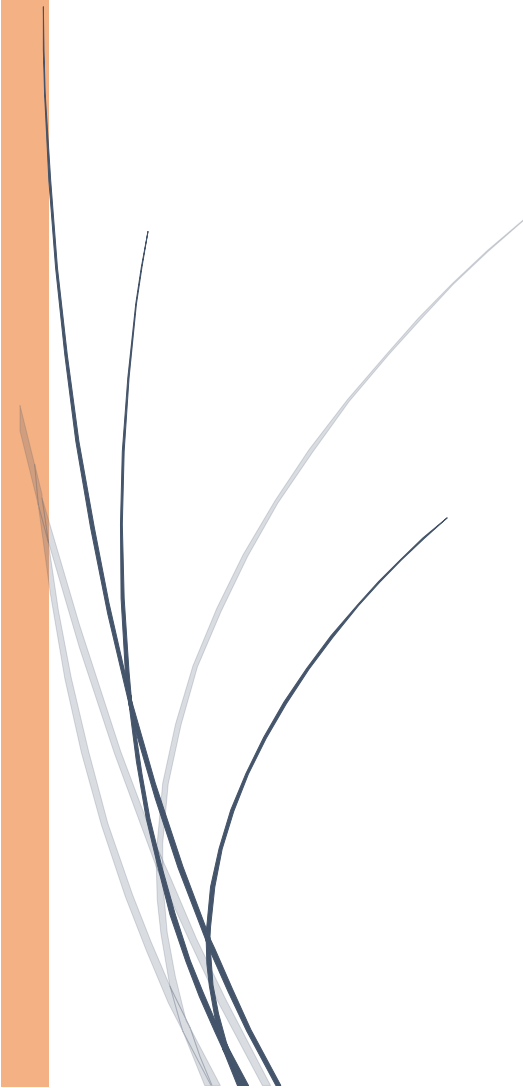




**SAMPLE LESSON PLAN FOR KG 2- WEEK THREE**



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## WEEKLY LESSON PLAN FOR KG 2- WEEK THREE

<b>DATE:</b> 20 <sup>th</sup> January 2020 <b>DAY:</b> MONDAY <b>CLASS:</b> KG2		<b>STRAND:</b> VALUES AND BELIEFS  <b>SUB STRAND:</b> OUR NATIONAL AND CIVIC VALUES	
<b>CONTENT STANDARD:</b>  K2.3.3.1 Demonstrate understanding of the values and virtues we need to exhibit as Ghanaian learners.		<b>INDICATORS:</b> K2.3.2.1.1 K2.3.3.1.3  <b>PERFORMANCE INDICATOR:</b> <ul style="list-style-type: none"> <li>• Learners can brainstorm good behaviors and acceptable practices that we should exhibit as Ghanaian learners</li> <li>• Learners can use new vocabulary acquired to create their own drama on how to show themselves as patriotic citizens of their country</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>			
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES	
<b>PHASE 1:</b> <b>STARTER</b> 10 MINS <b>(Preparing the Brain for Learning)</b>	Engage Learners to sing songs and recite rhymes  <b>EVERYBODY ROLL</b> Everybody roll, roll, roll (learners roll their arms) Everybody roll, roll, roll(learners roll their arms) Everybody (learners perform action silently) Everybody (learners perform action silently) Everybody roll, roll, roll (learners roll their arms)		
<b>PHASE 2: MAIN</b> 40MINS <b>(New Learning Including Assessment)</b>	Have learners form a big circle and introduce the theme for the week.  Display a conversational poster related to the theme, have learners observe the pictures and share their thoughts freely about good behaviors and acceptable practices that we should exhibit as Ghanaian learners.  Put learners in small groups and have them dramatize appropriate behavior in society. E.g. greeting when you meet someone. Showing hospitality to foreigners and using please when requesting for assistance.  Discuss what it means to be a good citizen and list civic values that patriotic citizen exhibit.  Guide learners to use the words acquired to create short drama.  Call on small group to perform their drama and appreciate them. E.g. how a police man caught a thief; Hardworking citizen in a factory; On	Big book, word card and sentence card, pictures and videos,	


	<p>truthfulness; how someone found and gave back an amount of money to the owner.</p> <p>Ask learners why we should respect the National Anthem and the pledge.</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> learners to role play some good behaviors and acceptable practices that we should exhibit as Ghanaian learners.</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> 21 <sup>st</sup> January 2020		<b>STRAND:</b> VALUES AND BELIEFS
<b>DAY:</b> TUESDAY		<b>SUB STRAND:</b> OUR NATIONAL AND CIVIC VALUES
<b>CLASS:</b> KG2		
<b>CONTENT STANDARD:</b> K2.3.3.1 Demonstrate understanding of the values and virtues we need to exhibit as Ghanaian learners.		<b>INDICATORS:</b> K2.3.3.1.2
		<b>PERFORMANCE INDICATOR:</b> Learners can use illustrations on the cover page and title of Big book to make predictions and answer simple story map questions about the text.
<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 (Preparing the Brain for Learning)	Engage Learners to sing songs and recite rhymes  <b><u>POSI, POSI, POSITION</u></b> Posi, posi, position To the right position <i>responds:</i> posi- posi, position To the left position <i>Responds:</i> posi- posi, position To the front position posi- posi, posi, position To the back posi –posi, posi, position All the four posi- posi, posi, position (4x)	
<b>PHASE 2: MAIN</b> 40MINS (New Learning Including Assessment)	Have learners predict what the story will be using the cover picture and title of the big book.  Read aloud the narrative story related to the theme (On Kwame Nkrumah) and use the Story Map strategy.  Learners answer the story map questions. E.g. What is the setting of the story? who are the characters? what is the problem in the story? what did the character(s) do to solve the problem? How was the problem solved?  Take Learners out of the class to the field for a stretch up.  Engage Learners to use any of the play toys available.  Make a choice to use any of the learning centers created  Listen to a story  <b>Assessment:</b> Have learners to tell stories in turns	Big book, word card and sentence card, pictures and videos,
<b>PHASE 3: REFLECTION</b> 10MINS (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it	

