

LANGUAGE AND LITERACY ACTIVITIES

TEACHER'S GUIDE

FOR KINDERGARTEN

1

Evelyn Quartey-Papafio



© Evelyn Quartey - Papafio, 2020

All rights reserved. No part of this book may be reproduced or utilised in any form or by any means, electronic or mechanical, including photocopying, recording or by any information storage and retrieval system without permission from the copyright holders.

ISBN: 978-9988-9017-8-3

Published and Printed in Ghana
By Masterman Publications Ltd.
P. O. Box AN 19720
Accra - North
Ghana

Tel: +233 - 302 - 325057 / 8 / 05473232344
Email: masterman48@yahoo.com / info@mastermanpublications.com
Website: www.mastermanpublications.com

DEDICATION

This book is dedicated to the children of Ghana.

STRAND 1: ALL ABOUT ME		
SUB-STRAND	ACTIVITY	PAGE
I am a wonderful and unique creation	My Self	1
	Parts of My Body: Song and Rhymes	5
	Parts of My Body	5
	Parts of a Book and Parts of the Body	9
	Songs/Rhymes/Poems	12
	Alphabet Song	12
	Conversation: My Self	15
	Part of the Human Body and their Functions	Functions of Body Parts
	Picture Story	21
	Functions fo Body Parts	24
Caring for the Parts of My Body	Care of the Body: Song, Rhyme and Poem	27
	Caring for the Human Body	29 – 34
	Parts of a book: Front or Cover Page	35
	Care of the body: Tools and Body Parts	38

Keeping my Body Healthy by eating good food and taking my vaccination	Type of Foods We Eat	41
	Story Telling	45
	Healthy Eating	48
	Letter Sound /b/	50
	Healthy Eating	50
My Environment and My Health	Keeping the Environment Clean	54
	Story Telling: <i>A Clean Environment</i>	57
	Story: <i>Our Tidy Home</i>	59
	Phonics /a/	61
	Writing Letters	64
	Writing: <i>Posters</i>	67
Protecting Ourselves from Home and Road Accidents	Accidents in the Home and School	69
	Poem: <i>Traffic Light</i>	72
	Picture Story	74
	Keeping Safe in the Environment	76 – 80
STRAND 2: MY FAMILY		
Type and Members of My Family	Important Roles and Responsibilities of Family Members	82

	Matching Print with Illustration	84
	Family Members and Responsibilities	86
	Beginning Sounds /k/	88
	Pre-writing Strokes	90
	Dramatization: <i>Roles of Family Members</i>	92
Origin and History of My Family	Listen and tell Stories: <i>Origin and History of Family Members</i>	95
	Matching Print with Illustration	98
	Story: <i>Origin and History of a Child's Family</i>	100 – 103
	Beginning Sound /m/, /k/	104
	Pre-writing: <i>Straight and Curved Lines</i>	107
	Story: <i>Family Celebration</i>	109
Celebrations and Festivals	Pre-writing: <i>Strokes Left to Right – Top to Bottom</i>	111
	My School Community	113
	School Rules	115

STRAND 3: VALUES AND BELIEFS		
SUB-STRAND	ACTIVITY	PAGE
Our Family Values	Our Likes and Dislike	118
	Names and Words: <i>Beginning Sounds /s/</i>	121
	Spoken Words are represented in written Words or Print	123
	Good Manners and Daily Greetings	125 – 128
	Speech Sounds and Letters	129
	Writing	132
	Telling the Time	134
	Respect and Politeness	136
	Letter Sound: <i>Beginning or End of a Word /d/</i>	138
	Writing Letter ‘d’	141
Our Religious Values	Religious Rhymes	143
	Sound in Words	146
	Writing Letters	148
	Our Beliefs	149
Our Beliefs	Different People Worship God the Creator	152
	People Worship God in different ways	154

	“I am sorry Fatima” – Vocabulary	156
	How People Worship	158
STRAND 4: MY LOCAL COMMUNITY		
Knowing the Special Places in My Local Community	Special Places in our Community	161
	Av visit to the Harbour	164
	Reading: <i>Story</i>	166
	Writing Kk	168
Knowing (Who) the Important People or Occupation in My Community	Important People and Occupation in My Community	170
	Building Sentences	172
	Letter Sound ‘Kk’	174
Knowing the Special Leaders in My Community	Traditional and Religious Leaders in our Community	176
	Letter Sound: <i>Vowel /a/</i>	178
	Traditional and Religious Leaders in our Community and their Roles	180
STRAND 5: MY NATION GHANA		
History and Celebration of Ghana’s Independence	Regions and Festival	183
	Story about Ghana’s Independence	186
	Sentences	188 - 193
	Letters of the Alphabet	194

STRAND 6: ALL AROUND US		
SUB-STRAND	ACTIVITY	PAGE
Living and Non-Living Things	Identification: <i>Things Around Us</i>	197
	Story	200
	Letter Sounds	203
	Initial (Beginning) Sounds	206
	Colour Names and Size	209
Living Things: Animals (Domestic and Wild)	Animals: <i>Sound, Food and Uses</i>	212 – 215
	Letter Sound	216
Water	Sources of Water and Uses of Water	219
	Letter Sounds: <i>Beginning and Ending</i>	221
	Vocabulary: <i>Simple Sentences</i>	224
	Sources of Water: <i>Position of Objects</i>	227
Air	Presence of Air: <i>Rhymes and Poems</i>	230 – 234
	Letter Sound /o/: <i>Words and Sentences</i>	235
Plants – 1	Parts of a Plant and their Functions	238
	Blending Sounds and Decoding Words	240
	Vocabulary	243
Plants – 2	Growth Process: <i>Plants and Humans</i>	245
	Initial or Beginning and Ending Letter Sounds /p/, /s/, /t/, /m/, /f/, /r/	247
	Vocabulary: <i>Sentences</i>	249

Gardening	Type of Soil	251
	Story	253
	Phonics: /oi/, /ake/	255
	Phonics: /ake/, /in/	257
Light	Sources of Light: <i>Rhymes and Poems</i>	259
Light – Day and Night	Sources of Light: <i>Story</i>	261
	Initial Sound, Middle Sound and Ending Sound	264
	Vocabulary	264
Changing Weather Conditions	Weather Conditions in Ghana: <i>Poem</i>	267
STRAND 7: MY GLOBAL COMMUNITY		
Connecting and Communicating with the Global Community	Poems and Rhymes: <i>Transportation</i>	270
	Books	272
	Sounds in Words: <i>Decoding</i>	275
	Vocabulary	278

PREFACE

The Teacher’s Guide for Language & Literacy Activities for Kindergarten 1 has been designed to provide explanation on how the Strand and Sub-strand of various Activities under all 7 Themes can be conveniently handled by the teacher/parent. The Guide provides a step by step procedure for each Activity under its Strand, and Sub-strand.

The Workbook – Language & literacy Activities for Kindergarten 1, has carefully selected practical activities based on the 7 themes of the Ghana Education Service Standards-Based Curriculum for Kindergarten of September 2019. (All About me, My Family, Values and Beliefs, My Local Community, My Nation Ghana, All Around us and My Global Community).

The activities in the workbook are graded to match the growing needs for the Kindergarten 2 child in language and Literacy. This skills – based workbook aims at expanding the child’s verbal communication skills and also developing, his/her reading and writing. The procedures in teaching use the integrated approach and as such connects all learning areas of language, Numeracy, creative art and Our World and Our People to make the learning holistic.

It is expected that the teacher/parent will carefully and patiently go through each Strand and Sub-strand playfully with fun as suggested by the Teacher’s Guide to make the learning enjoyable for the child; while taking cognizance of the competencies expected to be developed (by the child).

The author, who is the immediate past head of the National Nursery Teachers’ Training Centre, of the Ghana Education Service, and currently the Director of EMIRIET Early Childhood Education Centre, Accra, has considerable experience in early childhood education, (having worked in the sector for about 30 years).

Sub Strand: I am a wonderful and unique Creation

Activity 1 – K1.1.1.1.1

Oral Language: My Self

Content Standard: K1.1.1.1 Demonstrate the understanding that all learners are wonderful and have unique body features that make them different from other people and other God’s creation in the environment.

Core Competences: Communication and Collaboration, Personal Development and Leadership

Introduction:

As the learner observes and talks about himself / herself, he /she learns to use appropriate vocabulary. The learner appreciates his/her uniqueness and sees similarities and differences in himself / herself and others.

Through dialogue, the learner enhances his / her communication skills while collaborating with peers to develop their oral skills.

Key words

Name	Girl	Boy	Tall	Short	Beautiful	Handsome
------	------	-----	------	-------	-----------	----------

Materials / Resources:

1. Large thick glass or plastic mirror (if available)
2. Learners own photograph or cut out pictures of girls and boys from magazines or old calendars.
3. Poster of a boy and a girl.
4. Pieces of paper with **Boy or Girl** written on them (for the number of girls and boys in the class).

Procedure /Methods

1. Have learners form a circle outside the classroom. They sing and dance with the song: “My name”. Learners mention their own names and ages in turns, as they sing.

Song: My name, my name, my name;
 Babulekeshie
 My name is -----; Babulekeshie.
 I am ----- years old; Babulekeshie.
 Keshie, keshie, keshie, keshie, keshie

Copy key words on cards and paste along walls. Create situations to introduce the key words with learners.

2. The learner look at themselves in the mirror.
As a learner does so, he /she says:
 I am a girl. I am beautiful
 I am a boy. I am handsome.
3. Put learners photographs and cut – out pictures on a low table.
In groups of three, learners pick their own photograph and a cut – out picture of his / her gender.
4. Have learners tell their friends about the picture they have picked.
Call out two children – a boy and a girl.
Ask the two learners to mention their names and gender.

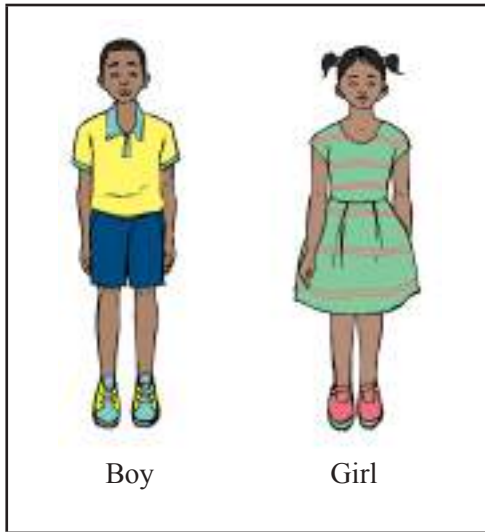
Example: My name is Kwame, I am a boy
 My name is Aba, I am a girl.

5. Lead learners with questions to talk about the two children.
 - How is kwame dressed / what is he wearing?
-Kwame is wearing a shirt and a pair of shorts.
 - Is Aba dressed in the same way?
-No
 - What is she wearing?
-Aba is wearing a dress.
 - How else is Aba different from kwame?
She has plaited her hair
She is wearing earrings.
6. Call two learners - A tall child and a short child.
The learners stand by each other.
7. Use the word ‘**tall**’ to describe the **tall** child and ‘**short**’ to describe the **short** child.
8. In pairs learners compare their heights.
They describe themselves as tall or short.
Example: Aku is tall. Kojo is short. Also : Aku is taller than Kojo/Kojo is shorter than Aku.
9. A Learner talks about his/her own photograph and the cut-out picture of his/her own sex
10. Example: I have a photograph of myself and a picture of another boy /girl like me.
Learners talk about how they are both dressed, and their heights.
11. Learners paste the cut – out pictures on a larger sheet. They pick a tag of

Girl

Boy

And paste it under their pictures.



Assessment

Put the poster of a boy and a girl on the wall / board.

In pairs learners engage in a dialogue

Child A: Points to the boy / girl on the poster and says I am a girl/boy

Child B: Asks child 'A' the following questions

What is your name?

Child A: My name is

Child B: How old are you?

Child A: I am years old.

Child B: Are you a boy or a girl?

Child A: I am a

Child B: What food do you like best?

Child A: I like..... best

Child B: Are you tall or short?

Child A: I am

Learners ask the questions in all two sets: Child 'A' and child B exchange positions. Child A' now becomes the questioner.

This will ensure that all learners will have the opportunity to ask, well as answer questions.

Learners Workbook: Language and literacy Activity book 1

ACTIVITY 1- K1.1.1.1.1 page.....

1. Learner pastes his /her photograph in the space provided.
2. Learners answer the question **orally**

Example

What is your name?

My name is Tonia

1. How old are you? I am years old. (4,5)
2. Where do you live? I live at
3. Are you tall or short? I am(tall / short)

Sub Strand: I am a wonderful and unique Creation

Activities 2 and 3 – K1.1.1.1.2

Parts of the Body: Songs, Rhymes and Poems.

Core Competencies: Communication and collaboration, Personal Development and Leadership

Introduction: Songs, rhymes and poems aid the development of oral language skills (Listening and Speaking).

Through the songs, rhymes and poems, learners enhance their vocabulary and their expressive language. They also develop their fine and gross muscles through the various action songs, rhymes and poems.

The recital periods are relaxing and full of fun for young learners, thus concepts learnt through this method are hardly forgotten.

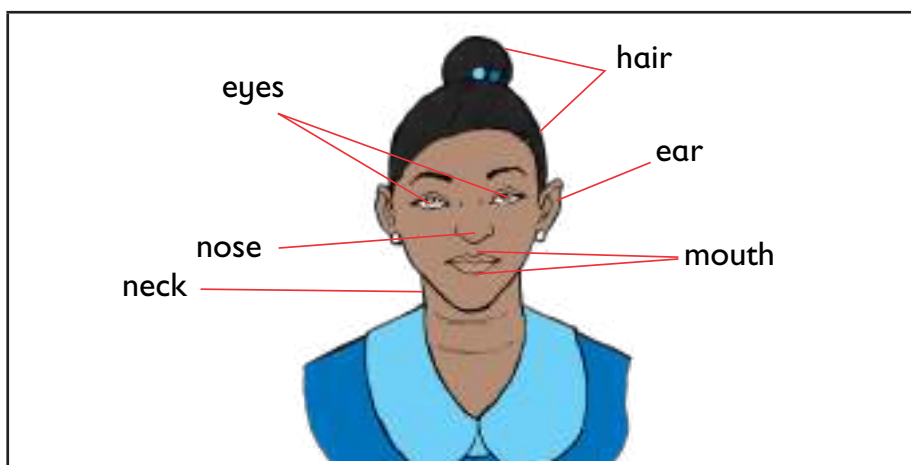
Indicators / objectives: Sing an action song that helps learners name the parts of the body and point to them.

Key words

Legs	Eyes	Month	Nose	Hair	Neck	Ears	Hands
------	------	-------	------	------	------	------	-------

Materials / Resources

1. A poster of a child showing some visible features of the body. (May be drawn by the facilitator on the board or on the plain back of an old calendar.



Poem on page 2 of learner’s workbook (language and Literacy Activities KG1), written on the board or on a manila card.

Procedure /Method

1. Learners stand in a circle in the classroom.

They recite or sing (Ga song)

Gbomɔ yitso, ehiɣmei, ke etoi,

Gugɔ nabu ke Kue

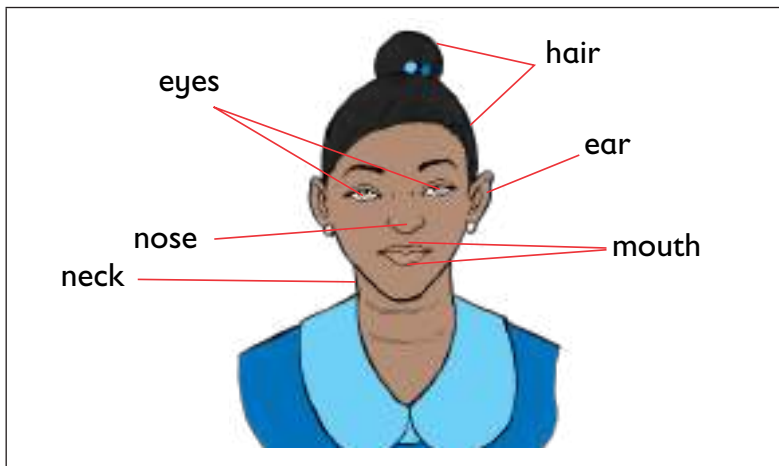
Miyɛ naji enyɔ, ke musu agbo

Miyɛ niji enyɔ, ke woabii hu nyɔɣma

Translation: The human head, eyes and ears.
Nose, mouth and neck
I have two legs and a big stomach
I have two hands and ten fingers

Learners sing with actions. They touch their body parts as they sing.

2. Write out the key words on the board. Read to learners.
Facilitator/teacher points to his / her own body parts as she reads.
Learners in turn touch their body part as they repeat the name of the body part.
3. Teach the poem, then read with learners- “My eyes, ears...” on page 2 of Language and Literacy Activities –KG1. Teachers and learners recite one line at a time
4. Learners track the words as teacher reads with them.
5. Learners talk about the body parts in picture. They point and read



Teacher leads learners to identify their body parts.

Question: How many heads do you have? Touch and count.

Answer: One head.

Question: What other body parts do you have on your head?
Say how many of each part you have..

Answer: Two eyes; one mouth, one nose, two ears.

Lead learners to talk about other parts of the body; hair, neck, hands, legs etc.

- Say the poem with learners again. Let them clap the rhythm of the poem. They stress the names of the body parts.

Practical Activities B

Teach learners songs:

O lee, o lee, trala ta la la

What can the mouth do?

It can talk, it can talk

What can the nose do?

It can smell, it can sell.

O lee, o lee, trala la la la

O lee, o lee, trala la la la

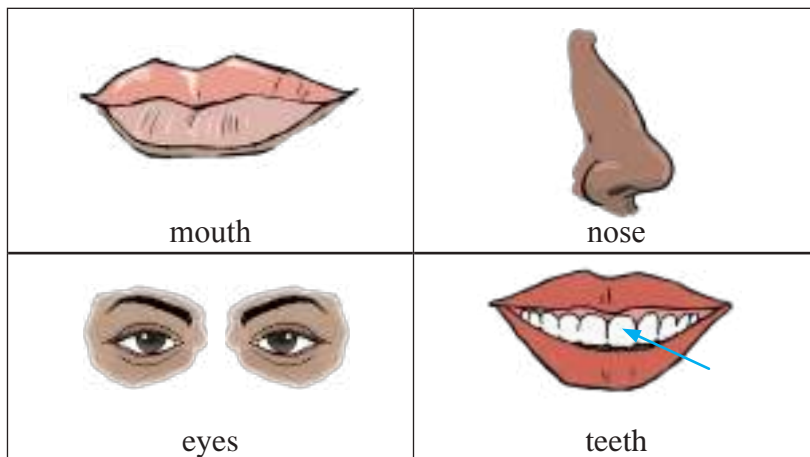
What can the eyes do?

They can see, they can see

What can the teeth do?

They can chew, they can chew.

O lee, o lee, trala la la la



Learners point to parts of the body as they sing.

Learners draw any 2 parts of the body on sheets of paper

Assessment

- Touch your hair
- Touch your feet.
- Touch your nose

What do you do with your eyes? I See, I cry.

Learner's Workbook - Language and literacy Activities for KG1

Do Exercises on Activities 2 and 3 – K1.1.1.2

Activity 2 – After Practical Activities A

Activity 3 – After Practical Activities B.

Sub Strand: I am a wonderful and unique Creation

Activity 4 – K1.1.1.3

Parts of a book and Parts of the Body

Content Standard K1.1.1.1: Part of my body

Demonstrate the understanding that all learners are wonderful and have unique body features that make them different from other people and other God’s creation in the environment.

Core Competencies: Personal Development and Leadership. Communication and collaboration, Critical thinking and innovation.

Introduction: Learners learn to use appropriate vocabulary to talk about themselves. They learn that just as humans have unique body parts, so also do books have unique features.

Humans have head, neck, legs, feet, tummy eyes. We have front and back parts. A books has a cover / front page, back page, author / writer, and pages.

Indicators / Objectives:

Recognize and talk about the different parts of book (the front / cover page of a book and back of a book) and relate the content of the text to our body parts

Key words:

front	Cover	Back	Pages	Book	body	Arms	legs	neck	tongue
-------	-------	------	-------	------	------	------	------	------	--------

Materials /Resources:

A variety of Children’s story books – one book to every group of 2 leaners.

Poster showing body parts:



Procedure / Method:

1. Sing an action song with the class - ‘O lee O lee’
Put learners into groups of two (Pairs).
Give each group a book to flip through.
2. Read through the key words with learners.
Use real objects or situations to explain the key words.
 - ❖ Learners say book as they all point to the book.
Individuals look round the class and pick other books.
 - ❖ Arms: learners stretch their arms forward and say
These are my arms. If there is a child with one arm, the teacher should identify that arm (left) or right and ask learners to show only that arm.

Front of a book /cover of a book: these refer to the same thing. Learners close their books and run their palms over the cover page.

There say “This is the front of the book. It is also called the cover page.

3. Asks learners to say what they see on the cover page.
 - ❖ Pictures; writings.
4. Ask learners to tell a story about the picture on their book.
Each learner tells his / her story of the picture.
5. Learners open their books. They flip through the inside pages, to the end, then close the last page. The picture on the cover now lies on the table. The part that shows the back page.
6. Have learners identify the front or cover page of their workbook –Language and Literacy Activities - KG

Assessment:

1. Mention the parts of the book we have talked about.
 - Cover or front page, back page, pages of a book. Like a book we humans have body parts. We have hands, ears, and nose.
Sing – ‘My head my shoulders...’
2. Mention some of your body parts.
Eyes, shoulder, tongue, nose, ears .

Learner’s Workbook: Language and Literacy Activities for KG 1

Activity 4 – K1.1.1.3: Parts of a Book and Parts of the Body






Read and explain the instructions to the learner.

Read the caption under each picture with learners. (The pictures will aid the child's associate print with pictures.)

The child touches his / her own body part as he / she reads; eyes, neck, nose, tongue, legs and arms

He / she draws the body part in the space provided.

Example:

				
I have two eyes	I have one neck	I have one tongue	I have two legs	I have two arms

Sub Strand: I am a wonderful and unique Creation*Activities 5 and 6 – K1.1.1.1.5***Songs/Rhymes/Poems: Alphabet Song****Content standard** K1.1.1.1: Part of my body

Demonstrate the understanding that all learners are wonderful and have unique body features that make them different from other people and other God’s creation in the environment.

Core Competence: Communication and Collaboration ; Personal development and Leadership

Introduction: Songs, rhymes and poems aid the development of oral language skills (Listening and Speaking).

Through the songs, rhymes and poems, learners enhance their vocabulary and their expressive language. They also develop their fine and gross muscles through the various action songs, rhymes and poems.

The recital periods are relaxing and full of fun for young learners, thus concepts learnt through this method are hardly forgotten.

In singing the alphabet song, learners gradually master the names of the letters. They enjoy the fun of clapping and singing. As they look and point at the letters while they sing, they are learning to identify the letters.

Indicators / Objectives: Sing songs about the body parts and the letters of the alphabet and clap hands on the rhythm of the songs.

Key words

Alphabet	Sing	clap
----------	------	------

Letters

Materials/Resources

- Letter cards: A-Z and a-z – letters on small boxes (Fruit juice and other empty packets)
Bottle top letters – Letters are written on pieces of paper and pasted on them

A	B	C	D
---	---	---	---

Procedure / Methods:**Practical Activities A**

- Roll about an inch length of celotape with the sticky part out. Paste it on the board or wall and fix the alphabet flash cards on it. A to Z in one lesson and a to z in another lesson.

2. Point and sing the alphabet song with learners.
Show and sing with the lower case letters in one lesson and upper case letters in another lesson.
3. Point and have learners say the letters with you.

a	b	c	d	e	f	g
---	---	---	---	---	---	---

A	B	C	D	E	D	G
---	---	---	---	---	---	---

4. Let learners clap the rhythm of the tune as they sing. (some learners may jump).
5. Put learners in groups of 4. Give each group bottle top letters/letter cards a-z, in one lesson.
A-Z in another lesson.
Have learners arrange their letters. They follow the appropriate alphabet frieze/letter chart fixed on the board
6. Fix the lowercase letters under the uppercase letters. Point and sing the alphabet song.
 - a. Mention letters at random and have learners point at it in their workbook.
Letter (a – f) .

Assessment:

1. Learners match upper and lower case letter cards using bottle top letters.

F	B
f	b

Learner’s Workbook: Language and Literacy Activity Book KG1

Learners point and sing the a, b, c song from their Work book – Language and Literacy Activity Book KG1.

Activity 5.

Learners trace vertical strokes.

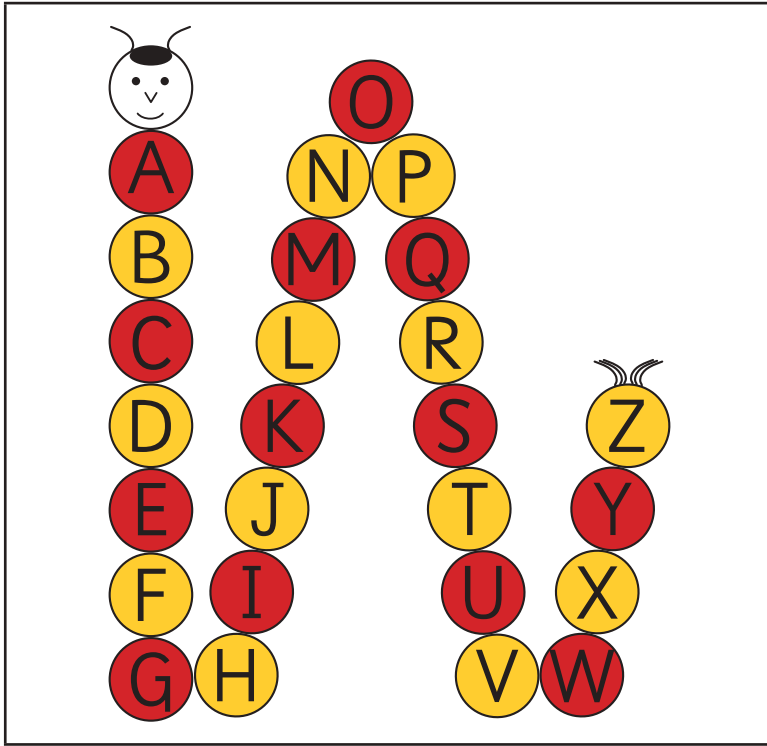
Learners trace along the broken lines.



Activity 6

Learners colour spaces around upper case letters: A – Z

Two colours are used alternatively.



Sub Strand: I am a wonderful and unique Creation

Activity 7 – Kl.1.1.1.6

Conversation: My self

Content Standard: K1.1.1.1 Demonstrate the understanding that all children are wonderful and have unique body features that make them different from other people and other God’s creation in the environment.

Core Competences: Communication and Collaboration, Personal development and leadership

Introduction: Drawing and colouring are fun for children in the early years. Through the activities, they express their thoughts and emotions. An example is an angry/sad child who colours a messy picture (and is able to say why he/she has done so).

Drawing and colouring, scribbling and other prewriting activities are part of the activities that help the development of the child’s wrist and fingers, in preparation for writing. Learners also do invented writing. (when children attempt to use their best judgement about spelling). In the activity, learners also talk about themselves.

Indicator / Objectives:

Draw a beautiful picture of themselves and scribble freely under the picture.

Key words:

Beautiful	Dark	Slim	My	is	tall
-----------	------	------	----	----	------

Materials / Resources:

Crayons, plain sheets, pencils, Poster showing pictures of a boy and a girl dressed nicely. Cut out pictures of a boy and a girl from old calendars or magazine pasted on broad surface of empty boxes.

Procedure / Methods:

1. Have learners look at the poster and talk about the pictures.
2. In turns, ask learners to talk about themselves.

My name is

I am tall.

I am beautiful.

I am dark/ I am fair.

I am fat.

I have plenty of hair.

I am strong.

Copy key words on the board. Read and talk about them with learners.

Write new vocabulary introduced to children as they talk about themselves.

Slim	Complexion
------	------------

Use real situations to explain new words:

Slim: compare 2 learners: slim and fat.

Complexion: compare 2 learners: dark/ fair.

Assessment:

Mention some of your body parts: neck, legs head.

Learner's Workbook – Language and Literacy Activities - KG1

Activity 7:K1.1.1.6

Read and explain instructions to the learner. Let learners do activities independently.

Ask learners to talk about his / her picture.

Answer: oral A picture of myself.

My name is

I am tall / I am short.



Question:

What have you written under your picture?

My name

I am 4 years old.

Have each learner say what he/she has written under his/her picture.

	
My name is Aku I am 4years old	My name is Osei. I am 4years old.

Sub Strand: Parts of the Human Body and their Functions

Activity 8 – K1.1.2.1.1

Functions of Body Parts

Content Standard: K1.1.2.1.1 Demonstrate the understanding of appropriate names the parts of the body and describe the functions of each part.

Core Competence: Communication and Collaboration; Critical thinking Personal Development and Leadership.

Introduction: All parts of the human body have various functions. Example: The human hands claps, touches, holds things, wash, weave hair...

There are persons who have lost some of their body parts. They use other parts in place of the lost parts. Sometimes, they have to be helped by parents, friends or siblings.

Example: Persons with one or no hands. They are supported by others or use their feet in performing tasks their hands might perform.

Those with visual impairment are supported. Some use hearing aids to enhance their hearing.

Indicators / Objectives.

Using a conversational poster of body parts, learners talk about the functions of the part of the human body that we can see.

