1    KI.3.1.1.3	
<b>CONTENT STANDARD:</b> KI.3.1.1 Demonstrate understanding of the good manners that our families values and why they value them.	<b>PERFORMANCE INDICATOR:</b>	
	<ul style="list-style-type: none"> <li>• Learners can identify the good manners our families value and how it can change our personal likes and dislikes</li> <li>• Learners can listen to a story on importance of exhibiting good manners in our everyday life and role-play how to use simple daily greetings with different people in the society</li> </ul>	
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1:</b> <b>STARTER</b> 10 MINS <b>(Preparing the Brain for Learning)</b>	Learners to sing songs and recite rhymes  <u>SOMETHING PASS</u> Something pass <b>Response:</b> something pass through my body to my heart. Something pass <b>Response:</b> something pass through my mouth to my stomach. Lalala laaa <b>Response:</b> Lala laa lala lala lala la Lololo loo <b>Response:</b> Lolo loo lolo lolo lolo lo	
<b>PHASE 2: MAIN</b> 40MINS <b>(New Learning Including Assessment)</b>	During the Community Circle time, let learners talk about what they like and dislike.  Teacher scaffold them to share their reasons for their like and dislike.  Write their likes and dislikes on the board or cut out manila cards using different color of makers (e.g. blue marker for likes and red marker for dislikes).  Through scaffolding, have learners talk about what their parents and grandparents (family) value.  Discuss why learners sometimes refuse to do what families value and why it would not be good for them to do that.  Have learners sort the “likes” from the “dislikes” and count the number of cards they will get from each group.	Poster/ cut out picture depicting peoples from different parts of Ghana. Ghana map, Cut out shapes, big books, counters, crayons


	<p>Guide them use comparative language to describe the groups. Extend this activity by using concrete objects e.g. counters, shapes, etc.</p> <p>Teach the learners a song that shows the reward of showing good manners e.g. Abofra ye somako a Obiara pe n'asem 3X Ntsi ye somako</p> <p>Introduce the theme for the week and invite learners to share some of the good manners that their parents insist on at home, e.g. when they are eating, when they wake up from bed, when they receive visitors, when they are in public etc.</p> <p>Tell them a nice Ananse story about the importance and benefit of greetings.</p> <p>Write the daily greetings on strips of manila cards.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; margin: 5px;">Good morning</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">Good afternoon</div> </div> <div style="border: 1px solid black; padding: 5px; margin: 5px; width: fit-content; margin-left: auto; margin-right: auto;">Good evening</div> <p>Show conversational poster and have learners identify the non-verbal behaviors that that learners show when greeting at school and elderly people.</p> <p>Have learners' role play the daily greetings, showing appropriate non-verbal behaviors when greeting different people in the community.</p> <p>Take Learners out of the class to the field for a stretch up.</p> <p>Engage Learners to use any of the play toys available.</p> <p>Make a choice to use any of the learning centers created</p> <p><b>Assessment:</b> Using "Pick and act" have learners use the cut out manila strips to demonstrate the appropriate greeting they pick.</p>	
<p><b>PHASE 3: REFLECTION</b> <i>10MINS</i> <b>(Learner and Teacher)</b></p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

<b>DATE:</b> 14 <sup>th</sup> January 2020		<b>STRAND:</b> VALUES AND BELIEFS
<b>DAY:</b> Tuesday		<b>SUB STRAND:</b> OUR FAMILY VALUES
<b>CLASS:</b> KGI		
<b>CONTENT STANDARD:</b>		<b>INDICATORS:</b> KI.3.1.1.2 KI.3.1.1.4
KI.3.1.1 Demonstrate understanding of the good manners that our families values and why they value them.		<b>PERFORMANCE INDICATOR:</b>
		<ul style="list-style-type: none"> <li>• Learners can demonstrate that spoken words are represented in written words/print</li> <li>• Learners can recognize that spoken words are made up of individual speech sounds and letters that can be written down</li> </ul>
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER</b> 10 MINS <b>(Preparing the Brain for Learning)</b>	Learners sing songs and recite some familiar rhymes.  <b>"If wishes were horses" Lyrics</b> If wishes were horses Beggars would ride: If turnips were watches Would wear one by my side. And if it's and and's were pots and pans, The tinker would never work!	
<b>PHASE 2: MAIN</b> 40MINS <b>(New Learning Including Assessment)</b>	Using the Big book, model to learners by pointing to each word you read with a pointer.  Highlight the awareness that spoken words can be written.  Discuss the meaning of the keywords in the text while you read and assist learners give examples of synonyms of some selected keywords.  Write the examples learners give on the board to illustrate the concept.  Assist the class to create their version of the story read to them using some of the keywords learnt and write it on a manila card for them.  Guide learners to illustrate their story  Have learners sing Alphabet song and point to the letters in the classroom. E.g. ABCD -F-G...  Write some words on the board or manila cards, assist learners say the words slowly stretching them	Poster/ cut out picture depicting peoples from different parts of Ghana. Ghana map, Cut out shapes, big books, counters, crayons

