

**TERM TWO**  
**KG 1**  
**WEEK SEVEN**

Downloaded From :

[https://avenuegh.com/download-ges-lesson-plan-  
notes-kg-basic-1-to-6-week-1-to-week-12-all-  
subjects/](https://avenuegh.com/download-ges-lesson-plan-notes-kg-basic-1-to-6-week-1-to-week-12-all-subjects/)

## WEEKLY LESSON PLAN FOR KG 1- WEEK SEVEN

Name of School.....

<b>DATE:</b>		<b>STRAND:</b> MY LOCAL COMMUNITY
<b>DAY:</b> Monday		
<b>CLASS:</b> KG 1		
<b>CONTENT STANDARD:</b> K1.4.1.1Demonstrate understanding of the special places in our local communities		<b>INDICATORS:</b> K1.4.1.1.1                      K1.4.1.1.2
		<b>PERFORMANCE INDICATOR:</b> <ul style="list-style-type: none"><li>✓ Learners can visit and talk about some special places in our community</li><li>✓ Learners can use visual information (illustrations) when reading.</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 10 MINS</b> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	Using a poster or pictures depicting special places in the community, have learners identify and name places in the community they have been to. Plan and take learners out to a field trip to special places like the police station, the chief’s house, etc. Have learners talk about why these special places are important in the community. Have learners draw one the special places (discussed on the poster) they like best and tell the reason behind their drawing. Have learners group their drawing according to the drawn places write number under each group. Use the numbers to take learners through subtraction activities.	Poster/ cut out picture  Cut out shapes, big books, counters, crayons

If you find this file helpful for your work, kindly donate to the MTN no. 0245350591 (Nana Fiifi Acquah) to support the team

	<p>let learners use shapes to form patterns</p> <p>Using picture walk, allow learners go through the pictures from cover to cover as you flip the pages and let them talk extensively on what they see in the pictures</p> <p>Follow the before reading, during reading and after reading strategies as you read a big book on special places in the community Pause often and have the learners respond to the text by relating the information to their lives. Use visual information such as pictures to explain unfamiliar words.</p> <p>Assessment: let learners play a game of “Pick and Act” or “It takes the two” learners show by action what the meaning of the vocabulary is in pairs: one person picks the card, support the friend to show through gestures what place the gesture depict.</p>	
<b>PHASE 3:</b> <b>REFLECTION 10MINS</b> <b>(Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it	

<b>DATE:</b>		<b>STRAND:</b> MY LOCAL COMMUNITY
<b>DAY:</b> Tuesday		
<b>CLASS:</b> KG 1		
<b>CONTENT STANDARD:</b> K1.4.1.1Demonstrate understanding of the special places in our local communities		<b>INDICATORS:</b> K1.4.1.1.3
		<b>PERFORMANCE INDICATOR:</b> Learners can listen attentively and interact with peers during a teacher-read-aloud session about special places in our community.
<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 10 MINS</b> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	Follow the before reading, during reading and after reading strategies as you read a big book on special places in the community Encourage the learners to Interact actively with peers during the teacher read aloud session on the theme. Ask leading questions and have learners answer to bring out the main points in the text. Assist learners to use illustrations and picture to enable them to understand unfamiliar words. Have learner retell the story in their own words. let learners tell their version of the story read. Have the learners group the special places they go often and where they rarely go. Have learners represent the number of the places with pebbles, cut out shapes, shells, etc. Have learners arrange them vertically on their tables to have a visual representation and	Poster/ cut out picture  Cut out shapes, big books, counters, crayons

If you find this file helpful for your work, kindly donate to the MTN no. 0245350591 (Nana Fiifi Acquah) to support the team

	<p>place their respective number card under them.</p> <p>Assist the learner to replicate their findings on the board before they write it into their exercise books.</p> <p>Assessment: let learners retell the story in their own words.</p>	
<p><b>PHASE 3:</b></p> <p><b>REFLECTION</b> <i>10MINS</i></p> <p><b>(Learner and Teacher)</b></p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