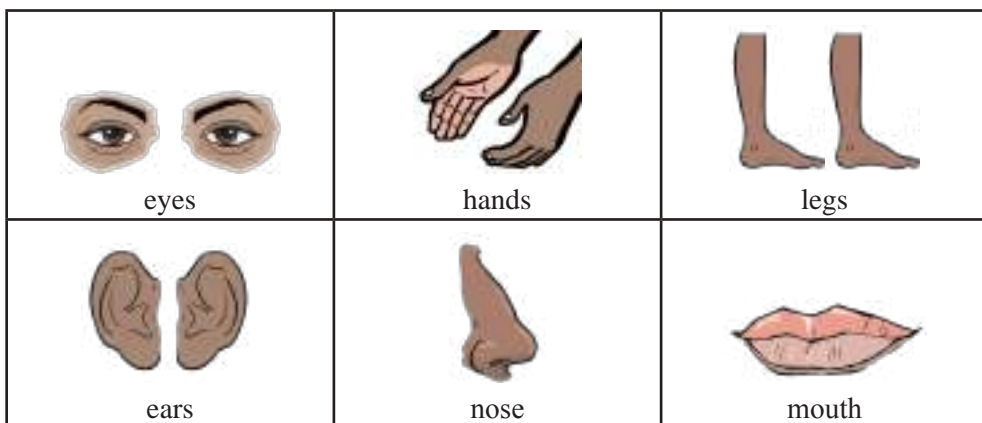
Key words

Touch, smell, see, hear, taste.

Materials / Resources:

Poster showing body parts we can see.

Flash cards showing body parts.



Touch your eyes.
Mention anything
you can see

Touch your legs.
Walk to the door.
Jump three times

Hold your ears
and turn your head
from left to right

Touch the tip of your
nose. Breath in and
out. Say: My nose is for
breathing and smelling

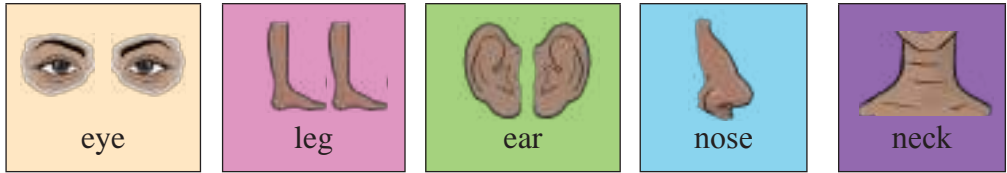
Hold your neck. Turn
your head left and right.
Say: My neck helps my
head to turn

Procedure / Methods:

1. Arrange learners' seats in a semi – circle. Have them stand in the inner part and sing:
'O lee, O lee, tralala la la.
What can the eyes do? They can see, they can see,
What can the nose do? It can smell, it can smell...
2. Have children sit down.
3. Put up the poster. Point to various body parts and ask learners to identify and name them, then identify their own body parts.
Example: hands, shoulders, fingers, knees
4. Ask the following questions: Which part of the body help us to see?
 - Eyes.
5. What else can the eyes do?
Cry and blink
6. Look through the window and mention some things you can see
 - gate, tree, car, house, hen.....
7. Ask all learners to raise their hands up.
Now pretend to kill a mosquito in the air.
 - Learners clap.
8. What have you just done in trying to kill a mosquito?
 - Clapped
 - So our hands can clap.
9. What else can we do with our hands?
 - Hold things; touch people and things; wash; write; draw; pound fufu.....Every part of our body performs one or more functions.

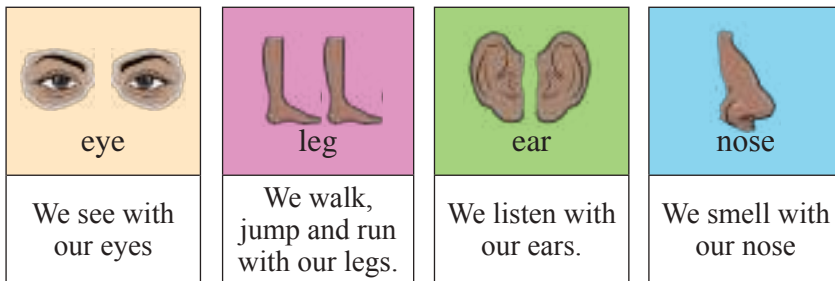
10. In turns learners pick the flash card for pick and act game.

Example



11. Teacher reads the caption on the card.

The learner mentions the name of the part and say one /two things the body part does.



- ❖ Our ears help us to listen to others when they talk.
- ❖ our ears make us listen to and enjoy music and stories.

Continue with functions of other visible parts of the body.

Ask: What else can the legs do?

- Another child performs that act.

Assessment:

1. Say 2 things your eyes can do.
2. Which part of your body helps you to scratch an itchy body part?
3. What can you do to help your friend who is blind, to move about freely in the classroom?
 - Move tables and chairs from her way.
 - Lead her about by holding her hand.

Learner's Workbook – Language and Literacy Activities –KG1

Activity 8 K1.1.2.11

Read and explain the instructions on the page

1. In turns learners identify the body parts. The child touches his / her own body part and tell her friend its function.
2. Learners play “Pick and Act Game. Teachers reads instructions from the work book.
3. Play a “Pick and Act game with learners.

Place the Flash cards for the ‘Pick and Act’ game upside down.

In turns learners pick the cards.

Teacher reads for the child to act or answer the question on it.

Example:

Touch your legs

Walk to the door

Jump three Times

Sub Strand: Parts of the Human Body and their Functions

*Activity 9 – K1.1.2.1.2***Picture Story****Content Standard:** K1.1.2.1.1.

Demonstrate the understanding of the appropriate names of the parts of the body and describe the functions of each part.

Core Competence: Communication and Collaboration, Critical thinking; Personal Development and Leadership.

Introduction:

At the kindergarten level, visual information helps learners make meaning and interpret pictures.

Pictures help learners to make their own stories creatively and understand more easily messages being conveyed. As learners listen to and retell stories, they enhance their vocabulary. When stories are read to them, they are being prepared to read meaningfully. As learners track the text being read in the activity, they learn to read text from left to right and top to bottom.

“Reading aloud with children is known to be the single most important activity for building the knowledge skills they will eventually require for learning to read” - Marilyn Sager Adams.

When learners enjoy and understand stories being read or told to them, they are able to retell and dramatize them – In dramatization, learners take on roles of characters in the text / story and act them out. It is important that learners de-role the roles they played at the end of the activity.

Indicators/Objectives:







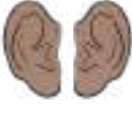
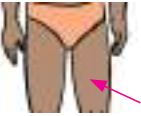



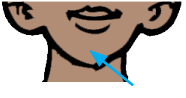
Use visual information to aid comprehension, before during and after reading a text on functions of the human body.

Key words:

hands	clap	Hold	jump	run	carry	Cry
-------	------	------	------	-----	-------	-----

Materials / Resources

Picture/ Word Chart

 Hand	 fingers	 head	 nose
 leg	 neck	 ears	 thighs
 arm	 month	 teeth	 Chin

The pictures may be pasted on the surface of a large empty box

Picture story of activity 9: K1.1.2.1.1



Procedure / Methods

1. Seat learners in a semi – circle
2. Put the Picture Chart on a low chair / board with easel in front of learners.
3. Learners sing “My head, my shoulders, my knees, my toes”
4. Point to pictures for learners to read from left to right; then top to bottom.

5. Have learners identify the parts of the body they have read on their own bodies.
 - Say how many of each part they have example: hand.
 - Count your hands: 2 (two)
Be mindful of a child with one hand. Explain that he / she lost it through an accident.
 - Say 3 things you can do with your hands.
Hold things, eat, clap, touch, wash.
6. Tells learners that texts are read from left to right and top to bottom.
Read the text aloud for learners to listen. “All parts of our bodies are important”.
7. Have learners explain the key words by action; and form a sentences with them.
Example: Read aloud: hands
learner shows his/her hands
Learner says: “these are my hands.”

Assessment:

1. Close your eyes and mention a part of your body. Ask your friend what we do with that body part.
Example ears, - We hear with our ears.

Learner’s Workbook: Language and Literacy Activity for KG1

Activity 9 – K1.1.2.1.2

1. Have learners look at the Picture Story- Activity 9 – K1.1.2.1.2
2. Individuals tell a story from the picture.
3. Read the instructions of the activity to learners: In turns learners say what each person in the picture is doing with the various body parts.
Example:
The man is carrying palm fruit on his head.
He is holding gun in one hand.
He has a sack in the other hand.
The gun is nesting on his shoulder.
4. Read the next with learners. Learners track the words of the sentences. Model reading of the sentences for learners to emulate.
All parts of our bodies are important.
5. Teach learners to read the words, clap, can, cry ,carry. Learners repeat the sound /c/
6. Learners identify body parts that perform actions that relate to the words.
Example: Read aloud: Cry : Eyes
Learners repeat the common sound /C/.
Clap – we clap with our hands
Carry – we can carry things on our heads. We can also carry things on our shoulders
7. Learners answer the question:
What other words begin with the /C/ sound?
Cake, Can, Cat, Cup, Cry, Candle

Sub Strand: Parts of the Human Body and their functions

Activity 10 – K1.2.1.1.3

Functions of Body Part

Content Standard: K1.2.1.1

Demonstrate the understanding of appropriate names of the body parts of the body and describe the functions of each part.

Core Competence: Communication and Collaboration, Critical thinking. Personal Development and leadership.

Introduction:

Identification and discrimination is a core pre – reading activity. As learners identify pictures of the various body parts and match them to their correct functions, they are more likely to easily identify letters and their position in words and subsequently their pronunciations and reading.

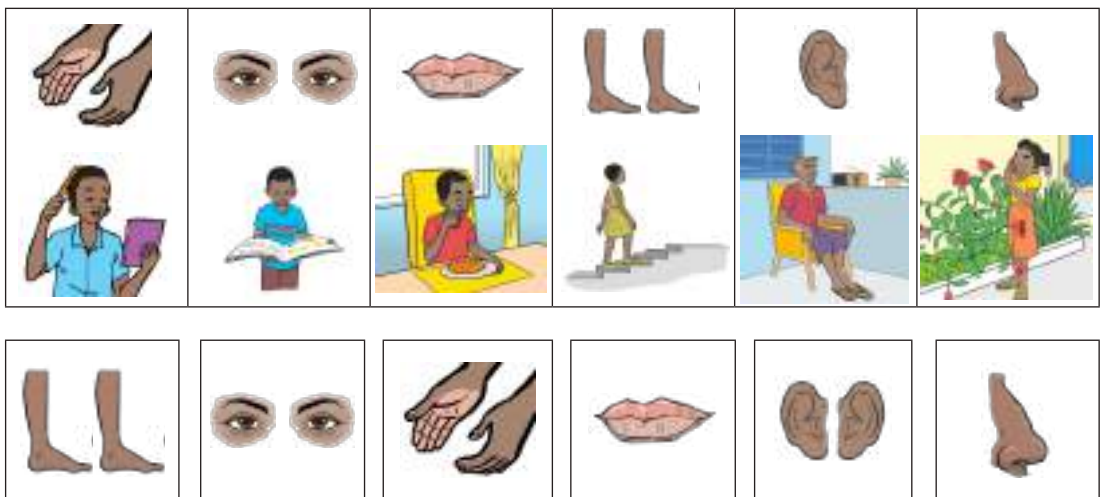
Indicators / Objectives: K1.2.1.1.3

Learn and use new vocabulary related to what they do with the parts of the body.

Key words:

Hands	eyes	Legs	mouth	ears	nose
-------	------	------	-------	------	------

Materials / Resources:

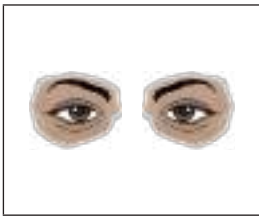


Procedure/Methods.

1. Lead learners to read key words aloud.
2. Have learner form a sentence with each word.
Example: Eyes
I can close my eyes.
3. Place picture cards upside down on a mat or table (child – size)
4. Have learners sit round the table or mat.
5. In turns learners pick cards.

If a body part is picked, the learner finds the card that shows its function.

If a card that shows function of a body part is picked, the card of the body part is picked. The two cards are matched(put against each other).



Assessment:

Mention 2 body parts and say the function of each one.









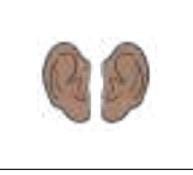



Hands: For holding things
For clapping

Nose: For smelling
Breathing.

Learner's Workbook: Language and Literacy Activity Book KG1

Activity 10 K1.2.1.3

1. The instructions of the exercise are read and explained to learners.
2. Learners do the exercises independently.
3. Read the word on the page read aloud with learners. Learners show the body parts as they read them.

Sub Strand: Caring for the Parts of My Body

Activity 11 – K1.1.3.1.1

Care of the Body: Song, Rhyme and Poem

Content Standard: K1.1.3.1.

Demonstrate understand of the importance of personal hygiene and how to care for my body parts. E.g. hand, face, finger nails – washing, face washing, nose.

Core Competence: Communication and collaboration. Critical thinking; Personal Development and Leadership.

Introduction: Refer to K1.1.1.1.2: Activity 2 (Parts of My Body – Rhymes and Poems.

Indicators /Objectives:

Sing songs and recite rhymes about how we take care of each part of the body and demonstrate how to do it. Example: This is the way we wash our face....

Key words

Wash	Face	Hand	brush	Comb	Hair
------	------	------	-------	------	------

Materials/Resources

			
brushing of teeth	combing hair	bathing	washing hand

The pictures may be cut out from old magazines, newspapers or calendars and pasted on surfaces of neat boxes.

Procedure/Methods.

1. Place picture cards on a low table.
2. Have learners sit in a semi-circle round the table.
3. In turns learners pick cards and say what he/she sees.

Examples: I see a girl brushing her teeth.

Have learners, sing: "This is the way I brush my teeth;

Brush my teeth, brush my teeth;

This is the way I brush my teeth;

Early in the morning.”

4. When all cards have been picked, and sang about; have 4 learners pick the picture/ word cards (same cards already used) and stand next to each other, facing their friends seated in the semi-circle.
5. In turns the 4 Learners show the pictures to the lager groups. Learners sing as a picture is raised. “ This is the way...”

Assessment:

1. How do we clean our hands? -We wash with soap under running water.
2. What do we comb our hair with? - comb

Learner’s Workbook: -Language and Literacy Activities for KG 1

Activity 11 - K1.1.3.1.1

1. Learners talk about the pictures.



The boy is brushing his teeth.
He has a green cup in his hand.
He is wearing his pyjamas.

The boy is bathing.
He has soap on his body.
The water is pouring over his body.

The boy is dressed for school.
He is combing his hair.
He is looking at his face in a mirror.
He is wearing a shirt and a pair of shorts.

2. Learners freely sing the song “This is the way I wash my face” from the activity book. Learners track the words of the song as they sing. They use their middle finger to track the words hitting on each one to create a rhythm

This is the way I wash my face,
Wash my face, wash my face.
This is the way I wash my face,
early in the morning.

Sub Strand: Caring for the part of my body

Activity 12 – K1.1.3.1.3

Caring for the Human Body

Content standard: K1.1.3.1

Demonstrate understanding of the importance of personal hygiene and how to care for my body parts.

Core competencies: Communication and Collaboration; Critical thinking, Personal Development and Leadership

Introduction:

In going about our daily activities, we touch things, walk through the dust, run round and play and handle money. Our various body parts thus come into contact with dirt, germs and bacteria. Our over grown nails could also pick up germs. Some of these are not visible to the naked eyes.

The heat from the sun makes us sweat, this coupled with the regular use of the washroom require thorough clearing of our bodies.

We need to wash our hands regularly and also take our bath.

Indicators / Objectives

Talk about what we use in caring for human body in our everyday life as they listen to a read aloud text.

Key Words:

Nail clipper

Toothbrush

Hygiene

Materials / Resources

Flash card of pictures on page - 13 of Language and Literacy Activities Book KG1.

Tooth brush, soap, nail clipper, towel, sponge, tooth paste, body parts (head and hand, hand and foot, hair, teeth)

A teacher – made book from the text

‘Write the text boldly on ‘A’ 2 sheets (2 ‘A3 sheets, joined vertically). The ‘A2’ sheets are folded into 2 (Vertically). Fold manila card of the same size into two. Glue the text into the middle of the folded manila card. (Plain pages of old calendars may be used for the pages of the book)

1. Write the title boldly at the back of the Manila card.
2. Put a name (Teacher’s name) as the author / writer.
3. Put the following pictures behind the book.
Comb and brush, tooth paste, Nail clipper, soap, towel.

Procedure/ Method

1. Begin lesson with a song: “This is the way we wash our face ...”.
2. Have learners sit in a semi-circle. Place a mat/low table in front of them.
3. Have learners look at the flash cards.
4. In turns learners pick the flash cards with body parts and say what they see.
5. The learner mentions the materials used for caring for it or them.

Example: Teeth.

Materials use for caring for it are toothbrush and toothpaste, chewing stick, chewing sponge.

6. Another child picked the flash card tha shows the materials for caring for that part of the body.
7. A third child talks about how to care for that body part.

Example: The tooth past is put on the brush and used to clean the teeth.

The chewing sticks/chewing sponge is chewed and later used to clean the teeth.

8. Learners continue with the above activity, to talk about the other body parts and materials used for caring for them.

Body —————> Washing body with bucket of water, sponge, soap and towel.

Face/ hand —————> Washing face and hands with soap, under running water (sink) and drying with a towel/paper napkin.

Finger nails and toe nails —————> cutting overgrown nails short with nail clipper.

Hair —————> Combing and brushing with com and hair brush.

9. Demonstrate proper hand washing and have learner emulate your example.
 - Wet the hands and rub the sopa in your palm.
Rub the hand together, rub the soapy hands round the thumbs and in between all your fingers.
 - Rinse well under running water from the sink, the voronica bucket or have another person pour water from a cup onto the soapy hands
 - Dry with a towel (Child’s own towel, hankerchief or paper napkin)

Assessment

1. Turn flash card face down on a low table.
2. Child one picks a card: Body part.

- Child one picks its corresponding part: Materials for caring for a part of the body
Child one and child two talk about their picture card and how they are related.

Child One: Hair Child Two: comb and brush

We comb our hair with a comb. We brush our hair with a hair brush

Learner's Workbook: Language and Literacy Activity for KG1

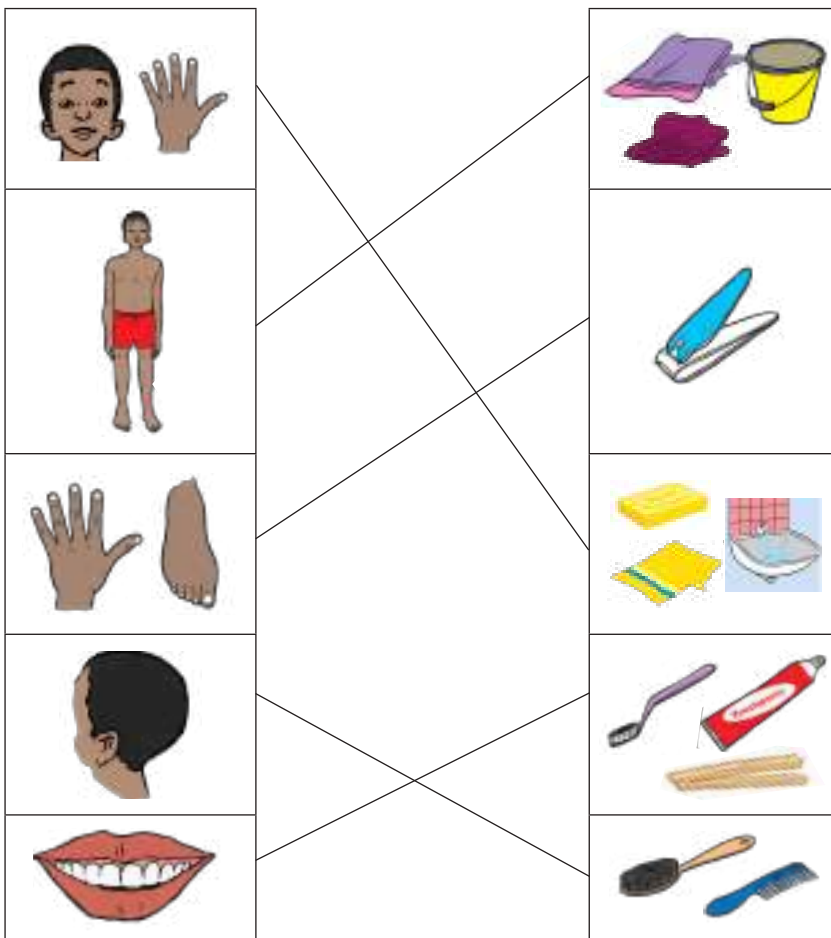
Activity 12 – K1.1.3.1.3

1. Read and explain instructions to learners.
2. Learners do exercises independently.
3. Lead learners to do the practical activities in the workbook.

In turn learners wash their hands with soap under running water.

Where it is possible have learners bring their own tooth brushes for brushing their teeth .

Chewing sponge and chewing stick could be used in the activity



Sub Strand: Caring for the Parts of My body

Activity 13 – K1.1.3.1.3

Caring for the Human Body.

Content Standard: K1.1.31: Demonstrate Understanding of the importance of Personal Hygiene and how to care for my body parts: eg. Hand, feet, finger nails. – washing, face washing, nose.

Core Competence: Communication and Collaboration, Critical thinking. Personal Development and Leadership.

Introduction: Refer to Activity 10

Indications / Objectives:

Talk about what we use in caring for the human body in our everyday life as they listen to a read aloud text.

Key words

bath

Water

hands

Wash

dry

Materials /Resources

Soap, veronica ‘bucket (a bucket with a tap attached) bucket, sponge, towel, paper napkin.

Text:“Caring for My Body” Copied out in a Teacher – Made big book.

(Refer to Activity 11 – Materials / Resources for making a teacher made big book. Use same pictures on cover page.

A teacher – made book from the text

“Write the text boldly on A2 sheets (2 A3 sheets, joined vertically). The ‘A2’ sheets are folded into 2 (Vertically). Fold manila card of the same size into two. Glue the text into the middle of the folded manila card.

Caring For My Body.

What do I do to keep my body clean?

I wash my face and brush my teeth.

I bath with a sponge, soap and water.

I wash my hands under running water.

I put soap in my palm and rub them all over my hands.

I rub the soap in between my fingers.

I rinse under running water and dry with a towel or paper napkin.

- Learning Centres: a) Materials for hand washing – Veronica bucket, soap towel, paper/cloth napkin.
- Learning Centre: b) the bathroom, a bath tub, a doll, sponge, towel, soap, powder, pomade, hair brush, comb, anti – pespirant and lemon.

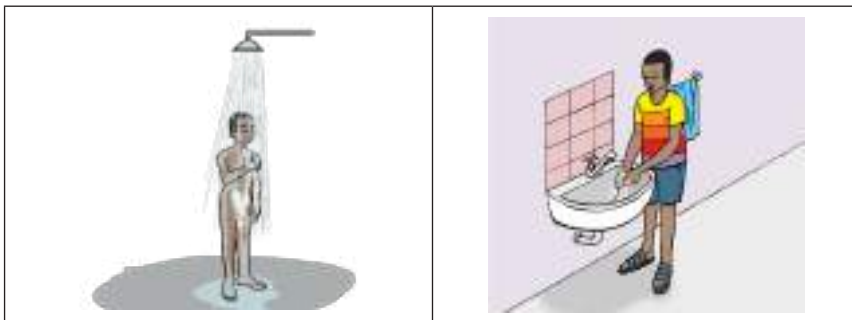
Procedure / Methods

Practical Activities A

1. Have learners sit in a circle or horse -shoe shape.
2. Sit where you can see all learners.
3. Ask: What do we do when we wake up in the morning?
Learner: I say my prayers, wash my face, clean my teeth, mum helps me to take my bath, dress up and eat my breakfast.
Give opportunity to everyone in the group to talk (do not worry about repetition of information).
4. Have learners sing “This is the way we wash our face” with actions.
5. As learners sing, demonstrate the proper way of washing hands and brushing our teeth, for them to emulate.

Practical Activities B

1. Show learners the cover page of the Teacher – made - Big Book.
2. Ask learners to predict the text.
-Things we use for caring for our bodies. How we clean our bodies.
Learners look at pictures in their workbook - Language and Literacy ...KG1.- page 13
3. In turns learners talk about each picture.



The girl / boy is bathing.

He / she is using sponge, soap and water.

He / she will dry himself /herself with a clean towel.

- Why do we need to bath?
 - We get dirty when we play. To make us clean.
4. Question: Why should we wash our hand?
Answer: To make them clean. To prevent germs from entering our mouth. To prevent

us from getting the corona virus.

Question: When do we wash our hands?

Answer: After playing, before we eat, after eating, after visiting the toilet, when we touch surfaces

5. Teacher reads the text aloud to learners.
6. Learners track the words in their workbook as teacher reads them.
7. Have learners read after you.
8. Identify and read key words with learners. Ask learners to say what has been said about the words.

I bath with a sponge

I wash my hand under running water.

I dry my hands with towel.

Assessment

1. Which other parts of our bodies do we need to care for? – hair,
Mention the things we use: soap, towel, comb, sponge, water.

Demonstrate how the body part is taken care of: washing hand

Learner's Workbook: Language and Literacy Activity Book for KG1.

Activity 13- K1.1.3.1.3

Learners talk about the pictures in the book.

1. The child is bathing with soap, sponge and water.
2. The boy is washing his hands under running water

Discussion: Other parts of the body we need to care for?

Our finger and toe nails

We can use the nail clipper. A adult will need to help us. The nail clipper or small scissors is safer than razor.

Sub Strand: Caring for Parts of My Body.

Activity 14 – K1.1.3.1.4

Parts of a Book: Front or Cover Page

Content Standard: K1.1.3.1 Demonstrate Understanding of the importance of Personal Hygiene and how to care for my body parts: eg. Hand, feet, finger nails. – washing, face washing, nose.

Core Competencies: Communication and Collaboration; Critical thinking, Personal Development and Leadership

Introduction:

Picture reading is a pre reading activity. In a chart of multiple pictures arranged in rows and columns, learners develop left – to – right eye and top to bottom eye orientation. This is a orientation that prepares learners for reading texts in books or on charts.

Reading books require learners knowledge of features of a book – front / cover page, of a book; inside pages ; and proper way of handling books – holding a book upright and opening from right to left . Books are opened page by page; Sentences are read from left to right.

Indicator/Objectives: K1.1.3.1.4


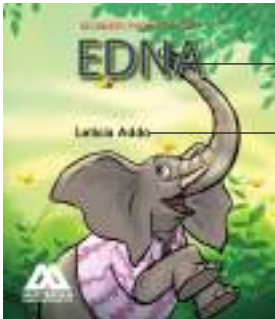
Show and explain why learner’s books are opened from right to left.

Key words:

Left	Right	top	bottom	cover	front	page	Book
------	-------	-----	--------	-------	-------	------	------

Materials / Resources:

1. A variety of children’s story books, Language and literacy Activity book for Kindergarten –KG1, Picture chart. Paper-made pointer (long rolled card/sheets of old calendar)
2. Picture Chart.

	
<p>Paper pointer</p>	<p>Title Writer</p>

Procedure / Methods:

Practical Activities A

1. Have learners raise their hands and move them from left to right in the air. They say “left to right” then cross their hands on their chests and at a clap signal they move their hands again from left to right.
2. Learners show their pointer fingers. They move as if to draw lines and say repeatedly: “left to right” and right to left. In the same movement they say “flicker, flacker, flick”.
3. Have children sit in a semi – circle on their chairs. Put up the picture chart on an easel (low enough for children to see).
4. Point at the pictures on the chart with the paper mader pointer. Learners read the pictures from left – to – right; then top to bottom.

Practical Activities B.

Learners sing ‘O lee, O lee’ as they go to a set up book centre to pick a book.

1. Have learners place their books on their tables. They rub their palms on the cover page and let them say “this is the cover or front page”.
2. Lead learners to identify the author / writer’s name.
3. Have learners turn the pages of the books they have from right to left.(page by page).
 - Learners move their pointer finger on the first sentence in the story book from left to right.
4. In turns learners read picture chart from left to right and top to bottom.
5. A learner is invited to demonstrate the correct opening of a book.

Assessment

1. What other name do we have for a front page? ———> Cover page.
2. An author is also called a ———> Writer.

Learner’s Workbook: Language and Literacy Activity for KG1

Activity 14 – K1.1.3.1.4

1. Read and explain the instructions to learners.
2. Learners read the pictures.
3. Learners track the pictures from left to right; then top to bottom.
4. Read the words below the page aloud. Have learners repeat.
Learners track them with their fingers as they say after you.



Read: brush, wash, cut, nails, bath.

Sub Strand: Caring For the Parts of the Body.

*Activity 15 – K1.1.3.1.5***Care of the Body: Tools and Body Parts**

Content Standard K1.13.1 Demonstrate Understanding of the importance of Personal Hygiene and how to care for my body parts: eg. Hand, feet, finger nails. – washing, face washing, nose.

Core Competence: Core Competencies: Communication and Collaboration; Critical thinking, Personal Development and Leadership

Introduction: In going about our daily activities, we touch things, walk through the dust, run round and play and handle money; our various body parts thus come into contact with dirt, germs and bacteria. Our over grown nails could also pick up germs. Some of these are not visible to the naked eyes.

The heat from the sun makes us sweat, this coupled with the regular use of the washroom require thorough clearing of our bodies.

We need to wash our hands regularly and also take our bath to prevent us from getting sick.

Through the songs, rhymes and poems, learners enhance their vocabulary and their expressive language. They also develop their fine and gross muscles through the various action songs, rhymes and poems.

The recital periods are relaxing and full of fun for young learners. Things learnt through this method and hardly forgotten.

Indicators / Objectives: K1.1.3.1.5

Stress the word that shows caring for the body as learners sing songs about personal care of the body parts and clap hands on the rhythm of the songs. Example: wash, brush, cut nails

Key Words

wash	clean	cut	nails	brush	comb
------	-------	-----	-------	-------	------

Materials / Resources

Picture cards of body cleaning tools or real objects - brushes, comb, nail clipper, towel.

Cut out pictures of body cleaning tools – tools on the picture cards.



Procedure / Methods

1. Learners sit in a semi – circle and sing “This is the way we wash our face”. Learners to their tables or clap the rhythm as they sing.
2. Learners count the number of claps in each line of the song.
3. Ask: What is the song telling us about? Say one thing.
4. In turns learners answer the question.
 - Shows us how to wash our faces.
 - What do you use to wash your face?
 - Water, and towel to dry the water.

Continue the questioning to help learners talk about: other tool we use for caring for various body parts.