	<p>using a rubber band and have learners count the sounds they hear in the word.</p> <p>Repeat the activity with the names of some objects in the classroom and have learners say each of the words slowly, stretching them to hear the individual sounds, and count them.</p> <p>Using phonics game, assist learners to replace different sound/letter at the beginning of some selected words to create new words e.g. /pin/ /sin/, /tin/, /bin/, /fin/etc. /tan/, /man/, /pan/, /fan/, etc.</p> <p>Have learners count the number of words they can create and represent their answer visually arranging bottle tops, empty cans, cut out shapes, etc. or board illustrations with different colors of chalk or markers.</p> <p>Repeat these activities with different objects.</p> <p>Take Learners out of the class to the field for a stretch up.</p> <p>Engage Learners to use any of the play toys available.</p> <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> <p><b>Assessment::</b> put learners into groups. Give each group a story book. learners are to count the number of words in a given passage.</p>	
<p><b>PHASE 3:</b> <b>REFLECTION</b> <i>10MINS</i> <b>(Learner and Teacher)</b></p>	<p>Review lesson with Learners by singing songs in relation to it.</p>	


<b>DATE:</b> 15 <sup>th</sup> January 2020		<b>STRAND:</b> VALUES AND BELIEFS	
<b>DAY:</b> Wednesday		<b>SUB STRAND:</b> OUR FAMILY VALUES	
<b>CLASS:</b> KGI		<b>INDICATORS:</b> K1.3.1.1.5	
<b>CONTENT STANDARD:</b> K1.3.1.1 Demonstrate understanding of the good manners that our families values and why they value them.		<b>PERFORMANCE INDICATOR:</b> Learners can recognize details in shapes and height of the letter for the week and write it legibly and correctly	
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving			
<b>KEY WORDS:</b>			
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>	
<b>PHASE 1:</b> <b>STARTER</b> 10 MINS <b>(Preparing the Brain for Learning)</b>	<p>Play the “Counting the words in a sentence” game.</p> <p>Give the learners a sentence orally. They must tell you the number of words in the sentence. e.g. the snake is in the grass. Make it harder by using words with more than one syllable e.g. the teacher rides her bicycle.</p> <p>You can help the children to check the answer by writing the sentence on the board.</p>		
<b>PHASE 2: MAIN</b> 40MINS <b>(New Learning Including Assessment)</b>	<p>Learners watch teacher model the pre-writing exercise, learners emulate what the teacher does in turns.</p> <p>Have learners write the letter in the air and on their tables.</p> <p>Talk about the height and shape of the letter.</p> <p>Using dots or tracing, have learners practice writing new letter on slates and in their exercise book.</p> <p>Have learners give examples of words that the letter for the week can begin.</p> <p>Have learners use shapes e.g. circle, triangles, rectangles to create simple patterns with 2, 3, 2, 2,2,3,2, etc.</p> <p>Have learners clap and stamp their feet with the patterns</p> <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>Poster/ cut out picture depicting peoples from different parts of Ghana. Ghana map, Cut out shapes, big books, counters, crayons</p>	

	<p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> <p><b>Assessment:</b> call learners in turns to write letters in the sand tray</p>	
<p><b>PHASE 3:</b> <b>REFLECTION</b> <i>10MINS</i> <b>(Learner and Teacher)</b></p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

