

TERM TWO
KG 1
WEEK EIGHT

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WEEKLY LESSON PLAN FOR KG 1- WEEK EIGHT

Name of School.....

DATE: DAY: Monday CLASS: KG 1		STRAND: MY LOCAL COMMUNITY SUB STRAND: : KNOWING (WHO) THE IMPORTANT PEOPLE / OCCUPATION IN MY COMMUNITY
CONTENT STANDARD: K1.4.1.1 Demonstrate understanding of the special places in our local communities		INDICATORS: K1.4.2.1.1 K1. 4.2.1.2 PERFORMANCE INDICATOR: <ul style="list-style-type: none"> ✓ Learners can talk about who the neighbours are, the work they do and how important their profession are in the community ✓ Learners can demonstrate that sentences are made of words and that words are separated in print.
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
KEY WORDS:		
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	Have learners to sing songs and recite rhymes that relate to the lesson.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Use the Community Circle time strategy as described in K1.3.2.1.1 for the theme introduction. Give learners the opportunity to talk freely with the teacher and their peers about the people in their neighbourhood and the work they do. Learners should first talk about the occupation of their parents. e.g. My parents are both farmers. Ask leading questions and job terminologies to guide the discussion on the theme (teacher, nurse, doctor, police officer, trader, fisherman, fishmonger, etc.). Play some songs and let learners sing it along with the tape. Talk about each profession and how important they are to the community.	Poster/ cut out picture Cut out shapes, big books, counters, crayons

	<p>Learners select the work they want to do when they grow up and draw themselves their uniform.</p> <p>Sort the occupations into sets of formal and informal. Match the sets with their correct number</p> <p>Use the “Be the word” game to demonstrate the concept.</p> <p>Cut up a sentence into individual words. Call a group of learners to rearrange the words to form the sentence.</p> <p>Each child picks a word and be that word when the sentence is being rebuild. Call the learners to rearrange the words to form the sentence.</p> <p>Make sure learners leave a space in between them when rearranging the words to form the sentence.</p> <p>Scaffold them to see how words are separated in print.</p> <p>Assessment: let learners rearrange the words to form the sentence.</p>	
PHASE 3: REFLECTION 10MINS (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it	

DATE:		STRAND: MY LOCAL COMMUNITY	
DAY: Tuesday		SUB STRAND: : KNOWING (WHO) THE IMPORTANT PEOPLE / OCCUPATION IN MY COMMUNITY	
CLASS: KG 1			
CONTENT STANDARD: K1.4.1.1Demonstrate understanding of the special places in our local communities		INDICATORS: K1.4.2.1.3 K1.4.2.1.4	
		PERFORMANCE INDICATOR: Learners can interact with resource people from different occupation Learners can recognize the letter-sound learnt in the previous week in words	
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving			
KEY WORDS:			
PHASE/DURATION		LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)		Have learners to sing songs and recite rhymes that relate to the lesson.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)		Show word cards out to students, have learners identify the letter sound /K/ [k] in the list of words. [Kwasi (Yes) mama (no), Kofi] etc. Learners put their hands on the head when there is the target letter-sound in the word, if not they put their hands down. In groups, learners do a treasure hunt for words beginning with the target word in the classroom. The group that finds more words with the target letter wins the game. Copy selected words on the board for learners write into their exercise books Assessment: let learners identify the letter-sound learnt in the previous week in words	Poster/ cut out picture Cut out shapes, big books, counters, crayons
PHASE 3: REFLECTION 10MINS (Learner and Teacher)		Review lesson with Learners by singing songs in relation to it	

DATE: DAY: Wednesday CLASS: KG 1		STRAND: MY LOCAL COMMUNITY SUB STRAND: : KNOWING (WHO) THE IMPORTANT PEOPLE / OCCUPATION IN MY COMMUNITY
CONTENT STANDARD: K1.4.1.1 Demonstrate understanding of the special places in our local communities		INDICATORS: K1.4.2.1.5 PERFORMANCE INDICATOR: Learners can write boldly and legibly the target letter for the week and add a name of a friend to it
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
KEY WORDS:		
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	Have learners to sing songs and recite rhymes that relate to the lesson.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Have learners practise exercising the fingers. Refer to the previous writing lesson, and have learners practise in the air, on the other surfaces and on paper. Have learners give examples of words that contain the letter of the week. Have learners form sentences with the selected words and count the words in their sentences. Learners in pairs sum up the number of words in their sentences. Assessment: let learners write boldly and legibly the target letter for the week and add a name of a friend to it	Poster/ cut out picture Cut out shapes, big books, counters, crayons
PHASE 3: REFLECTION 10MINS (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it	

DATE: DAY: Thursday CLASS: KG 1		STRAND: MY LOCAL COMMUNITY SUB STRAND: : KNOWING (WHO) THE IMPORTANT PEOPLE / OCCUPATION IN MY COMMUNITY	
CONTENT STANDARD: K1.4.1.1 Demonstrate understanding of the special places in our local communities		INDICATORS: K1. 4.2.1.6	PERFORMANCE INDICATOR: Learners can draw themselves in the uniform of their aspired future job, colour it nicely and write the name of the job underneath.
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving			
KEY WORDS:			
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES	
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	Have learners to sing songs and recite rhymes that relate to the lesson.		
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Show poster and/or pictures depicting professionals in informs. Learners choose their future jobs and talk to each other about why they made that selection. Learners draw and colour themselves and paste it all round the classroom. Have learners be in groups according to their chosen profession and count the members in each group. Represent the number visually Assessment: let learners draw themselves in the uniform of their aspired future job, colour it nicely and write the name of the job underneath.	Poster/ cut out picture Cut out shapes, big books, counters, crayons	
PHASE 3: REFLECTION 10MINS (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it		

DATE: DAY: Friday CLASS: KG 1		STRAND: MY LOCAL COMMUNITY SUB STRAND: : KNOWING (WHO) THE IMPORTANT PEOPLE / OCCUPATION IN MY COMMUNITY	
CONTENT STANDARD: K1.4.1.1Demonstrate understanding of the special places in our local communities		INDICATORS: K1.4.1.1.6 PERFORMANCE INDICATOR: Learners can demonstrate their understanding of the concept of subtraction as separating and finding out how many is left	
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving			
KEY WORDS:			
PHASE/DURATION		LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)		Have learners to sing songs and recite rhymes that relate to the lesson.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)		Learners review the concept of addition and concentrate on Subtraction this week. Create a market scene where learners buy and sell different items in the community and use their understanding of the subtraction concept to buy with money and ask for a change. The buyer asks the seller a question “how much is left”. Create different everyday situations and scaffold learners to subtract numbers. Assessment: Let learners work in pairs and individually to solve problems in their exercise books.	Poster/ cut out picture Cut out shapes, big books, counters, crayons
PHASE 3: REFLECTION 10MINS (Learner and Teacher)		Review lesson with Learners by singing songs in relation to it	