Bathing our bodies - bucket, sponge, soap

Combing hair - comb

Brushing the teeth - tooth brush, tooth paste.

Cutting finger and toe nails - nail clipper.

Washing hands - water from tap or veronica bucket or a cup to be poured over the hands.

Practical Activities B

1. In turns learners pick the picture cards (body cleaning tools).
2. The learner identifies the tools and says which part of the body uses it/them.
3. The learner picks the cut- out pictures of body cleaning tool.
 - He/she pastes his / her selected cut – out picture on a sheet of paper.
 - He / she draws the body part that matches picture he has pasted.
4. In pairs learners talk about their work.

Note that at this level, adults should not expect perfect drawings from learners.

Drawing and colouring are part of the preparatory activities for writing.(by young children).

Assessment:

Mention one body part and how to care for it; and the tools that are used.

Example: Finger and toe nails. - Clipper is used to cut the nails short..

In turns learners form sentences with the key words. The facilitator writes them on the board.

He/she reads with learners.

Wash - I wash my hand; I wash my face

Cut - Mummy cuts my finger nails nail with clipper.

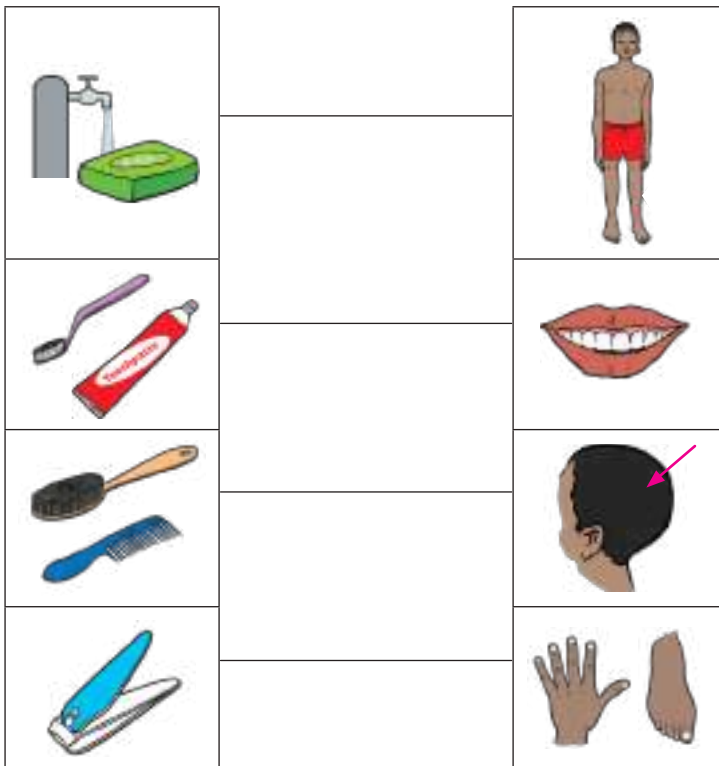
Brush - I clean my teeth with a tooth brush.

Comb - I can comb my hair with a big comb.

Learner's Workbook: Language and literacy Activity for KG 1

Activity 15 – K1.1.3.1.5

- Read and explain instructions to learners.
- Give support to learners who need assistance.
- Learners talk about their work with their friends.



Sub Strand: Keeping my body Healthy by eating good food and taking my vaccination

Activity 16 – K1.1.4.1.1

Types of Foods We Eat

Content Standard: K1.1.4.1

Demonstrate the understanding that eating good food and taking all my childhood vaccinations will keep me growing healthy and strong.

Core Competence: Communication and Collaboration; Personal Development and leadership; Critical thinking

Introduction:

All learners eat. They eat different kinds of foods including fruits and vegetables. Some of the foods we eat, make us grow big, others give us energy to move about, work and to do other activities. Foods have been classified into groups. We need a bit of every kind of food to keep us strong and healthy. We must eat them in right quantities.

Foods are classified in various groups:

Protein: from meat, chicken, fish, eggs, beans.

Fats and oils: Foods high in fat pastries, butter, margarine cooking oil.

Carbohydrates: Yam, kenkey, rice, fufu, bread, cocoyam.

Dairy / Calcium Rich Foods: milk, cheese, crabs, oysters/lobsters/prawns.

Fruits and Vegetables: orange, pineapple, apples kontomire, cabbage, lettuce carrots, cucumber.

Sweets and foods high in sugar: toffees, cakes, ice cream yoghurts, sugary drinks.

Whole Grain: wheats, millet, oat meal.

All babies and growing children, must receive the required vaccinations to protect them against childhood killer diseases.

Indicators / Objectives: K1.1.4.11








Learners talk about different types of food they eat at home and classify those that can make them grow healthy. (Body building food, energy giving food etc.)

Key Words:

Protein Carbohydrate Fruits Vegetables Sugary Fats Whole Grain

Material / Resources:

A chart of the food pyramid cut into strips according to food groups

<p>Gives very little energy. Makes us fatter</p>		<p>Sugary foods</p>
<p>Makes our body grow and repair itself.</p>		<p>Protein</p>
<p>Gives us energy to walk, run, play and work</p>		<p>Carbohydrates</p>
<p>Gives us vitamins and minerals. Makes us strong. Give fibre for digestion</p>		<p>Fruits and vegetables</p>
<p>Gives us strong bones. Makes our nails grow.</p>		<p>Dairy / calcium</p>
<p>Gives stored for time you will need it</p>		<p>Fats and oils</p>
		<p>Whole Grain</p>

- Two fresh foods from each group.
- Real Foods: Two food items from each group

Examples: oranges and kontomire. (Fruit and vegetable).

Note: The real foods are to be provided by the school where possible

Procedure / Methods

1. Have learners in a semi-circle.
2. Learners sing “Hot Cross Buns”.
 - One a pesewa, two a pesewa
 - Hot Cross Buns
3. Ask: what did you eat this morning?
 - Koko groundnuts and bread/ kose.
 - Chocolate drink/ milo with bread and egg.
 - Indomie, jolloff, wakye.
4. Ask: Why do you think we need to eat?
 - To satisfy our hunger.
5. Ask: What will happen to someone who refuses to eat for a long time?
 - He/ she will get sick; grow thin; be mal- nourished.
6. Introduce the food groups to learners one after the other.
Place the selected strip (cut out card of the food group) on the board. (low enough for learners to see).
7. Learners identify the various foods on the cards.
Example: Fruits and vegetables- oranges, kontomire, carrots, pineapple, Ayoryor, okro
Say: Oranges, pineapple.....are fruits Okro, kontomire, carrots.....are vegetables.
8. Have learners group the foods under the various types- protein, carbohydrates etc.
9. Have learners talk about food they eat at home’
 - Fufu and palm nut soup; rice and chickenWe must eat from all the groups to remain strong and healthy.
But we must eat very little sugary foods. toffee, ice cream, sugary drinks.
We must drink plenty of water.

Assessment:

Which of the foods do we not have to eat often? – sweets and other sugary foods
Which foods will give us strong bones? Calcium and diary- milk, cheese, crabs

Learner’s Workbook- language and literacy Activity Book for KG1.

Activity 16 K1.1.4.11

Read and explain instructions in workbook to learners.

In groups of 4, learners talk about the various foods in the pictures.

Learners identify the food groups and talk about their importance.



1. Which of the foods do we not have to eat often – sweets, drinks that has a lot of sugar; cakes, ice-cream.
2. Which food should we eat to give us strong bones? – Calcium rich foods eg. milk, crabs, fish, eggs.

1	Fufu and palmnut soup.	
2	Fruits	Orange pineapple and mango.
3	Cooking oil	For cooking and frying fish, Plantain.
4	Toffees Biscuit	These are sweets we must eat little of this
5	Rice and Stew	This contains carbohydrate, protein and oil. This will make us grow health.
6	Salad	When eaten with the rice and stew is healthy. We will get minerals and vitamins which will keep us strong and health.
7	Fish and meat	Give us protein. Makes us grow strong
8	Bread	Is a whole grain food. It gives us carbohydrate. We must eat bits of every kind of food.

Sub Strand: Keeping my body healthy by eating good food and taking my vaccination

Activity 17 – K1.1.4.1.2

Story Telling

Content Standard- K1.1.4.1

Demonstrate the understanding that eating good food and taking all my childhood vaccinations will keep me growing healthy strong.

Core competencies: communication and collaboration personal development and leadership, critical thinking and problem solving.

Introduction:

Children love stories, stories of pictures they can see and talk about or stories that have both text and pictures.

Listening to and telling stories enhance/broaden children vocabulary. Stories are told/narrated, read, sang or dramatized.

As children listen to, talk about pictures in story books, repeat words and sentences of stories, they develop their oral and pre reading skills in preparation towards early reading.

The learner should be encouraged to talk about pictures he/she sees and text read to him/her. The learner comes to understand that what he /she hears are represented as print.

It is important to guide the early reader to track words /sentences in the simple stories read to them. (The stories are read by the teacher/facilitator)

When learners enjoy and understand stories read or told to them, they are able to retell and dramatize them. Stories become more meaningful to learners when they dramatize them.

In dramatization, learners take up role of characters in the text/story and act them out.

It is important that at the kindergarten level, stories to be dramatized are very short, and are told repeatedly for learners to understand. Two to three sentences for each character is appropriate. After the dramatization, it must be ensured that learners derole the characters they played.

Indicators /Objectives:

Tell their own short stories about Pictures in the big book to be read.

Key Words:

New Mug Jug Hut morning near pour kofi

Materials / Resources

1. Poster: story “My new Mug” Boldly written out.
2. Picture of Activity 17 – Activity K1.1.4.12 of Language and Literacy Activity for KG1 page 17.
3. Real objects – mug, jug and rug.



Procedure / Methods

1. Have learners look at the Picture on page 17 of the Language and Literacy Activity Book for KG1.
2. Have learners name the people / objects in the pictures. Man, jug, mug, hen, hut, table.
3. In turns have learners talk about what they think the story /picture is about.
 - A man in his house.
He is drinking water.
He has his water in a big jug on a table
4. Read through and drill learners on the key words.
5. Tell the story to learners.
6. Put up the poster on which the story is written.
7. Read through the story meaningfully to learners – three times.
8. Read the story with learners. Track the words on the poster.
9. Ask questions to see if learners are following the story.
 - What is the name of eh man in the story?
Papa Kofi
 - Where does Papa kofi sit in the morning?
He sits near his hut.

Practical Activity B.

1. Put up the picture/word cards - mug, jug, hut, sun, nut, rug tug - on the board one after the other as you read with learners.
2. Point and read the words with learners (Read through four times)
3. Ask: what sound do you hear most the words? ‘u’
4. Have learners repeat the sound ‘u’ as in umbrella.
5. Point to the words at random and have learner read them again.
6. Have learners copy four of the words on cards.
7. In turns, learners read the words they have copied.

Assessment:

Fill in the gaps with the ‘u’ and read the words.

t – g, f – n, r – n, n – t, m – g, j – g,

tug fun run nut mug jug.

Learner’s Workbook – Language and Literacy Activity for KG1.

Activity 17 – K1.1.4.1.2

1. Read the text ‘My New Mug, with learners again.
2. Ask the Questions (oral)
3. What is the colour of Papa Kofi’s jug? - Red
4. What does he pour into his mug? - water
5. What else can we put into a mug? - koko, rice water, soaked gari with milk and sugar.

Other words that have /u/ sound, *run, fun, bun, bug, dug*

Sub Strand: Keeping my body Healthy by eating good food and taking my vaccination

ACTIVITY 18 K1.1.4.13

HEALTHY EATING

Content Standard: K1.1.4.1

Demonstrate the understanding that eating good food and taking all my childhood vaccinations will keep me growing healthy and strong.

Core Competence: Communication and Collaboration; Personal Development and leadership;

Introduction: Refer to Activity 16- K1.1.4.1.1

Indicators/Objectives: K1.1.4.1.3

Listen attentively, respond to an information text about foods we eat to keep healthy and use new content words learnt to create simple sentences (orally) on how to keep healthy.

Key Words:

Meat kontomire Orange Fish milk strong healthy Protein Egg

Materials/Resources

1. Foods pyramids (chart) cut into strips- Reference K1.1.4.1
2. Read aloud text in work book – Language and Literacy Activities for KG1 page 18 - “Eating Healthy”
3. Picture of food items on page 18 (Language and Literacy Activities for KG 1)

Procedure/Methods:

1. Learners sit on chairs behind their tables in a semi-circle.
2. Learners turn to page 18 of their work book language and Literacy Activities for KG1
3. Learners look at the foods in the picture.
In turns learners talk about the foods- mango, banana, orange-fruits
Cabbage- vegetable
Fish- protein
Milk- dairy
Cakes, toffees - sugary foods
4. In turns let learners mention the food they ate at home for breakfast. Example: Milo, bread and egg.
Lead learners to talk about benefits of the foods to our health.
Example: koko, groundnuts and kose. –give us some carbohydrate, fat, and protein.
These are all necessary for good health. They make us grow strong and healthy.

Practical Activities B.

1. Learners turn their workbook Language and Literacy Activities for KG 1 to page 18- “Eating Healthy”
2. Facilitator reads the text “Eating Healthy” aloud. Learners listen.
3. The text is read again while learners listen and track the words.
4. Facilitator/teacher now models the reading. Learners repeat.

Ask questions while the text is being read.

- Why do we eat? - We eat to grow, we eat to grow strong and healthy.
- Mention one kind of food you heard in the text. – Rice and kontomire stew./koko and kose/oranges/banana/mangoes
- Why should we eat very little sweets? – they give us very little health benefit/they can make our teeth decay

Assessment:

1. Name two protein foods. – fish and chicken/ meat and eggs/ beans
2. Have learners construct sentences with four key words. Teacher writes sentences on the board.

Each learner say one sentence.

I drink milk

I eat kontomire stew and rice

The fish is big

I am healthy

Learner’s Workbook – Language and Literacy Activities for KG 1

Activity 18 – K1.1.4.1.3

In turns learners tell their own story about what they eat at home to keep them healthy.

I eat fufu and palmtree soup. I enjoy it. It makes me grow strong.

I also eat oranges and pineapple.

Sub Strand: Keeping my body healthy

Activities 19, 20 – K1.1.4.1.5, Activity 21 – K1.1.4.1.6

Letter Sound /b/

HEALTHY EATING

Content Standard: Demonstrate the understanding that eating good food and taking all my childhood vaccinations will keep me growing healthy and strong.

Core Competence: Communication and Collaboration; Personal Development and leadership;

Introduction:

“Two most best predictors of early reading success are alphabet recognition and phonemic awareness”- Marilyn Jager Adams.

Phonics is recommended as the first strategy that children should be taught when helping them to learn to read. It runs alongside other teaching methods such as Guided Reading and Shared Reading.

Phonics teach children to be able to listen carefully and identify the small units of sounds (phonemics) that make each word. This helps children to learn to read and spell words- (encoding and decoding words).

Indicators/objectives:

Sing alphabet song about food and identify the beginning letter of the most common food item in season in the environment Example: Banana begins with /b/

Key words:

Beans Bread Carrot Banana Fish Egg Bag Baby

Materials / Resources:

Picture Cards or Real Foods: Bread, Beans, Banana, Carrots, Tomatoes

Letter Flash Cards. **b** **B** **Bb**



Bread



Beans









Carrot



Tomatoes

Procedure / Methods:


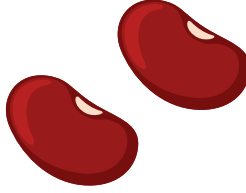

1. Have learners sing the alphabet song and the food song (same a b c tune) from the Language and Literacy Activity work book - KG1 – K1.1.4.1.5 page 19. Say the words of the food song – ‘Beans, banana bread, bread, beans’
2. What sound do you hear most in the song? - /b/
3. In turns have learners pick and read the picture cards. Sort by putting all /b/ pictures together.
4. Show and tell game.
Learners sit in a circle. Put picture cards in the middle. The first learner picks and shows to the next learner – The second learner names the object.
5. Have learners arrange the picture cards horizontally as learners name them.

					
Ball	baby	bread	balloon	bottle	bag
1st	2nd	3rd	4th	5th	6th

Give Positions to the picture cards.

Assessment:-

1. Mention 2 words or names things that start with the sound /b/. - Bucket, Book Broom.
2. Look at the word cards arranged horizontally.
Name the 3rd picture card - bread
Name the 5th picture card - bottle.
3. Draw 2 things that have the beginning letter – Sound /b/
4. Draw one protein food

	
	
bell	beans
box	







Learner's Workbook: Language and literacy Activity Book for KG1 – Activities 19, 20 – K1.1.4.1.5, 21 – K1.1.4.1.6

Read and explain the instructions to learners.

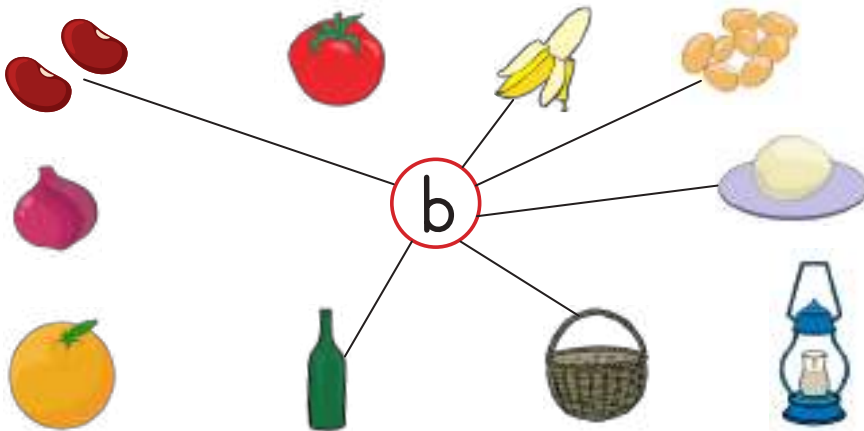
Have learners work individually.

Support learners who need individual attention.

Activity 19 – K1.1.4.1.5

					
1st	2nd	3rd	4th	5th	6th

Activity 20 – K1.1.4.1.5



beans banana bread
bag baby bambara bean

Tracing practice for the letter 'b' on two sets of three-line guides (top blue, middle pink, bottom blue). Each set contains seven lowercase 'b' characters for tracing.

Activity 21 – K1.1.4.1.6

Oral Discussion

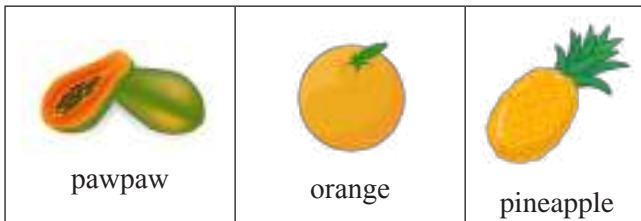
Foods that keep us healthy.

1. Rice and kontomire stew.
2. Rice and chicken stew and vegetable salad.
3. Omo tuo and palmnut soup
4. Banku and Okro soup or stew.
5. Boiled yam and garden egg stew

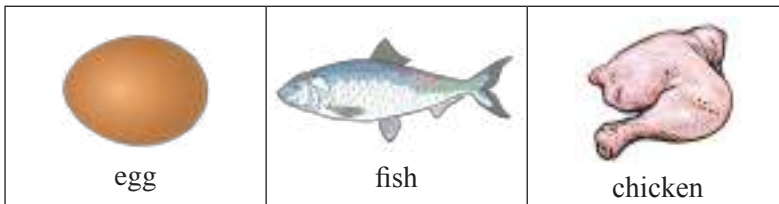
Foods you can take as snack, instead of sweets and sugary drinks.

1. Banana, orange, pineapple, pawpaw.
2. Bread, cocoa drink and eggs.
3. Biscuits and milk.

Draw **one** fruit you like.



Draw one protein food



Sub Strand: My Environment and My Health

Activities 22 – K1.1.5.1.1; 23 – K1.1.5.1.3

Activity 22: Story Telling: A Clean Environment**Activity 23: Story: Taking Care Of Books**

Content Standard: K1.1.5.1.1 Demonstrate the understanding of how keeping our home and school environment clean can keep us strong and healthy.

Core Competences: Communication And Collaboration. Personal Development and Leadership, Critical thinking and Innovation, Creativity.

Introduction:

Living in a clean environment improves the quality of one’s life and health. Keeping our environment clean is the shared responsibility of every member of society. Children are included, because that way, they will grow with what they learn. The good practices learnt are then passed on generation after generation.

Make lesson interactive by involving learners. Resist the urge to do all the talking. Employ a variety of techniques that allow more interaction between learners. These include role play – children love to act out scenes. Involve the home by asking parents to help their children to collect pictures from old calendars and magazines to build a scrap book about the effects of a clean environment on our health.

Make these session interesting, regardless of your class size. Facilitators with large class sizes may use the Language Experience Approach more in such instances. Put learners into manageable groups and ask each learner to bring pictures or draw their own pictures to depict the peculiar scenes talked about. Assist each group to write a few sentences about their picture.

Indicators / Objectives:

Talk about how we keep our environment clean in order to avoid getting sick.

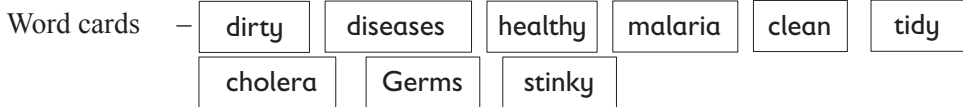
K1.1.5.1.3– listen attentively to the read aloud text and share what they have learnt about diseases we can get from dirty environments.

Key Words:-

Dirty, germs, disease bacteria, healthy, littering, tidy.

Resources/Materials: - Conversational posters

1. Picture of dirty environment –Page 22 of Language and Literacy Activity for KG 1
Text boldly written on a poster – Activity 23 (page 23).
2. Create a dirty and a clean environment in two separate areas on the compound.



Procedure/ Methods:

Practical Activities A

1. Begin with the song: Clean - up. Ask learners to close their eyes briefly and think about their home, bedrooms, compound. Now, ask them to think about how they left their rooms today.
2. Ask: Did mummy help you to sweep and make your bed? – Do you leave your shoes and toys lying about?- No Do you keep them away?- Yes I keep them away when I am not using them - each question and answer on a new line (bullets)
3. What do you see in the picture (page 22 of the Language and Literacy Activity for KG 1)
 - A dirty compound.
 - A dead dog and rubbish lying about.
 - A child playing on the dirty compound.
 - People walking around.
 - Empty containers lying about.
4. How can we keep our classroom and school compound clean and tidy always?
 - W will not throw papers and dirty things around.
 - We will sweep our classroom and the school compound every day.

Practical Activities B

1. Put up the word cards / key words one after the other. Read with learner three or four times.
2. Read the text to learners. “Disease” – Activity 23, page 23 from the poster with learners. Track the words.
3. Read the text again with learners – Learners read from their Activities book – have learners track the words / sentences in their books.
4. Discuss the Questions with learners.
 - What makes our environment dirty?
 - Dirt; Not sweeping; Not cleaning the gutters.
Not putting rubbish into the bin.
5. What can we do to avoid diseases?
 - Sweep the compound
 - Put empty cans into the dust bin.
 - Clean the gutters always.
 - Throw dirty water into the gutter.

6. Play a word game to help learners practise the key words - match the words Example:-

Malaria	Germs	Stinky	Clean
Malaria	Germs	Stinky	Clean

Learner's Workbook: Language and Literacy Activities KG1

Activity 22 – K1.1.5.1.1

Draw a clean compound



Activity 23 – K1.1.5.1.3

Read and explain the instructions to the child.
Have learners do the exercises independently.
Support learners who need individual attention.



Sub Strand: My Environment and my Health

*Activity 24 – K1.1.5.1.3***Story Telling – A Clean Environment.**

Content Standard: K1.1.5.1 Demonstrate Understanding of how keeping our home and school environment clean can keep us healthy and strong.

Core Competences: Communication And Collaboration. Personal Development and Leadership, Critical thinking and Innovation, Creativity.

Introduction: Print Awareness is a useful skill because it represents a group of skills that are necessary for children to read successfully. This skill is developed right from infancy throughout early childhood. When a child has print awareness, he understands that print represents words that have meaning and are related to spoken language.

A child who has developed this skill is able to hold a book correctly, turn the pages correctly and demonstrate the understanding that texts are read from left to right, and top to bottom.

We can help learners develop this very important skill by creating a print – rich environment around the child. This included labelling things around, making a conscious effort to read everything around the child such as food labels, price tags etc.

It is ideal to read to the learner on daily basis. Together with learners, prepare a shopping list, have learners role-play making a phone call and jotting down points of the conversation with the other person on the line. Learners can use “invented spelling”.

Indicators / Objectives:

Recognize that written symbols in books carry important information about the pictures.

- Listen attentive to a read aloud text and share what they have learnt about diseases we can get from dirty environments.

Key Words: - sweeps, healthy, clean, breakfast.

Materials /Resources:- Text “Our Tidy Home” from Language and Literacy Activities for KG1 – Page 24 (Activity 24).

Procedure / Methods:

1. Begin with a song:- “This the way we sweep the house” or a known song on cleanliness
2. Have learners look at the pictures on page 24 and talk about them.
3. Have learners make up a story about the pictures.
4. Do interactive reading of the text. (Learners listen and talk about the text during the reading)

5. Have learners occasionally track words with their fingers as you read.
6. Ask learners to comment on the pictures and the scene.
7. Have learners retell the story in turns.

Assessment:-

1. Draw a clean environment.
2. What are some of the things you do to help keep your home tidy?
 - Sweep the compound.
 - Put rubbish into a dust bin and cover it.
 - Wash and put away dishes.

Learner's Workbook - Language and Literacy Activities for KG 1.

1. In pairs, have learners identify and talk about the keywords.
2. Have learners retell the story.

Maame Aba is a very neat woman.
She sweeps her home everyday. Aba also helps to sweep the home.
She gives her children food that will make them strong and healthy.
The children clean the dishes after eating.
Ama and Ato are the children in the family.
3. Teacher: Copy one of the sentences from the story retold by learners on the board. Have learners copy the sentence into their Language and Literacy Activities for KG 1 Workbook.

She sweeps her home everyday.

Sub Strand: My Environment and my Health

Activity 25 – K1.1.5.1.4

Story: Taking Care of Books

Content Standard: K1.1.5.1 Demonstrate understanding of how keeping our home and school environment clean can keep us healthy and strong.

Core Competences: Core Competences: Communication And Collaboration. Personal Development and Leadership, Critical thinking and Innovation, Creativity.

Introduction: Refer to - Activity 22 – K1.1.5.1.1

Indicators /Objectives: Listen attentively to the read aloud text and share what they have learnt about diseases we can get from dirty environments.

Key Words: clean clear tidy sweep neat pages

Materials / Resources: Teacher made Big book. Word card (the keywords) sentence strips (of rules of proper handling of books) Ref. Activity 25 of Language and Literacy Activities for KG 1. Keywords written in broken lines.

Do not tear pages of a book

Turn pages gently and carefully

Do not write in story books

Word cards

Clean

Clean

tidy

Sweep

neat

Pages

Cut out card from empty boxes may be used as cards for the word cards.

Procedure /Methods

1. Have learners sit in a semi- circle with you sitting where each learner can see you.
2. Read “Our Tidy Home” aloud to learners. Read from the Teacher – made Big book.
3. Have learners take turns to retell the story they heard in the previous lesson.
4. Engage learners in a discussion – have them pick their partners and then discuss how to take good care of books.

Have them share their thoughts with the entire class as you write down these points as rules.

- Do not tear the pages of a book
 - Do not scribble in a story book
 - Do not open a book with dirty hands
5. Have each group make a drawing (a perfect drawing is not expected) to represent their points and have them paste this drawing along with their rule. For eg. Do not tear the pages of a book.
 6. Now, read sentence strips with learners as you put them up. Have learners say why it good or not good to do something. Example: We do not tear pages of a book because the book will be destroyed. We will not be able to read it again.
 7. Read the word card with learners.
 8. Have learners trace the words on the sheets of paper.

Assessment:-

1. One learner asks: How do we handle books?
Another learner answers: Turn the pages gently. Do not write in story books, Do not pull pages off the book.

Learner’s Workbook - Language and Literacy Activities for KG1

1. Read and explain the second part of the exercises to learners.
2. Do two examples with learners.
3. Have learners do the rest of the exercises independently.
4. Support learners who need individual attention.
5. Read the words. Fill the missing letters. Read the words again.

t__dy tidy	cl___n clean	sw___p sweep	cl___r clear
C___ar Clear	n__at neat	c___an Clean	t__dy tidy
C_____r Clear	t_____n tidy	n_____n neat	s_____p sweep

Sub Strand: My Environment and My Health

Activity 26 – K1.1.5.1.5

Phonics /a/

Content Standard: - listen attentively to the read aloud text and share what they have learnt about diseases we can get from dirty environments.

Core Competencies: - Communication And Collaboration. Personal Development and Leadership, Critical thinking and Innovation, Creativity.

Introduction: a) Refer to Activities 19 and 20 – K1.1.4.6

Indicator/Objectives

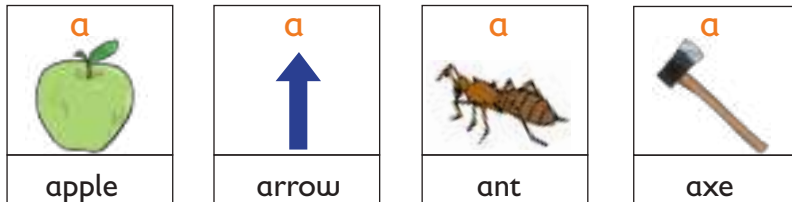
Sing alphabet song that contain the letter of the week.

Key Words:

apple arrow Aba man fan can pan ant malaria, mosquito, clean.

Materials / Resources:-

Picture / word card of ant, arrow, apple



Word card malaria,

sand	can	cholera	mosquito
------	-----	---------	----------

Procedure / Methods:

Practical Activities.

1. Have learners sing the jolly phonic song of the first group of letter – s, a, t, i, p, n. (refer appendix)
2. Have learners repeat the song for /a/, then repeat the sound /a/.
3. Copy key words on the board
Read through the words with learners
Ask: What sound do you hear most in all the words?
Answer: ‘a’ Write the letter sound on the board - /a/

4. Have learners mention words /names of persons or things which have the ‘a’ sound in them.

Aku Anita Apple Accra Ant

- Write the letter A a on the board.