<b>DATE:</b> 16 <sup>th</sup> January 2020		<b>STRAND:</b> VALUES AND BELIEFS
<b>DAY:</b> Thursday		<b>SUB STRAND:</b> OUR FAMILY VALUES
<b>CLASS:</b> KGI		
<b>CONTENT STANDARD:</b> KI.3.1.1 Demonstrate understanding of the good manners that our families value and why they value them.		<b>INDICATORS:</b> KI.3.1.1.6
		<b>PERFORMANCE INDICATOR:</b> Learners can show the time of the day using clock faces.
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1:</b> <b>STARTER</b> 10 MINS <b>(Preparing the Brain for Learning)</b>	Engage learners to play “Sound hunters” game  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 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	
<b>PHASE 2: MAIN</b> 40MINS <b>(New Learning Including Assessment)</b>	Using a wooden or plastic clock, tell a short story about time.  Talk about the times we greet in the morning and show it shows on the clock face.  Have the keywords on cut out papers and use them to explain how we describe time of the day using the long arm and the short arm on the clock face.  Have learners practice manipulating clock faces showing different time.  Assist learners to locate the a given time on the clock face (e.g. 6, 9)   6 O'clock	Poster/ cut out picture depicting peoples from different parts of Ghana. Ghana map, Cut out shapes, big books, counters, crayons



	<p>Have learners create their own clock face using arts materials like play dough, clay, manila cards, etc.</p> <p>Learners sing rhymes and dance with actions</p> <p>Take learners out of the class to the field for a stretch up.</p> <p>Engage learners to use any of the play toys available.</p> <p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> <p><b>Assessment:</b> manipulate the hands of the clock for learners to tell the time</p>	
<p><b>PHASE 3:</b>  <b>REFLECTION</b>  <i>10MINS</i>  <b>(Learner and Teacher)</b></p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

<b>DATE:</b> 17 <sup>th</sup> January 2020		<b>STRAND:</b> VALUES AND BELIEFS
<b>DAY:</b> Friday		<b>SUB STRAND:</b> OUR FAMILY VALUES
<b>CLASS:</b> KGI		
<b>CONTENT STANDARD:</b> KI.3.1.1 Demonstrate understanding of the good manners that our families values and why they value them.		<b>INDICATORS:</b> KI.3.1.1.7
		<b>PERFORMANCE INDICATOR:</b> Learners can draw clock faces and write down the given time under it
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER</b> 10 MINS <b>(Preparing the Brain for Learning)</b>	<p>Play “the I am thinking of a name” game.</p> <p>The teacher thinks of a name of a child in the class e.g. princess. They then give clues to help the learners work out whose name it is. At the beginning all the children stand up but they must sit down if the clue does not apply to them. For example  Clue 1- teacher claps the number of syllables in the name (2 for princess)  Clue 2- the name has an /i/ sound in it  Clue 3- the name starts with /p/  Clue 4- this is a girl’s name  Clue 5- the second sound is /r/</p> <p>By this stage there should only princess left and the children will have guessed that it is her name the teacher is describing.</p>	
<b>PHASE 2: MAIN</b> 40MINS <b>(New Learning Including Assessment)</b>	<p>Discuss the importance of time and why learners need to obey the times for school and classroom activities.</p> <p>Talk about times we greet in the morning and show it on the clock face explaining how we describe time of the day using the long arm and the short arm.</p> <p>With different times written on cut out papers, have learners in pairs draw clock faces showing different times and write the times underneath e.g. 6, 7, 2, etc. E.g.</p>  <p>2 O'clock</p>	Poster/ cut out picture depicting peoples from different parts of Ghana. Ghana map, Cut out shapes, big books, counters, crayons

	<p>Make a choice to use any of the learning centers created</p> <p>Listen to a story</p> <p><b>Assessment:</b> manipulate the hands of the clock for learners to draw the face of the clocks and tell the time</p>	
<p><b>PHASE 3: REFLECTION</b> <i>10MINS</i> <b>(Learner and Teacher)</b></p>	<p>Teacher sings songs and recite rhymes in relation to the lesson with learners</p> <p>Take learners out to the field. Guide them to swing the sea-saw, sit on the mary-go-round etc.</p> <p>Sing rhymes and songs with learners as they play</p>	<p>Sea saw, mary go round, and other play toys</p>