<b>DATE:</b> 22 <sup>nd</sup> January 2020		<b>STRAND:</b> VALUES AND BELIEFS
<b>DAY:</b> WEDNESDAY		<b>SUB STRAND:</b> OUR NATIONAL AND CIVIC VALUES
<b>CLASS:</b> KG2		
<b>CONTENT STANDARD:</b> K2.3.3.1 Demonstrate understanding of the values and virtues we need to exhibit as Ghanaian learners.		<b>INDICATORS:</b> K2.3.3.1.4
		<b>PERFORMANCE INDICATOR:</b> Learners can Identify the letter-sound learnt for the week in words related to the theme and write the letter and key word boldly and legibly in their books
<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 sing songs and recite rhymes  <b><u>THE WHEELS ON THE BUS</u></b> The wheels on the bus goes round and round Round and round; round and round The wheels on the bus goes round and round All through the town.  The dog on the bus goes woof, woof, woof woof, woof, woof; woof, woof, woof The dog on the bus goes woof, woof, woof All day long. <i>(Continue with sounds made by familiar animals)</i>	
<b>PHASE 2: MAIN</b> 40MINS <b>(New Learning Including Assessment)</b>	Rapidly revise the letter sounds learnt so far.  teach the letter-sound for the week.  Take Learners out of the class to the field for a stretch up.  Engage Learners to use any of the play toys available.  Make a choice to use any of the learning centers created  Listen to a story  <b>Assessment:</b> 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 the sound of the week. The person who shoots first wins and stays on. The loser sits down and another person from	Big book, word card and sentence card, pictures and videos,

	that team comes up. Whichever team has its player standing at the end wins	
<b>PHASE 3: REFLECTION</b> <i>10MINS</i> <b>(Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it	

<b>DATE:</b> 23 <sup>rd</sup> January 2020	<b>STRAND:</b> VALUES AND BELIEFS
<b>DAY:</b> THURSDAY	<b>SUB STRAND:</b> OUR NATIONAL AND CIVIC VALUES
<b>CLASS:</b> KG2	
<b>CONTENT STANDARD:</b> K2.3.3.1 Demonstrate understanding of the values and virtues we need to exhibit as Ghanaian learners.	<b>INDICATORS:</b> K2.3.3.1.5
	<b>PERFORMANCE INDICATOR:</b> Learners can recognize and talk about some national art works of our country
<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>	Engage Learners to sing songs and recite rhymes  <b>Humpty Dumpty</b> Humpty Dumpty sat on the wall, Humpty Dumpty had a great fall, All the kings horses and all the kings men, Couldn't put dumpty together again.	
<b>PHASE 2: MAIN</b> 40MINS <b>(New Learning Including Assessment)</b>	Take learners outside to observe the national flag of Ghana.  Let learners draw and color or paint the flag of Ghana.    Take learners out of the class to the field for a stretch up.  Engage learners to use any of the play toys available.  Make a choice to use any of the learning centers created  Listen to a story	Big book, word card and sentence card, pictures and videos,

	<b>Assessment:</b> learners to hang their drawings in the classroom for appreciation.	
<b>PHASE 3: REFLECTION</b> <i>10MINS</i> <b>(Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it	

<b>DATE:</b> 24 <sup>th</sup> January 2020		<b>STRAND:</b> VALUES AND BELIEFS	
<b>DAY:</b> FRIDAY		<b>SUB STRAND:</b> OUR NATIONAL AND CIVIC VALUES	
<b>CLASS:</b> KG2			
<b>CONTENT STANDARD:</b> K2.3.3.1 Demonstrate understanding of the values and virtues we need to exhibit as Ghanaian learners.		<b>INDICATORS:</b>	
		<b>PERFORMANCE INDICATOR:</b> Learners can recognize and describe some simple repeating non numerical patterns (up to a repetition of 3, 1, 2 pattern).	
<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 sing  I'm counting one, what is one <ul style="list-style-type: none"> <li>• 1 - One is one alone, alone it shall be.</li> <li>• 2 - Two pair, two pair come pair let us pair</li> <li>• 3 - Turn around</li> <li>• 4 - Follow me</li> <li>• 5 - Fire</li> <li>• 6 - Sister</li> <li>• 7 - Savior</li> <li>• 8 - Eat more fruits</li> <li>• 9 - Nana Yaw</li> <li>• 10 - Thank your God</li> </ul>		
<b>PHASE 2: MAIN</b> 40MINS <b>(New Learning Including Assessment)</b>	Guide learners to identify the numbers on cards, arrange them and let them continue the pattern you started. E.g. 1, 3 5, 7...  Have learners identify patterns and arrange numeral cards in a particular order and read.  Teach rhymes and songs as learners sing along  Have learners dance with actions as they sing the songs  Make a choice to use any of the learning centers created  <b>Assessment:</b> Play show me a number game with learners (up to 10), with fingers. Teacher mentions the number from (1 to 10). Learners then show their fingers up to show the number.	Big book, word card and sentence card, pictures and videos,	

<p><b>PHASE 3:</b> <b>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>
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