5. Sound Game: Say sentences. Have learners listen, they make a mark whenever they hear the sound ‘a; in a word they count the number of ‘a’ sound.

Abenā went to Akosombo to visit Afi. —————> Number of ‘a’ sound – 4

Abenā and Afi bought two apples. —————> Number of ‘a’ sound – 4

Use claps to identify the ‘a’ sound in each sentence. Have learners count the clap to confirm their answers..

Assessment:

1. Underline the letter sound /a/ in each word.

Man fan tan ran ban sam ant arrow

2. Learners write the letter of the week in the air; trace it in the sand – tray.

In turns learners identify the letter of the week in a sentences and circle the letter in sentences.

Copy the sentences on the board

Many people live in Ada

Ada is a very neat and tidy town.

There is a big market.


Apples, maize and avocado are sold on the market.

Learner’s Workbook: Language and Literacy Activities for KG1

Activity 26 –K1.1.5.1.5

1. Read and explain instructions to learners
2. Have them do the 3 sets of activities at three different times.
3. Learners do the activities independently.
4. Support individuals who need assistance.


h <u>a</u> t
h <u>a</u> t


p <u>a</u> n
p <u>a</u> n


fl <u>a</u> g
fl <u>a</u> g



Learners trace and write the letters of the week: (A a) in the air then trace along them in their work books.

Sub Strand: My Environment, My Health

Activity 27 – K1.1.5.1.6

Writing Letters

Content Standard: K1.1.5.1 Demonstrate understanding of how keeping our home and school environment clean can keep us healthy and strong

Core Competence:- Communication And Collaboration. Personal Development and Leadership, Critical thinking and Innovation, Creativity.

Introduction:- Writing: As toddler begin to scribble, then it’s time to help them form letters then precede to forming word and sentences.

By age 4 learners would have had a lot of activities to strengthen their wrist and fingers. This helps them hold writing materials. Tackle this activity in small groups, this will enable you observe every learner closely and provide immediate feedback to correct errors as they occur. Without such supervision, learners may form their letters incorrectly and this can lead to bad writing that would be very difficult to correct. Providing such feedback only after the work is completed tends to be counter – productive. To make this activity practical, help learners identify the letters that make up their names. Have them practice writing strokes and curves in various directions.



Begin your writing activities with a warm – up which includes tactile kinaesthetic strategies which use movement to teach learners to write the letter/strokes. Using whole arm movements, learners write the letter in the air, with one hand first, then with both hands also included forming the letters using play dough.

It is not out of place to incorporate songs – about how each letter is formed; this becomes beneficial especially to the auditory learners. Make this fun by putting in brief stories that help learners with the formation of each letter, again repeating these lines or phrases helps our auditory learners as well. Example ‘b’ drops down, goes back midway then curves down

Indicators / Objectives:-

Begin to write letters of the Alphabet that contains the letter of eh week.

Key words: -

Resources: - alphabet templates, emery cards (sand paper letters) twine, play dough. Alphabet templates, alphabet songs, alphabet stories, Alphabet frieze



Sand paper letters

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

Sand paper letter could be prepared from glue/starch and fine sand. Cut out rectangular/square shape cards. Write the letter and smear glue/starch on it. Spread the sand over the glue (letter). Leave to dry.

Practical Activities A

1. Begin with the alphabet song and a warm up activity to prepare the brain and get learners geared up for the activity.
2. Learners use their index fingers to practice formation of various directions of strokes and curves in the air. // \ \ =))))
3. Hold up a word card, read out the word and have learners repeat the word up to about three times.
4. Have them identify the individual letters making up a word.
5. Learners form the letter of the week Aa using the twine, play dough, trace along on the sand paper letters.
6. Help each learner to identify the letters that make up their names, write them together and read their names.
7. Facilitator writes learners' names on index cards and stick them on their tables.
8. Learners trace the letters of their names with their fingers.

Practical Activities B

1. Begin with alphabet songs and a warm up activity.
2. Have learners use whole body movements along with stories to practice the formation of the letter of the alphabet.
3. Trace the letter on sand paper letters. Treat a few letters (4 or 5) at a time.
4. Practice writing in the air, tracing in the sand – tray, forming the letters using play dough, or twine.
5. Learners pair up with partners and practice writing the letter on their partners back.

Assessment:

1. Learners write letters in the sand tray

Learner's Workbook – Language and Literacy Activities for KG1.**Activity 27 – K1.1.5.1.6**

1. Learners work on the upper case letters in two or three groups: A – L; M – R, S – Z
2. Learners work on lower case letters in four group – a – f; g – l; m – r; s – z .
Have learners trace along the dotted lines to copy the letters on page 27 of the activity book.
Support individuals who need assistance.

A	B	C	D	E	F
G	H	I	J	K	L
M	N	O	P	Q	R
S	T	U	V	W	X
Y	Z				

a	b	c	d	e	f
g	h	i	j	k	l
m	n	o	p	q	r
s	t	u	v	w	x
y	z				

Sub Strand: Our Environment and our Health

Activity 28 – K1.1.5.17

Writing: Posters

Content Standard: K1.1.5.1 Demonstrate Understanding of how keeping our home and school environment clean can keep us healthy and strong.

Core Competence: Communication And Collaboration. Personal Development and Leadership, Critical thinking and Innovation, Creativity.

Introduction: Refer to Activity 22 – K1.1.5.11

Indicators / Objectives:

Prepare posters with pictures cut from calendar and newspapers to post in the environment cautioning people not to make the place dirty.

Key Words: River, wash, gutter, rubbish, defecate, litter, throw, malaria, cholera

Materials /Resources:

Pictures in Activity 28.

Caution messages on strips of paper/card (Cards cut out from empty boxes)

Do not throw rubbish about

Do not wash in the river

Put rubbish into dust bins

Do not pour rubbish into gutters

Do not defecate in the bush.

Procedure/Methods:

1. Have learners stand in 5 queues- spaced out. They say the poem;
I'm going to sweep the dirt away (3x)
Huuush, huuush, hush.
2. Learners turn to Activity 28-page 28 of language and Literacy Activities for KG1
3. Write out key words boldly on the board. Read through with learners
Create situations/use pictures on the learners books to explain key words.
4. Talk about the pictures; one after the other.
 - A. Picture 1 what has the girl got in her hand? – a piece of paper
 - A girl throwing litter on the road

Is this right? NO

What should she do with the litter in her hand? – Put it into a dust bin.

B. Children defecating near the bushes.

Where should they have gone? Into the toilet.

Why is it not good to defecate out there? - It can cause disease. It can make people sick.

Mention one disease that we can get? - cholera

C. A boy throwing rubbish into the gutter.

Why is his action not good?

- It can choke the gutter and make water stand in.
- The water can breed mosquitoes.
- When the mosquitoes bite us, we can get malaria.

D. A woman washing clothes in the river.

- If this is the water that people drink and cook with, it will be contaminated.
- People will be sick when they use it.
- What should she have done? She should have fetched the water and wash on their banks of the river.

Assessment:

What will you do to keep your environment clean in order to stay healthy?

- I will not throw empty cans around.
- I will put all rubbish into the dust bin.
- I will not wash in the river.
- I will fetch the water into a bowl to use.

Workbook- Language And Literacy Activities for KG 1. Activity 28 K1.1.5.1.7

Read and explain instructions to learners

In groups of four, have learners talk about each picture

Learners write 'NO' on each picture that is not appropriate.

Learners use markers/ crayons



Term 1: Strand: All About Me

Sub Strand: Protecting Ourselves from Home and Road Accidents

Activities 29 and 30 – K1.1.6.1.1

Accidents in the Home and School.

Content Standard: K1.1.6.1: Demonstrate Understanding of measures to take to keep safe (from accidents, hurt and harm).

Core Competencies: Communication and Collaboration, Personal Development and Leadership.

Introduction: Oral skills (listening and speaking) development occur when learners are given opportunity to listen to and talk about events / situations and things. When presented with a variety of activities, stories and pictures, to talk about; learners enhance their vocabulary. Again conversation /dialogue and role play activities learners also enhance learners' communication skills while collaborating with peers. Accidents occur anywhere - home, school and the environment. Role playing accident situations help them develop vocabulary around the event as well as learn how to avoid accident situations.

Indicators / Objectives:

Talk about possible accidents we can have at home and at school and safety measures we can take to avoid them.

Key words:

Accident	Safety	Protect	Home	School	Doctor	Ambulance	Jump
----------	--------	---------	------	--------	--------	-----------	------

Materials / Resources: blunt knife , Language and literacy.

Activities for KG1 – Pictures on Pages 29 and 30.

Procedure / Methods:

Practical Activities A

1. Learners form a circle and sing

Ring – a ring – a roses

A pocket full of roses

Atechew, atechew, we all fall down

Create situations to explain key words to learners. Read through the words.

2. Ask: What will happen if you run very fast and fall down?

Answer: You will hurt yourself; you can break your leg or your arm.

Ask: what else can make you hurt yourself?

- You can cut yourself when you play with a knife a broken bottle or a nail.
 - When you play with fire, you can be burnt.
3. Have learners turn to page 29 of their workbook, Language and Literacy Activities for KG 1 and talk about what they see in the pictures.
 - An ambulance; A doctor and a girl; a girl holding a knife with blood in her palm.
Question: What do you think the pictures are about?
 - The girl was playing with a knife and she cut herself. She is weeping.
 - Her mother / father called an ambulance which took her to the hospital.
 - The Doctor examined the wound and treated her.
 4. Role play the events
Aba: Take a knife (blunt play knife) and pretends to cut an orange. Aba cries out.
Mum: What is it Aba? Oh blood in your palm?
Aba: I have cut myself – (Aba cries...)
Mum: Papa, call an ambulance and let's take Aba to the hospital.
At the hospital: Doctor: what happened Aba?
Aba: The knife cut my palm.
Doctor: what were you doing with it?
Aba: I was cutting my orange.
The doctor treats Aba's wound.
Doctor: Aba, children don't cut things by themselves. Knives are sharp and can cut them.
Mum (Aba's mother), keep all knives and dangerous medicines high up in cupboards.
Aba and Mum: Thank you Doctor.
 5. Have learners take turns to role play the event.

Practical Activities B

1. Have learners talk about what they play at, in the home.
 - Ride tricycles, play football, climb and jump from tables and chairs.
 - Play with the doll; light matches
 - Run round the house; play with water bottles.
 - Trying to turn on turn off the stove to cook by themselves
2. Revise the previous lesson (Activity 29) with learners.
3. Discuss with learners the results of playing unsafely.
Riding the tricycle speedily can lead to a fall.
 - It must be ridden gently.
 - Children do not light matches or turn on stoves, adult do that for them when necessary.
4. Turn to Activity 30 page 30 of Language and Literacy Activities for KG 1
Have learners talk about the picture.

Assessment:

1. Say one thing that can make you hurt yourself.
 - A fall when running round.
 - Playing with a nail or any sharp object.
2. How can you prevent such accidents?
 - Play and walk gently.
 - We should not play with sharp objects.

Learner's Workbook - Language and Literacy Activities for KG1

Activity 29 – K1.1.6.11 – Do the activity in 2 parts. Read the instructions and explain to learners.

Do the Picture activity first. Next do the drawing.

Give support to individuals who need assistance.



Activity 30

Discussion:

1. In turns have learners discuss the questions.
 - Have you ever had an accident at home or school?
 - What happened? How can we avoid such accident?

Example: Child one: My bicycle fell into a gutter and I had bruises on my leg. Mummy took me to the hospital and the doctor treated it.

= I should ride my bicycle gently and away from the gutter.

2. Have learners draw on sheets of paper: Himself/herself playing with his/her toys on a mat.(A perfect drawing is not expected. Children interpret their own drawings.

Sub Strand: Protecting Ourselves from Home and Road Accident

Activity 31 – K1.1.6.1.1

Poem: Traffic Light

Content Standard: Demonstrate Understanding of measures to take to keep safe (from accidents, hurt and harm).

Core competence: Communication And Collaboration. Personal Development and Leadership,

Introduction: Refer to Activities 29 and 30 – K1.1.6.1.1

Materials / Resources:

Teacher made traffic light (from empty packets); Poster with poem on Traffic Lights.
Sheets of papers, crayons, markers.

Indicators / Objectives: Refer to Activities 29 and 30 – K1.1.6.1.1

Key words: Road, traffic, light, traffic, warden, accident, red, amber, green, pedestrians.

Procedure / Methods:

1. Have learners stand freely in the room. Let them say the poem: "When you see the traffic lights"
Have them read from poster: as you track the words.
2. Place the teacher made traffic light on the compound in front of a marked out road.
3. Teach learners the poem on the pedestrian traffic light.
4. Explain how the traffic light works to learners.
5. Have learners cross the road at the traffic light in groups of 4.

The traffic lights have 3 colours

- Learners mention them - Red, Amber and Green.
The light are for both pedestrians (People on the road) and vehicles – Cars, Lorries, motor bikes.
When the lights turns red in front of vehicles, it means they must stop.
By this same time there would be a green light of a walking man where the vehicles are stopped.
This means pedestrians can cross the road. When the walking man turns red, pedestrians stop moving.
The green light in front of cars mean they can drive on.
When the amber light shows it means vehicles should get ready to either go (move) or get ready to stop.

Explain the 4th step until learners understand. (Use the local language, then English).

Assessment:

1. Which colour of light tells the vehicles to go? – Green.
2. Which colour of man (light) tells pedestrians to stop? – Red.
3. Which colour of light tells the vehicles to get ready to stop? - Amber.

Workbook – Language and Literacy Activities for KG1

Activity 31 – K1.1.6.1.1

Read the poems with learners. Learners track the words. One poem at a time.

Have learners draw and colour a traffic light, on sheets of paper.



Sub Strand: Protecting ourselves from Home and Road Accidents

Activity 32 – K1.1.6.1.2

Picture Story

Content standard: Demonstrate Understanding of measures to take to keep safe (from accidents, hurt and harm).

Core competence: Communication And Collaboration. Personal Development and Leadership, Critical thinking and Innovation, Creativity.

Introduction: - Refer to Activity 9 –K1.1.2.1.2

Indicators/Objectives

Recognize that spoken words are represented in written language in books.

Key words

Water river fell pot broken mother bought another Aku

Materials/Resources.

Posters of the 3 pictures making the story “Aku”, sheets of paper for drawing, crayons
Story- ‘Aku’ boldly written out on a poster.

Procedure/Methods:

1. Have learners seated in a semi-circle on their chairs. Let them sing a known action song.
2. Copy the keywords on the board. Read through with learners three times.
3. Put up the pictures of the story ‘Aku’ on the board.
4. Do a picture walk through the pictures posted on the board.
5. Ask learners to tell a story about the pictures.
Write what learners say about the pictures on a poster (Language Experience Approach –L E A).
Read what all the individual learners have said – (their story)
6. Read the story from the poster to the learners
7. Read again along with learners.
8. Have learners compare their story copied in the L.E.A with the story you have read to with them.
9. Have learners talk about the differences and similarities.
10. Read the story ‘Aku’ in Learner’s workbook – Language and literacy Activities for KG1 page 32. Learners track the words as they read along with you.

Assessment:

Have individuals retell the story in own words.

Learner's Workbook – Language and Literacy for KG 1– Activity 32: K1.1.6.1.2

Have learners answer the questions on the story orally.

1. What do children of Ajakrom do every morning?
 - They fetch water from the river.
2. Aku had an accident. What happened?
 - Aku fell down and her pot got broken.
3. What made Aku happy again?
Her mother bought a new pot for her
4. Draw and colour Aku crying when her pot got broken on sheets of paper.
5. Learners show and talk about their pictures.



Sub Strand: Protecting ourselves from home and road accidents

Activity 33 – K1.1.6.1.3

Keeping Safe in the Environment

Content standard: K1.1.6.1 Demonstrate understanding of measures to take to keep safe from hurt and harm.

Core competences: Communication And Collaboration. Personal Development and Leadership, Critical thinking and Innovation, Creativity.

Introduction: Refer to Activity 9 – K1.1.2.1.2

Indicators/Objectives: Listen to and respond to a read aloud text about keeping safe in the environment.

Key words: fire, zebra crossing, nail, sharp, electricity, boiling water, sweeping, harm

Materials/Resources: conversational poster; pictures on page 33 of Language and Activities for KG 1. Text copied on a chart

Procedure/Methods:

1. Begin with the recitals: “When You See the traffic
Read through key words and talk about each one.
2. Put up conversational poster and have learners talk about what they see.
3. Read the text to learners and have them answer questions.
Ask questions:
 - Who cleans the school compound? – Jim
 - What else does he do apart from sweeping? – Picks up any sharp objects around
– Covers electric sockets
 - Where does Jim put the disinfectants? – Into the high cupboards
 - What does Amina do? – She helps children cross the road safely.
4. Have learners talk about other things to do to keep safe.
5. Help learners come up with rules to keep safe
Such as: Stay away from fire.
 - Stay away from hot pot.
 - Keep away from sharp objects.
 - Keep away from strangers.

Assessment:

Have learners talk about ways to keep safe from harm.

- Do not touch electric sockets.
- Do not go near fire and boiling water.
- Do not play with sharp objects- nails and knives.
- Do not cross the road by yourself.

Learner's Workbook- Language and Literacy Activities for KG1

Activity 33 – K1.1.6.1.3

1. Read text with learners. Learners track the words
2. Go through the rules for discussions with learners.
3. Have learners copy the rules they have made on sheets of papers. Paste on classroom walls

Stay away from fire

Stay away from hot posts

Keep away from sharp objects

Keep away from strangers

Things that can hurt or harm us

- Electric sockets
- Knives
- Hot kettles or pots
- Climbing up tables and chairs

Sub Strand: Protecting ourselves from home And Road Accidents

Activity 34 – K1.1.6.1.7

Keeping Safe in the Environment

Content Standard: K1.1.6.1.1

Core Competences: Communication And Collaboration. Personal Development and Leadership, Critical thinking and Innovation, Creativity.

Introduction: Refer to Activity 9: K1.1.2.1.2

Indicators/Objectives Draw and colour five harmful objects that can cause accidents.

Keywords: Sharp, knife, fire, bottle.

Resources: sentence/phrase cards, pictures/word card of sharp objects and real objects (to be handled by facilitator).

 nail	 broken bottle	 kitchen knife	 blade
 Fire	 knife	 Pressing iron	 Zebra crossing

Do not touch electrical wires

Do not go near fire

Crossing the road

Sharp objects

Procedure:

1. Begin lesson with a song or recital “When you see the traffic light”.
2. Have learners take turns to pick a picture card, show to their friends, and tell what danger the objects pose. Example: A knife can cut you
Fire will burn you

3. Have learners pick phrase/sentence cards and assist learners to read out the sentence/ phrase.

They use the phrase in sentences. Write the sentences on the board.

Example: sharp objects Sharp objects can harm us.

Assessment: Learners use learned vocabulary and expressions about keeping safe in sentences.

- Do not go near boiling water. Hot water can burn you.
- Do not follow a stranger even if he/she appears to be friendly.
- Use the zebra – crossing always
- Stay away from electrical wires.

Learner’s Workbook: Language and Literacy Activities for KG1.

Activity 34 – K1.1.6.1.7





Read and explain instructions to learners.




Learners do the activities in two sessions

1st part with objects to be talked about –

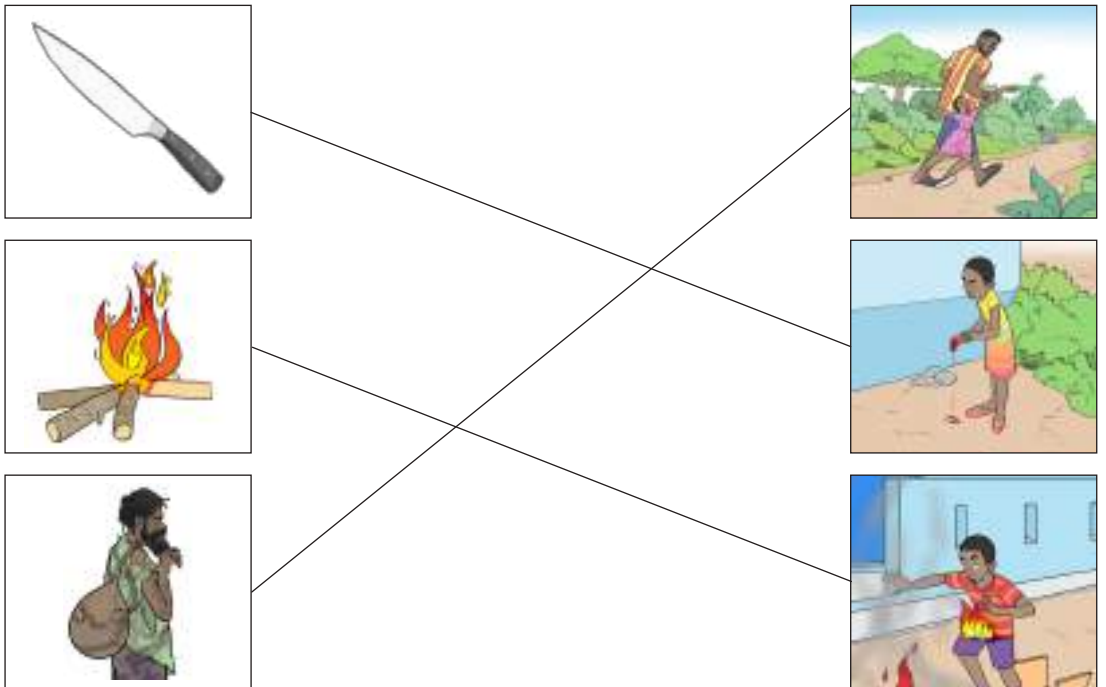
- Learners point and talk about the objects in turns

Second part: Matching activity.

	<p>An adult needs to help us when we have to cut something with a knife. The knife can cut us.</p>
	<p>When we touch fire it will burn us. We must not go near fire.</p>
	<p>An iron can be hot. It can give us a shock when plugged in. An iron can burn us.</p>
	<p>A stranger is someone we do not know. He can be dangerous. A stranger can take us away from our parents.</p>

	<p>A nail can prick us when we play with it.</p>
	<p>A kettle with hot water can burn us.</p>
	<p>We should cross the road at the zebra crossing.</p>

2.



Diagnostic Assessment

As the facilitator supports the child's learning process, it becomes important for him/her to reflect on the success or otherwise of the teaching and learning. This test is to enable the facilitator evaluate his/her delivery and the child's response to the learning activities. This exercise will help the facilitator alter his/her approaches where necessary to maximize the child's benefit and his/her own success.

This assessment is to be administered at the end of each lesson.

1. Oral Language Development (Listening and speaking)
 - Rhymes and songs
 - Story telling
 - Conversation
 2. Print Concept
 3. Phonological Awareness
 4. Phonics
 5. Vocabulary
 6. Reading
 7. Writing
- A. Facilitator Preparation for lesson. Tick (✓)
 Adequate ____ Fairly ____ Poor ____
 Were there any challenges in the preparation? State them
- B. Learners Engagement. Tick (✓)
 Actively engaged ____ Passively engaged ____ Fairly engaged ____
 Why do you think some learners were not actively engaged? Tick (✓)
- They did not fully understand what was expected of them _____
 - They did not fully understand the language used. ____
 - Techniques used were not interesting to learners ____
 - Others ____ (Specify)
- C. Did all learners meet the indicators as expected? Tick (✓)
 Yes ____ No ____
 If **No** Why?
- Due to time constraints in lesson delivery.
 - Difficulty in attending to all learners within the specific period because of class size.
 - Other causes (Specify)
- D. What would you do differently to solve the problems of learners who did not meet all indicators as expected? Tick (✓)
- Make lessons more interactive and learner centered.
 - Switch to the use of language the learner is conversant with.
 - Include more hands-on activities.

Sub Strand: Types and members of my Family

Activity 35 – K.1.2.1.1.1

Important Roles and Responsibilities of Family Members

Content standard: Demonstrate understanding of the importance, roles, and responsibilities of family members.

Core competencies: Communication and Collaboration, Personal Development, and Leadership, Critical Thinking and Innovation.

Introduction: Refer to Activity 29 and 30 – K1.1.6.1.1

Indicators/Objectives: Discuss different types of family they have at home, their roles, and responsibilities.

Keywords:

Resources/materials: conversational posters - Extended families, family picture from old calendars, magazine or newspapers.

Procedure/Methods:

1. Begin with the songs: “ I love you, You love me, we are one big family.....”,
“Daddy finger, daddy finger where are you?... or a known song about the family.
2. Display the conversational posters and have learners talk about them.
3. Learners talk about the different people making up their individual families.
 - Point out different people making up a family, using the hand as an illustration, point out to daddy finger – thumb, mummy – index finger, brother – middle finger, sister – ring finger; the pinky – baby.....
4. In the discussion, show learners that families may be made up of a few people or a lot of people, point out that every member of the family has a role to play.
5. Have learners talk about what individual members of their families do, for example, Daddy/Mummy – washing, cooking, ironing, helping children with their homework..... Other members of the family – help with other chores such as cleaning and tidying, keeping the home clean and tidy.
6. Guide learners to come to the understanding that each member has the responsibilities to make the home a pleasant place to be. Dad is a teacher he brings in money, takes the children to school. Mum cooks for the family. The children sweep the compound.

Assessment:

Have learners discuss the different people that make up the family.

1. Mum, dad, children.
2. mum, dad, children, aunts, uncles, Grandparents
 - Have learners role play the responsibilities of different members of the family.
 - Mummy washing

- Daddy ironing

Learner's Workbook – Language and Literacy Activities for KG1

Activity 35 – K1.2.1.1.1

Read and Explain instruction to learners.

1. Learners talk about the picture.
2. Drawing – members of the family learner lives with.



Sub Strand: Types and Members of my Family*Activity 36 – K1.2.1.1.2***Matching Print with Illustration**

Content Standard: K1.2.1.1. Demonstrate the understanding of the importance, roles, and responsibilities of family members.

Core Competencies: communication and collaboration, personal Development, and leadership, critical thinking and innovation.

Introduction: A book is made up of different parts, each part of a book is very important because it serves a special purpose (just like each member of the family). It is very important for learners to understand the different part of a book so as to become better readers.

Through songs and nursery rhyme recitals young children learn repetition, rhyme, and rhythm. A little bit of these activities everyday goes a long way to lay the solid foundation for successful reading later on. Added to this is regular daily read aloud sessions with learners. Keep sessions lively and interactive so as to sustain learner’s interest in and love for reading.

Indicators/objectives: Demonstrate that print matches with illustration in a book

Key words: author (writer), illustrator, text, title, spine, front cover, back cover, publishes, picture

Resources: masking tape, markers, a pair of scissors, Big picture Books

Procedure/Methods:

1. Begin with a known song
2. Do a little warm-up activity: “Around our classroom”- by saying the name of an item in the classroom and having learners find and touch the item named.
3. Explain that just as all of these items they have identified have names, there are different names for the parts of a book, and that is what they will be learning now.
4. Have learners choose their partners and say what they know about books. Have them begin their sentence by saying.. “I know that a book has..... (a cover, pages, an author.....etc.
5. Write the different parts of a book on strips of masking tape and help learners stick them on to the corresponding parts. Example

Author	Title	Front cover	Back cover	pages	Spine	illustrator
--------	-------	-------------	------------	-------	-------	-------------

Differentiation: have struggling learners name only a few parts to begin with; then add on one at a time to scaffold instruction for learners.

6. Explain to learners that the Front cover of a book bears the title of the book; it also includes pictures that tell readers what to expect as they turn the pages of the book. The front cover also bears the name of the author or writer.
The front and back covers of a book also protect the other pages of the book since they are usually made of a tougher (harder) type of paper.
The spine of the book also holds the pages together making it possible to turn the pages.
Read the text on page 36 of the Learner's Workbook with learners.
Let them track the text as they read.

Assessment:

Assess learners' understanding by having them name the parts of the book from memory and tell why those parts are important.

Front cover: This is where you see the title.

Title: Tells what the book is about

Learner's Workbook: Language and Literacy Activities for KG1

Activity 36 – K1.2.1.1.2

Read and Explain the instructions to learners.

There are two Activities. Do them one at a time.

Learners look at the picture of the cover of the book on page 36.

Learners close their workbook – Language and Literacy Activities for KG 1.

1. Parts of a book: learners identify parts of a book- Title – Language and Literacy Activities for Kindergarten 1,
Author – Evelyn Quartey-Papafio,
2. Learners read the pictures; then (teacher) reads the caption under each picture with learners.
Learners track the words.

Sub Strand: Types and Members of My Family

Activity 37 K1.2.1.1.3

Family Members and Responsibilities

Content Standard: K1.2.1.1 Demonstrate understanding of the importance, roles, and responsibilities of Members of the family.

Core Competences: Communication and Collaboration, Personal Development and Leadership, Critical thinking and Innovation.

Introduction: refer to Activity 9 K1.1.2.1.2

Indicators/objectives: listen, interact actively in a read aloud session on a story about families, and use the new vocabulary learnt to describe the roles and responsibilities of their family members.

Key words: Mother, Father, aunt, grandpa, dinner, family, cook, lay the table.

Resources/materials:

Procedure:

1. Begin with the song “I love you.....”
2. Display the text “kojo’s family’, have learners look at the picture and say what the text is about.
3. Read the text aloud to learners pausing to ask questions:
 - Who do you see in the picture? A family in their home.
 - What are they doing? – Cooking, a woman bathing a child, dad reading, grandpa with listing.
 - How many people are there in Kojo’s family? – six (6) people.
 - Who loves to read to grandpa? – Dad
 - Who lays the table for dinner? – Aunt Aba
 - Why does aunt Aba lay the table for dinner? – That is her role/how she helps
4. Read out key words and expressions and help learners derive their meanings through role play and gestures.
5. Have learners pick word/phrase cards, (teacher) read out what is written on them and learners form sentences with those expressions.

Example:

Mummy will lay the table for dinner

Kwesi will help mother to cook

The family has a cat for a pet

Assessment:

Learners answer questions about the text

Say two things you remember from the story – The family eats together; Kojo’s brother is called Kwesi.

