

# **Lesson Plans**

**Term 3**

**KG1**

**Strand 6: All Around Us**

**Strand 7: My Global Community**



Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<p><b><u>GROUP ACTIVITY 2</u></b> <b><u>(INDOOR)</u></b> <b>60mins</b></p> <p><b>LEARNING CENTRES</b> <b>60mins</b></p> <p><b><u>STORY SHARING</u></b> <b>30mins</b></p>	<ol style="list-style-type: none"> <li>1. In pairs, sort pictures of living and non-living things</li> <li>2. Sort sea creatures according to sizes.</li> <li>3. <b>(E5)</b> Arrange cut-out shapes in patterns</li> </ol> <ul style="list-style-type: none"> <li>• Book Centre</li> <li>• Construction Centre</li> <li>• Nature Centre</li> </ul> <p>Listen to <b>Dear Zoo</b> story</p> <p><b>Assessment: E5: Can Extend non-numerical patterns</b></p>	<p>Pictures of living and Non-living things Sea Creature size sorting Cut out shapes</p> <p>Learning Centres</p> <p>Dear Zoo</p>
<p>What activities and/or resources will you adapt to meet the needs of learners with special education needs?</p>		
<p>Phase 3: Plenary/Reflections (Learner and teacher)</p> <p>Remedial Support: Plans/strategies to support learners who could not do the activity or achieve the skill assessed</p>		

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.



Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<b>Date:</b> WEEK 1		<b>Theme/Strand:</b> ALL AROUND US	
<b>Day:</b> Tuesday		<b>SUB-STRAND:</b> K1.6.1 LIVING AND NON-LIVING THINGS	
<b>Class:</b> KG 1		<b>Class size:</b>	
<b>Content Standard:</b> K1.6.1.1 Demonstrate understanding of living and non-living things.		<b>Indicator:</b> K1.6.1.1.1 Talk about different types of things around us and classify them into living and non-living things. K1.6.1.1.3 Blend letter sounds to form words related to the theme. K1.6.1.1.4 Identify and write initial sounds of the objects	
<b>Performance Indicator:</b> Learners can talk about different things in the environment. Learners can blend letter sounds to form words. Learners can write initial sounds of objects.		<b>Core Competencies/Values:</b> Problem solving and critical thinking Creativity and innovation Communication and collaboration	
<b>Key words:</b> identify, clap, sounds, recognise, describe			
<b>Phase/Duration</b>	<b>Learners activities</b>		<b>Resources</b>
<b>Phase1: Starter (preparing the brain for learning)</b> 5mins	Sing alphabets songs.		
<b>Phase 2: Main (new learning including assessment)</b>  <b><u>CIRCLE TIME</u></b> 30mins  <b><u>GROUP ACTIVITY 1 (OUTDOOR)</u></b> 60mins	<p><b>‘Number Talk’</b> Talk about Living things</p> <ol style="list-style-type: none"> <li>1. Identify letter cards hanged around the environment</li> <li>2. Clap the number of syllable in names of objects e.g. Cat, Book, Table.</li> <li>3. Go on a ‘nature walk’ to identify and talk about different things in the environment</li> </ol>		<p>Number fans</p> <p>Letter cards</p>

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.

Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<p><b><u>PHONICS</u></b> <b>45mins</b></p> <p><b><u>GROUP ACTIVITY 2</u></b> <b><u>(INDOOR)</u></b> <b>60mins</b></p> <p><b>LEARNING CENTRES</b> <b>60mins</b></p> <p><b><u>STORY SHARING</u></b> <b>30mins</b></p>	<ol style="list-style-type: none"> <li>1. (C2) In pairs, take turns to mention a word for your partner to identify and write the initial sound.</li> <li>2. Match pictures with their initial sounds</li> <li>3. Group different pictures into living and non-living things</li> </ol> <ul style="list-style-type: none"> <li>• Construction centre</li> <li>• Book centre</li> <li>• Nature centre</li> </ul> <p>Spot the animals in Dear Zoo book as the teacher is reading the story</p> <p><b>Assessment: C2 Can identify selected sounds in given words.</b></p>	<p>Phonics matching board Pictures of living and non-living things</p> <p>Learning Centres</p>
<p>What activities and/or resources will you adapt to meet the needs of learners with special education needs?</p>		
<p>Phase 3: Plenary/Reflections (Learner and teacher) Remedial Support: Plans/strategies to support learners who could not do the activity or achieve the skill assessed</p>		

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.

Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<b>Date:</b> WEEK 1		<b>Theme/Strand:</b> ALL AROUND US	
<b>Day:</b> Wednesday <b>Class:</b> KG 1 <b>Class size:</b>		<b>SUB-STRAND:</b> K1.6.1: LIVING AND NON-LIVING THINGS	
<b>Content Standard:</b> Demonstrate understanding of living and non-living things		<b>Indicator:</b> K1.6.1.1.4 Identify and write initial sounds of the objects. K1.6.1.1.5 Identify and describe objects by colour name and size. K1.6.1.1.6 Recognise, sort, classify, describe and extend non-numerical patterns	
<b>Performance Indicator:</b> Learners can identify and write initial sounds of words. Learners can identify objects by it colour. Learners can recognise and classify patterns.		<b>Core Competencies/Values:</b> Problem solving and critical thinking. Personal development and leadership. Communication and collaboration.	
<b>Key words:</b> match, patterns, group, identify, run			
<b>Phase/Duration</b>	<b>Learners activities</b>	<b>Resources</b>	
<b>Phase1: Starter (preparing the brain for learning)</b> 5mins	Sing alphabet song		
<b>Phase 2: Main (new learning including assessment)</b>  <b><u>CIRCLE TIME</u></b> 30mins  <b><u>GROUP ACTIVITY 1 (OUTDOOR)</u></b> 60mins	<ul style="list-style-type: none"> <li>• <b>Talk about non-living things</b></li> </ul> <ol style="list-style-type: none"> <li>1. <b>(E4)</b> Identify and match cut-out shapes.</li> <li>2. Run to a word when mentioned, read your word card to confirm the mentioned word.</li> <li>3. Go on a Nature Walk to find different items (sticks, stones, leaves etc.), bring them together and sort them in different ways e.g. sticks, stones and leaves; big and small stones</li> </ol>	<p>Word cards</p> <p>Cut out shapes Word cards</p> <p>Sticks, stones, leaves</p>	

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.

Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<p><b><u>PHONICS</u></b> <b>45mins</b></p> <p><b><u>GROUP ACTIVITY 2</u></b> <b><u>(INDOOR)</u></b> <b>60mins</b></p> <p><b>LEARNING CENTRES</b> <b>60mins</b></p> <p><b><u>STORY SHARING</u></b> <b>30mins</b></p>	<ol style="list-style-type: none"> <li>1. Sort Animals according to sizes.</li> <li>2. Identify and write the initial letter sound of words.</li> <li>3. Use bottle tops with shapes on them to form patterns.</li> </ol> <ul style="list-style-type: none"> <li>• Shopping centre</li> <li>• Nature centre</li> <li>• Book centre</li> </ul> <p>Listen to Dear Zoo story, pay attention to the text being pointed to.</p> <p><b>Assessment:</b> <b>E4 Compare lines and other shapes that are the same and different. eg. Can copy a circle when presented with circles and squares.</b></p>	<p>Animal size sorting Word cards Bottle tops</p> <p>Learning Centres</p>
<p>What activities and/or resources will you adapt to meet the needs of learners with special education needs?</p>		
<p>Phase 3: Plenary/Reflections (Learner and teacher)</p> <p>Remedial Support: Plans/strategies to support learners who could not do the activity or achieve the skill assessed</p>		

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.







Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<p><b><u>PHONICS</u></b> <b>45mins</b></p> <p><b><u>GROUP ACTIVITY 2</u></b> <b><u>(INDOOR)</u></b> <b>60mins</b></p> <p><b>LEARNING CENTRES</b> <b>60mins</b></p> <p><b><u>STORY SHARING</u></b> <b>30mins</b></p>	<ol style="list-style-type: none"> <li>1. <b>(E4)</b> Sort cut out shapes according to colours</li> <li>2. Sort plants according to sizes</li> <li>3. Match numeral cards (1-10) to different amount of bottle tops or other objects.</li> </ol> <ul style="list-style-type: none"> <li>• <b>Book centre</b></li> <li>• <b>Construction centre</b></li> <li>• <b>Nature centre</b></li> </ul> <p>Listen to Dear Zoo story and respond to questions.</p> <p><b>Assessment:</b>  <b>E3: Classify objects and count the number of objects in each category.</b>  <b>E4 Compare lines and other shapes that are the same and different. eg. Can copy a circle when presented with circles and squares.</b></p>	<p>Cut out shapes Plants size sorting Numeral cards 1-10, bottle tops</p> <p>Learning Centres</p>
<p>What activities and/or resources will you adapt to meet the needs of learners with special education needs?</p>		
<p>Phase 3: Plenary/Reflections (Learner and teacher)</p> <p>Remedial Support: Plans/strategies to support learners who could not do the activity or achieve the skill assessed</p>		

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.



Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<b>Date:</b> WEEK 1		<b>Theme/Strand:</b> ALL AROUND US.	
<b>Day:</b> Friday		<b>SUB-STRAND:</b> K1.6.1 :LIVING AND NON-LIVING THINGS	
<b>Class:</b> KG 1		<b>Class size:</b>	
<b>Content Standard:</b> K1.6.1.1 Demonstrate understanding of living and non-living things.	<b>Indicator:</b> K1.6.1.1.1 Talk about different types of things around us and classify them into living and non-living things. K1.6.1.1.4 Identify and write the initial sounds of objects. K1.6.1.1.5 Identify and describe objects by colour names and size. K1.6.1.1.6 Recognise, sort, classify, describe and extend non-numerical patterns.		
<b>Performance Indicator:</b> Learners can identify and write initial sounds of words. Learners can identify objects by colour names and sizes. Learners can recognise and classify patterns.		<b>Core Competencies/Values:</b> Creativity and innovation Personal development and leadership. Communication and collaboration.	
<b>Key words:</b> matching, big, small, find, make patterns			
<b>Phase/Duration</b>	<b>Learners activities</b>	<b>Resources</b>	
<b>Phase1: Starter (preparing the brain for learning)</b> 5mins	Recite rhymes and poems.		
<b>Phase 2: Main (new learning including assessment)</b>  <b><u>CIRCLE TIME</u></b> 30mins  <b><u>GROUP ACTIVITY 1 (OUTDOOR)</u></b> 60mins	<ul style="list-style-type: none"> <li>• <b>Talk about examples of both living and non-living things</b></li> </ul> <ol style="list-style-type: none"> <li>1. Play ‘beginning sounds treasure hunt’ (hunt and mention the initial sound of hidden words).</li> <li>2. Pick ten objects from the environment and group them according to sizes and count</li> <li>3. <b>(C2)</b> Take turns to mention the name of an object in the environment for your partner to identify and write the initial sound</li> </ol>	Word cards	

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.

Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<p><b><u>PHONICS</u></b> <b>45mins</b></p> <p><b><u>GROUP ACTIVITY 2</u></b> <b><u>(INDOOR)</u></b> <b>60mins</b></p> <p><b>LEARNING CENTRES</b> <b>60mins</b></p> <p><b><u>STORY SHARING</u></b> <b>30mins</b></p>	<ol style="list-style-type: none"> <li>1. Match names of objects in the environment with their initial sounds.</li> <li>2. Make patterns with bottle tops.</li> <li>3. Sort sea creatures according to sizes</li> </ol> <ul style="list-style-type: none"> <li>• <b>Book centre</b></li> <li>• <b>Construction centre</b></li> <li>• <b>Nature centre</b></li> </ul> <ul style="list-style-type: none"> <li>• Retell the Dear Zoo story in your own words.</li> </ul> <p><b>Assessment: C2 Can identify selected sounds in given words.</b></p>	<p>Matching board Bottle tops with shapes Sea Creature size sorting</p> <p>Learning Centres</p> <p>Dear Zoo</p>
<p>What activities and/or resources will you adapt to meet the needs of learners with special education needs?</p>		
<p>Phase 3: Plenary/Reflections (Learner and teacher)</p> <p>Remedial Support: Plans/strategies to support learners who could not do the activity or achieve the skill assessed</p>		

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.





Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<p><b><u>PHONICS</u></b> <b>45mins</b></p> <p><b><u>GROUP ACTIVITY 2</u></b> <b><u>(INDOOR)</u></b> <b>60mins</b></p> <p><b>LEARNING CENTRES</b> <b>60mins</b></p> <p><b><u>STORY SHARING</u></b> <b>30mins</b></p>	<ol style="list-style-type: none"> <li>1. <b>(A2)</b> Fix puzzles of domestic animals</li> <li>2. Sort plants according to sizes</li> <li>3. Play animal pair games using domestic and wild animals</li> </ol> <ul style="list-style-type: none"> <li>• Book centre (Take turns to hold books and open it correctly)</li> <li>• Construction centre</li> <li>• Nature centre</li> </ul> <p>Identify the repeated phrases in the Dear Zoo story</p> <p><b>Assessment: A2: Can attend to task and show persistence in completing it.</b></p>	<p>Animal puzzles Plants size sorting Animals pair game</p> <p>Learning Centres</p> <p>Dear Zoo</p>
<p>What activities and/or resources will you adapt to meet the needs of learners with special education needs?</p>		
<p>Phase 3: Plenary/Reflections (Learner and teacher)</p> <p>Remedial Support: Plans/strategies to support learners who could not do the activity or achieve the skill assessed</p>		

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.



Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<b>Date:</b> WEEK 2 <b>Day:</b> Tuesday <b>Class:</b> KG 1 <b>Class size:</b>		<b>Theme/Strand:</b> ALL AROUND US  <b>SUB-STRAND:</b> K1.6.2 LIVING THINGS-ANIMALS (DOMESTIC AND WILD)
<b>Content Standard:</b> K1.6.2.1 Demonstrate understanding of domestic and wild animals	<b>Indicator:</b> K1.6.2.1.1 Sing and talk about different kinds of animals, what they eat, the sound they make and put them into groups. K1.6.2.1.2 Handle a book correctly e.g. holds the book upright and open right to left. K1.6.2.1.4 Review list of letter sounds learnt and use letter sounds to list and match the pictures of domestic animals. K1.6.2.1.5 Identify and describe objects by colour names and size.	
<b>Performance Indicator:</b> Learners can handle a book correctly. Learners can match pictures of domestic animals with letter sounds. Learners can describe objects by colour and size.		<b>Core Competencies/Values:</b> Problem solving and critical thinking. Communication and collaboration. Creativity and innovation.
<b>Key words:</b> match, turn the page, big, small, colour, size		
<b>Phase/Duration</b>	<b>Learners activities</b>	<b>Resources</b>
<b>Phase1: Starter (preparing the brain for learning)</b> 5mins	Sing animal songs.	
<b>Phase 2: Main (new learning including assessment)</b>  <u>CIRCLE TIME</u> 30mins  <u>GROUP ACTIVITY 1 (OUTDOOR)</u> 60mins  <u>PHONICS</u> 45mins	<ul style="list-style-type: none"> <li>• ‘Number Talk’</li> <li>• Have a discussion on animals seen in the home</li> </ul> <ul style="list-style-type: none"> <li>• Go on an animal hunt and describe the various animals and colours they see</li> <li>• Match animal picture cards with their names and write on their slates.</li> <li>• Hunt for types of food eaten by different animals using templates scattered around the outdoor area</li> </ul>	Number fans   Animal picture cards Animal pictures Animal food pictures

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.

Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<p><b><u>GROUP ACTIVITY 2</u></b> <b><u>(INDOOR)</u></b> <b>60mins</b></p> <p><b>LEARNING CENTRES</b> <b>60mins</b></p> <p><b><u>STORY SHARING</u></b> <b>30mins</b></p>	<ul style="list-style-type: none"> <li>• Group animals into domestic and wild and identify the sounds they make.</li> <li>• Group animal picture cards according to the beginning sound of their labels.</li> <li>• <b>(E1)</b> Describe the different features of animals and compare them to each other according to size and colour</li> </ul> <ul style="list-style-type: none"> <li>• <b>Book centre</b> (Take turns to hold books and open it correctly)</li> <li>• <b>Construction centre</b></li> <li>• <b>Nature centre</b></li> </ul> <p>Retell the Dear Zoo story</p> <p><b>Assessment: E1: Can identify and describe objects by colour, size and name.</b></p>	<p>Domestic and wild animals picture cards Animal picture cards Animal size sorting</p> <p>Learning Centres</p> <p>Dear Zoo</p>
<p>What activities and/or resources will you adapt to meet the needs of learners with special education needs?</p>		
<p>Phase 3: Plenary/Reflections (Learner and teacher)</p> <p>Remedial Support: Plans/strategies to support learners who could not do the activity or achieve the skill assessed</p>		

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.



Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<b>Date:</b> <b>WEEK 2</b>		<b>Theme/Strand: ALL AROUND US</b>
<b>Day:</b> Wednesday <b>Class:</b> KG 1 <b>Class size:</b>		<b>SUB-STRAND: K1.6.2 LIVING THINGS-ANIMALS (DOMESTIC AND WILD)</b>
<b>Content Standard:</b> K1.6.2.1 Demonstrate understanding of domestic and wild animals	<b>Indicator:</b> K1.6.2.1.1 Sing and talk about different kinds of animals, what they eat, the sound they make and put them into groups. K1.6.1.1.3 Tap or clap and count the syllables of the names of animals and identify the initial sound of the animal names. K1.6.1.1.5 Identify and describe objects by colour names and size. K1.6.1.1.6 Recognise, sort, classify, describe and extend non numerical patterns	
<b>Performance Indicator:</b> Learners can identify and describe objects by names and size. Learners can recognise and classify patterns.		<b>Core Competencies/Values:</b> Problem solving and critical thinking. Communication and collaboration. Creativity and innovation.
<b>Key words:</b> rhythm, draw, colour, role play, match		
<b>Phase/Duration</b>	<b>Learners activities</b>	<b>Resources</b>
<b>Phase1: Starter (preparing the brain for learning)</b> <b>5mins</b>	Sing alphabet songs.	
<b>Phase 2: Main (new learning including assessment)</b>  <b><u>CIRCLE TIME</u></b> <b>30mins</b>  <b><u>GROUP ACTIVITY 1</u></b> <b><u>(OUTDOOR)</u></b> <b>60mins</b>	<ul style="list-style-type: none"> <li>• <b>Revise classroom rules</b></li> </ul> <ol style="list-style-type: none"> <li>1. Clap/Tap to the number of syllables in the names of some animals</li> <li>2. Draw different sizes of animals.</li> <li>3. <b>(A1)</b> Use animal masks for role play.</li> </ol>	<p>Number cards</p> <p>Classroom rules</p> <p>Animal name cards</p> <p>Sticks, chalk</p> <p>Animal role play masks</p>

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.



Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<p><b><u>PHONICS</u></b> <b>45mins</b></p> <p><b><u>GROUP ACTIVITY 2</u></b> <b><u>(INDOOR)</u></b> <b>60mins</b></p> <p><b>LEARNING CENTRES</b> <b>60mins</b></p> <p><b><u>STORY SHARING</u></b> <b>30mins</b></p>	<ol style="list-style-type: none"> <li>1. (C1) Use Dear Zoo story cards to retell a story.</li> <li>2. Talk about animal cards/pictures, discuss their names, colours and sizes.</li> <li>3. Match the animal with their names and identify the initial sound</li> </ol> <ul style="list-style-type: none"> <li>• <b>Book centre</b></li> <li>• <b>Construction centre</b></li> <li>• <b>Nature centre</b></li> </ul> <p>Retell the Dear Zoo story</p> <p><b>Assessment:</b>  <b>A1: Works and plays well with others in a group, mostly follows rules of the games.</b>  <b>C1: Can tell her/his own short stories about a picture.</b></p>	<p>Dear Zoo story cards  Animal Size sorting, Pictures of different animals  Animal picture and name card</p> <p>Learning Centres</p> <p>Dear Zoo</p>
<p>What activities and/or resources will you adapt to meet the needs of learners with special education needs?</p>		
<p>Phase 3: Plenary/Reflections (Learner and teacher)  Remedial Support: Plans/strategies to support learners who could not do the activity or achieve the skill assessed</p>		

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.

Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<b>Date:</b> WEEK 2 Day: Thursday		<b>Theme/Strand:</b> ALL AROUND US	
<b>Class:</b> KG 1 <b>Class size:</b>		<b>SUB-STRAND:</b> K1.6.2 LIVING THINGS –ANIMALS (DOMESTIC AND WILD)	
<b>Content Standard:</b> K1.6.2.1 Demonstrate understanding of domestic and wild animals		<b>Indicator:</b> K1.6.2.1.1 Sing and talk about different kinds of animals, what they eat, the sound they make and put them into groups. K1.6.2.1.3 Tap or clap and count the syllables of the names of animals and identify the initial sound of the animal names. K1.6.2.1.4 Review list of letter sounds learnt and use letter sounds to list and match the pictures of domestic animals	
<b>Performance Indicator:</b> Learners can sing and talk about different animals. Learners can count the syllables in the names of animals.		<b>Core Competencies/Values:</b> Problem solving and critical thinking. Communication and collaboration. Creativity and innovation.	
<b>Key words:</b> eat, sound, group, sort, count, match			
<b>Phase/Duration</b>	<b>Learners activities</b>	<b>Resources</b>	
<b>Phase1: Starter (preparing the brain for learning)</b> 5mins	Recite poems and sing songs about animals.		
<b>Phase 2: Main (new learning including assessment)</b>  <b><u>CIRCLE TIME</u></b> 30mins  <b><u>GROUP ACTIVITY 1 (OUTDOOR)</u></b> 60mins	<ul style="list-style-type: none"> <li>• ‘Number Talk’</li> <li>• Make an animal sound for others to guess the animal.</li> </ul> <ul style="list-style-type: none"> <li>• Discuss animals (insects) found in the home and how to prevent them.</li> <li>• (D1) Play ‘animal name’ game (Place animal pictures at different points outside, call out an animal name and learners run towards it and before they reach there call out another name).</li> <li>• Write down the name of the animal you like on a slate.</li> </ul>	Number Frames Posters, videos  Picture of animals Slates	

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.

Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<p><b><u>PHONICS</u></b> <b>45mins</b></p> <p><b><u>GROUP ACTIVITY 2</u></b> <b><u>(INDOOR)</u></b> <b>60mins</b></p> <p><b>LEARNING CENTRES</b> <b>60mins</b></p> <p><b><u>STORY SHARING</u></b> <b>30mins</b></p>	<ul style="list-style-type: none"> <li>• Group and sort animals according to where they live and the food they eat.</li> <li>• Count and clap out the syllables in the names of animals at home.</li> <li>• Count the number of letters on an animal card and match it with the appropriate numeral card.</li> <li>• <b>Book centre</b> (Take turns to hold books and open it correctly)</li> <li>• <b>Construction centre</b></li> <li>• <b>Nature centre</b></li> <li>• Listen to animals’ story and say what happened at the beginning, middle and ending.</li> </ul> <p><b>Assessment:</b> <b>D1: Engages in a variety of gross motor activities e.g. Can throw a ball to knock down a target at a distance</b></p>	<p>Animal and places they live and Food they eat matching boards</p> <p>Animals name cards and numeral cards</p> <p>Learning Centres</p>
<p>What activities and/or resources will you adapt to meet the needs of learners with special education needs?</p>		
<p>Phase 3: Plenary/Reflections (Learner and teacher)</p> <p>Remedial Support: Plans/strategies to support learners who could not do the activity or achieve the skill assessed</p>		

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.



Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<b>Date:</b> WEEK 2 <b>Day:</b> Friday <b>Class:</b> KG 1 <b>Class size:</b>		<b>Theme/Strand:</b> ALL AROUND US  <b>SUB-STRAND:</b> K1.6.2 LIVING THINGS-ANIMALS (DOMESTIC AND WILD)
<b>Content Standard:</b> K1.6.2.1 Demonstrate understanding of domestic and wild animals	<b>Indicator:</b> K1.6.2.1.1 Sing and talk about different kinds of animals, what they eat, the sound they make and put them into groups. K1.6.2.1.2 Handle a book correctly e.g. hold a book upright and open right to left. K1.6.2.1.4 Review list of letter sounds learnt and use letter sounds to list and match the pictures of domestic animals. K1.6.2.1.5 Identify and describe objects by colour names and size.	
<b>Performance Indicator:</b> Learners can talk animals and the food they eat. Learners can open a book correctly. Learners can review letter sounds and use letter sounds. Learners can group and sort animals according to a criteria.		<b>Core Competencies/Values:</b> Problem solving and critical thinking. Communication and collaboration. Creativity and innovation.
<b>Key words:</b> sounds, mention, chase, draw, group, create		
<b>Phase/Duration</b>	<b>Learners activities</b>	<b>Resources</b>
<b>Phase1: Starter (preparing the brain for learning)</b> 5mins	Recite poems about animals and sing songs about animals.	
<b>Phase 2: Main (new learning including assessment)</b>  <u>CIRCLE TIME</u> 30mins  <u>GROUP ACTIVITY 1 (OUTDOOR)</u> 60mins	<ul style="list-style-type: none"> <li>• <b>Hold a discussion on animals and the food they eat</b></li> </ul> <ol style="list-style-type: none"> <li>1. (A1) Play ‘I am an animal game’ (A learner acts as an animal of his/her choice, walk after the rest, whoever is touched take turns to act as the new animal).</li> <li>2. Find hidden domestic animals and mention the letters sounds you can identify.</li> <li>3. Use pierced bottles with water to draw animals.</li> </ol>	Animal pictures with names Bottles, water

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.

Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<p><b><u>PHONICS</u></b> <b>45mins</b></p> <p><b><u>GROUP ACTIVITY 2</u></b> <b><u>(INDOOR)</u></b> <b>60mins</b></p> <p><b>LEARNING CENTRES</b> <b>60mins</b></p> <p><b><u>STORY SHARING</u></b> <b>30mins</b></p>	<ol style="list-style-type: none"> <li>1. Group animals into domestic and wild and identify the sounds they make.</li> <li>2. Draw your favourite animal and label it using some pictures of animals as a prompt.</li> <li>3. Create a sound pattern using sounds that they have learnt.</li> </ol> <ul style="list-style-type: none"> <li>• <b>Book centre</b> (Take turns to hold books and open it correctly)</li> <li>• <b>Construction centre</b></li> <li>• <b>Nature centre</b></li> </ul> <ul style="list-style-type: none"> <li>• Retell a familiar story about Animals</li> </ul> <p><b>Assessment: A1 Works and plays well with others in a group, mostly follows rules of the games.</b></p>	<p>Domestic and wild animals picture cards Animal pictures, pencil</p> <p>Learning Centres</p> <p>Story book</p> <p>.</p>
<p>What activities and/or resources will you adapt to meet the needs of learners with special education needs?</p>		
<p>Phase 3: Plenary/Reflections (Learner and teacher) Remedial Support: Plans/strategies to support learners who could not do the activity or achieve the skill assessed</p>		

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.



Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<b>Date:</b> WEEK: 3		<b>Theme/Strand:</b> ALL AROUND US	
<b>Day:</b> Monday <b>Class:</b> KG 1 <b>Class size:</b>		<b>SUB-STRAND:</b> K1.6.2 LIVING THINGS-ANIMALS (DOMESTIC AND WILD)	
<b>Content Standard:</b> K1.6.2.1 Demonstrate understanding of domestic and wild animals		<b>Indicator:</b> K1.6.2.1.1 Sing and talk about different kinds of animals, what they eat, the sound they make and put them into groups. K1.6.2.1.2 Handle a book correctly e.g. hold a book upright and open right to left K1.6.2.1.5 Identify and describe objects by colour names and size	
<b>Performance Indicator:</b> Learners can talk about animals, the food they eat and the sounds they make Learners can hold a book correctly Learners can identify and describe objects by name and size		<b>Core Competencies/Values:</b> Personal Development and Leadership. Communication and collaboration. Creativity and innovation.	
<b>Key words:</b> wild, domestic, animals, draw			
<b>Phase/Duration</b>	<b>Learners activities</b>	<b>Resources</b>	
<b>Phase1: Starter (preparing the brain for learning)</b> 5mins	Sing Animal songs e.g. Old McDonald has a farm		
<b>Phase 2: Main (new learning including assessment)</b>  <u>CIRCLE TIME</u> 30mins  <u>GROUP ACTIVITY 1 (OUTDOOR)</u> 60mins	<ul style="list-style-type: none"> <li>• News Time/ ‘Show and Tell’</li> <li>• Talk about wild animals</li> </ul> <ol style="list-style-type: none"> <li>1. Go on a listening walk, pay attention to different animal sounds</li> <li>2. Use animal masks to role play and imitate the sounds the animal makes</li> <li>3. Hunt for types of food eaten by different animals using templates scattered around the outdoor area</li> </ol>	Animal role play masks Animal food pictures Animal food pictures	

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.

Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<p><b><u>PHONICS</u></b> <b>45mins</b></p> <p><b><u>GROUP ACTIVITY 2</u></b> <b><u>(INDOOR)</u></b> <b>60mins</b></p> <p><b>LEARNING CENTRES</b> <b>60mins</b></p> <p><b><u>STORY SHARING</u></b> <b>30mins</b></p>	<ol style="list-style-type: none"> <li>1. Fix puzzles of domestic animals</li> <li>2. Describe the different features of animals and compare them to each other according to size and colour</li> <li>3. Play animal and food they eat matching game</li> </ol> <ul style="list-style-type: none"> <li>• Book centre (Take turns to hold books and open it correctly)</li> <li>• Construction centre</li> <li>• Nature/Zoo centre</li> </ul> <ul style="list-style-type: none"> <li>• <b>(C4)</b> Listen to a story about animals and say what happened at the beginning, middle and end</li> </ul> <p><b>Assessment: C4 Listen to stories and be able to respond to basic questions such as Where? When? and Who?</b></p>	<p>Animal puzzles Animals size sorting</p> <p>Animals and food they eat matching game</p> <p>Learning Centres</p> <p>Story book</p>
<p>What activities and/or resources will you adapt to meet the needs of learners with special education needs?</p>		
<p>Phase 3: Plenary/Reflections (Learner and teacher)</p> <p>Remedial Support: Plans/strategies to support learners who could not do the activity or achieve the skill assessed</p>		

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.



Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<b>Date:</b> WEEK: 3 <b>Day:</b> Tuesday <b>Class:</b> KG 1 <b>Class size:</b>		<b>Theme/Strand:</b> ALL AROUND US <b>SUB-STRAND:</b> K1.6.2 LIVING THINGS-ANIMALS (DOMESTIC AND WILD)
<b>Content Standard:</b> K1.6.2.1 Demonstrate understanding of domestic and wild animals	<b>Indicator:</b> K1.6.2.1.1 Sing and talk about different kinds of animals, what they eat, the sound they make and put them into groups. K1.6.2.1.4 Review list of letter sounds learnt and use letter sounds to list and match the pictures of domestic animals. K1.6.2.1.5 Identify and describe objects by colour names and size.	
<b>Performance Indicator:</b> Learners can match pictures of domestic animals with letter sounds. Learners can describe objects by colour and size.		<b>Core Competencies/Values:</b> Problem solving and critical thinking. Communication and collaboration. Creativity and innovation.
<b>Key words:</b> match, turn the page, big, small, colour, size		
<b>Phase/Duration</b>	<b>Learners activities</b>	<b>Resources</b>
<b>Phase1: Starter (preparing the brain for learning)</b> 5mins	Sing animal songs.	
<b>Phase 2: Main (new learning including assessment)</b>  <u><b>CIRCLE TIME</b></u> 30mins  <u><b>GROUP ACTIVITY 1 (OUTDOOR)</b></u> 60mins	<ul style="list-style-type: none"> <li>• ‘Number Talk’</li> <li>• <b>Hold a discussion on the differences between domestic and wild animals</b></li> </ul> <ul style="list-style-type: none"> <li>• Go on an animal hunt and describe the various animals and colours they see</li> <li>• Match animal picture cards with their names and write on their slates.</li> <li>• Make a collage of an animal</li> </ul>	Number fans, frames Posters/pictures  Animal picture cards Animal pictures Leaves, sticks

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.



Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<p><b><u>PHONICS</u></b> <b>45mins</b></p> <p><b><u>GROUP ACTIVITY 2</u></b> <b><u>(INDOOR)</u></b> <b>60mins</b></p> <p><b>LEARNING CENTRES</b> <b>60mins</b></p> <p><b><u>STORY SHARING</u></b> <b>30mins</b></p>	<ul style="list-style-type: none"> <li>• Play ‘animal and places they live matching game’</li> <li>• Group animal picture cards according to the beginning sound of their labels.</li> <li>• <b>(E1)</b> Describe the different features of animals and compare them to each other according to size and colour</li> <li>• <b>Book centre</b></li> <li>• <b>Construction centre</b></li> <li>• <b>Nature/Zoo centre</b></li> <li>• Listen to a story about animals and say what happened at the beginning, middle and end.</li> </ul> <p><b>Assessment: E1 Can identify and describe objects by colour, size and name.</b></p>	<p>Animals and places they live matching game Animal picture cards Animal size sorting</p> <p>Learning Centres</p> <p>Story book</p>
<p>What activities and/or resources will you adapt to meet the needs of learners with special education needs?</p>		
<p>Phase 3: Plenary/Reflections (Learner and teacher) Remedial Support: Plans/strategies to support learners who could not do the activity or achieve the skill assessed</p>		

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.



Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<b>Date:</b> <b>WEEK: 3</b>		<b>Theme/Strand: ALL AROUND US</b>	
<b>Day:</b> Wednesday <b>Class:</b> KG 1 <b>Class size:</b>		<b>SUB-STRAND: K1.6.2 LIVING THINGS-ANIMALS (DOMESTIC AND WILD)</b>	
<b>Content Standard:</b> K1.6.2.1 Demonstrate understanding of domestic and wild animals		<b>Indicator:</b> K1.6.1.1.3 Tap or clap and count the syllables of the names of animals and identify the initial sound of the animal names. K1.6.1.1.5 Identify and describe objects by colour names and size. K1.6.1.1.6 Recognise, sort, classify, describe and extend non-numerical patterns	
<b>Performance Indicator:</b> Learners can clap to the syllables of the names of animals Learners can identify and describe objects by names and size. Learners can recognise and classify patterns.		<b>Core Competencies/Values:</b> Problem solving and critical thinking. Communication and collaboration. Creativity and innovation.	
<b>Key words:</b> rhythm, draw, colour, role play, match			
<b>Phase/Duration</b>	<b>Learners activities</b>	<b>Resources</b>	
<b>Phase1: Starter (preparing the brain for learning)</b> 5mins	Sing alphabet songs.		
<b>Phase 2: Main (new learning including assessment)</b>  <b><u>CIRCLE TIME</u></b> 30mins  <b><u>GROUP ACTIVITY 1 (OUTDOOR)</u></b> 60mins	<ul style="list-style-type: none"> <li>• <b>Revise classroom rules and any rule that might apply to how domestic animals should be treated</b></li> </ul> <ol style="list-style-type: none"> <li>1. Listen to the name of animal and clap to the syllables in the word</li> <li>2. Retell a story using the Dear Zoo story cards</li> <li>3. Use animal masks for role play.</li> </ol>	Classroom rules   Animal name cards Dear Zoo story cards Animal role play masks	

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.

Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<p><b><u>PHONICS</u></b> <b>45mins</b></p> <p><b><u>GROUP ACTIVITY 2</u></b> <b><u>(INDOOR)</u></b> <b>60mins</b></p> <p><b>LEARNING CENTRES</b> <b>60mins</b></p> <p><b><u>STORY SHARING</u></b> <b>30mins</b></p>	<ol style="list-style-type: none"> <li>1. Draw and colour different sizes of your favourite wild animal</li> <li>2. Talk about animal cards/pictures, discuss their names, colours and sizes.</li> <li>3. Match the animal with their names and identify the initial sound</li> </ol> <ul style="list-style-type: none"> <li>• <b>Book centre</b></li> <li>• <b>Construction centre</b></li> <li>• <b>Nature/Zoom centre</b></li> </ul> <ul style="list-style-type: none"> <li>• Retell a familiar story</li> </ul> <p><b>Assessment:</b></p>	<p>Book, pencils Pictures of different animals Animal picture and name puzzles</p> <p>Learning Centres</p> <p>Story book</p>
<p>What activities and/or resources will you adapt to meet the needs of learners with special education needs?</p>		
<p>Phase 3: Plenary/Reflections (Learner and teacher) Remedial Support: Plans/strategies to support learners who could not do the activity or achieve the skill assessed</p>		



Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<p><b><u>PHONICS</u></b> <b>45mins</b></p> <p><b><u>GROUP ACTIVITY 2</u></b> <b><u>(INDOOR)</u></b> <b>60mins</b></p> <p><b>LEARNING CENTRES</b> <b>60mins</b></p> <p><b><u>STORY SHARING</u></b> <b>30mins</b></p>	<ol style="list-style-type: none"> <li>1. Play ‘animals and places they live matching games</li> <li>2. Count and clap out the syllables in the names of animals at home and in the wild.</li> <li>3. Count the number of letters on an animal card and match it with the appropriate numeral card.</li> </ol> <ul style="list-style-type: none"> <li>• <b>Book centre</b></li> <li>• <b>Construction centre</b></li> <li>• <b>Nature/Zoo centre</b></li> </ul> <ul style="list-style-type: none"> <li>• Listen to a story, spot the animals the story</li> </ul> <p><b>Assessment: D3 Begins to write letters of the alphabet e.g. Writes own name with no copy.</b></p>	<p>Animals and places they live matching game</p> <p>Animals name cards and numeral cards</p> <p>Learning Centres</p> <p>Story book</p>
<p>What activities and/or resources will you adapt to meet the needs of learners with special education needs?</p>		
<p>Phase 3: Plenary/Reflections (Learner and teacher)</p> <p>Remedial Support: Plans/strategies to support learners who could not do the activity or achieve the skill assessed</p>		

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.



Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<b>Date:</b> WEEK: 3		<b>Theme/Strand:</b> ALL AROUND US	
<b>Day:</b> Friday <b>Class:</b> KG 1 <b>Class size:</b>		<b>SUB-STRAND:</b> K1.6.2 LIVING THINGS-ANIMALS (DOMESTIC AND WILD)	
<b>Content Standard:</b> K1.6.2.1 Demonstrate understanding of domestic and wild animals		<b>Indicator:</b> K1.6.2.1.1 Sing and talk about different kinds of animals, what they eat, the sound they make and put them into groups. K1.6.2.1.2 Handle a book correctly e.g. hold a book upright and open right to left. K1.6.2.1.4 Review list of letter sounds learnt and use letter sounds to list and match the pictures of domestic animals. K1.6.2.1.6 Recognise, sort, classify, describe and extend non-numerical patterns	
<b>Performance Indicator:</b> Learners can talk animals and the food they eat. Learners can open a book correctly. Learners can review letter sounds and use letter sounds.		<b>Core Competencies/Values:</b> Problem solving and critical thinking. Communication and collaboration. Creativity and innovation.	
<b>Key words:</b> sounds, mention, chase, draw, group, create			
<b>Phase/Duration</b>	<b>Learners activities</b>		<b>Resources</b>
<b>Phase1: Starter (preparing the brain for learning)</b> 5mins	Recite poems about animals and sing songs about animals.		
<b>Phase 2: Main (new learning including assessment)</b>  <u>CIRCLE TIME</u> 30mins  <u>GROUP ACTIVITY 1 (OUTDOOR)</u> 60mins	<ul style="list-style-type: none"> <li>• <b>What have you learnt about animals?</b></li> </ul> <ol style="list-style-type: none"> <li>1. Play ‘I am an animal game’ (A learner acts as an animal of his/her choice walking after the rest, whoever is touched take turns to act as the new animal).</li> <li>2. Hide pictures of domestic animals for children to find and mention the letters and their sounds he/she can identify.</li> <li>3. <b>(D2)</b> Mix and use clay to mould your favourite animal</li> </ol>		Animal pictures with names  Clay

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.

Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<p><b><u>PHONICS</u></b> <b>45mins</b></p> <p><b><u>GROUP ACTIVITY 2</u></b> <b><u>(INDOOR)</u></b> <b>60mins</b></p> <p><b>LEARNING CENTRES</b> <b>60mins</b></p> <p><b><u>STORY SHARING</u></b> <b>30mins</b></p>	<ol style="list-style-type: none"> <li>1. Play animal and food they eat matching game</li> <li>2. Draw your favourite animal and label it using some pictures of animals as a prompt.</li> <li>3. Create a sound pattern using sounds that they have learnt.</li> </ol> <ul style="list-style-type: none"> <li>• <b>Book centre</b></li> <li>• <b>Construction centre</b></li> <li>• <b>Nature/Zoo centre</b></li> </ul> <ul style="list-style-type: none"> <li>• When you hear the name of an animal in the story, make the noise of that animal</li> </ul> <p><b>Assessment: D2 Engages in a variety of fine motor activities e.g. Can screw and unscrew a bottle lid.</b></p>	<p>Animal and food they eat matching game</p> <p>Animal pictures, pencil</p> <p>Learning Centres</p>
<p>What activities and/or resources will you adapt to meet the needs of learners with special education needs?</p>		
<p>Phase 3: Plenary/Reflections (Learner and teacher)</p> <p>Remedial Support: Plans/strategies to support learners who could not do the activity or achieve the skill assessed</p>		

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.

Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<b>Date:</b> WEEK 4		<b>Theme/Strand:</b> ALL AROUND US
<b>Day:</b> Monday <b>Class:</b> KG 1 <b>Class size:</b>		<b>SUB-STRAND:</b> K1.6.3 WATER
<b>Content Standard:</b> K1.6.3.1 Demonstrate understanding of sources of water and its uses.	<b>Indicator:</b> K1.6.3.1.1 Talk about where we get water and its uses. K1.6.3.1.2 Listen and interact with teacher and peers as they listen to a read aloud text on the uses. K1.6.3.1.4 Use a variety of new vocabulary learnt about the sources of water to make simple sentences orally. K1.6.3.1.5 Design, make, exhibit and respond to own or others art works (2-dimensional and 3-dimensional)	
<b>Performance Indicator:</b> Learners can talk about water and its uses Learners can use new vocabulary to make simple sentences orally Learners can design and exhibit own art		<b>Core Competencies/Values:</b> Personal Development and Leadership Communication and collaboration. Creativity and innovation.
<b>Key words:</b> lake, well, sea, rain, borehole, pipe, lagoon, river		
<b>Phase/Duration</b>	<b>Learners activities</b>	<b>Resources</b>
<b>Phase1: Starter (preparing the brain for learning)</b> 5mins	Sing songs about water	
<b>Phase 2: Main (new learning including assessment)</b>  <b><u>CIRCLE TIME</u></b> 30mins  <b><u>GROUP ACTIVITY 1 (OUTDOOR)</u></b> 60mins	<ul style="list-style-type: none"> <li>• <b>News Time/ Show and Tell</b></li> <li>• <b>What do you already know and can say about Water?</b></li> <li>• <b>(A4) What would you like to know about water?</b></li> </ul> <ol style="list-style-type: none"> <li>1. Draw and paint with water in the sand</li> <li>2. Fold paper boats to float on water and drop stones into water to check which is heavy.</li> <li>3. Race to fill as many containers as possible without spilling the water.</li> </ol>	<p>Pictures, poster</p> <p>Bottles Paper and stones, water Containers, water</p>

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.





Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<b>Date:</b> <b>WEEK 4</b>		<b>Theme/Strand: ALL AROUND US</b>
<b>Day:</b> Tuesday <b>Class:</b> KG 1 <b>Class size:</b>		<b>SUB-STRAND: K1.6.3 WATER</b>
<b>Content Standard:</b> K1.6.3.1 Demonstrate understanding of sources of water and its uses.	<b>Indicator:</b> K1.6.3.1.1 Talk about where we get water and its uses K1.6.3.1.3 Recognise letter sounds and names which begin words that describe how human beings and animals use water K1.6.3.1.4 Use a variety of new vocabulary learnt about the sources of water to make simple sentences orally. K1.6.3.1.6 Describe the position of objects.	
<b>Performance Indicator:</b> Learners can talk about the uses of water Learners can recognise letter sounds and names Learners can use a variety of new vocabulary to make simple sentences Learners can describe the position of objects		<b>Core Competencies/Values:</b> Problem solving and critical thinking. Communication and collaboration. Creativity and innovation.
<b>Key words:</b> cooking, bathing, drinking, washing, 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> , 5 <sup>th</sup>		
<b>Phase/Duration</b>	<b>Learners activities</b>	<b>Resources</b>
<b>Phase1: Starter (preparing the brain for learning)</b> 5mins	Recite poems and sing songs about water	
<b>Phase 2: Main (new learning including assessment)</b>  <b><u>CIRCLE TIME</u></b> 30mins  <b><u>GROUP ACTIVITY 1</u></b> <b><u>(OUTDOOR)</u></b> 60mins	<ul style="list-style-type: none"> <li>• ‘Number Talk’</li> <li>• <b>What do you already know and can say about the different uses of water?</b></li> </ul> <ol style="list-style-type: none"> <li>1. Pick and act out the uses of water e.g. bathing, cooking.</li> <li>2. Find out what happens when you pour water into a bottle with holes and hold a conversation about frozen water</li> <li>3. <b>(D3)</b> Use bottles filled with water to write own name in the sand or on a concrete.</li> </ol>	<p>Picture, Poster</p> <p>Pictures with word cards</p> <p>Water, bottles with holes, ice</p>

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.

Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<p><b><u>PHONICS</u></b> <b>45mins</b></p> <p><b><u>GROUP ACTIVITY 2</u></b> <b><u>(INDOOR)</u></b> <b>60mins</b></p> <p><b><u>LEARNING CENTRES</u></b> <b>60mins</b></p> <p><b><u>STORY SHARING</u></b> <b>30mins</b></p>	<ol style="list-style-type: none"> <li>1. Play ‘Hair washing sequence cards’ game</li> <li>2. Using the ‘sea scene boards and word cards’ pick a word card showing either ‘in’, ‘near’, ‘on’ or ‘under’ and say the word to your partner to identify something on one of the picture boards that corresponds to the word card you picked.</li> <li>3. Draw and colour one source of water</li> </ol> <ul style="list-style-type: none"> <li>• <b>Book centre</b></li> <li>• <b>Construction centre</b></li> <li>• <b>Home centre</b></li> </ul> <ul style="list-style-type: none"> <li>• In a think-pair share, discuss illustrations in the story book. (What they think is happening, how they think the characters feel).</li> </ul> <p><b>Assessment:</b> <b>D3: Begins to write letters of the alphabet e.g. Writes own name with no copy.</b></p>	<p>Bottles with a hole in the lid</p> <p>Hair washing sequence cards game Position in the sea boards and word cards</p> <p>Pencil, book, crayons</p> <p>Learning Centres</p> <p>Otu goes to sea story book</p>
<p>What activities and/or resources will you adapt to meet the needs of learners with special education needs?</p>		
<p>Phase 3: Plenary/Reflections (Learner and teacher) Remedial Support: Plans/strategies to support learners who could not do the activity or achieve the skill assessed</p>		

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.

Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<b>Date:</b> WEEK 4		<b>Theme/Strand:</b> ALL AROUND US
<b>Day:</b> Wednesday		<b>SUB-STRAND:</b> K1.6.3 WATER
<b>Class:</b> KG 1	<b>Class size:</b>	
<b>Content Standard:</b> K1.6.3.1 Demonstrate understanding of sources of water and its uses.	<b>Indicator:</b> K1.6.3.1.1 Talk about where we get water and its uses K1.6.3.1.3 Recognise letter sounds and names which begin words that describe how human beings and animals use water. K1.6.3.1.5 Design, make, exhibit and respond to own or others art works (2-dimensional and 3-dimensional) K1.6.3.1.6 Describe the position of objects.	
<b>Performance Indicator:</b> Learners can talk about some sources of water Learners can recognise letter sounds and names. Learners can design and make art works. Learners can describe the position of objects.		<b>Core Competencies/Values:</b> Personal Development and Leadership. Communication and collaboration. Creativity and innovation.
<b>Key words:</b> rain, river, on, under, near, first, second,		
<b>Phase/Duration</b>	<b>Learners activities</b>	<b>Resources</b>
<b>Phase1: Starter (preparing the brain for learning)</b> 5mins	Recite poems and sing songs about water	
<b>Phase 2: Main (new learning including assessment)</b>  <b><u>CIRCLE TIME</u></b> 30mins  <b><u>GROUP ACTIVITY 1</u></b> <b><u>(OUTDOOR)</u></b> 60mins	<ul style="list-style-type: none"> <li>• Talk about some natural water sources</li> </ul> <ol style="list-style-type: none"> <li>1. In pairs, say, in, on, near or under for your partner to place an object correctly for that word.</li> <li>2. Sort leaves and sticks according to their sizes and length.</li> <li>3. (A1) Role play- pretend to be fishermen hauling in a catch and have a tug of peace.</li> </ol>	stones, bottle tops, bottles,  leaves and sticks Rope

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.

Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<p><b><u>PHONICS</u></b> <b>45mins</b></p> <p><b><u>GROUP ACTIVITY 2</u></b> <b><u>(INDOOR)</u></b> <b>60mins</b></p> <p><b>LEARNING CENTRES</b> <b>60mins</b></p> <p><b><u>STORY SHARING</u></b> <b>30mins</b></p>	<ol style="list-style-type: none"> <li>1. Use word cards with the uses of water written on for children to identify initial sounds and ending sounds.</li> <li>2. Using the ‘sea scene boards and word cards’ pick a word card showing either ‘in’, ‘near’, ‘on’ or ‘under’ and say the word to your partner to identify something on one of the picture boards that corresponds to the word card you picked.</li> <li>3. Use a bathing sequencing cards to talk about the position of each card</li> </ol> <ul style="list-style-type: none"> <li>• Book centre</li> <li>• Construction centre</li> <li>• Water centre</li> </ul> <ul style="list-style-type: none"> <li>• Retell a familiar story</li> </ul> <p>Assessment:</p> <p><b>A1 Works and plays well with others in a group, mostly follows rules of the games</b></p>	<p>Uses of water word cards</p> <p>Position in the sea boards and word cards</p> <p>Bathing sequence cards</p> <p>Learning Centres</p> <p>Story book</p>
<p>What activities and/or resources will you adapt to meet the needs of learners with special education needs?</p>		
<p>Phase 3: Plenary/Reflections (Learner and teacher)</p> <p>Remedial Support: Plans/strategies to support learners who could not do the activity or achieve the skill assessed</p>		

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.



Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<b>Date:</b> WEEK 4		<b>Theme/Strand:</b> ALL AROUND US
<b>Day:</b> Thursday <b>Class:</b> KG 1 <b>Class size:</b>		<b>SUB-STRAND:</b> K1.6.3 WATER
<b>Content Standard:</b> K1.6.3.1 Demonstrate understanding of sources of water and its uses.	<b>Indicator:</b> K1.6.3.1.1 Talk about where we get water from and its uses. K1.6.3.1.3 Recognise letter sounds and names which begin words that describe how human beings and animals use water. K1.6.3.1.5 Design, make, exhibit and respond to own or others art works (2-dimensional and 3-dimensional) K1.6.3.1.6 Describe the position of objects.	
<b>Performance Indicator:</b> Learners can talk about source of water. Learners can recognise letter sounds and names. Learners can design and make art works. Learners can describe the position of objects.		<b>Core Competencies/Values:</b> Problem solving and critical thinking. Communication and collaboration. Creativity and innovation.
<b>Key words:</b>		
<b>Phase/Duration</b>	<b>Learners activities</b>	<b>Resources</b>
<b>Phase1: Starter (preparing the brain for learning)</b> 5mins	Sing songs about water	
<b>Phase 2: Main (new learning including assessment)</b>  <b><u>CIRCLE TIME</u></b> 30mins  <b><u>GROUP ACTIVITY 1</u></b> <b><u>(OUTDOOR)</u></b> 60mins	<ul style="list-style-type: none"> <li>• ‘Number Talk</li> <li>• Have a discussion on how to preserve/save water</li> </ul> <ol style="list-style-type: none"> <li>1. Practice how water is used to wash a baby (doll).</li> <li>2. Talk about when, why, and practice how to wash your hands properly</li> <li>3. Write the numerals 1-10 on slates.</li> </ol>	Water, doll, soap. Water, soap, veronica bucket Slates

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.

Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<p><b><u>PHONICS</u></b> <b>45mins</b></p> <p><b><u>GROUP ACTIVITY 2</u></b> <b><u>(INDOOR)</u></b> <b>60mins</b></p> <p><b>LEARNING CENTRES</b> <b>60mins</b></p> <p><b><u>STORY SHARING</u></b> <b>30mins</b></p>	<ol style="list-style-type: none"> <li>Sort different coloured fish and add together to find the sum.</li> <li><b>(C2)</b> Identify letters and sound from sources of water word cards</li> <li>Play hand washing sequence cards game.</li> </ol> <ul style="list-style-type: none"> <li><b>Book centre</b></li> <li><b>Construction centre</b></li> <li><b>Water centre</b></li> </ul> <ul style="list-style-type: none"> <li><b>(C1)</b> Tell you your story</li> </ul> <p><b>Assessment:</b> <b>C2 Can identify selected sounds in given words.</b> <b>C1 Can tell her/his own short stories about pictures.</b></p>	<p>Coloured fish/ Fish Patterns Odd One Out Water sources word cards Hand washing sequence cards game</p> <p>Learning Centres</p> <p>Poster or Picture</p>
<p>What activities and/or resources will you adapt to meet the needs of learners with special education needs?</p>		
<p>Phase 3: Plenary/Reflections (Learner and teacher) Remedial Support: Plans/strategies to support learners who could not do the activity or achieve the skill assessed</p>		

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.



Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<b>Date:</b> WEEK 4		<b>Theme/Strand:</b> ALL AROUND US
<b>Day:</b> Friday <b>Class:</b> KG 1 <b>Class size:</b>		<b>SUB-STRAND:</b> K1.6.3 WATER
<b>Content Standard:</b> K1.6.3.1 Demonstrate understanding of sources of water and its uses.	<b>Indicator:</b> K1.6.3.1.3 Recognise letter sounds and names which begin words that describe how human beings and animals use water. K1.6.3.1.5 Design, make, exhibit and respond to own or others art works (2-dimensional and 3-dimensional) K1.6.3.1.6 Describe the position of objects.	
<b>Performance Indicator:</b> Learners can recognise letter sounds and names. Learners can design and make art works. Learners can describe the position of objects.		<b>Core Competencies/Values:</b> Problem solving and critical thinking. Communication and collaboration. Creativity and innovation.
<b>Key words:</b> draw, save, soap, rinse		
<b>Phase/Duration</b>	<b>Learners activities</b>	<b>Resources</b>
<b>Phase1: Starter (preparing the brain for learning)</b> 5mins	Sing songs on water.	
<b>Phase 2: Main (new learning including assessment)</b>  <b><u>CIRCLE TIME</u></b> 30mins  <b><u>GROUP ACTIVITY 1 (OUTDOOR)</u></b> 60mins	<b>What have you learnt from our discussions on ‘Water’?</b>  1. Mould a water pot using clay 2. Write numerals 1-10 with water using bottles with holes 3. Transport water from one container to the next with bottles with holes, brainstorm and think of a solution.	Clay, water water bottles, water Two Containers, bottles with holes

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.



Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<p><b><u>PHONICS</u></b> 45mins</p> <p><b><u>GROUP ACTIVITY 2</u></b> <b><u>(INDOOR)</u></b> 60mins</p> <p><b>LEARNING CENTRES</b> 60mins</p> <p><b><u>STORY SHARING</u></b> 30mins</p>	<ol style="list-style-type: none"> <li>1. Use a bathing sequencing cards to talk about the position of each card</li> <li>2. Free drawing activity</li> <li>3. Arrange hand washing sequence cards.</li> </ol> <ul style="list-style-type: none"> <li>• <b>Book centre</b></li> <li>• <b>Construction centre</b></li> <li>• <b>Water Centre</b></li> </ul> <p>Listen to a story and talk about what you liked and why.</p> <p><b>Assessment:</b></p>	<p>Bathing sequence cards</p> <p>Hand washing Sequence Cards</p> <p>Learning Centres</p> <p>Story book</p>
<p>What activities and/or resources will you adapt to meet the needs of learners with special education needs?</p>		
<p>Phase 3: Plenary/Reflections (Learner and teacher)</p> <p>Remedial Support: Plans/strategies to support learners who could not do the activity or achieve the skill assessed</p>		

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.

Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<b>Date:</b> WEEK 5		<b>Theme/Strand:</b> ALL AROUND US
<b>Day:</b> Monday <b>Class:</b> KG 1 <b>Class size:</b>		<b>SUB-STRAND:</b> K1.6.4 AIR
<b>Content Standard:</b> K1.6.1.1 Demonstrate understanding of the presence of air and tell its importance.	<b>Indicator:</b> K1.6.4.1.1 Share their understanding and describe the presence of air through experimentation. K1.6.4.1.2 Use visual information to help them understand the text they read. K1.6.4.1.3 Recognise the position of the target sounds in words either at the initial, middle or the ending of the words related to the theme. K1.6.4.1.4 Use a variety of new vocabulary learnt about the importance of air to make simple sentence orally.	
<b>Performance Indicator:</b> Learners can demonstrate the presence of air. Learners can recognize the position of target sounds in words. Learners can use a variety of new vocabulary learnt to make sentences.		<b>Core Competencies/Values:</b> Personal Development and Leadership. Communication and collaboration. Creativity and Innovation.
<b>Key words:</b> fly, cloud, air, wind, sky, in, tin		
<b>Phase/Duration</b>	<b>Learners activities</b>	<b>Resources</b>
<b>Phase1: Starter (preparing the brain for learning)</b> 5mins	Sing a song related to air	
<b>Phase 2: Main (new learning including assessment)</b>  <b><u>CIRCLE TIME</u></b> 30mins  <b><u>GROUP ACTIVITY 1</u></b> <b><u>(OUTDOOR)</u></b> 60mins	<ul style="list-style-type: none"> <li>• (A4) News Time/ ‘Show and Tell’</li> <li>• <b>Talk about what you think about air and how it is important to you.</b></li> </ul> <ol style="list-style-type: none"> <li>1. Fly a kite to check the direction the wind blows.</li> <li>2. Use word cards and ask learners to clap out the number of target sounds in the word.</li> <li>3. Find objects in the outside area that are moved by air (e.g. leaves on a tree).</li> </ol>	<p>Pictures/ Poster</p> <p>Kites Word cards</p>

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.

Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<p><b><u>PHONICS</u></b> <b>45mins</b></p> <p><b><u>GROUP ACTIVITY 2</u></b> <b><u>(INDOOR)</u></b> <b>60mins</b></p> <p><b>LEARNING CENTRES</b> <b>60mins</b></p> <p><b><u>STORY SHARING</u></b> <b>30mins</b></p>	<ol style="list-style-type: none"> <li>1. Blow air into the balloons (1 balloon per child)</li> <li>2. Draw a kite or a balloon in their books.</li> <li>3. In pairs, sit opposite each other and move an object by blowing through a straw (e.g. a bottle top or bead) to reach the other child. If the object drops off the side of the table on your opponent's side you score a point.</li> </ol> <ul style="list-style-type: none"> <li>• <b>Book centre</b></li> <li>• <b>Construction centre</b></li> <li>• <b>Home centre</b></li> </ul> <ul style="list-style-type: none"> <li>• Choose your favourite book from the classroom and tell the class what the book is and why you like it.</li> </ul> <p><b>Assessment: A4: Asks questions for clarification.</b></p>	<p>Balloons A4 sheets Straws, bottle tops or beads</p> <p>Learning Centres</p> <p>Story Book</p>
<p>What activities and/or resources will you adapt to meet the needs of learners with special education needs?</p>		
<p>Phase 3: Plenary/Reflections (Learner and teacher) Remedial Support: Plans/strategies to support learners who could not do the activity or achieve the skill assessed</p>		

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.

Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<b>Date:</b> <b>WEEK 5</b>		<b>Theme/Strand: ALL AROUND US</b>
<b>Day:</b> Tuesday <b>Class:</b> KG 1 <b>Class size:</b>		<b>SUB-STRAND: K1.6.4 AIR</b>
<b>Content Standard:</b> K1.6.4.1 Demonstrate understanding of the presence of air and tell its importance	<b>Indicator:</b> K1.6.4.1.1 Share their understanding and describe the presence of air through experimentation. K1.6.4.1.3 Recognise the position of the target sounds in words either at the initial, middle or the ending of the words related to the theme. K1.6.4.1.4 Use a variety of new vocabulary learnt about the importance of air to make simple sentence orally. K1.6.4.1.5 Derive meaning and make judgment about artworks using the senses according to its beauty.	
<b>Performance Indicator:</b> Learners can recognize the position of target sounds in words. Learners can use a variety of new vocabulary learnt to make sentences. Learners can derive meaning and make judgment about artworks.		<b>Core Competencies/Values:</b> Problem solving and critical thinking. Communication and collaboration. Creativity and innovation.
<b>Key words:</b> kite, balloon, glass, air, pollution		
<b>Phase/Duration</b>	<b>Learners activities</b>	<b>Resources</b>
<b>Phase1: Starter (preparing the brain for learning)</b> 5mins	Sing songs and recite poems about air.	
<b>Phase 2: Main (new learning including assessment)</b>  <u><b>CIRCLE TIME</b></u> 30mins  <u><b>GROUP ACTIVITY 1 (OUTDOOR)</b></u> 60mins	<ul style="list-style-type: none"> <li>• ‘Number Talk’</li> <li>• <b>Wave your arm to feel the air, Breath out into your palm to feel he air and Play a flute or a plastic trumpet</b></li> </ul> <ol style="list-style-type: none"> <li>1. Fly paper airplanes to demonstrate presence of air.</li> <li>2. Stuff tissues in a glass cup so that it won’t fall out, turn the glass upside down and place it into a container with water. Let the glass be fully submerged and the resulting air pocket will keep the tissue from being soaked whiles fully submerged.</li> <li>3. <b>(C2)</b> Identify target sounds and talk about the position of the target sounds in words either at the initial, middle or the ending of the words</li> </ol>	<p>Pictures/ Posters, Flute, trumpet</p> <p>A4 sheets Tissues, glass, bowl</p> <p>Word cards</p>

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.



Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<b>Date:</b> <b>WEEK 5</b>		<b>Theme/Strand: ALL AROUND US</b>
<b>Day:</b> Wednesday <b>Class:</b> KG 1 <b>Class size:</b>		<b>SUB-STRAND:K1.6.4 AIR</b>
<b>Content Standard:</b> K1.6.4.1 Demonstrate understanding of the presence of air and tell its importance	<b>Indicator:</b> K1.6.4.1.1 Share their understanding and describe the presence of air through experimentation. K1.6.4.1.3 Recognize the position of the target sounds in words either at the initial, middle or the ending of the words related to the theme. K1.6.4.1.5 Derive meaning and make judgment about artworks using the senses according to its beauty. K1.6.4.1.6 Describe the position of objects.	
<b>Performance Indicator:</b> Learners can recognize the position of target sounds in words. Learners can derive meaning and make judgment about artworks. Learners can describe the position of objects.		<b>Core Competencies/Values:</b> Problem solving and critical thinking. Communication and collaboration. Creativity and innovation.
<b>Key words:</b> clouds, wind, story		
<b>Phase/Duration</b>	<b>Learners activities</b>	<b>Resources</b>
<b>Phase1: Starter (preparing the brain for learning)</b> 5mins	Sing songs about air.	
<b>Phase 2: Main (new learning including assessment)</b>  <b><u>CIRCLE TIME</u></b> 30mins  <b><u>GROUP ACTIVITY 1 (OUTDOOR)</u></b> 60mins	<ul style="list-style-type: none"> <li>• <b>Go for a walk and check how the wind is blowing.</b></li> <li>• Blow bubbles with straw in water.</li> <li>• Tie cloth around the waist and hold the ends over the head whiles running to catch the wind.</li> <li>• Draw clouds and birds in their books</li> </ul>	Straws Clothes

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.

Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<p><b><u>PHONICS</u></b> <b>45mins</b></p> <p><b><u>GROUP ACTIVITY 2</u></b> <b><u>(INDOOR)</u></b> <b>60mins</b></p> <p><b>LEARNING CENTRES</b> <b>60mins</b></p> <p><b><u>STORY SHARING</u></b> <b>30mins</b></p>	<ol style="list-style-type: none"> <li>1. (A2) In pairs, fix puzzles of kites, balloons, airplanes and birds</li> <li>2. In pairs, compete to blow a piece of cotton ball off the table by blowing on it and pretending to be the wind</li> <li>3. Draw one way the wind helps us (get support from your teacher to put your pictures together into a group air book).</li> </ol> <ul style="list-style-type: none"> <li>• <b>Book centre</b></li> <li>• <b>Construction centre</b></li> <li>• <b>Home centre</b></li> </ul> <ul style="list-style-type: none"> <li>• Retell a familiar story in your own words.</li> </ul> <p><b>Assessment: A2: Can attend to task and show persistence in completing it.</b></p>	<p>Pencils and crayon</p> <p>Puzzles Cotton</p> <p>Sheets, pencils, thread, cardboard</p> <p>Learning Centres</p> <p>Story Book/map</p>
<p>What activities and/or resources will you adapt to meet the needs of learners with special education needs?</p>		
<p>Phase 3: Plenary/Reflections (Learner and teacher) Remedial Support: Plans/strategies to support learners who could not do the activity or achieve the skill assessed</p>		

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.



Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<b>Date:</b> <b>WEEK 5</b>		<b>Theme/Strand: ALL AROUND US</b>
<b>Day:</b> Thursday <b>Class:</b> KG 1 <b>Class size:</b>		<b>SUB-STRAND:K1.6.4 AIR</b>
<b>Content Standard:</b> K1.6.4.1 Demonstrate understanding of the presence of air and tell its importance	<b>Indicator:</b> K1.6.4.1.2 Use visual information to help them understand the text they read. K1.6.4.1.3 Recognise the position of the target sounds in words either at the initial, middle or the ending of the words related to the theme. K1.6.4.1.5 Derive meaning and make judgment about artworks using the senses according to its beauty. K1.6.4.1.6 Describe the position of objects.	
<b>Performance Indicator:</b> Learners can use visual information to help understand the text they read. Learners can recognize the position of target sounds in words. Learners can derive meaning and make judgment about artworks. Learners can describe the position of objects.		<b>Core Competencies/Values:</b> Problem solving and critical thinking. Communication and collaboration. Creativity and innovation.
<b>Key words:</b> breathe, count, share, windy		
<b>Phase/Duration</b>	<b>Learners activities</b>	<b>Resources</b>
<b>Phase1: Starter (preparing the brain for learning)</b> 5mins	Sing songs about air	
<b>Phase 2: Main (new learning including assessment)</b>  <b><u>CIRCLE TIME</u></b> 30mins  <b><u>GROUP ACTIVITY 1</u></b> <b><u>(OUTDOOR)</u></b> 60mins	<ul style="list-style-type: none"> <li>• <b>Show and tell</b></li> <li>• <b>Place your hand on your stomach and feel how your body moves while breathing in air</b></li> </ul> <ol style="list-style-type: none"> <li>1. <b>(E2)</b> Hang numbers 1-10 in the outdoor area (these can be in the shape of clouds) children find them and arrange them in order/sequence and match them to objects</li> <li>2. Find items/ objects in the outside area that start with/have the sound of the week</li> <li>3. Take turns to shout out <b>in, near, on</b> or <b>under</b> for the others to demonstrate the action</li> </ol>	Number cards 1-10, stones, sticks

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.



Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<p><b><u>PHONICS</u></b> <b>45mins</b></p> <p><b><u>GROUP ACTIVITY 2</u></b> <b><u>(INDOOR)</u></b> <b>60mins</b></p> <p><b>LEARNING CENTRES</b> <b>60mins</b></p> <p><b><u>STORY SHARING</u></b> <b>30mins</b></p>	<ol style="list-style-type: none"> <li>1. Match numerals to a group of objects of the same number.</li> <li>2. In pairs, fix puzzles of kites, balloons, airplanes and birds</li> <li>3. Free drawing</li> </ol> <ul style="list-style-type: none"> <li>• <b>Book centre</b></li> <li>• <b>Construction centre</b></li> <li>• <b>Home centre</b></li> </ul> <ul style="list-style-type: none"> <li>• Tell your own story</li> </ul> <p><b>Assessment: E2: Use number names, counting in sequence to find out ‘how many, matching numbers to objects ‘(1-9).</b></p>	<p>Letter cards Position word cards</p> <p>Plants matching 1-10 Puzzles Book/Sheets, Pencils</p> <p>Learning Centre</p> <p>Story book</p>
<p>What activities and/or resources will you adapt to meet the needs of learners with special education needs?</p>		
<p>Phase 3: Plenary/Reflections (Learner and teacher) Remedial Support: Plans/strategies to support learners who could not do the activity or achieve the skill assessed</p>		

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.



Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<b>Date:</b> WEEK 5		<b>Theme/Strand:</b> ALL AROUND US	
<b>Day:</b> Friday <b>Class:</b> KG 1		<b>Class size:</b>	
<b>Content Standard:</b> K1.6.4.1 Demonstrate understanding of the presence of air and tell its importance.		<b>Indicator:</b> K1.6.4.1.1 Share their understanding and describe the presence of air through experimentation. K1.6.4.1.2 Use visual information to help them understand the text they read. K1.6.4.1.5 Derive meaning and make judgment about artworks using the senses according to its beauty. K1.6.4.1.6 Describe the position of objects.	
<b>Performance Indicator:</b> Learners can share their understanding and describe the presence of air Learners can use visual information to help understand the text they read. Learners can derive meaning and make judgment about artworks. Learners can describe the position of objects.		<b>Core Competencies/Values:</b> Problem solving and critical thinking. Communication and collaboration. Creativity and innovation.	
<b>Key words:</b> identify, windy, draw			
<b>Phase/Duration</b>	<b>Learners activities</b>	<b>Resources</b>	
<b>Phase1: Starter (preparing the brain for learning)</b> 5mins	Sing songs related to air		
<b>Phase 2: Main (new learning including assessment)</b>  <b><u>CIRCLE TIME</u></b> 30mins  <b><u>GROUP ACTIVITY 1 (OUTDOOR)</u></b> 60mins	<ul style="list-style-type: none"> <li>• <b>Number talk</b></li> <li>• <b>Go round the classroom and identify objects/items that are full of air</b></li> </ul> <ol style="list-style-type: none"> <li>1. Create a wind catcher craft by tying a plastic bag with a long stripe of yarn and letting it go and holding onto the yarn. This will be moving in the air if there is enough wind.</li> <li>2. <b>(C3)</b> Listen to a call out a word, then run to touch the word. (pin up words in the outdoor area)</li> <li>3. Move around the outdoor area with a ribbon/ piece of cloth to find the windiest area.</li> </ol>	Rubber bag, string/yarn  Word cards Ribbons/pieces of cloth	

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.





Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<p><b><u>PHONICS</u></b> <b>45mins</b></p> <p><b><u>GROUP ACTIVITY 2</u></b> <b><u>(INDOOR)</u></b> <b>60mins</b></p> <p><b>LEARNING CENTRES</b> <b>60mins</b></p> <p><b><u>STORY SHARING</u></b> <b>30mins</b></p>	<ol style="list-style-type: none"> <li>1. Play ‘pairs game with numbers 1-10’ on the back of leaf shaped cards, say the numeral when you get a pair</li> <li>2. In pairs, ask each other questions in the form, ‘Can you point to . . .?’(Include flowers and fruit).</li> <li>3. <b>(C2)</b> Pick another person’s name card and identify as many letter sounds</li> </ol> <ul style="list-style-type: none"> <li>• <b>Book centre</b></li> <li>• <b>Construction centre</b></li> <li>• <b>Farm centre</b></li> </ul> <ul style="list-style-type: none"> <li>• Listen to Jasper’s Beanstalk story</li> </ul> <p><b>Assessment: C2: Can identify selected sounds in given words.</b></p>	<p>Leaf pairs (1-10) Picture of a plant Name cards</p> <p>Learning Centres</p> <p>Jasper’s Beanstalk book</p>
<p>What activities and/or resources will you adapt to meet the needs of learners with special education needs?</p>		
<p>Phase 3: Plenary/Reflections (Learner and teacher) Remedial Support: Plans/strategies to support learners who could not do the activity or achieve the skill assessed</p>		

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.



Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<b>Date:</b> <b>WEEK 6</b>		<b>Theme/Strand: ALL AROUND US</b>
<b>Day:</b> Tuesday <b>Class:</b> KG 1 <b>Class size:</b>		<b>SUB-STRAND: K1.6.5: PLANT-1</b>
<b>Content Standard:</b> K1.6.5.1 Demonstrate understanding of the parts of plants and their functions.	<b>Indicator:</b> K1.6.5.1.3 Blend individual sounds and decode simple words which relates to the theme. K1.6.5.1.4 Use a variety of new vocabulary learnt about plants to make simple sentences, draw and write the initial letter sounds. K1.6.5.1.5 Make artworks with the elements of art. K1.6.5.1.6 Describing the position and motion of objects in relation to others.	
<b>Performance Indicator:</b> Learners can blend individual sounds and decode simple words. Learners can use a variety of new vocabulary learnt about plant to make simple sentences Learners can make artworks with elements of art. Learners can describe the position and motion of objects in relation to others		<b>Core Competencies/Values:</b> Problem solving and critical thinking. Communication and collaboration. Personal Development and Leadership.
<b>Key words:</b> blend, arrange, explore, collage		
<b>Phase/Duration</b>	<b>Learners activities</b>	<b>Resources</b>
<b>Phase1: Starter (preparing the brain for learning)</b> 5mins	Sing songs and rhymes about plants and farming.	
<b>Phase 2: Main (new learning including assessment)</b>  <b><u>CIRCLE TIME</u></b> 30mins  <b><u>GROUP ACTIVITY 1</u></b> <b><u>(OUTDOOR)</u></b> 60mins	<ul style="list-style-type: none"> <li>• <b>Number talk</b></li> <li>• <b>Plant seeds in the Class/ School farm</b></li> </ul> <ol style="list-style-type: none"> <li>1. Arrange and blend letter sounds to form words using the names of parts of the plants.</li> <li>2. Arrange plants in order of size and talk about which comes first and which one comes last.</li> <li>3. Explore the farm centre.</li> </ol>	<p>Maize/beans</p> <p>Letter sounds &amp; cards</p> <p>Plants size sorting</p> <p>Farm Centre</p>

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.

Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<p><b><u>PHONICS</u></b> <b>45mins</b></p> <p><b><u>GROUP ACTIVITY 2</u></b> <b><u>(INDOOR)</u></b> <b>60mins</b></p> <p><b>LEARNING CENTRES</b> <b>60mins</b></p> <p><b><u>STORY SHARING</u></b> <b>30mins</b></p>	<ol style="list-style-type: none"> <li>1. Draw parts of the plants.</li> <li>2. <b>(E2)</b> In pairs, one learner mixes the cards (1–10) up for the other learner to order and read.</li> <li>3. Use leaves to make a collage in their exercise books and label it.</li> </ol> <ul style="list-style-type: none"> <li>• <b>Book centre</b></li> <li>• <b>Farm centre</b></li> <li>• <b>Construction centre</b></li> </ul> <ul style="list-style-type: none"> <li>• Listen to Jasper’s Beanstalk story</li> </ul> <p><b>Assessment: E2: Use number names, counting in sequence to find out ‘how many, matching numbers to objects ‘(1-9).</b></p>	<p>Books, pencils Numeral cards Leaves</p> <p>Learning Centres</p> <p>Jasper’s Beanstalk book</p>
<p>What activities and/or resources will you adapt to meet the needs of learners with special education needs?</p>		
<p>Phase 3: Plenary/Reflections (Learner and teacher) Remedial Support: Plans/strategies to support learners who could not do the activity or achieve the skill assessed</p>		

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.



Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<b>Date:</b> <b>WEEK 6</b>		<b>Theme/Strand: ALL AROUND US</b>
<b>Day:</b> Wednesday <b>Class:</b> KG 1 <b>Class size:</b>		<b>SUB-STRAND: K1.6.5: PLANT-1</b>
<b>Content Standard:</b> K1.6.5.1 Demonstrate understanding of the parts of plants and their functions.	<b>Indicator:</b> K1.6.5.1.1 Sing and talk about parts of a plant and their functions K1.6.5.1.2 Talk about the cover page of the book and point to individual words while listening to the teacher read aloud. K1.6.5.1.4 Use a variety of new vocabulary learnt about plants to make simple sentences, draw and write the initial letter sounds. K1.6.5.1.6 Describing the position and motion of objects in relation to others.	
<b>Performance Indicator:</b> Learners can talk about the cover page of the book and point to individual. Learners can use a variety of new vocabulary learnt about plants. Learners can describe the position and motion of objects in relation to others.		<b>Core Competencies/Values:</b> Problem solving and critical thinking. Communication and collaboration. Creativity and innovation.
<b>Key words:</b> describe, draw, matching		
<b>Phase/Duration</b>	<b>Learners activities</b>	<b>Resources</b>
<b>Phase1: Starter (preparing the brain for learning)</b> 5mins	Rhymes about plants and farming	
<b>Phase 2: Main (new learning including assessment)</b>  <u><b>CIRCLE TIME</b></u> 30mins  <u><b>GROUP ACTIVITY 1 (OUTDOOR)</b></u> 60mins	<ul style="list-style-type: none"> <li>• <b>Listen to a story on parts of plants and their functions</b></li> </ul> <ol style="list-style-type: none"> <li>1. Pick another person’s name card and identify as many letter sounds</li> <li>2. Take turns to shout out <b>in, near, on</b> or <b>under</b> for the rest of the group members to demonstrate the action.</li> <li>3. Draw a plant in the sand with sticks.</li> </ol>	Name cards Position word cards  Sticks

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.







Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<b>Date:</b> <b>WEEK 6</b>		<b>Theme/Strand: ALL AROUND US</b>
<b>Day:</b> Thursday <b>Class:</b> KG 1 <b>Class size:</b>		<b>SUB-STRAND: PLANT-1.</b>
<b>Content Standard:</b> K1.6.5.1 Demonstrate understanding of the parts of plants and their functions.	<b>Indicator:</b> K1.6.5.1.1 Sing and talk about parts of a plant and their functions K1.6.5.1.2 Talk about the cover page of the book and point to individual words while listening to the teacher read aloud. K1.6.5.1.3 Blend individual sounds and decode simple words which relates to the theme. K1.6.5.1.5 Make artworks with the elements of art.	
<b>Performance Indicator:</b> Learners can talk about the cover page of a book and point to individual words. Learners can blend individual sounds and decode simple words. Learners can make artworks with elements of art. Learners can describe the position and motion of objects in relation to others.		<b>Core Competencies/Values:</b> Problem solving and critical thinking. Communication and collaboration. Creativity and innovation.
<b>Key words:</b> role play, write, numbers 1-10		
<b>Phase/Duration</b>	<b>Learners activities</b>	<b>Resources</b>
<b>Phase1: Starter (preparing the brain for learning)</b> 5mins	Sing songs and rhymes about plants	
<b>Phase 2: Main (new learning including assessment)</b>  <b><u>CIRCLE TIME</u></b> 30mins  <b><u>GROUP ACTIVITY 1 (OUTDOOR)</u></b> 60mins	<b>‘Number Talk’</b> <b>Hold a conversation on a cover page of a book</b>  1. Practice writing numerals 1-10 in the sand using sticks. 2. Use leaves to write your first name. 3. In pairs, says a number and the other child draws it in the sand with a stick.	Number cards 1-10 Leaves

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.

Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<p><b><u>PHONICS</u></b> <b>45mins</b></p> <p><b><u>GROUP ACTIVITY 2</u></b> <b><u>(INDOOR)</u></b> <b>60mins</b></p> <p><b>LEARNING CENTRES</b> <b>60mins</b></p> <p><b><u>STORY SHARING</u></b> <b>30mins</b></p>	<ol style="list-style-type: none"> <li>1. Practise writing numerals.</li> <li>2. <b>(D3)</b> Practise writing your name</li> <li>3. Draw a plant and label it</li> </ol> <ul style="list-style-type: none"> <li>• <b>Book centre</b></li> <li>• <b>Construction centre</b></li> <li>• <b>Farm centre</b></li> </ul> <ul style="list-style-type: none"> <li>• Practice following a text with your finger when reading Jasper’s Beanstalk story.</li> </ul> <p><b>Assessment: D3: Begins to write letters of the alphabet e.g. Writes own name with no copy.</b></p>	<p>Name cards, chalk, pencil Labelled drawing or poster as a guide</p> <p>Learning Centres</p> <p>Jasper’s Beanstalk book</p>
<p>What activities and/or resources will you adapt to meet the needs of learners with special education needs?</p>		
<p>Phase 3: Plenary/Reflections (Learner and teacher) Remedial Support: Plans/strategies to support learners who could not do the activity or achieve the skill assessed</p>		

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.



Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<b>Date:</b> <b>WEEK 6</b>		<b>Theme/Strand: ALL AROUND US</b>
<b>Day:</b> Friday <b>Class:</b> KG 1 <b>Class size:</b>		<b>SUB-STRAND: K1.6.5: PLANT-1</b>
<b>Content Standard:</b> K1.6.5.1 Demonstrate understanding of the parts of plants and their functions.	<b>Indicator:</b> K1.6.5.1.1 Sing and talk about parts of a plant and their functions. K1.6.5.1.3 Blend individual sounds and decode simple words which relates to the theme. K1.6.5.1.5 Make artworks with the elements of art.	
<b>Performance Indicator:</b> Learners can sing and talk about parts of plants. Learners can blend individual sounds and decode simple words. Learners can make artworks with elements of art.		<b>Core Competencies/Values:</b> Problem solving and critical thinking. Communication and collaboration. Creativity and innovation.
<b>Key words:</b> sorting, different, match		
<b>Phase/Duration</b>	<b>Learners activities</b>	<b>Resources</b>
<b>Phase1: Starter (preparing the brain for learning)</b> 5mins	Rhymes and songs about plants	
<b>Phase 2: Main (new learning including assessment)</b>  <b><u>CIRCLE TIME</u></b> 30mins  <b><u>GROUP ACTIVITY 1</u></b> <b><u>(OUTDOOR)</u></b> 60mins	<b>Take turns to point to different parts of plant when mentioned.</b>  1. Pick plants in the outdoor area and point to the different parts when asked or prompted 2. Match numeral cards and to leaves 3. Have a game of football.	• <b>Plants</b>  Plants Numeral cards Football

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.

Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<p style="text-align: center;"><b><u>PHONICS</u></b> <b>45mins</b></p> <p style="text-align: center;"><b><u>GROUP ACTIVITY 2</u></b> <b><u>(INDOOR)</u></b> <b>60mins</b></p> <p style="text-align: center;"><b>LEARNING CENTRES</b> <b>60mins</b></p> <p style="text-align: center;"><b><u>STORY SHARING</u></b> <b>30mins</b></p>	<ol style="list-style-type: none"> <li>1. Make pictures by sticking leaves onto a piece of paper.</li> <li>2. Play ‘pairs game with numbers 1-10’ on the back of leaf shaped cards, say the numeral when you get a pair</li> <li>3. In pairs, ask each other questions in the form, ‘Can you point to . . . ?’(Include flowers and fruit).</li> </ol> <p><b>Book centre</b> <b>Construction centre</b> <b>Farm centre</b></p> <ul style="list-style-type: none"> <li>• ‘Read’ Jasper’s Beanstalk story.</li> </ul> <p><b>Assessment:</b></p>	<p>Leaves, glue, papers Leaf pairs 1-10</p> <p>Plants or Pictures of Plants</p> <p>Learning Centres</p> <p>Jasper’s Beanstalk book</p>
<p>What activities and/or resources will you adapt to meet the needs of learners with special education needs?</p>		
<p>Phase 3: Plenary/Reflections (Learner and teacher) Remedial Support: Plans/strategies to support learners who could not do the activity or achieve the skill assessed</p>		

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.

Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<b>Date:</b> <b>Week: 7</b> <b>Day:</b> Monday <b>Class: KG1</b> <b>Class size:</b>		<b>Theme/Strand: ALL AROUND US</b> <b>SUB-STRAND: PLANTS-2</b>
<b>Content Standard:</b> K1.6.6.1 Demonstrate understanding of how plants grow	<b>Indicator:</b> K1.6.6.1.1 Talk about and discuss how plants grow and what human should do to enhance the growth process. K1.6.6.1.2 Talk about the cover page and identify how plants grow in a read aloud story. K.1.6.6.1.4 Use vocabulary learnt to form simple meaningful sentences K1.6.6.1.6 Classify objects and count the number of objects in each category up to 9.	
<b>Performance Indicator:</b> Learners can talk about how plants grow. Learners can sequence picture cards showing plant growing Learners can use new vocabularies to express ideas		<b>Core competencies/values:</b> Communication and collaboration Personal development and Leadership Problem solving and Critical thinking
<b>Key words:</b> water, air, good soil		
<b>Phase/Duration</b>	<b>Learners activities</b>	<b>Resources</b>
<b>Phase1: Starter (preparing the brain for learning)</b> <b>5mins</b>	Sing a song about how to grow plant e.g. one we dig, two we sow, three we water.....	
<b>Phase 2: Main (new learning including assessment)</b> <u><b>CIRCLE TIME</b></u> <b>30mins</b>  <u><b>GROUP ACTIVITY 1</b></u> <u><b>(OUTDOOR)</b></u> <b>60mins</b>	<ul style="list-style-type: none"> <li>• <b>Show and Tell/News Time</b></li> <li>• Tell your partner what you already know about plants? What would you like to know about plants?</li> </ul> <ol style="list-style-type: none"> <li>1. (Plant, sunlight and water experiment) Find two plants which look alike in a pot, place one in the sun and water regularly and the other in an area where there is no sunlight and do not water, follow up the next day to discuss your observations.</li> <li>2. Make a collage of a tree using leaves</li> <li>3. Act out a growing plant, from the seed in the ground to flowering time</li> </ol>	Pictures, soil, water  water, plants in pots  glue, leaves, A4 papers

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.



Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<p><b><u>PHONICS</u></b> <b>45mins</b></p> <p><b><u>GROUP ACTIVITY 2</u></b> <b><u>(INDOOR)</u></b> <b>60mins</b></p> <p><b>LEARNING CENTRES</b> <b>60mins</b></p> <p><b><u>STORY SHARING</u></b> <b>30mins</b></p>	<ol style="list-style-type: none"> <li>1. Draw a picture of a plant and colour</li> <li>2. Fix Plant puzzles</li> <li>3. (A2) Sequence picture cards showing plant growing</li> </ol> <ul style="list-style-type: none"> <li>• <b>Farm/Garden centre</b></li> <li>• <b>Home centre</b></li> <li>• <b>Book centre</b></li> </ul> <ul style="list-style-type: none"> <li>• Listen to the <b>‘I Wonder How Plants Grow’</b> story.</li> </ul> <p><b>Assessment: A2: Can attend to task and show persistence in completing it.</b></p>	<p>Book, pencil, crayon Plant puzzles Plant growth sequence cards</p> <p>Learning Centres</p> <p>Jasper’s Beanstalk story book</p>
<p>What activities and/or resources will you adapt to meet the needs of learners with special education needs?</p>		
<p>Phase 3: Plenary/Reflections (Learner and teacher) Remedial Support: Plans/strategies to support learners who could not do the activity or achieve the skill assessed</p>		

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.



Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<b>Date:</b> <b>Week: 7</b>		<b>Theme/Strand: ALL AROUND US</b>
<b>Day:</b> Tuesday		<b>SUB-STRAND: PLANTS-2</b>
<b>Class:</b> KG1	<b>Class size:</b>	
<b>Content Standard:</b> K1.6.6.1 Demonstrate understanding of how plants grow	<b>Indicator:</b> K1.6.6.1.1 Talk about and discuss how plants grow and what human should do to enhance the growth process. K1.6.6.1.3 Identify the initial and ending letter sounds of objects and blend letter sounds to form words K.1.6.6.1.6 Classify objects and count the number of objects in each category up to 9	
<b>Performance Indicator:</b> Learners can role play two things they should do to enhance plant growth process. Learners can identify initial and ending letter sounds of names of objects Learners can classify objects and count		<b>Core competencies/values:</b> <b>Communication and Collaboration</b> <b>Personal development and Leadership</b> <b>Problem solving and Critical thinking</b> <b>Creativity and Innovation</b>
<b>Key words:</b> water, air, soil		
<b>Phase/Duration</b>	<b>Learners activities</b>	<b>Resources</b>
<b>Phase1: Starter (preparing the brain for learning)</b> 5mins	Sing songs related to plant	
<b>Phase 2: Main (new learning including assessment)</b> <b><u>CIRCLE TIME</u></b> 30mins  <b><u>GROUP ACTIVITY 1</u></b> <b><u>(OUTDOOR)</u></b> 60mins	<ul style="list-style-type: none"> <li>Sing or recite <b>O tiny seed and discuss what Plants need to grow</b></li> <li><b>‘Number Talk’</b></li> <li>(Plant, sunlight and water experiment), Follow up on the previous day’s experiment and discuss your observations. Identify what plants need to grow.</li> <li>Match pictures of parts of a plant to a real plant.</li> <li>Rubbing (leaves)</li> </ul>	<i>O tiny seed, O tiny seed Thy leaves will soon be growing O tiny seed, O tiny seed Thy leaves will soon be growing A little sun and water too I love to take good care of you O tiny seed, O tiny seed Thy leaves will soon be growing (sung to: O Christmas tree)</i>  Farm Centre  Plants, parts of plants pictures Leaves, crayon, paper

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.



Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<p><b><u>PHONICS</u></b> <b>45mins</b></p> <p><b><u>GROUP ACTIVITY 2</u></b> <b><u>(INDOOR)</u></b> <b>60mins</b></p> <p><b>LEARNING CENTRES</b> <b>60mins</b></p> <p><b><u>STORY SHARING</u></b> <b>30mins</b></p>	<ul style="list-style-type: none"> <li>• Play Plant pair game</li> <li>• <b>(E3)</b> Count and match number cards (1–10) to cards with pictures of different amounts of flowers or leaves on them.</li> <li>• Retell story from pictures of Jasper’s Beanstalk</li> </ul> <ul style="list-style-type: none"> <li>• <b>Farm centre</b></li> <li>• <b>Shop centre</b></li> <li>• <b>Book centre</b></li> </ul> <ul style="list-style-type: none"> <li>• Listen to the <b>‘I Wonder How Plants Grow’</b> story.</li> </ul> <p><b>Assessment: E3: Classify objects and count the number of objects in each category.</b></p>	<p>Plant pairs Plant matching 1-10,</p> <p>Jasper’s beanstalk story cards</p> <p>Learning Centres</p> <p>Jasper’s Beanstalk story book</p>
<p>What activities and/or resources will you adapt to meet the needs of learners with special education needs?</p>		
<p>Phase 3: Plenary/Reflections (Learner and teacher) Remedial Support: Plans/strategies to support learners who could not do the activity or achieve the skill assessed</p>		

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.



Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<b>Date:</b> <b>Week: 7</b>		<b>Theme/Strand: ALL AROUND US</b>
<b>Day:</b> Wednesday		<b>SUB-STRAND: PLANTS-2</b>
<b>Class: KG1</b>	<b>Class size:</b>	
<b>Content Standard:</b> K1.6.6.1 Demonstrate understanding of how plants grow	Indicator: K1.6.6.1.1 Talk about and discuss how plants grow and what human should do to enhance the growth process. K1.6.6.1.5 Identify, observe and talk about art in the immediate environment. K1.6.6.1.2 Talk about the cover page and identify how plants grow in a read aloud story.	
<b>Performance Indicator:</b> Learners can talk about how plants grow. Learners can draw a particular plant and colour		<b>Core competencies/values:</b> <b>Communication and Collaboration</b> <b>Personal development and Leadership</b> <b>Problem solving and Critical thinking</b> <b>Creativity and Innovation</b>
<b>Key words:</b> shades, food, medicine		
<b>Phase/Duration</b>	<b>Learners activities</b>	<b>Resources</b>
<b>Phase1: Starter (preparing the brain for learning)</b> <b>5mins</b>	Sing familiar songs and rhymes.	
<b>Phase 2: Main (new learning including assessment)</b> <b><u>CIRCLE TIME</u></b> <b>30mins</b>  <b><u>GROUP ACTIVITY 1</u></b> <b><u>(OUTDOOR)</u></b> <b>60mins</b>	Sing or recite <b>O tiny seed and discuss what Plants need to grow</b>  1. (Plant and soil experiment) Find two plants which look alike, remove one from the soil and keep it in the classroom, follow up the next day to discuss your observations. 2. Print into the sand using sticks, leaves, stones  3. Play an obstacle course	<i>O tiny seed, O tiny seed Thy leaves will soon be growing O tiny seed, O tiny seed Thy leaves will soon be growing A little sun and water too I love to take good care of you O tiny seed, O tiny seed Thy leaves will soon be growing (sung to: O Christmas tree)</i>  Plants Sticks, leaves, stone, sand

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.

Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<p><b><u>PHONICS</u></b> <b>45mins</b></p> <p><b><u>GROUP ACTIVITY 2</u></b> <b><u>(INDOOR)</u></b> <b>60mins</b></p> <p><b>LEARNING CENTRES</b> <b>60mins</b></p> <p><b><u>STORY SHARING</u></b> <b>30mins</b></p>	<ol style="list-style-type: none"> <li>1. Use pictures from Jasper’s Beanstalk to retell the story</li> <li>2. Draw and colour any fruit you like</li> <li>3. <b>(E2)</b> Count and match numerals to objects in a group</li> </ol> <ul style="list-style-type: none"> <li>• <b>Farm centre</b></li> <li>• <b>Construction centre</b></li> <li>• <b>Book centre</b></li> </ul> <ul style="list-style-type: none"> <li>• Listen to the Jasper’s Beanstalk story and say what happened at the beginning, middle and end.</li> </ul> <p><b>Assessment: E2: Use number names, counting in sequence to find out ‘how many, matching numbers to objects ‘(1-9).</b></p>	<p>Bottles, car tyres, small balls</p> <p>Jasper’s beanstalk story cards Sheet, pencil, crayon Plants Matching (1-10)</p> <p>Learning Centres</p> <p>Jasper’s Beanstalk story book</p>
<p>What activities and/or resources will you adapt to meet the needs of learners with special education needs?</p>		
<p>Phase 3: Plenary/Reflections (Learner and teacher) Remedial Support: Plans/strategies to support learners who could not do the activity or achieve the skill assessed</p>		

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.





Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<p><b><u>PHONICS</u></b> <b>45mins</b></p> <p><b><u>GROUP ACTIVITY 2</u></b> <b><u>(INDOOR)</u></b> <b>60mins</b></p> <p><b>LEARNING CENTRES</b> <b>60mins</b></p> <p><b><u>STORY SHARING</u></b> <b>30mins</b></p>	<ol style="list-style-type: none"> <li>1. Demonstrate <b>in, near, on,</b> and <b>under</b> using real object. (E.g.; leaves. fruits) etc.</li> <li>2. Pair games with numbers 1-10 on the back of a leaf shaped card.</li> <li>3. <b>(E2)</b> Count and match numerals to objects in a group</li> </ol> <ul style="list-style-type: none"> <li>• <b>Farm centre</b></li> <li>• <b>Book centre</b></li> <li>• <b>Shop centre</b></li> </ul> <ul style="list-style-type: none"> <li>• Using appropriate props, act out Jasper’s Beanstalk story</li> </ul> <p><b>Assessment: E2: Use number names, counting in sequence to find out ‘how many, matching numbers to objects ‘ (1-9).</b></p>	<p>Table, leaves, fruits Leaf pairs (1-10) Plant matching (1-10)</p> <p>Learning Centres</p> <p>props</p>
<p>What activities and/or resources will you adapt to meet the needs of learners with special education needs?</p>		
<p>Phase 3: Plenary/Reflections (Learner and teacher) Remedial Support: Plans/strategies to support learners who could not do the activity or achieve the skill assessed</p>		

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.



Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<b>Date:</b> <b>Week: 7</b>		<b>Theme/Strand: ALL AROUND US</b>	
<b>Day:</b> Friday		<b>SUB-STRAND: PLANTS-2</b>	
<b>Class: KG1</b> <b>Class size:</b>			
Content Standard: K1.6.6.1 Demonstrate understanding of how plants grow		Indicator: K1.6.6.1.1 Talk about and discuss how plants grow and what human should do to enhance the growth process K1.6.6.1.4 Use vocabulary learnt to form simple meaningful sentences K1.6.6.1.1 Talk about and discuss how plants grow and what human should do to enhance the growth process K1.6.6.1.6 Classify objects and count the number of objects in each category up to 9.	
<b>Performance Indicator:</b> Learners can talk about what they would do to enhance the plants growth process Learners can role play two things they should do to enhance plant growth process.		<b>Core competencies/values:</b> <b>Communication and collaboration</b> <b>Personal development and Leadership</b> <b>Problem solving and Critical thinking</b> <b>Creativity and Innovation</b>	
<b>Key words:</b> water, good soil, air			
<b>Phase/Duration</b>	<b>Learners activities</b>	<b>Resources</b>	
<b>Phase1: Starter (preparing the brain for learning)</b> 5mins	Sing familiar songs and rhymes		
<b>Phase 2: Main (new learning including assessment)</b>  <b><u>CIRCLE TIME</u></b> 30mins  <b><u>GROUP ACTIVITY 1</u></b> <b><u>(OUTDOOR)</u></b> 60mins	<ul style="list-style-type: none"> <li>• <b>Role play what we should do to enhance plant growth process</b></li> <li>• In pairs, say a numeral for the other to write in the sand with a stick</li> <li>• Act out Jasper’s Beanstalk</li> <li>• Use a candle to draw a plant on a sheet of paper then paint lightly over the paper to reveal your drawing</li> </ul>	Sticks, sand, Numeral cards Hoe, seed. water can Candle, paper, poster colour, clay	

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.



Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<b>Date:</b> <b>Week: 8</b>		<b>Theme/Strand: ALL AROUND US</b>
<b>Day:</b> Monday		<b>SUB-STRAND: GARDENING</b>
<b>Class: KG1</b>	<b>Class size:</b>	
<b>Content Standard:</b> K1.6.7.1 Demonstrate understanding of the types of soil.	<b>Indicator:</b> K1.6.7.1.1 Talk about different types of soil and which one is best use for gardening. K1.6.7.1.4 Recognize and create words with given sounds and make art works with the elements of art. K1.6.7.1.5 Classify objects and count the number of objects in each category up to 9	
<b>Performance Indicator:</b> Learners can talk about the types of soil and say the type best for planting. Learners can classify objects and count them.		<b>Core competencies/values:</b> Communication and Collaboration Personal development and Leadership Problem solving and Critical thinking
<b>Key words:</b> clayey, sandy, loamy		
<b>Phase/Duration</b>	<b>Learners activities</b>	<b>Resources</b>
<b>Phase1: Starter (preparing the brain for learning)</b> <b>5mins</b>	O tiny seed, O tiny seed Thy leaves will soon be growing O tiny seed, O tiny seed Thy leaves will soon be growing A little sun and water too I love to take good care of you O tiny seed, O tiny seed Thy leaves will soon be growing <i>sung to: O Christmas tree</i>	
<b>Phase 2: Main (new learning including assessment)</b> <b><u>CIRCLE TIME</u></b> <b>30mins</b>  <b><u>GROUP ACTIVITY 1</u></b> <b><u>(OUTDOOR)</u></b> <b>60mins</b>	<ul style="list-style-type: none"> <li>Look at the different types of soil in clear containers and tell the similarities and differences between them.</li> </ul> <ol style="list-style-type: none"> <li>Have a feel of the different types of soil and talk about the textures</li> <li>Practice planting seeds in the different types of soil</li> <li>Move around and mention keywords hanged in the outside area. e.g. Clayey, loamy, Sandy etc.</li> </ol>	different types of soil in containers  Loamy, sandy, clayey Seeds, soil, empty can, hand shovel Word cards

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.



Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<p><b><u>PHONICS</u></b> <b>45mins</b></p> <p><b><u>GROUP ACTIVITY 2</u></b> <b><u>(INDOOR)</u></b> <b>60mins</b></p> <p><b>LEARNING CENTRES</b> <b>60mins</b></p> <p><b><u>STORY SHARING</u></b> <b>30mins</b></p>	<ol style="list-style-type: none"> <li>1. Form words using the letter cards and write in your book.</li> <li>2. <b>(E2)</b> In pairs, match the numeral on the lid to the number of flowers on the bottles, screw the right lid for your partner to unscrew.</li> <li>3. Free drawing</li> </ol> <ul style="list-style-type: none"> <li>• <b>Farm/Garden centre</b></li> <li>• <b>Home centre</b></li> <li>• <b>Book centre</b></li> </ul> <ul style="list-style-type: none"> <li>• Listen to ‘The Enormous Yam’ story.</li> </ul> <p><b>Assessment: E2:Use number names, counting in sequence to find out ‘how many, matching numbers to objects ‘ (1-9).</b></p>	<p>Book, pencil Plant bottles</p> <p>Sheet, pencil, crayon</p> <p>Learning Centres</p> <p>“The Enormous yam “Story Map</p>
<p>What activities and/or resources will you adapt to meet the needs of learners with special education needs?</p>		
<p>Phase 3: Plenary/Reflections (Learner and teacher)</p> <p>Remedial Support: Plans/strategies to support learners who could not do the activity or achieve the skill assessed</p>		

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.



Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<b>Date:</b> <b>Week: 8</b> <b>Day:</b> Tuesday <b>Class:</b> KG1 <b>Class size:</b>		<b>Theme/Strand: ALL AROUND US</b> <b>SUB-STRAND: : GARDENING</b>	
<b>Content Standard:</b> K1.6.7.1 Demonstrate understanding of the types of soil.		<b>Indicator:</b> K1.6.7.1.1 Talk about different types of soil and which one is best use for gardening. K1.6.7.1.3 Use a variety of new vocabulary learnt about soil to make simple sentence. K1.6.7.1.2 Point to individual words to track reading. K1.6.7.1.5 Classify objects and count the number of objects in each category up to 9.	
<b>Performance Indicator:</b> Learners can form simple sentences with new words. Learners can talk about the different types of soil		<b>Core competencies/values:</b> Communication and collaboration Personal development and leadership Problem solving and critical thinking Creativity and innovation	
<b>Key words:</b> clayey, sandy, loamy			
<b>Phase/Duration</b>	<b>Learners activities</b>		<b>Resources</b>
<b>Phase1: Starter (preparing the brain for learning)</b> <b>5mins</b>	A song about how to grow plant eg one we dig, two we sow, three we water.....		
<b>Phase 2: Main (new learning including assessment)</b> <u><b>CIRCLE TIME</b></u> <b>30mins</b>  <u><b>GROUP ACTIVITY 1</b></u> <u><b>(OUTDOOR)</b></u> <b>60mins</b>	<ul style="list-style-type: none"> <li>• <b>Number Talk</b></li> <li>• Have a feel of the different types of soil and talk about the textures</li> </ul> <ol style="list-style-type: none"> <li>1. Practice watering the seeds sowed in the previous day and talk about why watering is important and the right way of doing it.</li> <li>2. Move round and mention words hanged in the outdoor area</li> <li>3. <b>(E1)</b> Sort leaves into two groups based on the size or colour and count to find how many in each group</li> </ol>		Watering Container, water  Word cards

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.

Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<p><b><u>PHONICS</u></b> <b>45mins</b></p> <p><b><u>GROUP ACTIVITY 2</u></b> <b><u>(INDOOR)</u></b> <b>60mins</b></p> <p><b>LEARNING CENTRES</b> <b>60mins</b></p> <p><b><u>STORY SHARING</u></b> <b>30mins</b></p>	<ol style="list-style-type: none"> <li>1. In pairs, match the numeral on the lid to the number of flowers on the bottles, screw the right lid for your partner to unscrew.</li> <li>2. Write numerals 1-10</li> <li>3. <b>(E3)</b> Sort cut -out shapes into groups and count to find out how many in each group</li> </ol> <ul style="list-style-type: none"> <li>• <b>Farm centre</b></li> <li>• <b>Construction centre</b></li> <li>• <b>Book centre</b> (Practice pointing to words to track reading)</li> </ul> <ul style="list-style-type: none"> <li>• Listen to ‘The Enormous Yam’ story.</li> </ul> <p><b>Assessment: E1 Can identify and describe objects by colour, size and name.</b> <b>E3: Classify objects and count the number of objects in each category.</b></p>	<p>Leaves of different sizes or colours</p> <p>Plant bottle</p> <p>Book and pencil Cut out shapes</p> <p>Learning Centres</p> <p>“The Enormous yam “Story Map</p>
<p>What activities and/or resources will you adapt to meet the needs of learners with special education needs?</p>		
<p>Phase 3: Plenary/Reflections (Learner and teacher) Remedial Support: Plans/strategies to support learners who could not do the activity or achieve the skill assessed</p>		

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.

Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<b>Date:</b> <b>Week: 8</b>		<b>Theme/Strand: ALL AROUND US</b>
<b>Day:</b> Wednesday		<b>SUB-STRAND: : GARDENING</b>
<b>Class: KG1</b>	<b>Class size:</b>	
<b>Content Standard:</b> K1.6.7.1 Demonstrate understanding of the types of soil.	<b>Indicator:</b> K1.6.7.1.1 Talk about different types of soil and which one is best use for gardening. K1.6.7.1.2 Point to individual words to track reading. K1.6.7.1.4 Recognize and create words with giving sounds and make art works with the element of art. K1.6.7.1.5 Classify objects and count the number of objects in each category up to 9.	
<b>Performance Indicator:</b> Learners can count and match objects up to 10 Learners can mould farm tool with clay Learners can point to individual words to track reading		<b>Core competencies/values:</b> Communication and collaboration Personal development and leadership Problem solving and critical thinking
<b>Key words:</b> count, match, mould		
<b>Phase/Duration</b>	<b>Learners activities</b>	<b>Resources</b>
<b>Phase1: Starter (preparing the brain for learning)</b> <b>5mins</b>	O tiny seed, O tiny seed Thy leaves will soon be growing O tiny seed, O tiny seed Thy leaves will soon be growing A little sun and water too I love to take good care of you O tiny seed, O tiny seed Thy leaves will soon be growing <i>sung to: O Christmas tree</i>	
<b>Phase 2: Main (new learning including assessment)</b> <b><u>CIRCLE TIME</u></b> <b>30mins</b>  <b><u>GROUP ACTIVITY 1</u></b> <b><u>(OUTDOOR)</u></b> <b>60mins</b>	<ul style="list-style-type: none"> <li>• <b>Observe some items made of soil and a pot plant and discuss the uses of soil in making these items and how they help plants grow.</b></li> </ul> <ol style="list-style-type: none"> <li>1. Use clay to mould any farm tool of your choice</li> <li>2. Visit the farm centre to care and monitor the growth of plants</li> <li>3. Sort leaves into two groups based on the size or colour and count to find how many in each group</li> </ol>	Items made of soil  Clay Farm Centre

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.

Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<p><b><u>PHONICS</u></b> <b>45mins</b></p> <p><b><u>GROUP ACTIVITY 2</u></b> <b><u>(INDOOR)</u></b> <b>60mins</b></p> <p><b>LEARNING CENTRES</b> <b>60mins</b></p> <p><b><u>STORY SHARING</u></b> <b>30mins</b></p>	<ol style="list-style-type: none"> <li>1. Fix Plant puzzles</li> <li>2. Draw a picture from a story you know</li> <li>3. <b>(E2)</b> Match number cards (1-10) to cards with pictures of different flowers or leaves on them</li> </ol> <ul style="list-style-type: none"> <li>• <b>Farm centre</b></li> <li>• <b>Book centre</b></li> <li>• <b>Construction centre</b></li> </ul> <ul style="list-style-type: none"> <li>• <b>(C4)</b> Retell “The Enormous yam story”</li> </ul> <p><b>Assessment:</b> E2: Use number names, counting in sequence to find out ‘how many, matching numbers to objects ‘(1-9). C4: Listen to stories and be able to respond to basic questions such as Where? When? and Who?</p>	<p>Leaves</p> <p>Plant puzzles Book, pencil Plant matching 1-10</p> <p>Learning Centres</p> <p>“The Enormous yam “Story Map</p>
<p>What activities and/or resources will you adapt to meet the needs of learners with special education needs?</p>		
<p>Phase 3: Plenary/Reflections (Learner and teacher) Remedial Support: Plans/strategies to support learners who could not do the activity or achieve the skill assessed</p>		

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.

Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<b>Date:</b> <b>Week: 8</b>		<b>Theme/Strand: ALL AROUND US</b>
<b>Day:</b> Thursday		<b>SUB-STRAND: GARDENING</b>
<b>Class: KG1</b>	<b>Class size:</b>	
<b>Content Standard:</b> K1.6.7.1 Demonstrate understanding of the types of soil.	<b>Indicator:</b> K1.6.7.1.1 Talk about different types of soil and which one is the best used for gardening K1.6.7.1.4 Recognize and create words with giving sounds and make art works with the element of art. K1.6.7.1.2 Point to individual words to track reading	
<b>Performance Indicator:</b> Learners can talk about different types of soil Learners can mould something using clay Learners can point to individual words to track reading		<b>Core competencies/values:</b> Communication and collaboration Personal development and leadership Problem solving and critical thinking Creativity and innovation
<b>Key words:</b> types, best, gardening		
<b>Phase/Duration</b>	<b>Learners activities</b>	<b>Resources</b>
<b>Phase1: Starter (preparing the brain for learning)</b> 5mins	Sing familiar songs and rhymes	
<b>Phase 2: Main (new learning including assessment)</b> <u>CIRCLE TIME</u> 30mins  <u>GROUP ACTIVITY 1</u> <u>(OUTDOOR)</u> 60mins	<ul style="list-style-type: none"> <li>• ‘Number Talk’</li> <li>• Play the game I spy a word using the letter sound of the week.</li> </ul> <ol style="list-style-type: none"> <li>1. Write own names on a slate using chalk</li> <li>2. Writes all the alphabet you know in the sand</li> <li>3. Play a mini game of football</li> </ol>	Slate, chalk stick, sand Football

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.

Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<p><b><u>PHONICS</u></b> <b>45mins</b></p> <p><b><u>GROUP ACTIVITY 2</u></b> <b><u>(INDOOR)</u></b> <b>60mins</b></p> <p><b>LEARNING CENTRES</b> <b>60mins</b></p> <p><b><u>STORY SHARING</u></b> <b>30mins</b></p>	<ol style="list-style-type: none"> <li>1. Order the set of plants picture cards from smallest to largest</li> <li>2. Use pictures from Jasper’s Beanstalk to retell the story.</li> <li>3. <b>(D3)</b> Write all the letters of the alphabet that you know.</li> </ol> <ul style="list-style-type: none"> <li>• <b>Farm centre</b></li> <li>• <b>Book centre</b></li> <li>• <b>Construction centre</b></li> </ul> <ul style="list-style-type: none"> <li>• Retell ‘The Enormous Yam Story’, innovate by changing the characters to different animals / people</li> </ul> <p><b>Assessment: D3: Begins to write letters of the alphabet e.g. Writes own name with no copy.</b></p>	<p>Plants size sorting Jasper’s Beanstalk story cards Book, pencil</p> <p>Learning Centres</p> <p>“The Enormous yam “Story Map</p>
<p>What activities and/or resources will you adapt to meet the needs of learners with special education needs?</p>		
<p>Phase 3: Plenary/Reflections (Learner and teacher) Remedial Support: Plans/strategies to support learners who could not do the activity or achieve the skill assessed</p>		

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.



Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<b>Date:</b> <b>Week: 8</b> <b>Day:</b> Friday <b>Class: KG1</b> <b>Class size:</b>		<b>Theme/Strand: ALL AROUND US</b> <b>SUB-STRAND: GARDENING</b>
<b>Content Standard:</b> K1.6.7.1 Demonstrate understanding of the types of soil.	<b>Indicator:</b> K1.6.7.1.1 Talk about different types of soil and which one is the best used for gardening K1.6.7.1.5 Classify objects and count the number of objects in each category. <b>K1.6.7.1.3</b> Use variety of new vocabulary learnt about soil to make simple sentence about it. <b>K1.6.7.1.4</b> Recognize and create words with giving sounds and make art works with the element of art.	
<b>Performance Indicator:</b> Learners can classify objects and count Learners can use new words to form sentences Learners can form words using sounds		<b>Core competencies/values:</b> Communication and Collaboration Personal development and Leadership Problem solving and Critical thinking Creativity and Innovation
<b>Key words:</b> classify, soil, draw, observe		
<b>Phase/Duration</b>	<b>Learners activities</b>	<b>Resources</b>
<b>Phase1: Starter (preparing the brain for learning)</b> 5mins	Sing familiar songs and rhymes	
<b>Phase 2: Main (new learning including assessment)</b>  <u>CIRCLE TIME</u> 30mins  <u>GROUP ACTIVITY 1 (OUTDOOR)</u> 60mins	<ul style="list-style-type: none"> <li>• <b>Observe some items made of soil and a pot plant and discuss the uses of soil in making these items and how they help plants grow.</b></li> </ul> <ol style="list-style-type: none"> <li>1. Observe the state of plants in the three different types of soil</li> <li>2. Free drawing in the sand</li> <li>3. Add same quantity of water to all the types of soil and observe what happens</li> </ol>	Items made of soil  Farm Centre

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.



Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<p style="text-align: center;"><b><u>PHONICS</u></b> <b>45mins</b></p> <p style="text-align: center;"><b><u>GROUP ACTIVITY 2</u></b> <b><u>(INDOOR)</u></b> <b>60mins</b></p> <p style="text-align: center;"><b>LEARNING CENTRES</b> <b>60mins</b></p> <p style="text-align: center;"><b><u>STORY SHARING</u></b> <b>30mins</b></p>	<ol style="list-style-type: none"> <li>1. Order the set of plants picture cards from smallest to largest</li> <li>2. Write numeral 1-10</li> <li>3. Write all the letter sounds learnt</li> </ol> <ul style="list-style-type: none"> <li>• <b>Farm centre</b></li> <li>• <b>Book centre</b></li> <li>• <b>Construction centre</b></li> </ul> <ul style="list-style-type: none"> <li>• <b>(C1) Tell a short story you have made up.</b></li> </ul> <p><b>Assessment: C1: Can tell her/his own short stories about a picture.</b></p>	<p>the 3 types of Soil in different containers, water,</p> <p>Plant size sorting Book, pencil Book, pencil</p> <p>Learning Centres</p> <p>Story book/ Map</p>
<p>What activities and/or resources will you adapt to meet the needs of learners with special education needs?</p>		
<p>Phase 3: Plenary/Reflections (Learner and teacher) Remedial Support: Plans/strategies to support learners who could not do the activity or achieve the skill assessed</p>		

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.



Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<b>Date:</b>		<b>Week: 9</b>	<b>Theme/Strand: ALL AROUND US</b>
<b>Day:</b> Monday			<b>SUB-STRAND: LIGHT-DAY AND NIGHT</b>
<b>Class:</b> KG1	<b>Class size:</b>		
<b>Content Standard:</b> K1.6.8.1 Demonstrate understanding of the sources of light for day and night.	<b>Indicator:</b> K1.6.8.1.1 Recite rhymes/poems and talk about the different sources of light. K1.6.8.1.3 Recognize the beginning sound of the letters in relation to the types of light and write in their books. K1.6.8.1.6 Use number names, counting sequences and how to count to find out “how many”? ( up to 9)		
<b>Performance Indicator:</b> Learners can tell two sources of light Learners can count a group of object and find out how many up to 9 Learners can recognise the beginning sound of words		<b>Core competencies/values:</b> Communication and Collaboration Personal development and Leadership Problem solving and Critical thinking Creativity and Innovation	
<b>Key words: Moon, sun, stars, electricity, candle, lanterns.</b>			
<b>Phase/Duration</b>	<b>Learners activities</b>		<b>Resources</b>
<b>Phase1: Starter (preparing the brain for learning)</b> <b>5mins</b>	Sing song to welcome each other		
<b>Phase 2: Main (new learning including assessment)</b> <b><u>CIRCLE TIME</u></b> <b>30mins</b>  <b><u>GROUP ACTIVITY 1 (OUTDOOR)</u></b> <b>60mins</b>	<b>Recite the rhyme (twinkle, twinkle, little star.....)</b> <ul style="list-style-type: none"> <li>• <b>Have a conversation on sources of light</b></li> </ul> <ol style="list-style-type: none"> <li>1. <b>(E4) Observe and copy shapes</b></li> <li>2. <b>Free numeral writing in the sand</b></li> <li>3. <b>Talk about the different source of light</b></li> </ol>		torch, candle, matches, lamp,  Cut out shapes, slate, Chalk, sand Sources of light picture cards

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.

Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<p><b><u>PHONICS</u></b> <b>45mins</b></p> <p><b><u>GROUP ACTIVITY 2</u></b> <b><u>(INDOOR)</u></b> <b>60mins</b></p> <p><b>LEARNING CENTRES</b> <b>60mins</b></p> <p><b><u>STORY SHARING</u></b> <b>30mins</b></p>	<ol style="list-style-type: none"> <li>1. (C2) In pairs, pick the letter card that represent the initial letter of the word your partner mentions</li> <li>2. Arrange bottle tops with numerals in order up to 10</li> <li>3. Fix puzzles of the sun, moon and star</li> </ol> <ul style="list-style-type: none"> <li>• Home centre</li> <li>• Book centre</li> <li>• Construction centre</li> </ul> <ul style="list-style-type: none"> <li>• Listen to a story about day and night</li> </ul> <p><b>Assessment: C2: Can identify selected sounds in given words.</b></p> <p><b>E4 Compare lines and other shapes that are the same and different. eg. Can copy a circle when presented with circles and squares.</b></p>	<p>letters cards, word cards (star, moon, sun, lights Number bottle tops Puzzles</p> <p>Learning Centres</p> <p>Story book/map</p>
<p>What activities and/or resources will you adapt to meet the needs of learners with special education needs?</p>		
<p>Phase 3: Plenary/Reflections (Learner and teacher) Remedial Support: Plans/strategies to support learners who could not do the activity or achieve the skill assessed</p>		

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.



Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<b>Date:</b> <b>Week: 9</b>		<b>Theme/Strand: ALL AROUND US</b>
<b>Day:</b> Tuesday		<b>SUB-STRAND: LIGHT-DAY AND NIGHT</b>
<b>Class: KG1</b>	<b>Class size:</b>	
<b>Content Standard:</b> K1.6.8.1 Demonstrate understanding of the sources of light for day and night.	<b>Indicator:</b> K1.6.8.1.1 Recite rhymes/poems and talk about the different sources of light K1.6.8.1.2 Use pictures and other text features to aid understanding as they listen to read aloud information text on sources of light. <b>K1.6.8.1.5</b> Identify, observe and talk about art in the immediate natural and manmade environment <b>K1.6.8.1.6</b> Use number names, counting sequences and how to count to find out “how many”? ( up to 9)	
<b>Performance Indicator:</b> Learners can talk about the sources of lights Learners can use pictures to understand a read aloud text Learners can identify different sources of light in the environment		<b>Core competencies/values:</b> Communication and Collaboration Personal development and leadership Problem solving and critical thinking Creativity and Innovation
<b>Key words: moon, sun, stars, electricity, candle, lanterns.</b>		
<b>Phase/Duration</b>	<b>Learners activities</b>	<b>Resources</b>
<b>Phase1: Starter (preparing the brain for learning)</b> 5mins	Sing familiar songs and rhymes	
<b>Phase 2: Main (new learning including assessment)</b> <u>CIRCLE TIME</u> 30mins  <u>GROUP ACTIVITY 1 (OUTDOOR)</u> 60mins  <u>PHONICS</u>	<ul style="list-style-type: none"> <li>• ‘Number Talk’</li> <li>• (B1) Identify and talk about these sources of lights (Sun, stars, moon, torch, candle, matches, lamp) and expressed how you feel about each.</li> </ul> <ol style="list-style-type: none"> <li>1. Draw any natural source of light on a slate.</li> <li>2. Free numeral writing in the sand (up to10)</li> <li>3. Talk about the different source of light</li> </ol>	Posters/Pictures   Chalk and Slate Sticks, sand Pictures of different sources of light

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.

Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<p><b>45mins</b></p> <p><b><u>GROUP ACTIVITY 2</u></b> <b><u>(INDOOR)</u></b> <b>60mins</b></p> <p><b>LEARNING CENTRES</b> <b>60mins</b></p> <p><b><u>STORY SHARING</u></b> <b>30mins</b></p>	<ol style="list-style-type: none"> <li>1. Draw any source of light and colour.</li> <li>2. Thread boards with the shape of the moon, a star and the sun.</li> <li>3. Trace around cut out shapes of some natural sources of light e.g. Star, moon, sun</li> </ol> <ul style="list-style-type: none"> <li>• <b>Home centre</b></li> <li>• <b>Book centre</b></li> <li>• <b>Construction centre</b></li> </ul> <ul style="list-style-type: none"> <li>• Listen to the '<b>The Day the Sun Left</b>' story</li> </ul> <p><b>Assessment: B1 Can express his/her feelings and ideas.</b></p>	<p>Sheet, pencil, crayon Threading boards Cut out shapes</p> <p>Learning Centres</p> <p>Story book/map</p>
<p>What activities and/or resources will you adapt to meet the needs of learners with special education needs?</p>		
<p>Phase 3: Plenary/Reflections (Learner and teacher) Remedial Support: Plans/strategies to support learners who could not do the activity or achieve the skill assessed</p>		

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.

Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<b>Date:</b> <b>Week: 9</b>		<b>Theme/Strand: ALL AROUND US</b>
<b>Day:</b> Wednesday		<b>SUB-STRAND: LIGHT-DAY AND NIGHT</b>
<b>Class: KG1</b>	<b>Class size:</b>	
<b>Content Standard:</b> K1.6.8.1 Demonstrate understanding of the sources of light for day and night.	<b>Indicator:</b> K1.6.8.1.1 Recite rhymes/poems and talk about the different sources of light K1.6.8.1.4 Use variety of new vocabulary learnt about light to form sentences orally. K1.6.8.1.5 Identify, observe and talk about art in the immediate natural and manmade environment. K1.6.8.1.6 Use number names, counting sequences and how to count to find out “how many” (up to 9)	
<b>Performance Indicator:</b> Learners can use new vocabs to form simple sentence Learners can observe and talk about their art work Learners can count and find out how many.		<b>Core competencies/values:</b> Communication and Collaboration Personal development and Leadership Problem solving and Critical thinking Creativity and Innovation
<b>Key words:</b>		
<b>Phase/Duration</b>	<b>Learners activities</b>	<b>Resources</b>
<b>Phase1: Starter (preparing the brain for learning)</b> 5mins	Sing song related to day and night	
<b>Phase 2: Main (new learning including assessment)</b> <u>CIRCLE TIME</u> 30mins  <u>GROUP ACTIVITY 1</u> <u>(OUTDOOR)</u> 60mins	<ul style="list-style-type: none"> <li><b>Pretend to be a TV programme host and ask your teacher any question you might have on light. (Teacher Prompts: would anyone like to know what give us light during the day? Would you like to hear why the Sun was made? How about the stars?)</b></li> </ul> <ol style="list-style-type: none"> <li>Write numerals 1-10</li> <li>Write the letters of the alphabet you know</li> <li>Play ‘pick and count’, pick a numeral for your partner to count objects to match.</li> </ol>	<p>Paper microphone, Pictures</p> <p>Slate, chalk Chalk, slate Numeral cards, bottle tops</p>

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.

Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<p><b><u>PHONICS</u></b> <b>45mins</b></p> <p><b><u>GROUP ACTIVITY 2</u></b> <b><u>(INDOOR)</u></b> <b>60mins</b></p> <p><b>LEARNING CENTRES</b> <b>60mins</b></p> <p><b><u>STORY SHARING</u></b> <b>30mins</b></p>	<ol style="list-style-type: none"> <li>1. Arrange letter cards to form the following words, star, moon, sun and lights</li> <li>2. Group the pictures according to <i>daylights</i> (e.g. sun, electricity) and <i>nightlights</i> (moon, stars, electricity, candles, lanterns etc.).</li> <li>3. Write the letters of the alphabet that you know</li> </ol> <ul style="list-style-type: none"> <li>• <b>Home centre</b></li> <li>• <b>Book centre</b></li> <li>• <b>Construction centre</b></li> </ul> <ul style="list-style-type: none"> <li>• Listen to the '<b>The Day the Sun Left</b>' story</li> </ul> <p><b>Assessment:</b></p>	<p>Letter cards Pictures of sources of lights, Pencil, colour</p> <p>Learning Centres</p> <p>Story book</p>
<p>What activities and/or resources will you adapt to meet the needs of learners with special education needs?</p>		
<p>Phase 3: Plenary/Reflections (Learner and teacher) Remedial Support: Plans/strategies to support learners who could not do the activity or achieve the skill assessed</p>		

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.







Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<p><b>45mins</b></p> <p><b><u>GROUP ACTIVITY 2</u></b> <b><u>(INDOOR)</u></b> <b>60mins</b></p> <p><b>LEARNING CENTRES</b> <b>60mins</b></p> <p><b><u>STORY SHARING</u></b> <b>30mins</b></p>	<ol style="list-style-type: none"> <li>1. Draw and colour any man-made light.</li> <li>2. Pick a numeral card and then count objects to match the numeral card</li> <li>3. <b>(A2)</b> Fix puzzles of the sun, moon and star</li> </ol> <ul style="list-style-type: none"> <li>• <b>Home centre</b></li> <li>• <b>Book centre</b></li> <li>• <b>Shop centre</b></li> </ul> <ul style="list-style-type: none"> <li>• Listen to the <b>'The Day the Sun Left'</b> story.</li> </ul> <p><b>Assessment:</b> <b>A2: Can attend to task and show persistence in completing it.</b></p>	<p>Book, pencil, crayon Bottle tops Puzzles</p> <p>Learning Centres</p> <p>Story book</p>
<p>What activities and/or resources will you adapt to meet the needs of learners with special education needs?</p>		
<p>Phase 3: Plenary/Reflections (Learner and teacher) Remedial Support: Plans/strategies to support learners who could not do the activity or achieve the skill assessed</p>		

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.



Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<b>Date:</b> <b>Week: 9</b>		<b>Theme/Strand: ALL AROUND US</b>
<b>Day:</b> Friday		<b>SUB-STRAND: LIGHT-DAY AND NIGHT</b>
<b>Class: KG1</b>	<b>Class size:</b>	
<b>Content Standard:</b> K1.6.8.1 Demonstrate understanding of the sources of light for day and night.	<b>Indicator:</b> K1.6.8.1.1 Recite rhymes / poems and talk about the different source of light. K1.6.8.1.6 Use number names, counting sequences and how to count to find out ‘how many’? (up to 9)	
<b>Performance Indicator:</b> Learners can talk about the different sources of light Learners can count and find out how many		<b>Core competencies/values:</b> <b>Communication and Collaboration</b> <b>Personal development and Leadership</b> <b>Problem solving and Critical thinking</b>
<b>Key words: natural, artificial</b>		
<b>Phase/Duration</b>	<b>Learners activities</b>	<b>Resources</b>
<b>Phase1: Starter (preparing the brain for learning)</b> 5mins	Sing familiar songs and rhymes	
<b>Phase 2: Main (new learning including assessment)</b> <b><u>CIRCLE TIME</u></b> 30mins  <b><u>GROUP ACTIVITY 1</u></b> <b><u>(OUTDOOR)</u></b> 60mins	<ul style="list-style-type: none"> <li>• <b>Discuss the uses of light in their everyday life</b></li> </ul> <ol style="list-style-type: none"> <li>1. Group pictures of natural and artificial sources of lights and count to find how many in each group</li> <li>2. Explore a dismantled touch</li> <li>3. Identify and name the sources of light.</li> </ol>	<p>Pictures/ Posters</p> <p>Pictures of natural and artificial lights touch, batteries Sources of light pictures</p>

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.

Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<p><b><u>PHONICS</u></b> 45mins</p> <p><b><u>GROUP ACTIVITY 2</u></b> <b><u>(INDOOR)</u></b> 60mins</p> <p><b>LEARNING CENTRES</b> 60mins</p> <p><b><u>STORY SHARING</u></b> 30mins</p>	<ol style="list-style-type: none"> <li>1. Write numerals 1-10</li> <li>2. <b>(C2)</b> Draw any natural source of light and write the initial and ending sound underneath</li> <li>3. Fix puzzles of the sun, moon and star</li> </ol> <ul style="list-style-type: none"> <li>• <b>Home centre</b></li> <li>• <b>Book centre</b></li> <li>• <b>Shop centre</b></li> </ul> <ul style="list-style-type: none"> <li>• Retell the previous day's story and in pairs ask each other what they liked about the story.</li> </ul> <p><b>Assessment:</b> <b>C2: Can identify selected sounds in given words.</b></p>	<p>Book, pencil Book, pencil Puzzles</p> <p>Learning Centres</p>
<p>What activities and/or resources will you adapt to meet the needs of learners with special education needs?</p>		
<p>Phase 3: Plenary/Reflections (Learner and teacher) Remedial Support: Plans/strategies to support learners who could not do the activity or achieve the skill assessed</p>		

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.



Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<b>Date:</b> <b>Week: 10</b>		<b>Theme/Strand: ALL AROUND US</b>	
<b>Day:</b> Monday		<b>SUB-STRAND: CHANGING WEATHER CONDITIONS</b>	
<b>Class: KG1</b> <b>Class size:</b>			
<b>Content Standard:</b> K1.6.9.1 Demonstrate understanding of changing weather conditions and seasons		<b>Indicator:</b> K1.6.9.1.1 Sing and talk about the weather condition in Ghana. K1.6.9.1.2 Identify the cover page and illustrations and listen to and respond to a read aloud text on changes in the weather conditions. K1.6.9.1.5 Identify, observe and talk about art in the immediate environment.	
<b>Performance Indicator:</b> Learners can talk about the weather condition in Ghana Learners can listen and respond to a read aloud text about the changes		<b>Core competencies/values:</b> Communication and Collaboration Personal development and Leadership Creativity and Innovation	
<b>Key words: rainy, sunny, cloudy,</b>			
<b>Phase/Duration</b>		<b>Learners activities</b>	
<b>Phase1: Starter (preparing the brain for learning)</b> <b>5mins</b>		Sing a song related to the theme	
<b>Phase 2: Main (new learning including assessment)</b> <b><u>CIRCLE TIME</u></b> <b>30mins</b>  <b><u>GROUP ACTIVITY 1 (OUTDOOR)</u></b> <b>60mins</b>		<ul style="list-style-type: none"> <li>• <b>Tell each other news from the weekend/ Play the ‘show and tell’ game</b></li> <li>• <b>Talk about and act out weather related songs rhymes and poems.</b></li> </ul> <ol style="list-style-type: none"> <li>1. <b>(A2) Make a miniature roof for a shelter that will be good in rainy season and provide shade in hot season</b></li> <li>2. <b>Run a ‘Clothes Relay’ race – before the race, you have to add extra clothes, e.g. hat, coat, gloves, and take off along the way before you get to the finish line.</b></li> <li>3. <b>Write numeral 1-10 in the sand and draw clouds around each numeral</b></li> </ol>	
		Wooden blocks, roofing materials Hat, coat, gloves Sand , sticks	

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.

Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<p><b><u>PHONICS</u></b> <b>45mins</b></p> <p><b><u>GROUP ACTIVITY 2</u></b> <b><u>(INDOOR)</u></b> <b>60mins</b></p> <p><b>LEARNING CENTRES</b> <b>60mins</b></p> <p><b><u>STORY SHARING</u></b> <b>30mins</b></p>	<ol style="list-style-type: none"> <li>1. Fix weather picture puzzles.</li> <li>2. Free drawing</li> <li>3. In pairs, attempt to match the weather picture cards to their corresponding word on the board.</li> </ol> <ul style="list-style-type: none"> <li>• <b>Home Centre</b></li> <li>• <b>Book Centre</b></li> <li>• <b>Construction Centres</b></li> </ul> <ul style="list-style-type: none"> <li>• Listen to a story about the weather</li> </ul> <p><b>Assessment: A2: Can attend to task and show persistence in completing it.</b></p>	<p>Weather picture puzzles Book, pencil Weather matching card</p> <p>Learning Centres</p> <p>Story book</p>
<p>What activities and/or resources will you adapt to meet the needs of learners with special education needs?</p>		
<p>Phase 3: Plenary/Reflections (Learner and teacher) Remedial Support: Plans/strategies to support learners who could not do the activity or achieve the skill assessed</p>		

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.





Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<p><b><u>PHONICS</u></b> <b>45mins</b></p> <p><b><u>GROUP ACTIVITY 2</u></b> <b><u>(INDOOR)</u></b> <b>60mins</b></p> <p><b>LEARNING CENTRES</b> <b>60mins</b></p> <p><b><u>STORY SHARING</u></b> <b>30mins</b></p>	<ol style="list-style-type: none"> <li>1. Fix weather picture puzzles</li> <li>2. Free drawing.</li> <li>3. In pairs, attempt to match the weather picture cards to their corresponding word on the board.</li> </ol> <ul style="list-style-type: none"> <li>• <b>Home centre</b></li> <li>• <b>Book centre</b></li> <li>• <b>Construction</b></li> </ul> <ul style="list-style-type: none"> <li>• Retell previous day's story.</li> </ul> <p><b>Assessment: D1 Engages in a variety of gross motor activities.</b></p>	<p>Music centre Letter cards</p> <p>Weather picture puzzles Book, pencil Weather matching card</p> <p>Learning Centres</p> <p>Story book/map</p>
<p>What activities and/or resources will you adapt to meet the needs of learners with special education needs?</p>		
<p>Phase 3: Plenary/Reflections (Learner and teacher) Remedial Support: Plans/strategies to support learners who could not do the activity or achieve the skill assessed</p>		

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.



Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<b>Date:</b> <b>Week: 10</b>		<b>Theme/Strand: ALL AROUND US</b>
<b>Day:</b> Wednesday		<b>SUB-STRAND: CHANGING WEATHER CONDITIONS</b>
<b>Class: KG1</b>	<b>Class size:</b>	
<b>Content Standard:</b> K1.6.9.1 Demonstrate understanding of changing weather conditions and seasons	<b>Indicator:</b> K1.6.9.1.1 Sing and talk about the weather condition in Ghana. K1.6.9.1.2 Identify the cover page and illustrations and listen to and respond to a read aloud text on changes in the weather conditions. K1.6.9.1.4 Use the vocabulary learnt to talk about the weather.	
<b>Performance Indicator:</b> Learners can talk about the weather conditions in Ghana. Learner can use vocabulary learnt to form simple sentences		<b>Core competencies/values:</b> Communication and Collaboration Personal development and Leadership Creativity and Innovation
<b>Key words: sunny, cloudy, rainy</b>		
<b>Phase/Duration</b>	<b>Learners activities</b>	<b>Resources</b>
<b>Phase1: Starter (preparing the brain for learning)</b> <b>5mins</b>	Sing familiar songs and rhymes	
<b>Phase 2: Main (new learning including assessment)</b> <b><u>CIRCLE TIME</u></b> <b>30mins</b>  <b><u>GROUP ACTIVITY 1</u></b> <b><u>(OUTDOOR)</u></b> <b>60mins</b>	<ul style="list-style-type: none"> <li>• <b>Have a selection of cards showing the different types of weather the one that matches this morning's weather and display it on the board</b></li> </ul> <ol style="list-style-type: none"> <li>1. Make a miniature roof for a shelter that will be good in rainy season and provide shade in hot season</li> <li>2. Write numeral 1-10 in the sand and draw clouds around each numeral</li> <li>3. Free drawing in the sand</li> </ol>	<p><b>cards showing the different types of weather</b></p> <p>Roofing material, wooden blocks Sticks</p>

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.



Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<p><b><u>PHONICS</u></b> <b>45mins</b></p> <p><b><u>GROUP ACTIVITY 2</u></b> <b><u>(INDOOR)</u></b> <b>60mins</b></p> <p><b><u>LEARNING CENTRES</u></b> <b>60mins</b></p> <p><b><u>STORY SHARING</u></b> <b>30mins</b></p>	<ol style="list-style-type: none"> <li>1. Draw and colour any of the weather condition.</li> <li>2. Weather and clothes matching game. Match the right clothes to the weather.</li> <li>3. Work in pairs to fix the puzzle correctly by matching the names with their corresponding pictures.</li> </ol> <ul style="list-style-type: none"> <li>• <b>Home centre</b></li> <li>• <b>Shop centre</b></li> <li>• <b>Construction</b></li> </ul> <ul style="list-style-type: none"> <li>• <b>(C4) Listen to a story and respond to questions</b></li> </ul> <p><b>Assessment: C4: Listen to stories and be able to respond to basic questions such as Where? When? and Who?</b></p>	<p>Book, pencil, crayon Weather and clothes matching Weather picture and Word Puzzle</p> <p>Learning Centres</p> <p>Story book</p>
<p>What activities and/or resources will you adapt to meet the needs of learners with special education needs?</p>		
<p>Phase 3: Plenary/Reflections (Learner and teacher) Remedial Support: Plans/strategies to support learners who could not do the activity or achieve the skill assessed</p>		

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.

Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<b>Date:</b> <b>Week: 10</b>		<b>Theme/Strand: ALL AROUND US</b>
<b>Day:</b> Thursday		<b>SUB-STRAND: CHANGING WEATHER CONDITIONS</b>
<b>Class: KG1</b>	<b>Class size:</b>	
<b>Content Standard:</b> K1.6.9.1 Demonstrate understanding of changing weather conditions and seasons	<b>Indicator:</b> K1.6.9.1.1 Sing and talk about the weather condition in Ghana. K1.6.9.1.5 Identify, observe and talk about art in the immediate environment. K1.6.9.1.4 Use the vocabulary learnt to talk about the weather.	
<b>Performance Indicator:</b> Learners can use new words learnt to form simple sentence. Learners can talk about work of art. Learners can talk about the Weather condition in Ghana		<b>Core competencies/values:</b> Communication and Collaboration Personal development and Leadership Creativity and Innovation
<b>Key words: sunny, cloudy, rainy</b>		
<b>Phase/Duration</b>	<b>Learners activities</b>	<b>Resources</b>
<b>Phase1: Starter (preparing the brain for learning)</b> 5mins	Sing songs related to the theme	
<b>Phase 2: Main (new learning including assessment)</b> <b><u>CIRCLE TIME</u></b> 30mins  <b><u>GROUP ACTIVITY 1</u></b> <b><u>(OUTDOOR)</u></b> 60mins	<ul style="list-style-type: none"> <li>• ‘Number Talk’</li> <li>• Make a ‘Weather Orchestra’. One group makes a wind sound with their voices, one pats their knees to make rain sound, one claps to make thunder sound and one makes an arm movement to represent sunshine.</li> </ul> <ol style="list-style-type: none"> <li>1. Make a miniature roof for a shelter that will be good in rainy season and provide shade in hot season</li> <li>2. Select any of the props e.g. masks and costumes to create your own role-play</li> <li>3. Write numeral 1-10 in the sand and draw clouds around each numeral</li> </ol>	<p>wooden blocks, roofing material</p> <p>masks, costumes</p>

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.

Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<p style="text-align: center;"><b><u>PHONICS</u></b> <b>45mins</b></p> <p style="text-align: center;"><b><u>GROUP ACTIVITY 2</u></b> <b><u>(INDOOR)</u></b> <b>60mins</b></p> <p style="text-align: center;"><b>LEARNING CENTRES</b> <b>60mins</b></p> <p style="text-align: center;"><b><u>STORY SHARING</u></b> <b>30mins</b></p>	<ol style="list-style-type: none"> <li>1. Work in pairs to fix the puzzle correctly by matching the names with their corresponding pictures</li> <li>2. Draw picture of your home in wet season and dry season.</li> <li>3. <b>(D3)</b> Write all the letters of the alphabet that you know.</li> </ol> <ul style="list-style-type: none"> <li>• <b>Home centre</b></li> <li>• <b>Shop centre</b></li> <li>• <b>Construction</b></li> </ul> <ul style="list-style-type: none"> <li>• Model how to tell a story from a picture showing a changing weather scene.</li> </ul> <p><b>Assessment: D3: Begins to write letters of the alphabet e.g. Writes own name with no copy</b></p>	<p>Sand, sticks</p> <p>Weather picture and Word puzzle</p> <p>Book, pencil</p> <p>Learning Centres</p> <p>Weather Pictures</p>
<p>What activities and/or resources will you adapt to meet the needs of learners with special education needs?</p>		
<p>Phase 3: Plenary/Reflections (Learner and teacher)</p> <p>Remedial Support: Plans/strategies to support learners who could not do the activity or achieve the skill assessed</p>		

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.



Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<b>Date:</b> <b>Week: 10</b> <b>Day:</b> Friday <b>Class: KG1</b> <b>Class size:</b>		<b>Theme/Strand: ALL AROUND US</b> <b>SUB-STRAND: CHANGING WEATHER CONDITIONS</b>
<b>Content Standard:</b> K1.6.9.1 Demonstrate understanding of changing weather conditions and seasons	<b>Indicator:</b> K1.6.9.1.1 Sing and talk about the weather condition in Ghana. <b>K1.6.9.1.5</b> Identify, observe and talk about art in the immediate environment. <b>K1.6.9.1.2</b> Identify the cover page and illustrations and listen to and respond to a read aloud text on changes in the weather conditions.	
<b>Performance Indicator:</b> Learners can use new words learnt to form simple sentence. Learners can talk about work of art.		<b>Core competencies/values:</b> Communication and Collaboration Personal development and Leadership Creativity and Innovation
<b>Key words: sunny, cloudy, rainy</b>		
<b>Phase/Duration</b>	<b>Learners activities</b>	<b>Resources</b>
<b>Phase1: Starter (preparing the brain for learning)</b> <b>5mins</b>	Sing songs related to the theme	
<b>Phase 2: Main (new learning including assessment)</b>  <u><b>CIRCLE TIME</b></u> <b>30mins</b>  <u><b>GROUP ACTIVITY 1 (OUTDOOR)</b></u> <b>60mins</b>	<ul style="list-style-type: none"> <li>• <b>Make a ‘Weather Orchestra’. One group makes a wind sound with their voices, one pats their knees to make rain sound, one claps to make thunder sound and one makes an arm movement to represent sunshine.</b></li> </ul> <ol style="list-style-type: none"> <li>1. Free drawing in the sand</li> <li>2. Music centre – make different weather sounds.</li> <li>3. Take it in turns to call any letter hanged around the outside area for everyone to write</li> </ol>	Sticks Music or sound items Letter cards

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.



Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<b>Date:</b>		<b>Week: 11</b>	<b>Theme/Strand: MY GLOBAL COMMUNITY</b>
<b>Day:</b> Monday		<b>SUB-STRAND: CONNECTING AND COMMUNICATING WITH THE GLOBAL COMMUNITY</b>	
<b>Class: KG1</b>		<b>Class size:</b>	
<b>Content Standard:</b> K1.7.1.1 Demonstrate understanding of different ways we connect and communicate with the global world.		<b>Indicator:</b> <b>KI.7.1.1.1</b> Using pictures, talk about the various means by which we connect with the international community- Transportation. <b>KI.7.1.1.2</b> Talk about the various means by which we connect with the international community-Trade. K1.7.1.1.5 Use vocabulary learnt to form simple sentences in real life situation.	
<b>Performance Indicator:</b> Learners can talk about the various means we connect with the international community. (Transportation and Trade) Learners can use new words to form simple sentence.			<b>Core competencies/values:</b> Communication and Collaboration Personal development and Leadership Creativity and Innovation
<b>Key words: car, ship, aeroplane, money</b>			
<b>Phase/Duration</b>	<b>Learners activities</b>		<b>Resources</b>
<b>Phase1: Starter (preparing the brain for learning)</b> 5mins	Sing songs related to the theme		
<b>Phase 2: Main (new learning including assessment)</b>  <b><u>CIRCLE TIME</u></b> 30mins  <b><u>GROUP ACTIVITY 1</u></b> <b><u>(OUTDOOR)</u></b> 60mins	<ul style="list-style-type: none"> <li>• Have a gallery walk to see pictures of different means of transport</li> <li>• <b>News about what happened on your way to school.</b></li> </ul> <ol style="list-style-type: none"> <li>1. Write your name in the sand</li> <li>2. Role play buying and selling.</li> <li>3. <b>(E2)</b> Collect the right number of stones / leaves to put next to the numerals hanged in the outdoor area</li> </ol>		Sand, Sticks Mini shop centre Numeral cards 1-10

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.

Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<p><b><u>PHONICS</u></b> <b>45mins</b></p> <p><b><u>GROUP ACTIVITY 2</u></b> <b><u>(INDOOR)</u></b> <b>60mins</b></p> <p><b>LEARNING CENTRES</b> <b>60mins</b></p> <p><b><u>STORY SHARING</u></b> <b>30mins</b></p>	<ol style="list-style-type: none"> <li>1. Working in pairs, place the various forms of transport in groups depending on size and colour.</li> <li>2. Tell a story based on the market scene you select.</li> <li>3. Play transport Dominoes game</li> </ol> <ul style="list-style-type: none"> <li>• <b>Lorry centre</b></li> <li>• <b>Shop centre</b></li> <li>• <b>Book centre</b></li> </ul> <ul style="list-style-type: none"> <li>• Listen to a story about transportation</li> </ul> <p><b>Assessment: E2: Use number names, counting in sequence to find out ‘how many, matching numbers to objects ‘ (1-9).</b></p>	<p>Transport size and colour sorting</p> <p>Market scene pictures Transport dominoes</p> <p>Learning Centres</p> <p>Story book/Story map (Tro-Tro story)</p>
<p>What activities and/or resources will you adapt to meet the needs of learners with special education needs?</p>		
<p>Phase 3: Plenary/Reflections (Learner and teacher)</p> <p>Remedial Support: Plans/strategies to support learners who could not do the activity or achieve the skill assessed</p>		

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.



Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<b>Date:</b> Tuesday <b>Day:</b> Tuesday <b>Class:</b> KG1		<b>Week: 11</b> <b>Class size:</b>	<b>Theme/Strand:</b> MY GLOBAL COMMUNITY <b>SUB-STRAND:</b> CONNECTING AND COMMUNICATING WITH THE GLOBAL COMMUNITY
<b>Content Standard:</b> K1.7.1.1 Demonstrate understanding of <b>different</b> ways we connect and communicate with the global world.	<b>Indicator:</b> K1.7.1.1.1 Using pictures, talk about the various means by which we connect with the international community- Transportation. K1.7.1.1.3 Identify the cover page and the back page of a book in a read aloud simple sentence. K1.7.1.1.4 Blend individual sounds to decode words which relate to the theme and write the words in their book.		
<b>Performance Indicator:</b> Learners can talk about the various means we connect with the international community. (Transportation and Trade) Learners can read letters of the alphabet. Learners can blend sounds to decode words			<b>Core competencies/values:</b> Communication and Collaboration Personal development and Leadership Creativity and Innovation
<b>Key words:</b> car, ship, aeroplane, money			
<b>Phase/Duration</b>	<b>Learners activities</b>		<b>Resources</b>
<b>Phase1: Starter (preparing the brain for learning)</b> 5mins	Sing songs related to the theme		
<b>Phase 2: Main (new learning including assessment)</b>  <b><u>CIRCLE TIME</u></b> 30mins  <b><u>GROUP ACTIVITY 1 (OUTDOOR)</u></b> 60mins	<ul style="list-style-type: none"> <li>• ‘Number Talk’</li> <li>• Talk about what could make you leave your community to another community or place</li> </ul> <ol style="list-style-type: none"> <li>1. Free water painting</li> <li>2. Draw and paint one means of transport using charcoal or clay</li> <li>3. Tell a story from a teacher-made book after you have identified the cover and back pages</li> </ol>		Pierced bottles with water Charcoal, clay Story books

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.





Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<b>Date:</b> <b>Week: 11</b>		<b>Theme/Strand:</b> MY GLOBAL COMMUNITY
<b>Day:</b> Wednesday		<b>SUB-STRAND:</b> CONNECTING AND COMMUNICATING WITH THE GLOBAL COMMUNITY
<b>Class:</b> KG1 <b>Class size:</b>		
<b>Content Standard:</b> K1.7.1.1 Demonstrate understanding of <b>different</b> ways we connect and communicate with the global world.	<b>Indicator:</b> <b>K1.7.1.1.2</b> Talk about the various means by which we connect with the international community-Trade. <b>K1.7.1.1.5</b> Use vocabulary learnt to form simple sentences in real life situation. <b>K1.7.1.1.4</b> Blend individual sounds to decode words which relate to the theme and write the words in their book.	
<b>Performance Indicator:</b> Learners can talk about the various means we connect with the international community. (Transportation and Trade) Learners can form simple sentence with new words. Learners can blend given sounds		<b>Core competencies/values:</b> Communication and Collaboration Personal development and Leadership Creativity and Innovation
<b>Key words:</b> car, ship, aeroplane, money		
<b>Phase/Duration</b>	<b>Learners activities</b>	<b>Resources</b>
<b>Phase1: Starter</b> (preparing the brain for learning) 5mins	Sing songs related to the theme	
<b>Phase 2: Main (new learning including assessment)</b>  <u><b>CIRCLE TIME</b></u> 30mins  <u><b>GROUP ACTIVITY 1</b></u> ( <b>OUTDOOR</b> ) 60mins	<ul style="list-style-type: none"> <li><b>Talk about means by which you travel from one place to another</b></li> </ul> <ol style="list-style-type: none"> <li>Collect the right number of stones / leaves to put next to the numerals placed in the outdoor area</li> <li>Write numerals 1-10 in the sand</li> <li><b>(C1)</b> Play hopscotch with sounds and words</li> </ol>	<p>Pictures or videos</p> <p>stones, leaves</p>

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.

Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<p><b><u>PHONICS</u></b> <b>45mins</b></p> <p><b><u>GROUP ACTIVITY 2</u></b> <b><u>(INDOOR)</u></b> <b>60mins</b></p> <p><b>LEARNING CENTRES</b> <b>60mins</b></p> <p><b><u>STORY SHARING</u></b> <b>30mins</b></p>	<ol style="list-style-type: none"> <li>1. Tell a story based on the market scene you select.</li> <li>2. Write all letters of the alphabet you know in order.</li> <li>3. Draw a market scene and colour.</li> </ol> <ul style="list-style-type: none"> <li>• <b>Shop centre</b></li> <li>• <b>Book centre</b></li> <li>• <b>Lorry centre</b></li> </ul> <p>Listen to ‘<b>I wonder what it is like to fly in an aeroplane</b>’ and respond to questions. <b>Assessment: C1: Can tell her/his own short stories about a picture.</b></p>	<p>Numeral cards 1-10 Hopscotch</p> <p>Market scene pictures Book, pencil crayon</p> <p>Learning Centres</p> <p>story book/map Observation notebook</p>
<p>What activities and/or resources will you adapt to meet the needs of learners with special education needs?</p>		
<p>Phase 3: Plenary/Reflections (Learner and teacher) Remedial Support: Plans/strategies to support learners who could not do the activity or achieve the skill assessed</p>		

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.



Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<b>Date:</b> Thursday <b>Day:</b> Thursday <b>Class:</b> KG1		<b>Week: 11</b> <b>Class size:</b>	<b>Theme/Strand:</b> MY GLOBAL COMMUNITY <b>SUB-STRAND:</b> CONNECTING AND COMMUNICATING WITH THE GLOBAL COMMUNITY
<b>Content Standard:</b> K1.7.1.1 Demonstrate understanding of <b>different</b> ways we connect and communicate with the global world.	<b>Indicator:</b> K1.7.1.1.1 Using pictures, talk about the various means by which we connect with the international community- Transportation. K1.7.1.1.3 Identify the cover page and the back page of a book in a read aloud simple sentence		
<b>Performance Indicator:</b> Learners can talk about the various means we connect with the international community. (Transportation and Trade) Learners can form simple sentence with new words.		<b>Core competencies/values:</b> Communication and Collaboration Personal development and Leadership Creativity and Innovation	
<b>Key words:</b> car, ship, aeroplane, money			
<b>Phase/Duration</b>	<b>Learners activities</b>	<b>Resources</b>	
<b>Phase1: Starter (preparing the brain for learning)</b> 5mins	Sing songs related to the theme		
<b>Phase 2: Main (new learning including assessment)</b>  <b><u>CIRCLE TIME</u></b> 30mins  <b><u>GROUP ACTIVITY 1 (OUTDOOR)</u></b> 60mins	<ul style="list-style-type: none"> <li>• ‘Number Talk’</li> <li>• <b>Discuss how gold, timber and cocoa are transported from one place to another</b></li> </ul> <ol style="list-style-type: none"> <li>1. Pick a numeral card and make a line of objects to match the numeral on the card</li> <li>2. Role play one means of transportation.</li> <li>3. Play Ampe or another playground game of choice</li> </ol>	Numeral cards, stones	

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.

Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<p><b><u>PHONICS</u></b> <b>45mins</b></p> <p><b><u>GROUP ACTIVITY 2</u></b> <b><u>(INDOOR)</u></b> <b>60mins</b></p> <p><b>LEARNING CENTRES</b> <b>60mins</b></p> <p><b><u>STORY SHARING</u></b> <b>30mins</b></p>	<ul style="list-style-type: none"> <li>• Draw an aeroplane and colour.</li> <li>• Write numbers 1-10</li> <li>• (A2) Picture puzzle of car and aeroplane to fix.</li> </ul> <ul style="list-style-type: none"> <li>• <b>Construction Centre</b></li> <li>• <b>Book Centre</b></li> <li>• <b>Lorry Centre</b></li> </ul> <ul style="list-style-type: none"> <li>• (A1) Listen to a story which includes characters working together, discuss how we work and play well together. E.g. <b>The Day the Tap dried Up’ story</b></li> </ul> <p><b>Assessment: A1: Works and plays well with others in a group, mostly follows rules of the games.</b></p>	<p>Sheet, crayon Book, pencil Vehicle puzzles</p> <p>Learning Centres</p> <p>Story book /map</p>
<p>What activities and/or resources will you adapt to meet the needs of learners with special education needs?</p>		
<p>Phase 3: Plenary/Reflections (Learner and teacher) Remedial Support: Plans/strategies to support learners who could not do the activity or achieve the skill assessed</p>		

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.



Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<b>Date:</b>		<b>Week: 11</b>	<b>Theme/Strand:</b> MY GLOBAL COMMUNITY
<b>Day:</b> Friday			<b>SUB-STRAND:</b> CONNECTING AND COMMUNICATING WITH THE GLOBAL COMMUNITY
<b>Class:</b> KG1	<b>Class size:</b>		
<b>Content Standard:</b> K1.7.1.1 Demonstrate understanding of <b>different</b> ways we connect and communicate with the global world.		<b>Indicator:</b> <b>K1.7.1.1.2</b> Talk about the various means by which we connect with the international Community-Trade. <b>K1.7.1.1.3</b> Identify the cover page and the back page of a book in a read aloud simple sentence	
<b>Performance Indicator:</b> Learners can talk about the various means we connect with the international community. (Transportation and Trade) Learners can form simple sentence with new words.		<b>Core competencies/values:</b> Communication and Collaboration Personal development and Leadership Creativity and Innovation	
<b>Key words:</b> car, ship, aeroplane, money			
<b>Phase/Duration</b>	<b>Learners activities</b>		<b>Resources</b>
<b>Phase1: Starter (preparing the brain for learning)</b> 5mins	Sing songs related to the theme		
<b>Phase 2: Main (new learning including assessment)</b> <b><u>CIRCLE TIME</u></b> 30mins  <b><u>GROUP ACTIVITY 1</u></b> <b><u>(OUTDOOR)</u></b> 60mins	<ul style="list-style-type: none"> <li>• <b>Talk about journeys on water, rivers and the sea by sea fishing boats, sailing boats, submarines and oil tankers to distant lands.</b></li> </ul> <ol style="list-style-type: none"> <li>1. Use clay to model one means of transport</li> <li>2. Pick a numeral card and make a line of objects to match the numeral on the card</li> <li>3. <b>(C3)</b> Play hopscotch with words</li> </ol>		<b>Pictures from magazines and books</b>  Clay Numeral card, stones Hopscotch

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.

Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<p><b><u>PHONICS</u></b> <b>45mins</b></p> <p><b><u>GROUP ACTIVITY 2</u></b> <b><u>(INDOOR)</u></b> <b>60mins</b></p> <p><b>LEARNING CENTRES</b> <b>60mins</b></p> <p><b><u>STORY SHARING</u></b> <b>30mins</b></p>	<ol style="list-style-type: none"> <li>1. Draw your local market scene and colour</li> <li>2. Fix vehicle puzzles.</li> <li>3. Write numeral 1-10</li> </ol> <p><b>Construction centre</b> <b>Book centre</b> <b>Lorry centre</b></p> <ul style="list-style-type: none"> <li>• Tell me what you think is happening in the pictures on each page of the book</li> </ul> <p><b>Assessment: C3: Identify spoken words when represented in written form e.g. Can 'read' 3 or more words on display in the classroom.</b></p>	<p>Sheet, pencil, colour Vehicle puzzles Book, pencil</p> <p>Learning Centres</p> <p>Story book</p>
<p>What activities and/or resources will you adapt to meet the needs of learners with special education needs?</p>		
<p>Phase 3: Plenary/Reflections (Learner and teacher) Remedial Support: Plans/strategies to support learners who could not do the activity or achieve the skill assessed</p>		

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.

Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<b>Date:</b> <b>Week: 12</b>		<b>Theme/Strand:</b> MY GLOBAL COMMUNITY
<b>Day:</b> Monday		<b>SUB-STRAND:</b> CONNECTING AND COMMUNICATING WITH THE GLOBAL COMMUNITY
<b>Class:</b> KG1	<b>Class size:</b>	
<b>Content Standard:</b> K1.7.1.1 Demonstrate understanding of different ways we connect and communicate with the global world.	<b>Indicator:</b> <b>KI.7.1.1.1</b> Using pictures, talk about the various means by which we connect with the international community- Transportation. <b>KI.7.1.1.2</b> Talk about the various means by which we connect with the international community-Trade. K1.7.1.1.5 Use vocabulary learnt to form simple sentences in real life situation.	
<b>Performance Indicator:</b> Learners can talk about the various means we connect with the international community. (Transportation and Trade) Learners can use new words to form simple sentence.		<b>Core competencies/values:</b> Communication and Collaboration Personal development and Leadership Creativity and Innovation
<b>Key words:</b> car, ship, aeroplane, money		
<b>Phase/Duration</b>	<b>Learners activities</b>	<b>Resources</b>
<b>Phase1: Starter (preparing the brain for learning)</b> 5mins	Sing songs related to the theme	
<b>Phase 2: Main (new learning including assessment)</b>  <b><u>CIRCLE TIME</u></b> 30mins  <b><u>GROUP ACTIVITY 1</u></b> <b><u>(OUTDOOR)</u></b> 60mins	<ul style="list-style-type: none"> <li>• <b>News about what happened on your way to school.</b></li> <li>• <b>Talk about journeys on rivers and the sea by sea fishing boats, sailing boats, submarines and oil tankers to distant lands.</b></li> </ul> <ol style="list-style-type: none"> <li>1. Write your name in the sand</li> <li>2. Role play buying and selling.</li> <li>3. Collect the right number of stones / leaves to put next to the numerals hanged/placed in the outdoor area</li> </ol>	Sand, Sticks Mini shop centre Numeral cards 1-10

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.



Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<p><b><u>PHONICS</u></b> <b>45mins</b></p> <p><b><u>GROUP ACTIVITY 2</u></b> <b><u>(INDOOR)</u></b> <b>60mins</b></p> <p><b>LEARNING CENTRES</b> <b>60mins</b></p> <p><b><u>STORY SHARING</u></b> <b>30mins</b></p>	<ol style="list-style-type: none"> <li>Working in pairs, place the various forms of transport in groups depending on size and colour.</li> <li>Play transport Dominoes game</li> <li>Fix ‘Market word and pictures puzzle’</li> </ol> <ul style="list-style-type: none"> <li><b>Lorry centre</b></li> <li><b>Shop centre</b></li> <li><b>Book centre</b></li> </ul> <ul style="list-style-type: none"> <li>Listen to a story in which character(s) has or have a problem, before you hear how the problem is solved, suggest ideas of how it could be solved.</li> </ul> <p><b>Assessment:</b></p>	<p>Transport size and colour sorting</p> <p>Transport dominoes Market word and pictures puzzle</p> <p>Learning Centres</p>
<p>What activities and/or resources will you adapt to meet the needs of learners with special education needs?</p>		
<p>Phase 3: Plenary/Reflections (Learner and teacher)</p> <p>Remedial Support: Plans/strategies to support learners who could not do the activity or achieve the skill assessed</p>		

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.

Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<b>Date:</b> Tuesday <b>Day:</b> Tuesday <b>Class:</b> KG1		<b>Week:</b> 12 <b>Class size:</b>	<b>Theme/Strand:</b> MY GLOBAL COMMUNITY <b>SUB-STRAND:</b> CONNECTING AND COMMUNICATING WITH THE GLOBAL COMMUNITY
<b>Content Standard:</b> K1.7.1.1 Demonstrate understanding of <b>different</b> ways we connect and communicate with the global world.	<b>Indicator:</b> K1.7.1.1.1 Using pictures, talk about the various means by which we connect with the international community- Transportation. K1.7.1.1.3 Identify the cover page and the back page of a book in a read aloud simple sentence. K1.7.1.1.4 Blend individual sounds to decode words which relate to the theme and write the words in their book.		
<b>Performance Indicator:</b> Learners can talk about the various means we connect with the international community. (Transportation and Trade) Learners can read letters of the alphabet. Learners can blend sounds to decode words			<b>Core competencies/values:</b> Communication and Collaboration Personal development and Leadership Creativity and Innovation
<b>Key words:</b> car, ship, aeroplane, money			
<b>Phase/Duration</b>	<b>Learners activities</b>		<b>Resources</b>
<b>Phase1: Starter (preparing the brain for learning)</b> 5mins	Sing songs related to the theme		
<b>Phase 2: Main (new learning including assessment)</b>  <b><u>CIRCLE TIME</u></b> 30mins  <b><u>GROUP ACTIVITY 1 (OUTDOOR)</u></b> 60mins	<ul style="list-style-type: none"> <li>• ‘Number Talk’</li> <li>• Talk about what could make you leave your community to another community or place</li> </ul> <ol style="list-style-type: none"> <li>1. Free water painting</li> <li>2. Draw and paint one means of transport using charcoal or clay</li> <li>3. Tell a story from a teacher-made book after you have identified the cover and back pages</li> </ol>		Pierced bottles with water Charcoal, clay Story books

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.

Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<p style="text-align: center;"><b><u>PHONICS</u></b> <b>45mins</b></p> <p style="text-align: center;"><b><u>GROUP ACTIVITY 2</u></b> <b><u>(INDOOR)</u></b> <b>60mins</b></p> <p style="text-align: center;"><b>LEARNING CENTRES</b> <b>60mins</b></p> <p style="text-align: center;"><b><u>STORY SHARING</u></b> <b>30mins</b></p>	<ol style="list-style-type: none"> <li>1. Play ‘where am I going’ game</li> <li>2. <b>(E2)</b> In pairs, arrange bottles between 1-10 and ask your partner to arrange theirs either more/ less/ same and put them all together to find out how many</li> <li>3. Working in pairs, place the various forms of transport in groups depending on size and colour.</li> </ol> <p><b>Home centre</b> <b>Shop centre</b> <b>Book centre</b></p> <p><b>Listen to the ‘I wonder what it is like to fly in an aeroplane’ story.</b></p> <p><b>Assessment: E2: Use number names, counting in sequence to find out ‘how many, matching numbers to objects ‘(1-9).</b></p>	<p>where am I going’ game Bottles</p> <p>Transport size and colour sorting</p> <p>Learning Centres</p>
<p>What activities and/or resources will you adapt to meet the needs of learners with special education needs?</p>		
<p>Phase 3: Plenary/Reflections (Learner and teacher) Remedial Support: Plans/strategies to support learners who could not do the activity or achieve the skill assessed</p>		

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.

Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<b>Date:</b> <b>Week: 12</b>		<b>Theme/Strand:</b> MY GLOBAL COMMUNITY
<b>Day:</b> Wednesday		<b>SUB-STRAND:</b> CONNECTING AND COMMUNICATING WITH THE GLOBAL COMMUNITY
<b>Class:</b> KG1	<b>Class size:</b>	
<b>Content Standard:</b> K1.7.1.1 Demonstrate understanding of <b>different</b> ways we connect and communicate with the global world.	<b>Indicator:</b> <b>K1.7.1.1.2</b> Talk about the various means by which we connect with the international community-Trade. <b>K1.7.1.1.5</b> Use vocabulary learnt to form simple sentences in real life situation. <b>K1.7.1.1.4</b> Blend individual sounds to decode words which relate to the theme and write the words in their book.	
<b>Performance Indicator:</b> Learners can talk about the various means we connect with the international community. (Transportation and Trade) Learners can form simple sentence with new words. Learners can blend given sounds		<b>Core competencies/values:</b> Communication and Collaboration Personal development and Leadership Creativity and Innovation
<b>Key words:</b> car, ship, aeroplane, money		
<b>Phase/Duration</b>	<b>Learners activities</b>	<b>Resources</b>
<b>Phase1: Starter</b> (preparing the brain for learning) 5mins	Sing songs related to the theme	
<b>Phase 2: Main (new learning including assessment)</b>  <u><b>CIRCLE TIME</b></u> 30mins  <u><b>GROUP ACTIVITY 1</b></u> ( <b>OUTDOOR</b> ) 60mins	<ul style="list-style-type: none"> <li><b>Talk about bananas from Ghana being picked, packed and loaded by crane into a boat to other countries, about tankers being filled with oil to cross the sea, about Ghanaians flying to see their relatives in other lands.</b></li> </ul> <ol style="list-style-type: none"> <li>Collect the right number of stones / leaves to put next to the numerals hanged in the outdoor area</li> <li>Write numerals 1-10 in the sand</li> <li>Play hopscotch with sounds and words</li> </ol>	<p>Pictures or videos</p> <p>Numeral cards 1-10</p> <p>Hopscotch</p>

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.

Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<p><b><u>PHONICS</u></b> <b>45mins</b></p> <p><b><u>GROUP ACTIVITY 2</u></b> <b><u>(INDOOR)</u></b> <b>60mins</b></p> <p><b>LEARNING CENTRES</b> <b>60mins</b></p> <p><b><u>STORY SHARING</u></b> <b>30mins</b></p>	<ol style="list-style-type: none"> <li>1. Play ‘where am I going’ game</li> <li>2. Write all letters of the alphabet in order.</li> <li>3. Fix ‘Market word and pictures puzzle’</li> </ol> <ul style="list-style-type: none"> <li>• <b>Shop centre</b></li> <li>• <b>Book centre</b></li> <li>• <b>Lorry centre</b></li> </ul> <ul style="list-style-type: none"> <li>• (C1) Make up a story about a given picture or objects.</li> </ul> <p><b>Assessment: C1: Can tell her/his own short stories about a picture.</b></p>	<p>where am I going’ game Book, pencil Market word and pictures puzzle</p> <p>Learning Centres</p> <p>Story map/story picture cards /objects</p>
<p>What activities and/or resources will you adapt to meet the needs of learners with special education needs?</p>		
<p>Phase 3: Plenary/Reflections (Learner and teacher) Remedial Support: Plans/strategies to support learners who could not do the activity or achieve the skill assessed</p>		

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.



Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<b>Date:</b> Thursday <b>Day:</b> Thursday <b>Class:</b> KG1		<b>Week:</b> 12 <b>Class size:</b>	<b>Theme/Strand:</b> MY GLOBAL COMMUNITY <b>SUB-STRAND:</b> CONNECTING AND COMMUNICATING WITH THE GLOBAL COMMUNITY
<b>Content Standard:</b> K1.7.1.1 Demonstrate understanding of <b>different</b> ways we connect and communicate with the global world.	<b>Indicator:</b> K1.7.1.1.1 Using pictures, talk about the various means by which we connect with the international community- Transportation. K1.7.1.1.3 Identify the cover page and the back page of a book in a read aloud simple sentence		
<b>Performance Indicator:</b> Learners can talk about the various means we connect with the international community. (Transportation and Trade) Learners can form simple sentence with new words.		<b>Core competencies/values:</b> Communication and Collaboration Personal development and Leadership Creativity and Innovation	
<b>Key words:</b> car, ship, aeroplane, money			
<b>Phase/Duration</b>	<b>Learners activities</b>	<b>Resources</b>	
<b>Phase1: Starter (preparing the brain for learning)</b> 5mins	Sing songs related to the theme		
<b>Phase 2: Main (new learning including assessment)</b>  <b><u>CIRCLE TIME</u></b> 30mins  <b><u>GROUP ACTIVITY 1 (OUTDOOR)</u></b> 60mins	<ul style="list-style-type: none"> <li>• ‘Number Talk’</li> <li>• <b>Talk about journeys on water, by land and air and the transport used.</b></li> </ul> <ol style="list-style-type: none"> <li>1. Pick a numeral card and make a line of objects to match the numeral on the card</li> <li>2. Role play one means of transportation.</li> <li>3. Play Ampe or another playground game of choice</li> </ol>	Numeral cards, stones	

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.

Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<p><b><u>PHONICS</u></b> 45mins</p> <p><b><u>GROUP ACTIVITY 2</u></b> <b><u>(INDOOR)</u></b> 60mins</p> <p><b>LEARNING CENTRES</b> 60mins</p> <p><b><u>STORY SHARING</u></b> 30mins</p>	<ol style="list-style-type: none"> <li>1. Fix ‘Market word and pictures puzzle’</li> <li>2. Write numbers 1-10</li> <li>3. Play ‘where am I going’ game</li> </ol> <ul style="list-style-type: none"> <li>• <b>Construction Centre</b></li> <li>• <b>Book Centre</b></li> <li>• <b>Lorry Centre</b></li> </ul> <ul style="list-style-type: none"> <li>• Choose from a selection of pictures from various stories and act out a scene from that story for the others to guess which story it is.</li> </ul> <p><b>Assessment:</b></p>	<p>Market word and pictures puzzle Book, pencil Where am I going’ game</p> <p>Learning Centres</p> <p>Pictures from different story books or maps</p>
<p>What activities and/or resources will you adapt to meet the needs of learners with special education needs?</p>		
<p>Phase 3: Plenary/Reflections (Learner and teacher) Remedial Support: Plans/strategies to support learners who could not do the activity or achieve the skill assessed</p>		

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.







Please note that these lesson plans are for guidance only. Teachers are encouraged to adapt the activities in these lesson plans to meet their classroom needs.

<p><b><u>PHONICS</u></b> <b>45mins</b></p> <p><b><u>GROUP ACTIVITY 2</u></b> <b><u>(INDOOR)</u></b> <b>60mins</b></p> <p><b>LEARNING CENTRES</b> <b>60mins</b></p> <p><b><u>STORY SHARING</u></b> <b>30mins</b></p>	<ol style="list-style-type: none"> <li>1. Use clay to mould one means of transport</li> <li>2. Fix vehicle puzzles.</li> <li>3. Write numeral 1-10</li> </ol> <p><b>Construction centre</b> <b>Book centre</b> <b>Lorry centre</b></p> <ul style="list-style-type: none"> <li>• Choose from a selection of pictures from various stories and act out a scene from that story for the others to guess which story it is.</li> </ul> <p><b>Assessment:</b></p>	<p>Clay Vehicle puzzles Book, pencil</p> <p>Learning Centres</p> <p>Pictures from different story books or maps</p>
<p>What activities and/or resources will you adapt to meet the needs of learners with special education needs?</p>		
<p>Phase 3: Plenary/Reflections (Learner and teacher) Remedial Support: Plans/strategies to support learners who could not do the activity or achieve the skill assessed</p>		

This lesson plan is a work in progress, created to support kindergarten teachers as part of the Transformational Teacher Training Project in Ghana. The content of the lesson plan will be reviewed and finalised with relevant stakeholders on completion of the project with feedback from the teachers.