<b>DATE:</b>  <b>DAY:</b> Wednesday  <b>CLASS:</b> KG 1		<b>STRAND:</b> MY LOCAL COMMUNITY  <b>SUB STRAND:</b> KNOWING THE SPECIAL PLACES IN MY LOCAL COMMUNITY	
<b>CONTENT STANDARD:</b> K1.4.1.1Demonstrate understanding of the special places in our local communities		<b>INDICATORS:</b> K1.4.1.1.4	
		<b>PERFORMANCE INDICATOR:</b> Learners can find as many words in the community in which we can find the new letter-sound for the week.	
<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 10 MINS</b> <b>(Preparing the Brain for Learning)</b>		Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>		<p>Introduce the letter by teaching a tongue twister in which the sound is. (for example, /Kk/) Kororoko ko nu kakaka be koklo kuku ko yeadu. (Ewe)</p> <p>Kakaw na kaw na ayamukaw (Mfantse)</p> <p>Ask learners the sound they hear most. Teach the pronunciation of the letter-sound. Show learners how to write the letter, first, legibly and boldly on the chalkboard/whiteboard and provide a keyword.</p> <p>Demonstrate how to write the letter in the air, on the back of learners and on a flash card.</p> <p>Learners take turns with you to practice as a whole class, in small groups, in pairs and individually.</p> <p>Scaffold learners to search for words in the community in which we can find the target letter sound e.g. bakery, lake, kite, etc.</p>	<p>Poster/ cut out picture</p> <p>Cut out shapes, big books, counters, crayons</p>

If you find this file helpful for your work, kindly donate to the MTN no. 0245350591 (Nana Fiifi Acquah) to support the team

	<p>Make a word wall (a chart on the wall) where you keep track of all the words found (a list of k w.</p> <p>Assessment: let learners find as many words in the community in which we can find the new letter-sound for the week</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>  <b>DAY:</b> Thursday  <b>CLASS:</b> KG 1		<b>STRAND:</b> MY LOCAL COMMUNITY  <b>SUB STRAND:</b> KNOWING THE SPECIAL PLACES IN MY LOCAL COMMUNITY	
<b>CONTENT STANDARD:</b> K1.4.1.1Demonstrate understanding of the special places in our local communities		<b>INDICATORS:</b> K1.4.1.1.5	
		<b>PERFORMANCE INDICATOR:</b> Learners can colour nicely a scene from the community and label 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 10 MINS</b> <b>(Preparing the Brain for Learning)</b>		Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>		Provide an outline or allow the learners to draw a scene from the special places visited, colour it nicely, put a caption or label on it using their own invented spelling and paste it in the classroom. Assessment: let learners colour nicely a scene from the community and label it.	Poster/ cut out picture  Cut out shapes, big books, counters, crayons
<b>PHASE 3: REFLECTION 10MINS</b> <b>(Learner and Teacher)</b>		Review lesson with Learners by singing songs in relation to it	



<b>DATE:</b>  <b>DAY:</b> Friday  <b>CLASS:</b> KG 1		<b>STRAND:</b> MY LOCAL COMMUNITY  <b>SUB STRAND:</b> KNOWING THE SPECIAL PLACES IN MY LOCAL COMMUNITY	
<b>CONTENT STANDARD:</b> K1.4.1.1Demonstrate understanding of the special places in our local communities		<b>INDICATORS:</b> K1.4.1.1.6	
		<b>PERFORMANCE INDICATOR:</b> Learners can demonstrate their understanding of the concept of addition by combining people and objects and finding how many altogether	
<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 10 MINS</b> <b>(Preparing the Brain for Learning)</b>		Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>		Demonstrate their understanding of the concept of addition by combining people and objects and finding how many altogether money or number of items and find out how many altogether/how many are left? Create different everyday situations and scaffold learners to add numbers. Let learners work in pairs and individually to solve problems in their exercise books.  Assessment: let learners demonstrate their understanding of the concept of addition by combining people and objects and finding how many altogether	Poster/ cut out picture  Cut out shapes, big books, counters, crayons
<b>PHASE 3: REFLECTION 10MINS</b> <b>(Learner and Teacher)</b>		Review lesson with Learners by singing songs in relation to it	