Read out the following expressions.

- Kwesi will lay the table for dinner
- My Father loves to read to grandpa
- Kojo will help mother to cook.

Learner’s Workbook... Language and Literacy Activities for KG1

Activity 37 – K1.2.1.1.3

1. Read the story ‘Kojo’s Family’ again with learners.
2. Have them track the words as you read with them.
3. Ask the questions after the story
 - How many people are there in Kojo’s family – 6
 - What does Kojo do to help the family? – the helps his mother to cook for the family
 - Why does aunt Aba lay the table for dinner? – This is how she helps in the family.

Trace the words –Father ,Mother, Aunt

Father Mother Aunt

Sub Strand: Types and Members of My Family

Activity 38 – K1.2.1.1.4

Beginning Sounds /k/

Content Standard: K1.2.1.1. Demonstrate Understanding of the Importance, roles, and responsibilities of members of the family

Core Competencies: communication and collaboration, personal development and leadership, Critical Thinking and Innovation.

Introduction: Refer to Activity 19 and 20 –K.1.1.4.1.5

Indicators/Objectives: Identify the names and words with similar beginning sounds.

Resources/materials

Word cards: Each card stands on its own

Kali

Kwesi

Kali

Kwesi

Kwame

kuukuwa

kweku

kwabena

Sentence cards:

Kwame and Kusi went to Kumasi

Kofi gave Kali a new kite

Kate’s kitten plays in the kitchen

The king of Koforidua is in the bus

Kasim likes kose

Kekeli travels to Kumawu

Procedure:

1. Begin with a song: Have learners form a circle and sing “O Kwesi is my name; – my name.
Also sing with follow names: Kali, Kwesi, Kojo ,Kofi... etc
Make a conscious effort to stress on the /K/ sound as you sing out the name song.
2. Ask learners to identify the common sound in all the names mentioned: /K/
3. Have learners mention other names with the /K/ sound beginning or at the middle
4. Read out the names on the cards and have learners repeat them. Stress on them /K/ sound.

5. Read out the sentences and have learners repeat.
 - Have learners point out the letter ‘K’ in each sentence, and repeat the sound.
6. Have learners hunt for words with the letter ‘K’ in news papers and magazines. Let them repeat the sound.

Assessment:

1. In turns learners fish out words (from sentence cards) that have the letter “K”, and make the sound.
2. Lead learners to read out the sentences with the /K/ sound repeatedly. Example:
 - Kekeli and kusi have kittens
 - Kekeli and kusi’s kittens play in the kitchen.

Learners repeat the sound and write it on sheets of paper.

Learner’s Workbook: Language and Literacy Activities for KG1

Activity 38 – K1.2.1.1.4

Sing ‘O Kwesi is my name’ with learners.

Lead learners to read the names in the workbook –

Kwesi	Kwame	Kobina
-------	-------	--------

Kweku	Kali	Kukua
-------	------	-------

Lead learners to read the sentences. – Have learners repeat after you as they track the words.

Learners identify and circle ‘k’ in the sentences independently.

Learners trace and write the letter ‘K’ independently

Sub Strand: Types of members of my Family

Activity 39 – K1.2.1.1.5

Pre-Writing: Strokes

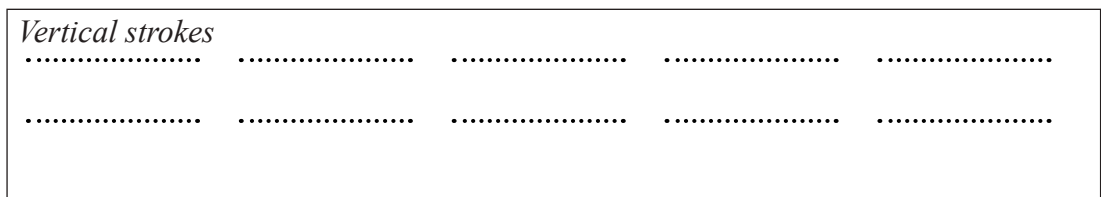
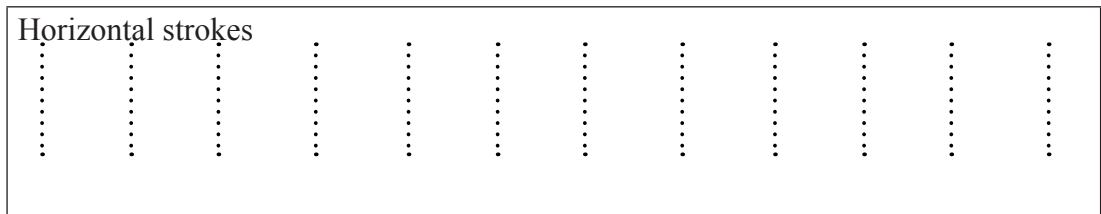
Content Standard: Demonstrate understanding of the Importance, role and responsibilities of members of the family

Core Competences: communication and collaboration, personal development and leadership, Critical Thinking and Innovation.

Introduction: Refer to Activity 27 – K1.1.51.5

Indicators/Objectives: Talk about the basic concept of writing from left to right; top to bottom.

Resources/Materials: Sheets with dotted strokes-horrizotal and vertical. (Sheet may be cut out of empty packets)



Practical Activities A

Procedure

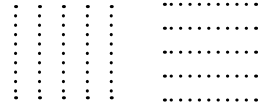
1. Have learners stand in a semi-circle form.
2. Sing with actions: one finger, one thumb keep moving (3x) Hurrah, Hurrah, Hurrah.....continue with two finger, one thumb..... till for four fingers, one thumb.
3. Have learners shake their wrist and fingers as if flying like a bird.
4. Have learners sit on their chairs. Learners raise their hands and point to the top of the board. The bring their hands down slowly until they have their tables.
5. Learners sing a known song as they use their fingers to make “top to bottom” (vertical) strokes in the air. ///

6. Now, learners make the strokes in their sand trays.
7. Learner make strokes across their tables in the air
8. Learners practice the horizontal strokes in their sand trays.
9. Learners practice the strokes on sheets of papers with crayons.

Assessment:

A.

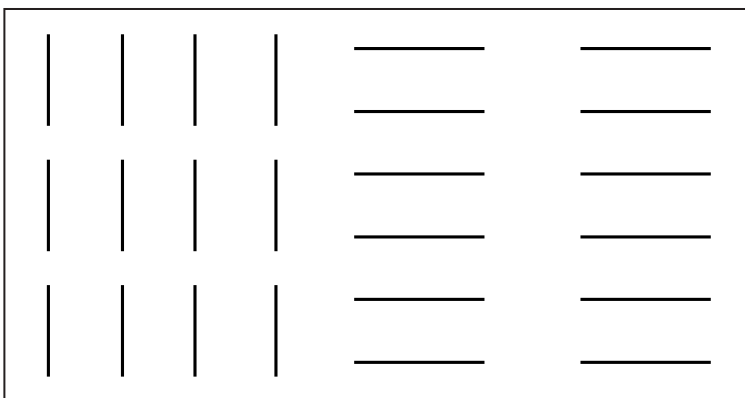
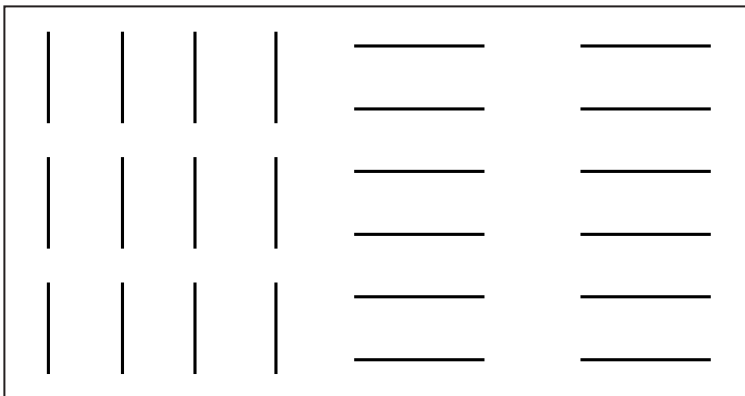
1. Make 5 stokes from top to bottom on sheet of papers
2. Makes 5 strokes from left to right.(Make the strokes)



Learner's Workbook – Language and Literacy Activities for KG1

Activity 39 – K1.2.1.1.5

Learners trace and make stokes independently.



Sub Strand: Types and members of my family

Activity 40 – K1.2.1.1.7

Dramatization: Roles of Family Member

Content standard: Demonstrate understanding of the Importance, roles, and responsibilities of members of the family.

Core competences: communication and collaboration, personal development and leadership.

Introduction Refer to Activity17 K1.1.4.12

Indicator/Objectives: Role play the responsibilities of family members.

Key words: mother, teacher, cooking, clothes, family

Resources/materials – Sentence cards

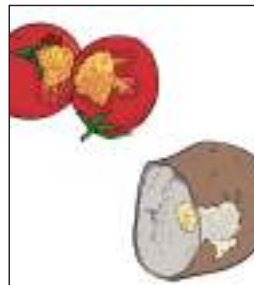
What work does your mother do?

My mother is a teacher

What does she do to help the family?

She cooks and washes our clothes

Picture cards – picture of Activity 40 –Language and Literacy Activities for KG1



Procedure:

1. Learners stand in a circle and sing “I love you”

*I love you,
You love me,
We are happy family,
With a great big hug,
And a kiss from me to you.
Wont you say you love me too*

Have learners pick and talk about the pictures on the cards. (use language the child understands)

They talk about roles the people in the pictures are play

2. Copy key words on the board. Read with learners.
Talk about each word.
 3. Put up (on the board) sentence cards – one after the other.
Read and talk about the text. Track the words as you read with learners.
 4. Have learners take on roles in Activity 40 – Language and Literacy Activities for KG 1.
Learners work in pairs – child A and child B
First form two groups. – one group acts child A and the second group acts child B.
Have learners change over roles.
1. Learners work in pairs to dramatize the activities.

Sentence cards

Child A :What work does your mother do?

Child B: She is a teacher

What does she do to help the family
Child A: what does she do at home to help the family?

Child B: She cooks and washes our clothes.

Assessment:

Learners role play different roles played by different members of the family.

Example: mother bathing baby

Mother driving children to school.

Father cleaning the living room.

Father weeding the compound.

Work book: Language and Literacy Activities for KG1

Activity 40 – K12.1.1.7

1. Have learners act out roles in pairs, then switch roles.
2. Have learners do the drawing activity.
3. Let each learner talk about his / her drawing.

Mother at her work place



Sub Strand: Origin and History of My Family

Activity 41 – K1.2.2.1

Listen and Tell Stories: Origin and History of Family Members.

Content Standard: K1.2.2.1 - Demonstrate knowledge of the origin and history of our families.

Core Competences: Communication and Collaboration, Personal Development and Leadership

Introduction: Every family has their history and origin. When learners know about their history and where they originated from, they are helped to understand some of the values and practices that matter to them. Facilitators must first take it upon themselves to learn as much as they can about the diverse cultures that learners in their care belong to armed with this information, it is now time to retell this history to learners in the most practical way possible that is role play.

Include costumes, paraphernalia, icons, and everything that come with each family origin.

Involving the families in this is a must. Equally beneficial is having parents share in the story telling sessions whenever possible.

Take pictures of such memorable events and have them assembled in your photo gallery in your classroom.

This will go a long way to help learners understand and learn to live with people of divergent cultural background, accepting that each is unique in their own way and should never be discriminated again.

Indicators / Objectives: Listen and tell stories about origin and history of their family members.

Key words: Greetings, Food, History, Tribe, Region, Language.

Resources/Materials: Pictures of staple foods. Real foods may be presented where possible.

Word cards – Greetings and responses – (language of the area where activity is being done).

Dasiba

Naaa

Procedure:

1. Have learners form a circle. Sing: “Hello my friend, Hello;
Hello my friend hello; (2x)
Hello, my friends (3x); hello; hello.
 - Can be sang in other languages.

2. Have learners exchange greetings in the different languages they know.
Ga, Twi, Ewe, Dagbani, Nzema
3. Narrate a story about one tribe in your region: Example
Greater Accra - Gas
Ashanti Region: - Ashantis
Volta Region - Ewe
Northern Region: - Dagombas
Bono and Ahafo Regions - Bono
4. Have learners look at pictures of some foods and name the group of people who typically eat those foods.
5. Have each child mention the staple food of his/her people.

Assessment:

Have learner draw a Ghanaian woman dressed in kaba and slit.



Workbook: Language and Literacy Activities for KG1

Activity 41 – K1.2.2.1.1

In pairs let learners greet each other in their home language.

1. Lead learners to Practice the morning greetings of the Gas.
Read with learners and let them practice.
2. Lead learners to Practice greetings of Dagombas and then, their own languages
3. Learners identify the foods in the pictures and talk about the people whose staple foods they are.
4. In another lesson – Talk about various tribes and their staple foods.
Have learners draw the staple foods of their own tribes.

Some staple foods



Banku and Okro
soup



Fufu and soup



Banku and fried
fish



Boil plantain
and yam and
kontomoiré stew

Sub Strand: Origin and History of My Family

Activity 42 – K1.2.2.1.2

Matching Print with Illustration

Content Standard: K1.2.2.1 - Demonstrate knowledge of the origin and history of our families.

Core Competences: Critical thinking and Problem Solving. Communication and Collaboration; Personal Development and Leadership.

Introductions : Refer to Activity 24 – K1.1.5.1.3

Indicators: Demonstrate that print matches with illustration in a book.

Key words: Amu, doctor, children, dinner, television, school, relaxation.

Resources / Materials: Poster of text on page 42 of Language and Literacy Activities for KG 1, Activity 42 – K1.2.2.1.2.

Word cards of key words: Amu children doctor television school dinner

Procedure /Methods

1. Have learners sit in a semi – circle form.
2. Put up poster (Picture of Activity 42).
3. Have learners make up a story around the pictures. Assign names to the people in the picture. Talk about the picture.
4. Teacher and learners read text of Activity 42 “Family Relaxation”
 - Read the text aloud to learners.
Make the reading interactive by having learners track the sentences (in their work book) and repeating after your reading.

Assessment:

1. Teacher reads some of the sentences while groups of learners repeat.
Example: He lives with his wife and two children.
Individual learners retell the story of the text

Work book: Language and literacy Activities KG1

Activity 42 K1.2.2.1.2.

Oral

Learners answer questions on the text.

1. How many members are there in the family? Four
2. When does the family sit together? In the evening after dinner
3. What do they do? They watch television and tell stories

4. What do you think the children talk about? They talk about the things they do at school (playing, learning, chatting with friends)
5. Count the number of the words in green. Write the number on a piece of paper. – five words
6. Have learners copy any two sentences from the text.
 - a) Papa Amu is a doctor.
 - b) Mama reads to them also.

Sub Strand: History and Origin of my Family

Activity 43 – K1.2.21.3

Story: Origin and History of a child’s family

Content Standard: K1.2.1.1 Demonstrate knowledge of history and origin of our families

Core Competencies: communication and collaboration, personal development and leadership,

Introduction: refer to Activity 24 K1.1.5.1.3

Indicators/Objectives: listen, interact actively in a read- aloud session on a story about the origin and history of a child’s family

Resources: the map of Ghana showing the sixteen regions; smaller sizes of map may be cut from old calendars/newspapers.

Key words: Fantes, Ga Adangme, Akans, Dagambas, Ewes, Nzemas.

Procedure/Methods:

1. Begin with a song “You are my family”..
2. Show the map to learners and have them look at it. Name the various regions and what they eat, the languages they speak, and then some typical names of the people from these areas.
 Regions – Central
 What they eat – ‘Etew’ and fried fish, ‘Boodoo...’
 Language – Fanti
 Some typical Names – Atu kwamena, Yacoba, Botsuwa, Abokuma
3. Write out the some ethnic groups on the left side of the board and their languages on the right.

People		Language
Fantes	-	Fantes
Ga Adangmes	-	Ga/Adangme
Ewes	-	Ewe
Bonos	-	Bono
Ewutus	-	Ewutu
Dagombas	-	Dagbani
Nzema	-	Nzema
Akans	-	Twi

Read through the list with learners.

Talk about each ethnic group and the language they speak.

The Akans speak Twi, and they can be found in the - Eastern and Ashanti:

Practical Activity B

1. Have learners clap out the syllables in the key words. Example Fante – 2 syllables. (2 clap)
Da/gom/ba – 3 syllables (3 claps)
2. Have learners sing and dance to some folk songs – (dance Apatampa, Adowa, or Kpalongo)
3. Narrate a story about one ethnic group and have learners answer simple questions.
-The Gas are found in Accra in the Greater Accra Region of Ghana. They are coastal people some of them are fishermen. Others work in offices or trade in the market.
The Gas celebrate the Homowo festival
The seat for Government is in Accra.
 1. In which region are Gas? Greater Accra
 2. What festival do the Gas celebrate? Homowo

The story about the learners’ ethnic group could be told.

Assessment:

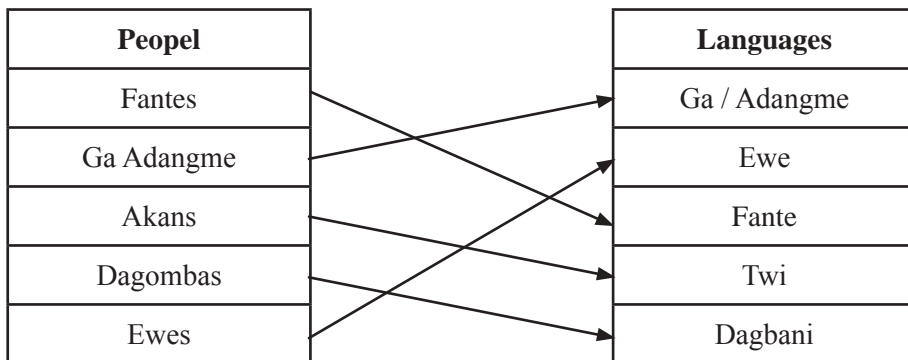
1. What language does Fantes speak? Fante
2. In which regions can you find the Nzemas? Western Region

Learner’s Workbook – Language and literacy Activities for KG1

Activity 43 – K1.2.2.1.3

1. Have learners look at the map of Ghana.
2. Point and name the regions with them.
3. Read- People and Languages with learners
Have learners identify the ethnic groups and the languages they speak.
4. Read and explain on the matching activities to learners. Go through the activities with them.
5. Have learners do the activity independently.

Match the people to the language they speak.



Sub Strand: Origin and History of My Family

*Activity 44 – K1.2.2.1.3***Story: Origin and History of a child’s Family****Content Standard:** K1.2.12.1 demonstrates knowledge of the history and origin of families.**Core Competences:** communication and collaboration, personal development and leadership,

Introduction

At the kindergarten level, visual information helps learners make meaning and interpret message. They are able to make their own stories creatively from the pictures, and they understand more easily the message being conveyed. As learners listen to, and retell stories, they enhance their vocabulary. As stories /texts are read to them, they are being prepared to read meaningfully. Reading aloud with children is known to be the single most important activity for building the knowledge and still they will eventually require for learning to read

All children enjoy stories and love pictures. Stories are a powerful way of conveying information and lessons of good morals (love, kindness, compassion) to children.

Indicators: K1.2.2.1.3 Listen, interact actively in a read aloud. Session on a story about origin and history of a child’s family**Keywords:** Aboakyire, celebrate, festival, Efutu, hunt,**Resources/Materials** story: “Deer Hunt” on page 44 of the Language and Literacy Activities for KG 1, map of Ghana, bottle tops, word cards:

Hunt	Aboakyire	Celebrate	Efutu	Festival
------	-----------	-----------	-------	----------

Procedure:

1. Begin with the song “You are my family” or any other song relevant to the theme.
2. Have learners talk about the picture on Activity 44 of the Language and Literacy Activities for KG1
3. Read the text to learners. Pause and ask question to ensure that learners are following the story.
4. In which region is winneba? Central Region
What is the language of the people of winneba? Efutu
5. Explain key words as you read the text. Put up the word cards on the board.
6. Help learners identify the initial sounds of some of the key words: /e/ /f/ /h/ /a/.
Help learners count the syllables in key words, and pick the corresponding number of bottle tops.

Efu/tu – 2

fes/ti/val – 3

Hunt – 1

Ce/le/bra/te – 4

Ab/oa/kyire – 2

Have learners retell the message they heard from the text. =

Aboakyir is celebrated in Winneba in Ghana.

Winneba is in the Central Region of Ghana.

The people from Winneba celebrate the Aboakyir festival.

Assessment: Learners talk about the Aboakyir festival.

Learners mention other festivals celebrated in Ghana

- Odwira, Homowo, Hogbetsotso

Workbook – Language and Literacy Activities for KG1

Activity 44-K1.2.2.1.3

Do echo-reading with learners: Read the text, a sentence at a time as learners track the words. The learner repeats the sentence after the reader.

Discussion:

Talk about the Aboakyir Festival.

The people of Winneba celebrate the Aboakyir Festival. Asafo Companies go into the forest to hunt for the deer. A durbar is held on that day. A lot of people are invited. The people dress beautifully on the day.

Learners mention other Festivals they know Odwira, Homowo, Hogbetsotso.

Learners draw and colour a deer on a sheets of paper. They talk about their drawings. Paste the drawings in the classroom.



Sub Strand: Origin and History of my Family

Activity 45 – K1.2.2.1.4

Beginning Sound /m/; /k/

Content Standard: K1.2.2.1 Demonstrate knowledge of the origin and History of Families

Core Competences: Personal Development and Leadership, Communication and collaboration

Introduction: Phonics is recommended as the first strategy that children should be taught when helping them to learn and read. It runs alongside other teaching methods such as Guided Reading and Shared Reading.

Phonics teach children to be able to listen carefully and identify the small units of sounds (phonemes) that make up each word. This helps children to learn to read and spell words later. (encoding and decoding words)






Indicators/Objectives: Say and clap syllables of the various tribes and Languages.
Beginning sounds. /m/ and /k/

Key words: Gonja, Ashanti, Fante, Mamprusi, Kasim, Mankessim, Keta, Kite, King, Mamfe, key

Resources/Methods

Word Cards:

Keta	Gonja	Kasim	Ashanti	Mamprusi	Mankraso	Ga Adangme	King
------	-------	-------	---------	----------	----------	------------	------

				
Monkey	Moon	Kite	Mango	Key

Picture may be drawn on plain sheets of old calendars/magazines and pasted on sheets from empty packets.

Procedure/Methods:

1. Start the lesson with a song:
 “My name, 3x
Babulekeshie. My name is Mensma, Babulekeshie
I come from Mankesim, Babulekeshie

Keshie, keshie keshie, keshie, keshie

Learners substitute their names and where they come to.

2. In turns, have learners mention their names and where they come from.
Have the class clap the syllables in the speaker's name and her town
Example: My name is Bensoa, I come from Winneba
Learners clap: Ben/soa (2 syllables)
Wi/ne/ba (3 syllables)
3. Learners read and clap the syllables for the following names: Gon/ja – 2 claps; Man/ke/sim – 3 claps Ka/sim – 2 claps; Fan/te – 2 claps. Learners Mention the names that begin with /m/ and /k/ – Mankesim Kesim
/m/ and /k/ sounds
4. Learners listen to sentences and identify the sounds that they hear most.
Mum and Mansa make many meals.
Mary and Mike make mango juice
Ask: which sound did you hear most in each sentence?
/M/
5. Make the /m/ sound and action with learners.
Learners make the sound mmm as they rub one palm on the tummy.(as if satisfied from a meal).
7. Learners give example of names of places, and things and persons that begins with the sound /m/ - mum, Mataheko, mango, Mercy, milk
8. Learners listen to sentence and identify the sound they hear most.
Kofi, Ken and Kafui, make kites for Kuuku in Koforidua
Ask: which sound did hear most in the sentence? - /k/
C and K make the same sound - /ck/. Have learner's sing the jolly Phonics song for /ck/ sound.
We are clicking castanets /c/ -/c/ - /k/, k/, /k/ /c/ (2x) We are clicking castenet, we are clicking castanet /c/, /c/, /k/, /k/, /k/, /c/.
Kites are flying in the sky - /k/ /k/ /k/, /k/ /k/ /k/
9. Learners give examples of names of persons, places and things that begin with the /k/ sounds kite, Kofi, Kalu, King, key, Ken
10. Learners read picture word cards and other words, kite, king, mango, Mamprubi, Mankraso, Mamfe, Kofi, Koforidua

Keta	Monkey	Moon	kite	key
------	--------	------	------	-----
11. Learners identify the words with the beginning sound /k/ and copy them on sheets of paper
Learners identify the words with the beginning sound /m/ and copy them on sheets of papers.

Assessment:

In turns learners mention names of papers, places or things that begin with:

- A /k/ - Kojo, Kumasi, kelewele'
/m/ - Margaret, mango, monkey

Learner's Workbook: Language and literacy Activities for KG1.

Activity 45 – K1.2.2.4

Learners do the Activity in two parts






1st the Activities with /m/

2nd the Activities with /k/

Read and explain instructions to the learner

Learners do the activities independently

Give support to individual who need assistance.

- | | | | | | |
|--------|------|-------|-----|--------|------|
| Mamobi | Nima | Manso | ant | Marcel | Mary |
|--------|------|-------|-----|--------|------|
- | | | | | |
|--------|------|--------|------|------|
| Kumasi | Keta | Krachi | Kite | King |
|--------|------|--------|------|------|
- | | | | | |
|--|--|--|--|--|
|  |  |  |  |  |
| Monkey | Moon | Kite | Mango | Key |
- | | | | | |
|----|----|----|----|----|
| Mm | Kk | Mm | Kk | Mm |
|----|----|----|----|----|

Sub Strand: Origin and History of My Family

Activity 46 – K1.2.2.1.5

Pre-writing: Straight and Curved lines

Content Standard: K1.2.2.1 Demonstrate knowledge of the origin of our families.

Core Competences: Communication and Collaboration, Personal Development and leadership

Introduction: Refer to Activity 27 – K1.1.5.1.5

Key words: Trace, strokes

Resources/Materials sand tray – Shallow boxes half filled with fine sand.

Procedure/Methods:

1. Learners sing the alphabets song – a b c d.....
2. Learners do wrist and finger exercises as they sing with actions: learners fly like birds
Bird are flying in the sky
Flying very, very high
They are singing, kuu, kuu, kuu
Chip, chip, chip, doo, do, doo, do, do

B

One finger, one thumb keep moving -3x
Huurah Huurah Huurah
Two fingers, one, thumb keep moving 3x
Huurah, huurah, huurah.....
Continue with three and four fingers.....

3. Have learner practice making strokes in the air; then in the sand tray. (individual sand trays – small shallow boxes). Have learners make strokes on sheets of paper.



4. Learner’s practice making circles in the air, then in the sand tray.
5. Have learners draw circles on sheet of paper.



Assessment

Learners make horizontal and vertical strokes on sheets of paper.

Learner's Workbook: Language and Literacy Activities for KG1

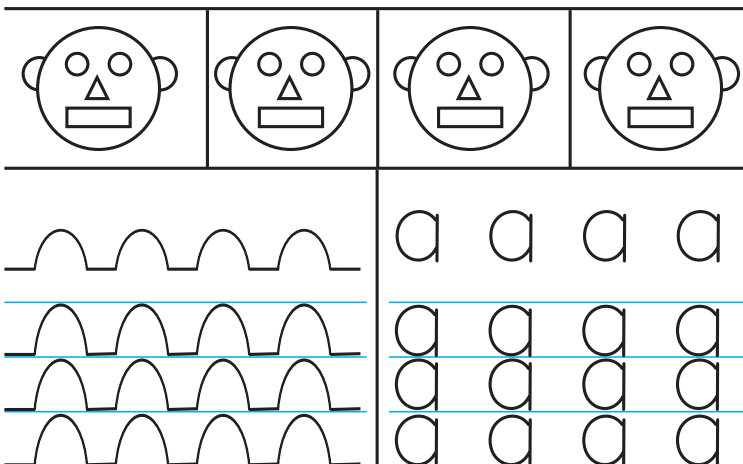
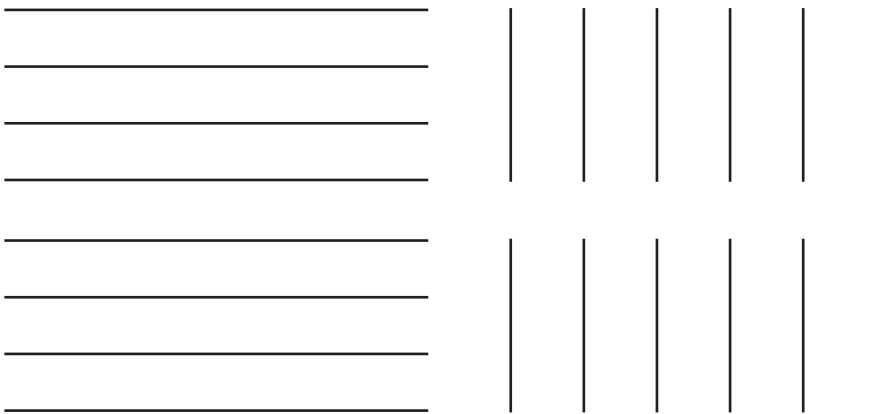
Activity 44 – K1.2.2.1.5

Read and Explain instructions to the learners

Learners trace vertical and horizontal, vertical strokes ; patterns and Aa

Have learners do activity independently

Support individuals who need assistance



Sub Strand: Family celebrations and Festivals.

Activity 47 – K1.2.3.1.1

Story: Family Celebration

Content Standard: K1.2.3.1 Demonstrate the knowledge of celebrations and festivals that the individual in the families celebrate.

Core Competences: Communication and Collaboration Personal Development and leadership Creativity Critical Thinking.

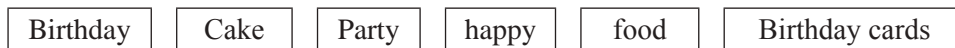
Introduction: Refer to Activity 44 K1.2.2.1.3

Indicators/Objectives: Talk about some special family days and activities, example birthdays, naming, festivals etc

Key words: birthday, happy, party, cake, prepare

Resources/Materials` Text poster and conversational poster of Activity 47-K1.2.3.1.1

Word cards:



Procedure/Methods:

1. Have learners sit on their chairs in a semi-circle, and sing; “Happy birthday to you”
2. Show conversational poster and have learners talk about what they see.
 - A birthday party; Grandma helping grandpa to cut a birthday cake; people standing around
There are eight (8) people in all. There is Birthday banner. There are balloons.
3. Have learners talk about their own birthday celebrations.- what they wore and what they ate.
If there was a party, who were there.-
4. Show learners birthday cards – Ask on which occasion do people receive such cards?
-Birthday cards are used to send greetings and best wishes to people on their birthdays.
5. Copy out keywords boldly on the board. prepare
Birthday, party, happy, cake, food, Birthday cards.
6. Have learners listen as teacher reads the text posted on the board aloud (Teacher reads meaningfully)
Teacher reads again and asks questions on the text
This helps teacher/facilitator to know if learners are listening to the story.
7. Put up the word cards and read with learners
Talk about each word in relation to the conversational poster.

Assessment:

Learners read the key words and words on word cards.

In turns learners form simple sentences with them orally.

Example: My mum prepared food for me on my birthday (orally)

I will eat cake at home.

Work book – Language and Literacy Activities for KG1.

Activity 47 – K1.2.3.1.1

Read the text “Grandpa’s Birthday” with learners.

Learners track the sentences as they read aloud with the teacher.

Ask questions

1. Have you ever attended a party? Yes
2. Whose party was it? – My friend Carl.
3. What did you see? A lot of food, birthday cake, people dressed nicely
4. What did you think Grandpa’s children and grand children did to make the birthday party a happy one?
 - They bought a birthday cake
 - Everyone was present
 - Everyone helped to prepare the food.

Sub Strand: My Family celebrations and Festivals

Activity 48 K1.2.3.1.4

Pre-Writing: Strokes Left to Right; Top to Bottom

Content Standard: K1.2.3.1: Demonstrate the Knowledge of celebrations and Festivals that the Individuals families celebrate

Core Competences: Communication and Collaboration; Personal Development and Leadership

Introduction: Refer to Activity 27 – K1.1.5.1.6

Indicator/Objectives:

Talk about the basic concept of writing from left to right and top to bottom

Key words:Top, down, left, right

Resources/Objectives: Crayons, sand paper cards with strokes and letters



Sand paper cards of letters and strokes are strokes letters or strokes cuts out from sandpaper and posted on cards.

They can also be made with glue and sand.- Write the letter/stokes on a piece of cardboard. Spread glue/starch and leave it to dry.

Masking tape.

Procedure/Methods:

1. Have learners stand freely in the classroom or outside.
2. Do wrist and finger exercise as learners
Sing: Birds are flying in the sky
Recite: I'm going to sweep the dirt away 3x with actions
Huush Huush Huush
(learners swing hand and sweep in the air- they pretend to hold brooms)
3. Create situations to teach key words.
4. Do a top to bottom movement on the board- draw with chalk
Do a left to right movement on the board- draw with chalk
5. Learners practice strokes of top to bottom and left to right in the air.
6. Learner practice using the directions of the strokes to write
T L H F E
7. Tape the letters on the tables and have learners trace along with their index finger
8. Learners make the directions of the strokes with crayons on sheets of paper

Assessment:

Learners join the directions of the strokes write; T H N ` T

Learner's Workbook – Language and Literacy Activities for KG1

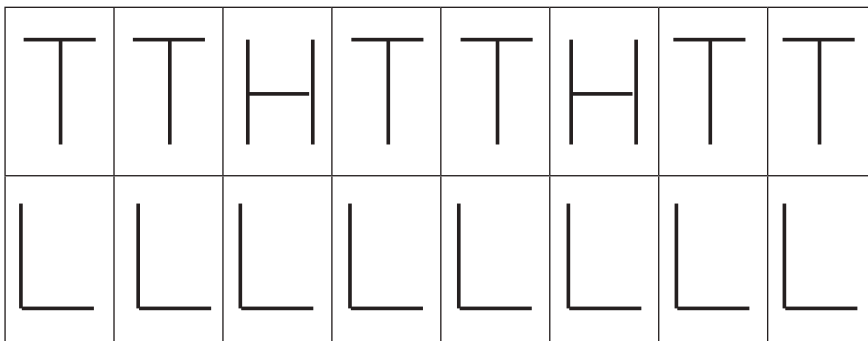
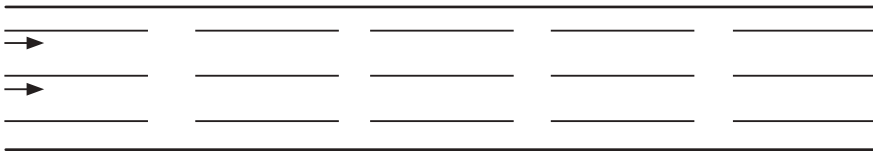
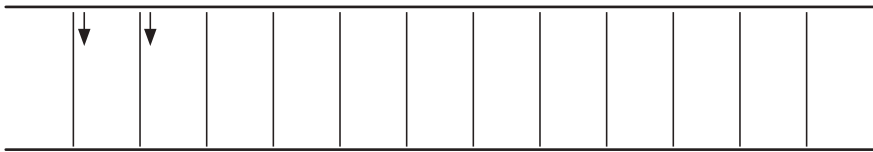
Activity 48 – K1.2.3.1.4

Read and explain instructions to learners.

Learners copy stokes; trace and copy letters

Learners do the activities independently.

Support individuals who need assistance.



Sub Strand: My School Rules and Regulations

Activity 49 – K1.2.4.1.1

My School Community

Content Standard: Demonstrate the Understanding of the Rules and Regulations that govern the members of the school.

Core Competences: Communication and Collaboration personal Development and Leadership.

Introduction: Refer to Activity 24 K1.1.15.3

Indicator/objectives: Talk about members of the school, activities they do, and create rules and regulations that should govern the classroom

Keywords: rules, family, school, play, listen, friend

Resources/Materials: Pictures Activity 49 Language and Literacy Activities for KG 1.

Procedure:

1. Begin with a song: “The more we are together”: with learners holding hands
2. Have learners talk about the pictures on Activity 49 of work book. Language and Literacy Activities – KG1
3. Learners call out the names of their class teacher and their friends. They talk about some activities they perform at school. – Playing on the playground. Eating snacks.
4. Guide learners to mention five of their school roles. We take turns at climbing the slide. We do not hit. We say sorry when we hurt someone. We help our friends.
5. Write down these rules on index cards, and paste them on the board.
6. Have learners read these rules and assist them to talk about practical ways to apply them.

Learners talk about: People and activities in the school – Activity 49 – K1. 2.4.1.1

- A teacher who helps us to learn
- A boy helping his friend sitting in a wheel chair
- A slide on the play ground
- Children playing on the slide.They are climbing one after the other
- A boy throws a ball at a girl. Some people do not play gently
- A picture of children in class listening attentively to the teacher.

Assessment:



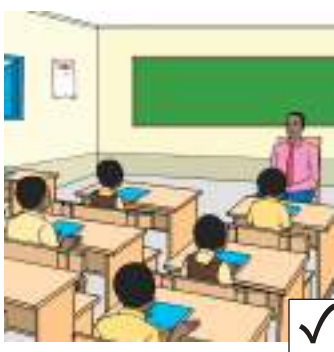
1. In turns have learners mention one rule.
 - We say sorry when we hurt someone
 - We wait for our turn at the slide and swing.

Learner's Workbook – Language and Literacy for Activities

Activity 49 – K1.2.4.1.1

Read captions under each picture with learners. Talk about it.

Talk about the pictures. Which picture or pictures show children doing the right thing? Put a tick on it or them.

		
Children line up for their turn on the slide ✓	A boy throwing a ball at a girl in school	Children listening to a teacher reading to them ✓

Sub Strand: School Rules And Regulations

ACTIVITY 50 – K1.2.4.1.1

School Rules

Content Standard: K1.2.4.1 Demonstrate understanding of the rules and regulations that govern the members of the school.

Core Competences: Communication and Collaboration Personal Development and Leadership

Introduction: Activity 24 – K1.1.5.1.3

Indicators: Demonstrate that print matches with illustration in a book.

Key words: Playground, thank you, wait, please, push

Resources/Materials School Rules printed out or written out on coloured cards as on page 50,– Language and Literacy Activities for KG1.

Procedure:

1. Begins with songs: The more we are together....., “I want to be kind.....”
The more we are together
Together, Together
The more we are together, the happier we shall be
And your friend, is my friend,
And my friend is your friend.
The more we are together, the happier we shall be.

I want to be kind to everyone
For that is right you see
So I say to myself, remember this
Kindness beings with me.
2. Learners pair with their friends. One picks a cards and teacher assists the other to read out the information on it. The class repeats the information. (The information is explained in a language learners understand)

Both learners take turns to say what the information means.
3. Learners take turns to ask their friends to say ways in which they can apply the rules. For example Akosua: (asks her partner: “What do you say when you need help from someone?”
Maame: I will say “Please”.
Maame:- what do you do when someone else is on the slide?
Akosua:- I will wait for my turn...”

Assessment:

Mention one school rule.

- I will say please when I want something or help from another person.
- I will wait for my turn at the playground.

Learner's Workbook – Language and Literacy Activities for KG1

Activity 50 – K1.2.4.1.1

Read captions with learners, using echo reading - Teacher reads a caption while learners track the sentence. Learners then repeat the reading, imitating the teacher.

- Read and explain the second part of the exercises (Drawing) to learners.
- Learners do the exercises independently.

Draw yourself

Receiving a fruit from a teacher



Waiting behind your friend to climb the slide.



Diagnostic Assessment

As the facilitator supports the child's learning process, it becomes important for him/her to reflect on the success or otherwise of the teaching and learning. This test is to enable the facilitator evaluate his/her delivery and the child's response to the learning activities. This exercise will help the facilitator alter his/her approaches where necessary to maximize the child's benefit and his/her own success.

This assessment is to be administered at the end of each lesson.

1. Oral Language Development (Listening and speaking)
 - Rhymes and songs
 - Story telling
 - Conversation
 2. Print Concept
 3. Phonological Awareness
 4. Phonics
 5. Vocabulary
 6. Reading
 7. Writing
- A. Facilitator Preparation for lesson. Tick (✓)
 Adequate ____ Fairly ____ Poor ____
 Were there any challenges in the preparation? State them
- B. Learners Engagement. Tick (✓)
 Actively engaged ____ Passively engaged ____ Fairly engaged ____
 Why do you think some learners were not actively engaged? Tick (✓)
- They did not fully understand what was expected of them _____
 - They did not fully understand the language used. ____
 - Techniques used were not interesting to learners ____
 - Others ____ (Specify)
- C. Did all learners meet the indicators as expected? Tick (✓)
 Yes ____ No ____
 If **No** Why?
- Due to time constraints in lesson delivery.
 - Difficulty in attending to all learners within the specific period because of class size.
 - Other causes (Specify)
- D. What would you do differently to solve the problems of learners who did not meet all indicators as expected? Tick (✓)
- Make lessons more interactive and learner centered.
 - Switch to the use of language the learner is conversant with.
 - Include more hands-on activities.

Term 2: Strand: Values and Beliefs

Sub Strand: Our Family Values

Activity 51 – K1.3.1.1.1

Our Likes and Dislike

Content Standard: K1.3.1 Demonstrate understanding of the good manners that our families value and why they value them.

Core Competences: Communication and Collaboration Personal Development and Leadership Critical thinking Creativity.

Introduction: Refer to Activity 24 – K1.1.5.3

Indicators/Objectives: Identify the good manners our families value, and how they can change our personal likes and dislikes.

Key words: Likes, dislike, family, polite, sorry, thank you.

Resources/Materials:- Picture cards



Procedure/Methods:

1. Learners stand freely in the classroom and sing:
“The more we are together” and “I want to be kind to everyone”
2. Have learners talk about their likes and dislikes
 - I like to be happy; I like to play with my friends. I like to help mum at home.
 - I dislike being beaten. I dislike being forced to eat.
3. Learners freely talk about why they like or dislike the occurrences in step 2.
(Learners may use the language they are comfortable with)
4. Learners talk about the pictures under resource/materials.
Ask learners to talk about what they think the people are doing in the picture that people will like. *Example:* Children sweeping the house are helpful. Their parents will be happy with them.
The child in the wheel chair will be happy with his friend who is helping him. He will say ‘thank you’.
People will dislike children who are not gentle at play (harming their friends).

5. Have learners talk about the foods they like.
6. Have learners talk about food they dislike.
7. In pairs learners tell their friends what their parent want to do.
Example: Say 'please' when you want something.
Say 'sorry' when they offend others.

Assessment

- In turns, each learner say what their parents what them to do.
-put away their toys after playing.
- Say one thing a learner dislikes. – when mummy stops him/her from continuing with a play activity

Learner's Workbook – Language and Literacy Activities for KG1

Activity 51 –K1.3.1.1.1

Read and explain instructions with learners

Learners do exercises on Activity 51 in 3 sessions. The 1st, 2nd and then the 3rd set of drawing exercise.

Note: Do not expect a perfect drawing from learners. Allow them to talk anout their drawings freely.

Support individual learners who need assistance.

Two things I like



Two things I dislike



Two things your parents like you to do.



Sub Strand: Our Family Values

Activity 52 – K1.3.1.1

Names and Words: Beginning Sounds /s/

Content Standard: Demonstrate understanding of the good manners that our Families Value and why they Value them

Core Competences: Communication and Collaboration Personal Development and Leadership

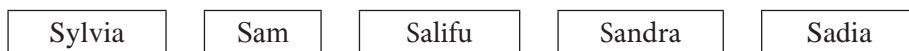
Introduction: Refer to Activities 19 and 20 – K1.1.4.1.6

Indicators/Objectives: Identify beginning sounds /s/ in words and sentences

Key words: sun, snail, Serwah, Sandra, socks

Resources/Materials:

Name cards with /s/ sound (beginning)



Picture/word cards with /s/ sounds: sun, soap, socks, snail



A collection of objects with /s/ beginning their names.

Procedure/Methods:

1. Learners stand freely in the classroom.
They sing the jolly phonic songs for the /s/ sound.
“The snake is in the grass”.
2. Call out the key words. Stress the /s/ sound
Have learners identify the most frequent sound – s
3. Play the “I spy” game with learners.
Say: “I spy with my little eye, someone whose name begins with /s/
Learners respond, by calling out the names such as Swrwah, Sowah, Sally, Selina, Salifu, Sitsoe
4. Repeat the above Activity (step 3) with names of objects – soap, stick, sand, snail.
5. Have learners pick picture cards, identify the picture, name it and repeat the initial sound ‘s’

6. Learners identify other things such as food items, places and objects that have names beginning with the 's' sound, (learners may name things in the local language also).
Sukura, Savelugu, Samuel, sail, soap scissors.

Assessment:

1. Draw one object that begin with 's'.



soap

Learner's Workbook – Language and Literacy Activities for KG1

Activity 52 – K1.3.1.1.1

Read and explain instructions to learners.

Support individual who need assistance.

Draw three things that begin with 's'



Circle all /s/ in the sentences.

1. The sun shines brightly sometimes.
2. Sofi and Sam sing songs.
3. They play with balls, ropes and hoops.

Sub Strand: Our Family Values

*Activity 53 – K1.3.1.1.2***Spoken Words are Represented in Written Words or Print**

Content Standard: K1.3.1.1 Demonstrate Understanding of the good manners that our families value and why they value them.

Core Competences: communication and collaboration, personal development and leadership,

Introduction

At the kindergarten level, visual information (pictures) help learners make meaning and interpret message. They are able to make their own stories creatively from the pictures, and they understand more easily the message being conveyed. As learners listen to, and retell stories, they enhance their vocabulary. As stories /texts are read to them, they are being prepared to read meaningfully. Reading aloud with children is known to be the single most important activity for building the knowledge and still they will eventually require for learning to read

All children enjoy stories and love pictures. Stories are a powerful way of conveying information and lessons good morals (love, kindness, compassion) to children.

Indicators/Objectives Demonstrate that spoken words are represented in written words or print

Keywords: pocket, cassava, drop, money , farmer, hole, shoulder

Resources/Materials Poster: “Picture of the story “A hole in the Pocket” – Activity 53 – Language and Literacy Activities for KG 1. Text copied out boldly on manila card or board, word cards: (Cards cut out from empty cartons could be used in place of manila cards)

Farmer	Sell	Cassava	Money	pocket	Hole
Shoulder					

Procedure:

1. Begin with a known song.
2. Have learners talk about the picture on Activity 53 of the Language and Literacy Activities for KG1 on the poster/ workbook
3. Put up the key words (on cards) and read through with learners.
4. Read the text to learners. Pause and ask question to ensure that learners are following the story.

5. Explain key words as you read the text. Pick the word card being explained and put up on another part of the board
6. Read aloud the text again as learners track the words. Have learners repeat the sentences being read. *Example:* What did Maya see? Money dropping off from the farmer's pocket
7. Have learners retell the story in their own words.

Assessment:

1. What was Maya doing when she saw the farmer's money falling off? – She was playing with her friends.
2. What did the farmer go to do at the market? – He went to sell his cassava,
3. Why did the farmer's money drop off? - There was a hole in his pocket.

Learner's Workbook – Language and literacy Activities for KG1

Activity 53 – K1.3.1.1.2

1. Do echo-reading with learners- Read the text – a sentence at a time as learners track. The learners repeat the sentence after the reader.
2. Learners draw and colour any part of the story on a sheets of paper. They talk about their drawings. Paste the drawings in the classroom.
3. Learners copy and read the words.

farmer
farmer

sell
sell

cassava
cassava

Sub Strand: Our Family Values

Activity 54 – K1.3.1.1.3

Good Manners and Daily Greetings

Content Standard: K1.3.1.1. Demonstrate Understanding of the good Manners that our Family Value and why they Value them.

Core Competences: communication and collaboration, personal development and leadership.

Introduction: Refer to **Activity 53 – K1.3.1.1.2**

Key words: morning, eating, receive, gift thank you.

Indicators/Objectives:

Listen to a story on importance of exhibiting good manners in our everyday life and role play how to use simple daily greetings with different people in the society.

Resources/Materials:

Pictures of Activity 54 K.1.3.1.1.3 – Language and Literacy Activities for KG1.

Procedure/Methods:

1. Begin lesson in a song:
Thank you, thank you (2x)
Thank you, thank you, thank you, thank you.
Thank you, thank you, thank you
(Could be translated into other languages and sang)
2. Learners talk about the pictures in turns. They could make stories out of them.
3. Ask the questions on the pictures.
 - a. Children Eating: What must we not do when we are eating?
 - We must not talk.
 - We must not struggle over the food.
 - b. Children cleaning their teeth:
What do we do when we get out of bed?
 - Greet parents and siblings
 - Clean our teeth; take our shower.
 - We can help in preparing breakfast.
 - We will help to lay the table.
 - c. Children receiving a gift to daddy
What do we say when we receive a gift from someone – Thank you
What do you say of someone who gives you a gift – He or she is kind
How do you feel when you receive a gift? – Happy

4. Learners choose partners and talk about their experiences of the situations in the pictures.
5. In pairs learners role-play the situation in each picture
Example: Picture (Daddy giving children gift)
Aba and Yaw: Welcome daddy.
Daddy: Thank you my children. I have a present for you.
Aba and Yaw: (They smile and asked) what is it daddy?
Daddy: You need to open it and see.
Aba and Yaw: Thank you very much daddy. We are very happy about it.
Learners take turns to role play.
6. Learners talk about other ways of demonstrating good manners at home – greetings, doing (age appropriate) chores, showing a respectful attitude.
At school: greetings, obeying rules, waiting their turns (at the playground, washing hands and entering the classroom)

Assessment:

What do you say when you receive a gift? – Thank you.

Learner's Workbook - Language and literacy Activities for KG1

Activity 54 – K1.3.1.1.3

Learners look at all the pictures and draw any situations at sheets of paper.

Learners talk about their drawing. The pictures are pasted around the classroom.



Sub Strand: Our Family Values*Activity 55 – K1.3.1.1.3.***Good Manners and Daily Greetings.**

Content Standard: k1.3.1.1 Demonstrate Understanding of the good manners that families value and why they value them.

Core Competences: Communication and Collaboration ; Personal Development and Leadership

Introduction: All cultures value good manners. It is therefore important to teach these values and good manners to young children who are part of society. In their day =to=day activities, they experience situations that call for appropriate behaviours. For instance learners are taught to greet parents, teachers , other adults and peers. The exercise in this activity will teach learners to use appropriate greetings at the various times of the day. Learners are also given assistance when they take a shower, clean their teeth. Learners also receive assistance and gifts from parents, other adults and friends . All these require expression of appreciation by saying ‘thank you’ They will also be required to say ‘please’ when they ask for assistance.

Activity 55 is an activity that enhances the child’s oral language skills.

Indicators/Objectives: Listen to a story on the importance of exhibiting good manners in our everyday life and role-playing how to use simple daily greetings with different people in the society.

Key words: Good Morning, Good Afternoon, Good Evening.

Resources/Materials: Picture on page 55, Activity 55 of Language and Literacy Activities for KG 1.

Procedure/Methods

1. Learners sing:

Good morning 2x	I’m fine 2x
Good morning to you.	I’m fine and you?
Good morning 2x	I’m fine 2x
And how are you?	I hope you are too.

2. Learners talk about of all the good manners they learn; sorry, greetings, please etc. Learners talk about the appropriate greetings for the different times of the day.
3. Learners talk about the pictures on page 55 – Activity 55 – K1.3.1.1.3

They talk about the different times of the day and the appropriate greetings for each period.

4. Learners role-play one of the scenes

Example: A learner returns from school and greets her parents.

Parents (mum and dad): Welcome Sally.

Sally: Thank you, Good afternoon mum and dad.

Parents: Good afternoon, Sally. How was school.

Sally: All was fine, we learnt a new song.

(Sally sings for parents).

5. Other learners take turns to role-play. They use their own names.
6. Learners learn the greetings of the various times of the day in their own languages. Fante; Ga; Ashanti; Dagbani; Ewe etc.

Assessment:

How will you greet someone in the morning?

Good morning

Learner's Workbook – Language and Literacy Activities for KG1

Activity 55 – K1.3.1.1.3

Have learners read the greetings of the different times of the day.

They then copy them in the spaces provided below the pictures.

Good Morning	Good Afternoon
Good Morning	Good Afternoon

Sub Strand: Our Family Values

Activity 56 – K1.3.1.1.4.

Speech Sounds and Letters

Content Standard: K1.3.1.1 Demonstrate Understanding of the good manners that our families Value and why they Value them.

Core Competences: Communication and Collaboration, Personal Development and Leadership

Introduction:

Helping learners become aware that the words we speak are first made up of individual sounds is a useful skill that would help in their reading fluency. Since learners at this stage need concrete things to help with their understanding of concepts, it is advised that facilitators take their time with these activities ensuring maximum learner participation. Have learners understand that a letter would mostly sound the same at different positions of a word. Example the /g/ in dog and /g/ in girl.

Indicators/Objectives: Recognize that spoken words are made up of individual speech sounds and letters that can be written down.

Key words: Table, pencil, market, doctor, pen.

Resources/Materials – Word cards of – cat, fan, pot, ring, tomato, zebra, socks, watch

Procedure:

1. Begin with the ABC song.
2. Write the words on the board Table, Doctor, Market, Pencil, pan, man, fan, tan, can.
3. Call out each word slowly, stretching it (do this while stretching the rubber band).
4. Help learners to identify each sound in the word. Example: Doctor, man, fan, pencil.
5. Learners represent each sound with a bottle top. For example Doctor – 6 bottles top. Learners count and write.
 - Guide learners to identify the initial sound in their own names. For example Sonia /s/ Philip /ph/ Sheila /sh/
 - Have Learners call out the names of other objects in the classroom, and pick out their initial sound. For example table /t/, book /b/.
 - In turns, learners pick, and read the picture/word card. They identify the initial sound of the word, and repeat it.

Assessment

Learners pick partners and take turns to identify the beginning sounds in words and names. Pat, bag, plantain, Kojo, Zanelle, Tom, Sandra

Pat /p/, bag – /b/, plantain – /p/, Kojo – /k/, Zanelle – /z/, Tom – /t/, Sandra – /s/.

Learner’s Workbook – Language and Literacy Activities for KG1

Activity 56 – K1.3.1.1.4.



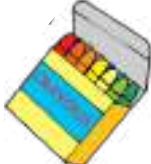



First part: learners count and write the number of sounds in each words.

- Let learners know that the ‘e’ in table is silent.
- Take learners through the second part of the exercise-
Select a letter/sound to complete a word. Read
Can, fan, pan, ran, tan.
Ten, six, web, zip

Have learners do the second part independently.

Support learners who need assistance.

Say the names of each objects. Read the name slowly listen to the sounds. Write the number of sounds.

		
<input type="text" value="4"/> Sounds	<input type="text" value="6"/> Sounds	<input type="text" value="7"/> Sounds
		
<input type="text" value="5"/> Sounds	<input type="text" value="5"/> Sounds	<input type="text" value="7"/> Sounds

Sounds like eg, ck make a single sound

e in triangle is silent

Select a sound/letter to complete a word. Read

c f p r t

 c an

 f an

 p an

 r an

 t an

z t s w

 t en

 s ix

 w eb

 z ip

Sub Strand: Our Family Values

Activity 57 – K1.3.1.1.5.

Writing

Content Standard: K1.3.1.1 Demonstrate understanding of the good manners that our families value and why they value them.

Core Competences: Communication and Collaboration, Personal Development and Leadership,

Introduction: Activity 26 – K1.1.5.1.5.

Indicators: Recognize details in shapes and height of the letter for the week and write it legibly and correctly.

Resources: songs, masking tape, sand tray.

Procedure:

1. Have learners stand freely in the room.
Learners sing “I am ready:....” I am ready 2x.
Ready to write. (2x)
Are you also ready? 2x.
Ready to write, 2x.
Perform the wrist exercise as you sing with learners.
Tape the letter ‘t’, on learners’ tables.
2. Learners trace the letter t taped on their tables.
3. Guide learners to write the letter t in the air, and on their tables.
4. Learners choose their partners and take turns to write ‘t’ on each others’ back.
5. Learners write in the sand tray

Assessment

Mention names of two things or names that begin with ‘t’

Tailor, tray, Tara, Teresa

Learner’s Workbook – Language and Literacy Activities for KG1

Activity 57 – K1.3.1.1.5.

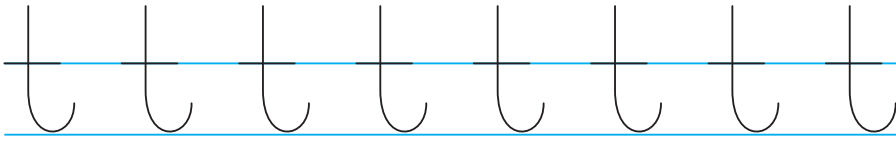
Read and explain the instructions to learners.

Have learners do exercises (writing and drawing) independently.

Do the oral activity with learners.

Support learners who need assistance.





Trace the letter. Write the letter.



Mention two names that begin with 't'

- Tete
- Tom
- Tonia
- Tara

Draw the following objects. Write the beginning letter of each one.

<p>t</p>  <p>tap</p>	<p>t</p>  <p>tree</p>	<p>t</p>  <p>train</p>	<p>t</p>  <p>tomato</p>
---	--	---	--

Sub Strand: Our Family Values

Activity 58 – K1.3.1.1.6.

Telling the Time

Content Standard: K1.3.1.1 Demonstrate Understanding of the good manners that families value and why they value them.

Core Competences: Communication and Collaboration, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem Solving.

Introduction: Young as children are, they become aware of their routines – they wake up; bath; dress up; eat, arrival at school; toileting,, snack time, play, learning activities, naptime, getting ready to go home and departure (to home).

All these activities are performed at various times of the day.

Example: Arrival at school – 8 O’ clock ; Snack time – 10 o’clock

It is necessary to draw learners attention to activities and the various times (hours) on the clock.

It is necessary to draw learners attention to activities and the various times of the day; and identify the times (hours) on the clock.

Learners enjoy and understand better what they learn through stories, rhymes and songs.

Teach the hours on the clock is easier for children to learn and identify.

Indicators: Show the time of the day using clock faces.

Key words: Time, clock, ten o’clock (10’oclock).

Resources/Materials: clock (old one) or teacher-made, songs, text (Tonia).

Keywords: Long arm, short arm, breakfast, snack time, lunch time.

Procedure/Methods:

1. Learners form a circle and sing a song: “Good morning”.
2. Show the clock to learners and have them identify its features – long and short arm, numbers.
Guide learners to identify the features and explain how they work
Thin long hand - second hand (This one could be ignored)
Thick long hand – minutes hand
4. Thick short hand – hour hand.
3. Turn to the text on Activity 58 Language and Literacy Activities for KG1. Have learners listen the story as you read. Read again and have learners track the words.

4. Explain key words as you read.
5. Read the text with learners. They listen and repeat.

Assessment

1. At what time does Tonia get to school? 8 O'clock
2. What do the children do after snack?

Learner's Workbook Language and Literacy Activities for KG1

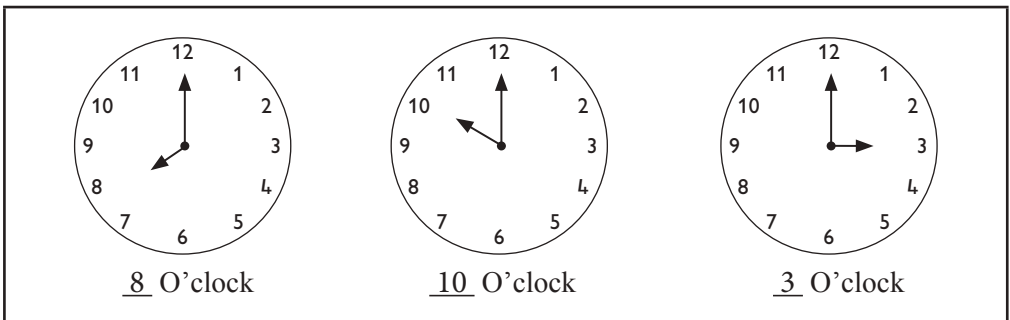
Activity 58 – K1.3.1.1.6

Learners answer the questions based on the text.

Oral

1. a) How does Tonia greets her mum at breakfast time?
Good morning.
- b) When is breakfast in your home? – 7 o'clock
- c) When is snack time? – 10 o'clock at school
What happens at this time? – We eat our snacks – (fruits, fruit juice, biscuit, sand wiches etc).

Inn turns have learners show the time on the clock face and say what time it is.
Learners write the time. 8 o'clock, 10 o'clock, 3 o'clock



Sub Strand: My cultural values*Activity 59 – K1.3.2.1.1.***Respect and Politeness**

Content Standard: K1.3.2.1 Demonstrate understanding of the good manners that families value and why they value them.

Core Competences: Communication and Collaboration, Personal Development and Leadership

Introduction: Refer to **Activity 55 K1.3.1.1.3**

Indicators: Talk about some important cultural values and good manners that promote respect and politeness.

Key words: please, sorry, thank you, “may I.....”

Resources/Material: index cards

Please	May I got out	Sorry	Please	Thank you
--------	---------------	-------	--------	-----------

Conversational posters, picture of Activity 59 of Language and Literacy Activities for KG 1.

Procedure:

1. Learners sit in a semi-circle. Begin with a song: I want to be kind.....
2. Put up the conservational posters. Learners choose partners.
3. Learners observe the picture on the conservational posters, think about what it depicts, and then share with their partners.
4. Learners describe behaviours that show respect and politeness. Example: say ‘excuse me’ when you have to pass someone
5. Learners turn to page 59. Learners talk about the pictures.
 - A) A child greeting his mum
 - B) A boy and a girl saying ‘thank you’ to their dad. He has given them a gift.
 - C) A child buying crayons at a shop.
 - D) A child asking if she could play with her friends.

Learners role play situations that call for showing politeness and respect.

At the shop

Put a table in the corner of the class. Put on some packets of crayons, exercise books and pencils.

Have large buttons as play money. One person plays the shopkeeper and another learner the buyer.

Learner (Mary): Good morning Mr Sam (shopkeeper).

Mrs Sam: Good morning lady; welcome.

Learner (Mary): Please how much is a packet of crayon?

(Mr Sam) shopkeeper: Its costs five cedis please

Mary: Can I have two packets please. Here you are with the money. It is ten Ghana cedis.

(Mr Sam) shopkeeper: Thank you. (shopkeeper hands crayons over to Mary)

Mary: Goodbye Mr Sam.

Mr Sam shopkeeper: Goodbye Mary.

Other learners take turns to role play the scene

Assessment:

Learners choose partners, and share what they have learnt.

- I should say please when I ask someone for help.
- I should say ‘thank you’ when I receive a gift or help from someone.

Learner’s Workbook – Language and Literacy Activities for KG1

Activity 59 – K1.3.2.1.1

- A. The child in the first picture would say ‘Good morning mum’
- B. The two children would say ‘Thank you dad’
- C. The girl at the shop would say ‘thank you’.
- D. The child standing would say ‘May I play with you please’.

Have learners read the polite expressions, then copy in the spaces provided in their work book.

Read

Thank you	May I go out?	Please
Thank you	May I go out?	Please

Sub Strand: Our Family values

Activity 60 – K1.3.2.1.4.

Letter Sound: Beginning or End of a Word /d/

Content Standard: K1.3.2 Demonstrate the Understanding of the good manners that families value and why they value them.



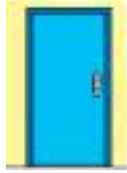



Core Competences: Communication and Collaboration, Personal Development and Leadership

Introduction: Refer to Activity 56 K1.3.1.1.4.

Indicators: Identify the location of individual sounds in a given word (beginning or end of word).

Key words: dog, sad, drum, dance, rod

Resources: Objects with the initial or end sound /d/. Drum, dog, door, duck, dress

 drum	 dog	 door
 duck	 donkey	 deer

Word cards; words with /d/ at beginning or end.

Wind	Find	Sad	dance	guard	Road
Drawer	Bad	Kind	dad	mad	Drum

Procedure:

1. Begin with the jolly phonics songs: “See me play on my drums –

See me play on my drum,

Playing drum is a lot of fun.

With a /d/ /d/ /d/ /d/

/d/ /d/ /d/ /d/

See me play my drum

Read out the words on the cards, stressing on the /d/ sound, beginning or ending.

2. Learners repeat and identify the sound /d/ in the various positions.
3. Learners come up with other words that have the /d/ sounds beginning or ending. example: donkey, door, dry bed.
4. In turns Learners pick and read picture cards. They identify the ‘d’ sound in the name of the object.
5. Learners come up with names with the /d/ sound beginning or ending. Example: Desmond, Dede.
6. Learners come up with names that have /d/ in them
Example: Edmund, Vida, Rhoda, Adoley, Doris, David

Assessment:

Learners copy the sentences and circle /d/ they can identify in words.

The **d**airyman visits each home **d**aily.

Dede **d**id not eat the **d**ates.

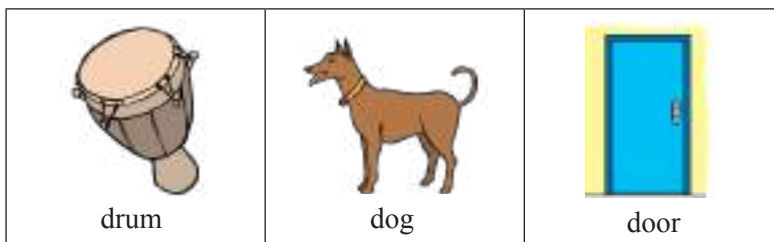
Drive to the **d**oor.

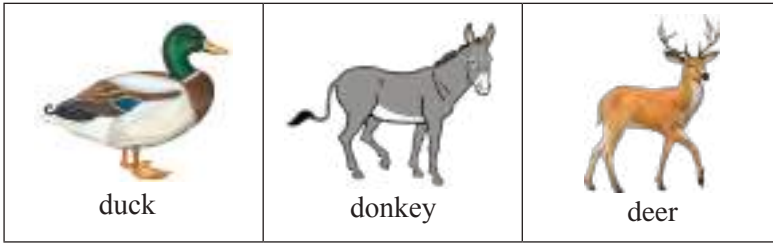
Learner’s Workbook – Language and Literacy Activities for KG1.

Activity 60 K1.3.2.1.4.

Read and explain instructions to learners.

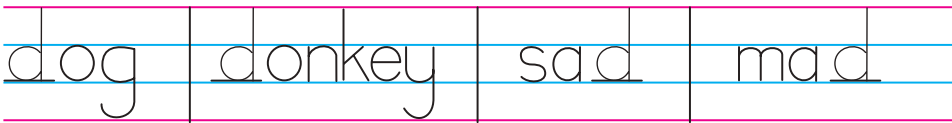
- Assist learners to read the words – picture/word – drum, dog, door, duck, donkey, deer





Have learners independently find and circle the /d/.

- Assist learners to read the words on the coloured cards.



Learners do the rest of the exercises independently.

Complete the words.

Dog donkey sad mad

Sub Strand: Our Family Values

Activity 61 – K1.3.2.1.4.

Writing Letter ‘d’

Content Standard: K1.3.2.1.4: Demonstrate the Understanding of good manners that families value and why they value them.

Core Competences: Communication and Collaboration, Personal Development and Leadership

Introduction: Activity 27 – K1.1.5.1.5.

Indicators: Identify the location of individual sounds in a given word (beginning or end of a word).

Resources/Materials: Sentence strips, play dough/pipe-cleaners, masking tape

Two ducks play their drums under the tree.

This dark dog dug a hole in the ground.

Dede dressed decently today.

Dora drives dad’s car every day.

Procedure/methods:

1. Begin with the Jolly phonics song “See me play in my drum.....” with learners standing freely in the room.
2. Read the sentence cards and have learners repeat, stressing on the /d/ sound. Learners take turns to read the sentences on the cards.
Guide learners to perform the writing exercise:
 - Writing on their friends back.
 - Tracing in the sand.
 - Learners form the letter with play dough/pipe-cleaner, masking tape and trace along with index finger.

Assessment

Learners write multiple –d- on sheets of paper – d d d d d d d d d d

Learner's Workbook – Language and Literacy Activities for KG1

Activity 61 K1.3.2.1.4

Read and explain the instructions to learners.

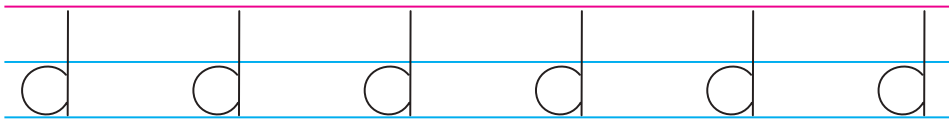
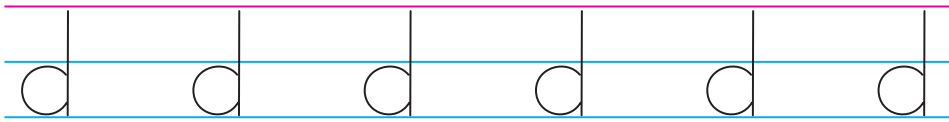
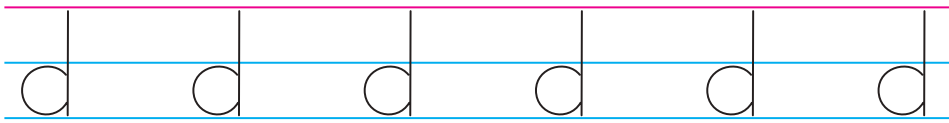
Learners do exercise independently.

learners write d.

Circle the words tha begin with the letter Dd

Learners identify 'd'in words in the sentences,

Support learners who need assistance.

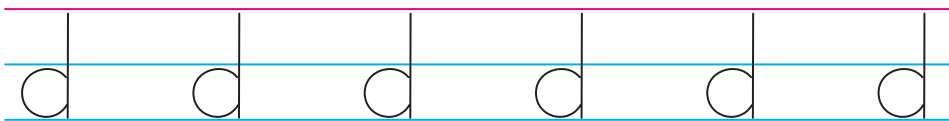


Two (ducks) played their drums under the tree.

This is the (dog) that went mad in the (dark).

The (deer) rested under the window.

(Daniel) drew a window and a (donkey).



Sub Strand: Our Religious Values

Activities 62 and 63 – K1.3.3.1.1

Religious Rhymes

Content Standard: K1.3.3.1.6

Demonstrate understanding of the Religious and Moral values and Virtues we need to exhibit as good Christians and Muslims.

Core Competences: Communication and Collaboration, Personal Development and Leadership.

Introduction: Songs, rhymes and poems aid the development of oral language skills (Listening and Speaking).

Through the songs, rhymes and poems, learners enhance their vocabulary and their expressive language. They also develop their fine and gross muscles through the various movement in the action songs, rhymes and poems.

The recital periods are relaxing and full of fun for young learners, thus concepts learnt through this method and hardly forgotten.

Indicators /Objectives:

Recite Rhymes and talk about religious values and how to show them.

Key Words: - Children, help, together, friend, different, peace.

Resources / Materials: Religious Rhymes (Christian and Islamic), Language and Literacy Activities for KG 1 – Pictures and Captions of Activity 62 and Activity 63; Captions of Activity 63 written out on cards -

Procedure /Methods: -

Practical Activities A

1. Learners stand in a circle and sing; “Jesus loves the little children” (Activity 62) or an Islamic song.

Song in Workbook – Language and Literacy Activities for KG 1, Activity 62 K1.3.3.1.1

2. Have learners talk about the pictures of Activity 62.
 - Children playing together
 - A young girl helping an old lady to carry her load.
 - Both Christians and Muslim Children learning together.
3. Learners talk about things that make people play together - They are friends; They live in the same place.

4. Learners talk about the following situations.
 - A girl helping the old lady to carry her load.
 - In pairs learners play the parts of the girl and the old lady
 - What do you think the old lady would say to the girl who helped her? “Thank you”.
 - How would the girl respond? - Welcome mama or grandma.
5. Pair learners, In turns, have them share what they have learnt.
 - We must help the elderly;
 - All children must play together whether they are Christian or Muslims.
 - The response to ‘thank you’ is ‘welcome’
6. Learners act out the girl helping the old lady: (Learners take turns to act out the roles)
Girl: Good afternoon grandma.
Grandma: Good afternoon, how are you?
Girl: Can I help you with your load grandma?
Grandma: Here you are. Thank you my dear.
At Grandma’s house; Grandma: This is where I live, thank you for helping me.
Girl: Welcome. Good bye grandma.
Grandma: Goodbye my dear.

Practical Activities- B

1. Copy the song ‘The more we are together’ on the board. (Activity 63 – Language and Literacy Activities for KG 1)
2. Read through with learners whiles they track the words.

Teacher and learners recite, and then sing ‘The more we are together’. Teacher pauses to explain key words to learners.

Have learners talk about the picture on page 63 – Activity 63.

Discuss the various Religions with learners.

- Christians go to church on Sunday. Moslem worship at the mosque on Friday. Muslims call God Allah. Christians celebrate Easter and Charismas. Muslim celebrate Eid al- Adha and Eid il Fitr. Moslem women cover their head with the hijab / veil.

Ask: Why has Amina covered her hair? – She is a Muslim girl. Moslem ladies cover their hair.

Have learners recount what they know about Christians and Muslims.

Assessment:

Have learners say two things they have learnt.

- We are all friends.
- All of us (Christians and Muslims) worship God.

Learner's Workbook Language and Literacy Activities for KG1

Activities 62 and 63 K1.3.3.1.1

Pick the captions (copied out on cards – from Activity 63).

In turns have learners pick the captions –on cards-. Have learners identify it in their workbook. Read the caption aloud as learners track the words. Learners repeat.

Talk about the caption with learners. Let learners share their views on each caption.

Example: ***We play together.***

All children can play together – Christians, Muslims, and the physically challenged.

We are all friends.

People can be different

Different people worship God in different ways.

Different People can live together

People of different tribes, but they can live together in the same house or area.

We play together

All children can play together.
This shows that they is peace.

We love each other

When people love each other, they can live together in peace.

We do not fight

When people love each other they do not fight.

We forgive each other

People who love each other forgive one another when they are offended.

We live in peace

There is peace when people love each other.

Sub Strand: Our Religious Values

Activity 64 – K1.3.3.1.4

Sounds In Words

Content Standard: Demonstrate understanding of the Religious and Moral values and Virtues we need to exhibit as good Christians and Muslims.

Core Competences: Communication and Collaboration, Personal Development and Leadership.

Introduction: Refer to Activities 56 – K1.3.1.1.4

Indicators /Objectives: -Stretch out and count the number of sounds in a word and blend them together.

Key Words: - Happy, Muslim, Forgive Christian Make Wake

Resources / Materials: Fold and read card. Words are written on a card and a portion of the card is folded to hide a letter or word. Example cane - on a card with a fold over ‘e’.

Procedure /Methods: -

Practical Activities- A (First Lesson)

1. Have learners form a circle with you as a part of it, say /sing; ‘I want to be kind to everyone’
2. Have learners sit in a semi – circle. Read the key words with them. Create situation to explain the meaning of the words.
3. Teacher mentions a word – Muslim
She stretches and breaks it into syllables he/she and reads the syllables and then the word.
Mus – lim (2 syllables) ——— Muslim
Learners listen carefully.
4. Teacher mentions a word. Example ‘Forgive’
Child A: Repeats and stretches out the word,
Breaking it into two syllables: For — give (2 syllables) Forgive
Happy – hap - py - (2 syllables) Happy
Aminatu – Ami - na - - tu - (3 syllables) Aminatu.

Practical Activities –B (second Lesson)

1. Go over vowel sounds with learners. Teach in two different lessons
 - a) long vowel sounds
 - b) short vowel sounds

Long vowel sounds: ‘a’ – name, may; ‘o’ – close, rope ‘e’ – three i - ice cream

u – uniform.

Short vowel sounds: - ‘a’ – cat, mat; ‘o’ pot, mop, e- egg, end ; i – pit, sit; u - umbrella.

- Pick the fold and read cards

Can - e

Fat - e

Hop - e

Cop - e

Fold over the e portion of the strip and read the word.

- Unfold the e portion and read out the word.
- Explain to learners that the addition of the ‘ e ’ makes one pronounces long vowel sound in the middle of the word, making final e sound silent. Thus the ‘ a ’ in cane becomes a long ‘ a ’
Can + e = cane
- Guide learners to read the words :
Make, bake, cake, wake, fake, drive, forgive
- Revise the short vowel sounds with learners.
- Have them read words with the vowels sounds.

a : cat, mat, fat, man

e : egg, elephant, leg

i : ink, internet, in

o : orange, octopus, pot

u : umbrella, under, nut

Assessment:

- Stretch and count the syllables in the words
Window - win - dow 2 syllables — window
Fanta - fan - ta 2 syllables. — Fanta

Learner’s Workbook: Language and Literacy Activities for KG1

Activity 64 – K1.3.3.1.4

Read and explain the instructions to learners.

- Have learners do the first part of the exercises on syllables after Practical Activities -A
Happy hap – py sorry sor – ry Christian Chris – tian
Fa – ti – ma Al – lah

Have learners do the second part of the exercise on the silent ‘ e ’ after Practical Activities -B

Ma <u>k</u> e	For <u>g</u> iv <u>e</u>	Ra <u>k</u> e	Ca <u>k</u> e
Ta <u>k</u> e	Fa <u>k</u> e	Ba <u>k</u> e	Wa <u>k</u> e

Support individuals who need assistance.

Sub Strand: Our Religious Values

Activity 65 – K1.3.3.1.5

Writing Letters

Content Standard: K1.3.3.1

Demonstrate understanding of the Religious and Moral values and Virtues we need to exhibit as good Christians and Muslims.

Core Competences: Communication and Collaboration, Personal Development and Leadership. Creativity and Innovation.

Introduction: Refer to Activities 27 – K1.1.5.1.6

Indicators /Objectives:- Write letter legibly and boldly .

Resources / Materials: sand tray, thick sticks with length of about 6 inches.

Procedure /Methods: -

1. Have learners stand in a circle and sing ‘ I am ready’’ and the A B C song.
Learners do wrist and finger exercise as they sing (The shake their wrist and fingers).
2. Learners trace the alphabet in the air, then they trace in the sand tray. They work on uppercase letters in 3 sessions and the lowercase letters in 3 sessions.

Assessment.

Mention a letter and have learners write it in the sand tray.

Learner’s Workbook – Language and Literacy Activities for KG1

Activity 65 – K1.3.3.1.5

Read and explain the instructions to learners.

Have learners trace letters of the alphabet.

Upper case letter - In the first and second lessons.

Lower case letters - In third and forth lesson.

Learners are not to be rushed through the writing activities.

Support learner who need assistance.

Sub Strand: Our Religious Values

Activity 66 – K1.3.3.1.5

Our Beliefs

Content Standard: K1.3.3.1

Demonstrate understanding of the Religious and Moral values and Virtues we need to exhibit as good Christians and Muslims.

Core Competences: Communication and Collaboration, Personal Development and Leadership.

Introduction: Refer to Activities 56 K1.3.1.1.4

Indicators /Objectives:- Talk about God as the Creator of all things and discuss different ways that people worship Him.

Key Words: - Children Muslim Iman Bible

Resources / Materials: Word cards



Picture card for pick and act – Pictures of Activity 62, captions in Activity 63 on cards –

People can be different. – Language and Literacy Activities for KG 1

Procedure /Methods: -

1. Begin with a song: ‘The more we are together’” Page 63 of Language and Literacy Activities for KG1.
2. Pick word card and read them out loud – one after the other.
Invite learners to repeat. Show the word and read with learners four or five times.
3. Guide learners to count the number of letters in each word. Example:-
Church - 6 letters
Christians - 10 letters
Bible - 5 letters
Muslims - 7 letters
Imam - 4 letters
Quran - 5 letters.
4. Guide learners to form sentences with the word on the cards: Write the sentences on the board.
Learners choose their partners. The first person picks a word card. Teacher reads it out, and he/she repeats word. The partner then forms a sentence with that word, the rest of the class repeat the word and the sentence. *Example – Christian – Christians go to*

Church. Muslim - I am a Muslim.

Bible- We can read the Bible

Imam- . This is an Imam. Quran- The Quran is a holy book

5. Read the rest of the sentences with the entire class.

Assessment:-

Learners chose partners, they take turns to call out words, teacher pick the word and put up. Their partners count the number of letters in the word.

Muslim - 6 letters, Christians - 10 letters.

Learner's Workbook – Language and Literacy Activities for KG1

Activity 66 – K1.3.3.1.5

Read and explain the instructions to learners.

1. Learners do the exercise on counting the letters independently.
2. Learners copy 2 of the sentences they formed (orally) on sheets of papers.

Church _6_ letters _____ Church	Imam _4_ letters _____ Imam
Muslims _7_ letters _____ Muslims	Christians _10_ letters _____ Christians
Bible _5_ letters _____ Bible	Quran _5_ letters _____ Quran

Sentences: (Oral)

We go to church

He is an Iman

They are muslims

Aku and Aba are christians

We can read the holy Bible

Muslims read the holy Quran

Part Two:- Reading Session

1. Teacher leads learners to read the text. Teacher reads while learners track the words. The learners repeat, imitating how teacher read.
2. Learners answer questions on the text:-
 - a. Which holy books did we read about?
The Bible and the Quran.
 - b. Who do the Bible and the Quran teach us about? God.
 - c. What should we not do with them? We should not play with them.

Sub Strand: Our Beliefs

Activity 67 – K1.3.4.1.1

Different People Worship God the Creator

Content Standard: K1.3.4.1

Demonstrate understanding of, and relating well with people of different beliefs.

Core Competences: Communication and Collaboration, Personal Development and Leadership.

Introduction: Refer to Activities 17 K1.1.4.1.2

Indicators /Objectives: Talk about God as the Creator of all things and discuss different ways that people worship Him.

Key Words: together, parents, spilt, played. Fatima, Tonia, happy.

Materials/Resources: Pictures and Text of Activity 67 – K1.3.4.1.1 – Page 67. Language and Literacy Activity for KG1.(Learner’s Workbook).

Procedure/Methods:

Practical Activities:

1. Have learners form a circle and sing ‘‘The more we are together’’
2. Learners turn to page 67 – Activity 67 of their work book and talk about the pictures.
 - People standing in front of a chapel. They are talking to the Priest /Pastor.
 - Some other people are entering a mosque to pray.
 - Their sandals /shoes are at the entrance. They are Muslims.Tell Learners: that We are all created by God.
People worship Him in different ways.
Some people are Christians – They pray in the church/chapel. The also pray at home.
Some people are Muslims – They pray in a mosque. They also pray at home.
3. Read through the whole text while learners listen.
Read the text out loud, now guide learners to track the words with their fingers as you read the sentences.
4. Do echo reading with learners – Learners repeat the sentences being read (imitating how the teacher is reading).
5. Have learners retell the story – Individuals tell parts of the story.
6. Invite learners to talk about what Tonia and Fatima do together. – They are friends. They play together.
7. Have individuals also tell the rest of the class what they do together with their friends .
8. Have individual learners talk about what they will do if a friend offend them.

Learner's Workbook – Language and literacy Activities for KG1

Activity 67 – K1.3.4.1.1

Learners answer the questions orally

1. What do Tonia and Fatima do together?
 - They play together.
2. What happened at school one day?
 - Tonia spilt Fatima's milk.
3. What did Fatima do to show forgiveness?
 - She played with Tonia again.
4. Have learners draw Tonia and Fatima holding each other's hand – on sheets of paper.

Sub Strand: Our Beliefs

Activity 68 – K1.3.4.1.2

People Worship God in Different Ways

Content Standard: K1.3.4.1

Demonstrate understanding of, and relating well with people of different beliefs.

Core Competences: Communication and Collaboration, Personal Development and Leadership.

Introduction: Refer to Activity 24 - K1.1.5.1.3

Indicators: K1.3.4.1.2 -Handle their religious books appropriately.

Key words: Bible, Quran, traditional, worship, creator, Sunday, page

Resources: Bible, Bible stories, Quran, word cards

Sunday	Christians	Traditional	Religion	Muslim	God
Onyame	Mawu	Mosque	Allah		

Procedure:

1. Learner sit in a semi – circle. Begin lesson with a known song. (Christian or Islamic)
2. Display the Bible, Bible story Book, Quran and Islamic story books.
3. Demonstrate proper handling and the correct way of turning the pages of any of the story books. Learners take turns to turn the pages correctly.
4. Read out the words on the word cards:- Talk about each one.
Sunday Christians Traditional Religion Muslim God Onyame
Mawu Nyɔŋmɔ Mosque Allah.
5. Learners take turns to pick word card. Teacher leads them to read out the words on them. The learner calls a friend to use the words in sentences.

Example: Christians go to church. Akans call God Onyame

Assessment:-

Learners discuss among themselves the best way to handle religious books.

We must turn pages of religious books gently.

We must not put saliva in them.

Learner's Workbook – Language and literacy Activities for KG1

Activity 68 – K1.3.4.1.2

Read the words with learners.

Read out each sentence to be completed and invite an individual to complete it

Assist learner to pick the correct word card. Put up the word cards which bear the answers on the board for learners to copy..

1. Christians go to Church on Sunday
2. Muslims worship in the Mosque
3. Muslims call the Creator Allah
4. Christians call the Creator God.

Have learner identify and talk about the Holy Quran and the Holy Bible.

Learners colour each of them.

1. Read the sentences under the pictures aloud with learners.
Learners track the words.
2. Have learners repeat the sentences while tracking the words.



Sub Strand: Our Beliefs

*Activity 69 – K1.3.4.13***“I Am Sorry Fatima”: Vocabulary****Content Standard: K1.3.4.1**

Demonstrate Understanding of, and relating well with people of different beliefs.

Core Competences: Communication and Collaboration, Personal Development and Leadership.

Introduction: vocabulary plays a part in learning to read. It is difficult for a beginning reader to figure out words that are not already part of their speaking (oral) vocabulary. Vocabulary is key to reading comprehension. Readers cannot understand what they are reading without knowing what most of the words mean. Vocabulary is important to literacy development. The child’s understanding improves when he/she knows what a word means. The importance of comprehension cannot be overestimated since it is the ultimate goal of reading. Words are said to be the currency of communication. A robust vocabulary improves all areas of communication- listening, speaking, reading and writing. Young learners learn vocabulary around situations and things to enable them to express themselves. They are able to talk about things when they have the right words, and understand the expressions they use.

Indicators: Interact actively with peers during a teacher – read - aloud session about religious beliefs, use visual information to understand the unfamiliar words when reading and use new vocabulary acquired to talk about their beliefs.

Resources: Conversational Poster - Activity 67 – K1.3.4.1.1 - (Language and Literacy Activities for KG 1) Depicting a religious activity or such religious pictures cut out from old calendars, magazines and newspapers

Word cards:

Drawer

Christians

Allah

God

Worship

sorry

Procedure:

1. Begin lessons with a Muslim or Christian song.
2. Put up the conversational poster, and have learners talk about what they see.
3. Have learners share some of their religious beliefs with their friends.
 - I am a Muslim girl; I cover my hair with the hijab.
 - We pray both at home and in the mosques.
 - I am a Christian. We go to church on Sunday. We also pray at home everyday.
4. Read the words on the word cards and have learners repeat. Talk about each word with learners.

- Learners take turns to read the words and have their friends form sentences with them. Teacher copies some of them on the board.
Read the examples in the workbook with learners.
Forgive people who offend you.
Muslims call God Allah

Learner's Workbook – Language and literacy Activities for KG1

Activity 69 – K1.3.4.13

Have learner copy two of the sentences from the board.

Forgive people who offend you.

We worship God

I am happy

I am sorry i stepped on your toes.

Kojo is my friend.

Aku is kind to everyone.

I am sorry.

Kojo is my friend.

Sub Strand: Our Beliefs

Activity 70 – K1.3.4.1.3

How People Worship

Content Standard: K1.3.4

Demonstrate understanding of, and relating well with people of different beliefs.

Core Competences: Communication and Collaboration, Personal Development and Leadership.

Introduction: Refer to Activity 69 K1.3.4.1.3

Indicators:- Interact actively with peers during a teacher – read – aloud session about religious beliefs, use Visual Information to Understand the unfamiliar words when reading and use new Vocabulary acquired to talk about their beliefs.

Materials/Resources: Pictures: - Activity 70 – Language and Literacy Activities – KG1 (Page 70), Pictures of various worshipper- Christians, Muslims, and traditional from old calendars, newspapers and magazines

Word cards -

Church

mosque

shrine

Pray

libation

libation

Muslims

Christians

Traditional

worshippers

Procedure:

Practical Activities:

1. Learners stand freely and say with actions-
Who made the birds that sing?
The birds that sing? 2 x
Who made the fish that swim?
The fish that swim 2 x ;Who made the fish that swim?
Our Father God.
2. Have learners look at the pictures and talk about them.
 - Christians with their Pastor
 - Muslims going into the mosque to pray
 - People pouring libation at a shrine. They are traditional worshippers.
3. Mention the three different religions depicted in the pictures.
 - Islamic Religion — Islam — Muslims
 - Christian Religion — Christianity — Christians
 - Traditional Religion — Traditional worshippers
4. Learners match the words on the word card to the pictures they represent.
5. Create situations to explain: Pray Libation Shrine

6. Learners talk about some of their religious activities and share with their friends.
Christians: On Sundays we dress up nicely and go to church. We sing, dance and pray to God. We celebrate Christmas.
Muslim: We pray at home and in the mosque. We remove our shoes before we enter the mosque. We celebrate Eid il Frtri .
7. Learners choose partners and match the word cards to the pictures they represent.

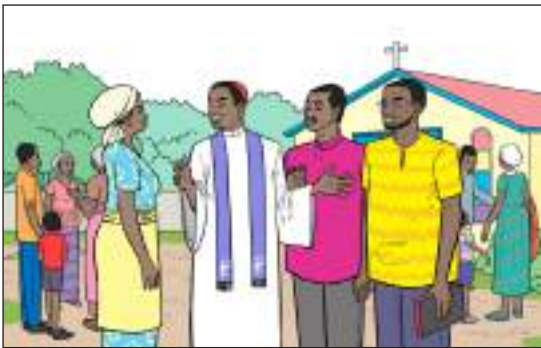
Learner's Workbook:- Language and literacy Activities for KG 1.

Activity 70 K1.3.4.1.3

Read and explain the question to learners.

Read the words with learners.

Learners answer the question orally and do the drawing in the space provided.



Diagnostic Assessment

As the facilitator supports the child's learning process, it becomes important for him/her to reflect on the success or otherwise of the teaching and learning. This test is to enable the facilitator evaluate his/her delivery and the child's response to the learning activities. This exercise will help the facilitator alter his/her approaches where necessary to maximize the child's benefit and his/her own success.

This assessment is to be administered at the end of each lesson.

1. Oral Language Development (Listening and speaking)
 - Rhymes and songs
 - Story telling
 - Conversation
 2. Print Concept
 3. Phonological Awareness
 4. Phonics
 5. Vocabulary
 6. Reading
 7. Writing
- A. Facilitator Preparation for lesson. Tick (✓)
Adequate ____ Fairly ____ Poor ____
Were there any challenges in the preparation? State them
- B. Learners Engagement. Tick (✓)
Actively engaged ____ Passively engaged ____ Fairly engaged ____
Why do you think some learners were not actively engaged? Tick (✓)
 - They did not fully understand what was expected of them ____
 - They did not fully understand the language used. ____
 - Techniques used were not interesting to learners ____
 - Others ____ (Specify)
- C. Did all learners meet the indicators as expected? Tick (✓)
Yes ____ No ____
If **No** Why?
 - Due to time constraints in lesson delivery.
 - Difficulty in attending to all learners within the specific period because of class size.
 - Other causes (Specify)
- D. What would you do differently to solve the problems of learners who did not meet all indicators as expected? Tick (✓)
 - Make lessons more interactive and learner centered.
 - Switch to the use of language the learner is conversant with.
 - Include more hands-on activities.

Sub Strand: Special Places in our Community

*Activity 71 – K1.4.1.1.1***Special Places in Our Community**

Content Standard: -K1.4.1.1 Demonstrate Understanding of the Special Places in Our Local Communities.

Core Competences: Communication and Collaboration, Personal Development and Leadership

Introduction:

Learners come from different communities. The objective here is for them to take special note of the places of importance that they have in their communities; and then also get to learn about other places as well. Each learner gets to benefit when they hear their friends mention places other than the ones they have in their community.

Whenever possible, take learners out to see the places of interest in their immediate community. Begin with the child's immediate community – That is the school.

Guide them on a tour on their school compound and identify all of the places in their school – library, canteen, playground etc.

Build on this experience and help them identify other places of interest in their local community.

Indicators/Objectives: - Visit and talk about some special places in our community.

Materials/Resources: Pictures: Posters /old calendars, magazines and newspapers depicting special places in the community. Hospital, post office, bank , police station

Word cards: Chief's Palace Linquist Elders Airport Pilot Crew

Cabin Zoo Animals Lion tiger Parrot Giraffe

Procedure:***Practical Activities A***

1. Take children out on a tour on the school compound and identify all of the important places (on the compound). – The library, the school kitchen and canteen. The head teacher's office and the play ground.
Back in the classroom, learners sit in a semi – circle.
Learner sing a known song.
2. Build on the experience by asking them to talk about some of the places they remember from the tour.

3. Show the word cards that represent the places learners mention. Example: Library canteen, school park, sick bay head teacher’s office, classrooms and play ground.
4. Link this to current activity, inviting children to mention some important places in their local community. Write names of these places on the board – Hospital / clinic, Police station, Market, Library.
5. List the appropriate vocabularies that go with each place mentioned. Example: Library – books, shelves, librarian, fiction, non - fiction etc.
6. Turn to page 71, Language and Literacy Activities for KG 1 – Activity 71 and have learners talk about the pictures. Ask – Which of these have you ever visited? Have learners talk about their experiences.

Learners take turns to mention some important places they visited and share their experience with their friends.

The Chief’s Palace: - The chief sits with his elders. He speaks through a linguist.

The air port:- There are bigger and smaller aeroplanes at the airport.

The pilot flies the aeroplane. He works with the crew.

The inside of the aeroplane is the cabin

The area where the pilot sit is call the cockpit. It is in the front of the plane.

The cabin is the inside of the plane where the passengers sit.

The Zoo: There are many wild animals at the zoo. They are brought there for people to see. Lions, tigers, giraffes. All the animals are in cages.

A guide takes people round the zoo.

Practical Activities B

1. Put up the word cards on the board one after the other.
2. Put up the posters (Chiefs Palace, Zoo and Airport) one after the other. When a poster is put up, read through the word cards again and have learners. Identify the words that relate to tha place.

Example:

		
Chief’s Palace	Airport	Zoo
Chief’s Palace Linguist Elders	Airport, Aeroplane Cabin, Crew Pilot	Zoo, Animals, Lion, Tiger, Giraffe, Parrot



Police Station



Hospital



Lorry Station



Football Park

Assessment:

Mention one important place in your community

Market, police station, lorry station

Learner's Workbook: Language and Literacy Activities for KG1

Activities 71 – K1.4.1.1.1

Read the vocabulary again with learners.

Have learner's draw a special place they have visited.

Learners talk about their drawing with the class.

Sub Strand: Know the special places in my Local Community

*Activity 72 – K1.4.1.1.2***A Visit to the Harbour**

Content Standard: -K1.4.1.1 Demonstrate Understanding of the special places in our Local Communities.

Core Competencies: Communication and Collaboration, Personal Development and Leadership.

Introduction: Refer to Activity 44 – K1.2.2.1.3

Indicators/Objectives: Use Visual Information (illustration) when reading.

Key Words: Wash, trip, harbour, cook, Ghana, ship visit.

Resources / Materials: Pictures of important places in the local community like the Hospital or Clinic, Police Station, Bank, Harbour – Pictures of the places cut out from old newspaper/ calendars or magazine.

Procedure / Methods:

1. Have learners sing “the wheels on the bus go round and round” as learners move round in two queues.
2. Have learners talk about a place they have recently visited- Name the place; what is done there; People you would find there.
Example: Hospital, People go to the hospital when they are sick. You will see a doctor, Patient, a nurse, a pharmacist and an ambulance at the hospital.
3. Copy the key words on the board, read through many times with learners.
Have learners look at the pictures and talk about what they see;
- Kojo washing clothes; mummy cooking; mum bathing for the baby; children cleaning the house; a ship on the ocean; a girl talking to her friends in the classroom.
Tell learners the story – A visit to the Harbour.
Kojo’s family planned a visit to the harbour. They woke up early that day. Everyone helped in the preparation. Kojo washed the family’s clothes while mummy cooked food for the trip. Aunt Araba bathe kojo’s baby brother. Lisa, Kwame, and their brother Tim cleaned the floor. They scrubbed and mopped nicely.
Soon they were all ready to set off. Papa drove them in his big van to the harbour. They visited the Tema Harbour. They saw many big ships, a lot of offices and people. They also saw a lot of trucks and huge containers carrying goods out of the harbour.
At school, the teacher asked Lisa to tell her friends about her family’s visit to the harbour.

Her friends were happy to hear about the harbour. They asked Lisa many questions.

What do you think they would ask Lisa? - Did you sit in the big ship?; Did you see a sailor?; were there smaller ships?

4. In turns, have learners retell the story.

Learner's Workbook – Language and literacy Activities for KG1

1. Learners turn to page 72 – Activity 72 – K1.4.1.1.2 of their workbook
Read the title and then the captions with learners. Have them talk about each picture.
 - Have learners draw any of the pictures they like on sheets of paper.
2. In pairs, have learners talk about some important places in the community.



Sub Strand: Knowing the special places in my Local Community

Activity 73 – K1.4.1.1.3

Reading: Story

Content Standard: K1.4.1.1 Demonstrate Understanding of the special places in our Local Communities.

Core Competencies: Communication and Collaboration, Personal Development and Leadership.

Introduction: Refer to Activity 17 – K1.1.4.1.2

Indicators/Objectives: - Listen attentively and interact with peers during a teacher – read – aloud session about special places in our community.

Key Words: doctor, nurse, patient, pharmacy

Materials/Resources: Text in Activity 73 – K1.4.1.1.3 ,

Word cards: Karimu Doctor Nurse Patient Pharmacy Medicine
headache

Procedure / Methods:

1. Have learners sit in a semi – circle
Learners say with actions:
*Poem: Mama, mama I am sick
Call the doctor very quick.
Doctor, doctor will I die?
No, my darling, do not cry.*
2. Write the key words boldly on the board.
Read through with learners. Talk about each word. Example doctor – The doctor works in the hospital. We go to him when we are sick. He prescribes medicines for us to make us well.
3. Learners look at the picture on page 73 – Activity 73 – K1.4.1.1.3 – Language and Literacy Activities for KG 1.
4. Learners answer question as to what the picture is about.
Example: Who do you see in the pictures?
 - A doctor, a patient and a nurse
 - Where do you think this place is? The Hospital
 - Why do you think so? You can see a doctor, a nurse and a patient. You can also

see the arrow to the Out Patient’s Department and other places you can find in the hospital.

5. Read the text “The Hospital ‘ ’ to learners.
Example: Explain the key words as they appear in the text.
Learners track the words as teacher reads.
6. Next learners echo the teacher’s reading as they track the words.

Assessment:

1. In turns, learners retell the story
2. Learners team up with their partners (4 in a group) and talk about Karimus’ experience and relate it to their own experiences.
3. Learners also mention other important places in the Local Community.
A bank, a market, a school

Learner’s Workbook: Language and literacy Activities for KG1

Activity 73 – K1.4.1.1.3

Learners answer questions based on the text.

1. Who were the people Karimu met at the hospital?
- A doctor, a nurse, other patients, a pharmacist.
2. Which other places did he (Karimu) see on his way home?
- Karimu saw the Post Office.
3. Have learners draw the post office on sheets of paper



Sub Strand: Knowing the special places in my Local Community

Activity 74 – K1.4.1.1.4

Writing Kk

Content Standard: K1.4.1.1 Demonstrate Understanding of the special places in our Local Communities.

Core Competencies: Communication and Collaboration, Personal Development and Leadership.

Introduction: Refer to Activity 27 – K1.1.5.1.6
Activities 19 and 20 – K1.1.4.1.6

Indicators/Objectives: Find as many words in the community in which we can find the new letter sound of the week.

Key Words: Take Talk Make Lake Shake Walk Mark Rake Kite

Resources/Materials:

Masking tape, emery card (sand paper letter) K, k, sand tray, crayons, drums (made from empty cans covered with polythene sheets) and drum sticks.

Procedure / Methods:

1. Teach learners to recite ‘krekete, krekete, kakaka’ (Page 74 Language and Literacy Activities for KG 1)
2. Let learners recite ‘krekete, krekete, kakaka’ as they beat the drums.
Guide learners to determine which sound they heard the most. - /k/.
3. Introduce the sound /k/, have learners sing the Jolly phonic song “kites are flying in the sky”
Kites are flying in the sky, /K/, /K/, /K/, /K/, /K/, /K/; kites are flying in the sky. /k/, /k/, /k/, /K/, /K/, /K/.
Kites are flying in the sky, flying in the sky...
We are flying in the sky. /k/, /k/, /k/, /K/, /K/, /K/.
4. Read through key words with learners.
5. Lead learners to write the letter K k in the air.
Upper case K, then lower case k.
6. Have learners choose partners and take turns to write on each other’s back.
7. Have learners trace along the emery card with their finger. (They feel the formation of the letter)
8. Guide learners to mention names and words with the /k/ sound. *Example:* key, neck, desk, deck, lake, talk, make, mark, shake.

Write these words on a section of the board or on a manila card and paste near the board.
Lead learners to read the words.

Assessment:

Learners identify the target sound /k/ in given sentences.

Kings open doors with Key

Kettles, kites and key

Kweku, Karimu, and Kuma fly their Kites

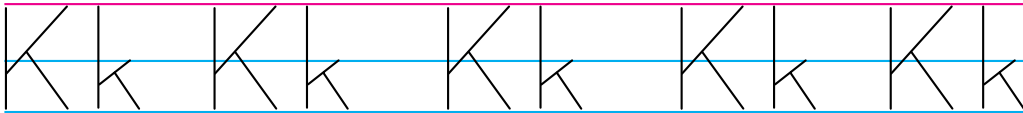
Make cakes for Kate.

Learner’s Workbook: Language and Literacy Activities for KG1

Activity 74 – K1.4.1.1.4

Lead learners to read the words

Take	Talk	Make	Lake	Shake	Walk	mark
------	------	------	------	-------	------	------



Learners trace (Kk)

Have learners do the last exercise independently.

Circle the letter ‘k’ in the sentences.

Kofi walks to the Kumasi Station

Kites fly high in the sky

Shake the bottle

Take it two times.

Mark it with ‘K’.

Sub Strand: Knowing (Who) the Important People or Occupation in My Community

*Activity 75 – K1.4.2.1.1***Important People and Occupation in My Community**

Content Standard: K1.4.2.1 Demonstrate Knowledge of the people in the community and their occupations.

Core Competencies: Communication and Collaboration, Personal Development and Leadership.

Introduction:

In our local communities are people of different professions – teachers, nurses, lawyers, doctors, engineers...- Learners need to know about their own parents' profession as well as those of their friends. All professions are beneficial to the community and to the nation as a whole; therefore learners need to respect each profession as such. This is because each one contributes meaningfully towards the good of all in the community.

Indicators/Objectives: Talk about who the neighbours are, the work they do, and how important their professions are in the community.

Resources/Materials: Pictures showing different professions from Workbook, old calendars, newspapers and magazines; props (consumes of various professions).

Procedure / Methods:-

1. Have learners stand in a semi – circle and sing:-
*“I’m a teacher in my country.
You should know me well, if you look me up and down you will know it true.
Shanghalili 8x.
Continue with – I’m a doctor ; a nurse, a banker;*
2. Show pictures of the different professions as they are mentioned in the song, and encourage learners to perform the actions that go with these professions.
3. Lead learners to talk about ways in which people in the community benefit from each professionals.
Teacher - teaches pupils in schools
Police Officer - keeps order in the community. Protect people from thieves and other bad people.
4. Learner’s role play different professions – (dress up in the costumes).

Fireman

The class as the community: One child calls the emergency number 191, two learners dress as firemen holding water hose. Child two at the emergency phone connects to the Fire service.

Community: (shouts) Fire, fire, fire.

Child One: (Dials 191, to call the fire service) says fire, fire at House No. 225, King Tackie Street, Mamprobi.

Child Two: “kring” – ok, the fire service will be on their way right now.

Fire men arrives with the fire tender: Pii Poo, Pii Poo –

Fire men: move back everyone.

Fooo, foooo splash splash –

Community; Thank God. The fire is off.

Thank you so much gentlemen. (Fire men) you responded promptly to our call.

5. Learners take turns to mention their parents’ profession – teacher, farmer, banker, police office.
6. Have learners talk about their favourite professions and tell their friends why it is their preferred profession. *Example:* I want to be doctor, to help people at the hospital.

Assessment:

Learners choose partners and talk about different professions in their local community and how each of them helps in the community.

Maame Akosua is a trader, she sells foodstuffs in the market. People buy plantain, cassava and tomatoes and onions for cooking their food.

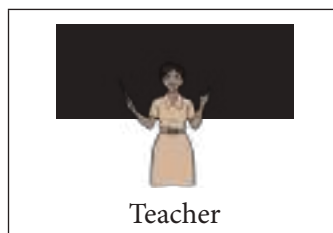
Workbook:- Language and literacy Activities – KG1

Activity 75 – K1.4.2.1.1

Read and explain instructions to learners.

Learners look at the pictures. They identify and talk about each person.

- Learners have an oral discussion on the work they would like to do in future.
- Learners draw a picture of themselves in their chosen profession. They label the occupations.



Sub Strand: Knowing (Who) the important people or Occupations in my Community

Activity 76 – KI.4.2.1.2

Building Sentences

Content Standard: Demonstrate Knowledge of the people in the community and their occupations.

Core Competencies: Communication and Collaboration, Personal Development and Leadership.

Introduction: In this activity, learners will read sentences, tracking words of sentences. The learners will be assisted to read the sentences repeatedly to boost learners' reading fluency. They will use cut up (segmented) words making a sentence (sentence segmentation) to match corresponding complete sentence cards.

This important skill helps the learner to develop the concept of word, which is an important skill in learning to read. Learners also come to understand that what we say is made up of separate words and by this token, what we read is also made up of words. This helps to build a connection between spoken and written words.

Indicators/Objectives:

Demonstrate that sentences are made up of words and that words are separated in print.

Resources/Materials: Sentence cards; sentences broken up into individual words.

Example:

My mother is a doctor

My	Mother	is	a	doctor.
----	--------	----	---	---------

The doctor works in the hospital

The	doctor	hospital	works	in
-----	--------	----------	-------	----

Procedure / Methods:

1. Have learners stand in a circle and say:
*“When I grow up I shall be teacher;
A teacher, a teacher, a teacher I shall be.
(Substitute teacher with - doctor, engineer, nurse...).*
2. Have learners make up sentences about professions in their community. Example
Mr. Addo is a banker. Mr. Mensah is a carpenter.
- Write their sentences on the board and read them to learners. Learners repeat the sentences.
3. Learners pick sentence cards and with the help of the teacher read the sentences on each card. The masons are working.

4. Have other learners pick the individual words that make up the sentence, read and stand in that order.

Masons working The are

Have each learner read the word he has.

5. Learners match their individual words to their corresponding word in the complete sentence.

The masons are working

The masons are working.

6. Repeat with other sentence cards.

Learners continue with the sentence cards – My mother is a doctor

My Mother is a doctor.

The doctor works in the hospital

The doctor hospital works in

Assessment:

Learners work in groups of four to re –arrange the individual words to form a sentence that matches with each sentence card.

Kojo will be a lawyer. — lawyer be a Kojo will

Aku sells in the market — Aku market in sells the

Learner’s Workbook:- Language and Literacy Activities - KG1

Activity 76 K1.4.2.1.2

1. Read each sentence with learners.
Join the broken up words to match the sentence.
Have learners copy the sentence.
2. Read the sentences with learners.
Have learners work independently.

The doctor works in the hospital.

The doctor works in the hospital.

Fishmongers sell fish.

Fishmongers sell fish

My parents are cocoa farmers.

My parents are cocoa farmers

Sub Strand: Knowing (Who) the important people in my Community are

Activity 77 – KI.4.2.1.4

Letter Sound ‘Kk’

Content Standard: Demonstrate Knowledge of the people in the community and their occupations.

Core Competencies: Communication and Collaboration, Personal Development and Leadership.

Introduction:

“Two most best predictors of early reading success are alphabet recognition and phonemic awareness”- Marilyn Jager Adams.

Phonics is recommended as the first strategy that children should be taught when helping them to learn to read. It runs alongside other teaching methods such as Guided Reading and Shared Reading.

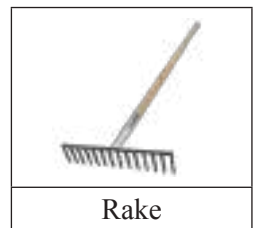
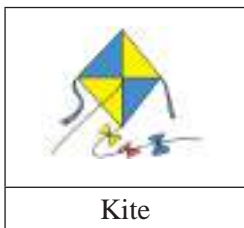
Phonics teach children to be able to listen carefully and identify the small units of sounds (Phonemes) that make each word. This helps children to learn to read and spell words- (encoding and decoding words).

Indicators/objectives

Recognize the letter sound learnt in the previous week in words

Key Words: Kite, Make, Bake Take

Resources/Materials: Pictures of objects with the target sound/k/



Word cards: fake Karen kettle make take

Procedure / Methods:

1. Have learners stand in a circle and sing the Jolly phonic song: “Kite are flying in the sky”
2. Learners read the picture/word cards.
They identify the common sound in each word. - /k/.

3. Learners are assisted to read the words on the word cards. Teacher reads and learners repeat.
4. Learners mention names of persons, objects or words that have the sound k in them.
 - Ken, kente, kofi, kojo, Karimu, look, cook, bake.
5. Learners write k in the air and on their friend's back.

Assessment:

- Each learner mentions an object, a name or word that has 'k' in it.
- Kofi, kitten, king, Abeku

Learner's Workbooks: Language and literacy Activities for KG1

Activity 77 K1.4.2.1.4

Teacher does oral Activity with learners.

1. Learners mention names of persons, objects, words that has 'k' in them.
 - Kojo, cake, skin, kit, book
2. Learners read the names and words.

Learners trace the sentences.

Make a kite.

Bake a cake.

Take the kite.

Pat a cake.

Sub Strand: Knowing the special Leaders in my Community

Activity 78 – K1.4.3.1.1

Traditional and Religious Leaders in Our Community

Content Standard: Demonstrate Understanding and Knowledge of the special Leaders and their roles in our Communities.

Core Competencies: Communication and Collaboration, Personal Development and Leadership.

Introduction:

Oral language skills (listening and speaking) in the early years is very important for children to grasp, to be able to express themselves and understand words, comprehend the words they are saying, and be able to communicate in so many different ways.

Children enhance their vocabulary as they talk about different situations, events and things. Children live with their families in communities. They see the various leaders in their communities (traditional, religious leaders for example). Young as they are, they come into contact with these leaders. They are taken to religious gathering – Church and the mosque – for prayers and services by their parents.

Children also observe or participate in festivals and other traditional ceremonies. Young as children are, they become aware of campaigns for elections into positions such as member of Paliament, assembly men and women in the community.

As they listen to, and talk about such leaders, they build vocabulary around them and also learn about who they are and their roles in the community.

Indicators / Objectives: Talk about and describe the traditional and religious leaders in our community.

Key words: - Imam, Pastor, Chief, Assembly man.

Resources/Materials:

- Pictures of some leaders in the community.-Activity 78 – K1.4.3.1.1 – Language and Literacy Activities for KG 1.
- Pictures of some leaders from newspapers , calendars and magazines cut out and pasted on cards.

Procedure / Methods:-

1. Have learners stand in a semi – circle and sing any known song.
2. Learners turn to Activity 78; identify the people in the picture, and their roles.

- Imam: -leads Muslim prayers.
 - Pastor: - Leads Christian church service.
 - Chief:- Head of the community in which he lives . He settle disputes, works with elders of the community to bring development into the community. He also leads in the celebration of festivals.
3. Lead learners to mention some other special leaders in the community – Assembly man / woman, members of Parliament (MP).
 4. Talk about the roles of these special people in the community :-
 - The Member of Parliament:- Meets other Members of Parliament to make laws for the whole country. They also lobby government to bring developments to the community (example roads and schools).
 - The Assembly man / woman is elected by the community to help government implement rules and support projects in the community. They work directly with the District and Municipal Assembly.

Assessment:

Learners point at the pictures and identify who the special people are, and what they do
Activity 78, page 78 – Language and Literacy Activities for KG 1.

Learners mention other special leaders in their community and say what they do.

Learner’s Workbook: Language and literacy Activities for KG1

Activity 78 – K1.4.3.1.1

Read and explain the instructions to learners.

Lead learners to read the pictures from left to right and top to bottom.

Name one other leader in your community.

<p>The ‘Asafo’ leader Queen Mother</p>
--

Sub Strand: Knowing the special Leaders in My Local Community

Activity 79 – K1.4.3.1.4

Letter Sound – Vowel /a/

Content Standard: K1.4.3.1 Demonstrate Understanding and knowledge of the special leaders and their roles in our communities.

Core Competencies: Communication and Collaboration, Personal Development and Leadership.

Introduction: Refer to Activity 56 K1.3.1.1.4

Indicators: K1.4.3.1.4 Recognize and identify target letter name and the sound in items and names of words in the home.

Key words: Abena, Ama, ant, arrow, arm

Material/Resources: Songs, flash card-pictures of apple, axe, ankle, ant.

Word cards:

Aba	Apple	Pastor	Imam	Afi	Araba	ankle	Abena
-----	-------	--------	------	-----	-------	-------	-------

Procedure:

1. Have learners stand in 3 rows.
Begin lesson with the Jolly phonic song: “/a/a/ ants on my arm...” Page 79 – Language and Literacy Activities for KG 1.
2. Show flash cards to learners and have them call out the name of the object, then identify the /a/ sound in them.
3. Learners take turns to identify words with the target sound /a/ - on the word cards.
4. Learners play the “I hear with my little ear...” game – for example: “I hear with my little ear, a name that begins with /a/. Learners answer...
‘Ama, Adjoa, Awuni, Awuku Aminu etc.
Vary the positions of the target sound /a/. Example “I hear with my little ear a fruit whose name ends with /a/...
Learner answers: ‘ banana, guava, papaya.

Assessment:

Learners take turns to identify the target sound in words, and also mention words with the target sound.


Sat, Kukua, apple, tap

Learner’s Workbook: Language and literacy Activities for KG1

Activity 79 – K1.4.3.1.4

1. Learners sing the Jolly phonic sound song of ‘a’
2. Teacher lead learners to repeat the sound /a/ and say the words – ant, arms, alarm and Ananse.
Learners mention names of persons and objects that have /a/ in them.- sang, bag, cat, Akua
3. Learners draw and copy names of objects in boxes.
4. Learners work on the last activity independently – Circle the letter /a/ in the following words.

1.

			
ant	arrow	apple	arm
ant	arrow	apple	arm

Circle the letter sound /a/ in the following words.

A b e n a	A b a	a p p l e	a n k l e	p a s t o r	I m a m
A r a b a	c r a y o n	r a d i o	b a g	a l a r m	A f i

Sub Strand: Knowing the special Leaders in My Local Community

Activity 80 – K1.4.3.1.5

Traditional and Religious Leaders in Our Community and their Roles

Content Standard: Demonstrate Understanding and knowledge of the special leaders and their roles in our communities.

Core Competencies: Communication and Collaboration, Personal Development and Leadership.

Introduction: Refer to Activity 78 K1.4.3.1.1

Indicators/Objectives: Role play the various leaders and what they do in the community.

Key words: Queen mother, Chief, Parent/Teacher.Association (PTA), Chairman. Chief’s Umbrella.

Resources/Materials:

Costume (Props and improvised regalia for chief and queen mother).

Procedure/Methods:-

1. Learners sit in a semi – circle. They sing and dance to a local festival song of their locality.
2. Learners dress up in the costumes depicting the special leaders in the community and role plays some of their activities.

Example: The chief /Queen mother:-

A decorated chief’s chair is placed in front of the class. A stool is placed by it for the queen mother. One child plays the linguist. The rest of the class act as the people of the community.

- A learner carries a small cushion and leads the chief.
The linguist walks beside them with the staff of office.
- As the chief enters; the community shouts ‘ Nana eba oo, Nana bre bre...
- The chief sits down. The linguist stands by his side.
- The Queen mother is also welcomed. She sits on her stool.

Linguist: Agoo, Nana will address his people.

The Chief: Good afternoon my people.

You are all welcome to today’s meeting. I have given the Municipal assembly land to build a Primary School and a market for us. The Municipal Chief Executive is here to collect the documents on the land.

What do you say my people?

Linguist: People of Ajakrom, this is what nana says

The Community: - Cheers, and claps. We thank you Nana. We thank you our Chief

Executive.

3. Learners talk about their experiences.

Assessment:-

- In turns, learners talk about some important leaders in the community and their Activities.
- The PTA chairman leads meetings of the Association to discuss the progress of the school- Things to be done to help teaching and learning to go on well; and some needs of the school.

Learner's Workbook: Language and literacy Activities for KG1

Activity 80 – K1.4.3.1.5

1. Learners talk about the pictures.
2. Teach learners names of the Adinkra symbols. Learners nameSS and colour them.
 - Sankofa ; Akoma ; and Gye Nyame.



Diagnostic Assessment

As the facilitator supports the child's learning process, it becomes important for him/her to reflect on the success or otherwise of the teaching and learning. This test is to enable the facilitator evaluate his/her delivery and the child's response to the learning activities. This exercise will help the facilitator alter his/her approaches where necessary to maximize the child's benefit and his/her own success.

This assessment is to be administered at the end of each lesson.

1. Oral Language Development (Listening and speaking)
 - Rhymes and songs
 - Story telling
 - Conversation
 2. Print Concept
 3. Phonological Awareness
 4. Phonics
 5. Vocabulary
 6. Reading
 7. Writing
- A. Facilitator Preparation for lesson. Tick (✓)
Adequate ____ Fairly ____ Poor ____
Were there any challenges in the preparation? State them
- B. Learners Engagement. Tick (✓)
Actively engaged ____ Passively engaged ____ Fairly engaged ____
Why do you think some learners were not actively engaged? Tick (✓)
 - They did not full understand what was expected of them ____
 - They did not full understand the language used. ____
 - Techniques used were not interesting to learners ____
 - Others ____ (Specify)
- C. Did all learners meet the indicators as expected? Tick (✓)
Yes ____ No ____
If **No** Why?
 - Due to time constraints in lesson delivery.
 - Difficulty in attending to all learners within the specific period because of class size.
 - Other causes (Specify)
- D. What would you do differently to solve the problems of learners who did not meet all indicators as expected? Tick (✓)
 - Make lessons more interactive and learner centered.
 - Switch to the use of language the learner is conversant with.
 - Include more hands-on activities.

Sub Strand: History And Celebration of Ghana's Independence:

Activity 81 – KI.5.1.1.1

Regions and Festivals

Content Standard: Demonstrate knowledge of the history and independence of Ghana.

Core Competencies: Communication and Collaboration, Personal Development and Leadership, Cultural Identify and Global Citizenship.

Introduction: Our nation Ghana currently has sixteen regions. The learner will gain information about these regions, and more importantly which of the regions they belong to, and where their region is located on the map of Ghana. They will have opportunity to learn about their culture as well.

With regards to the history and celebration of Ghana's independence, children will learn that all people have a past, and that they all form a part of history. This will be linked to the understanding that our Nation Ghana, as we know her today has been shaped by her past.

Children will also learn about our nation's Symbol, the National flag and the Coat of Arms, and accord these symbols the due recognition.

Indicators/Objectives: Locate their home regions on an outline of the map of Ghana and talk about the history behind their festival.

Key words: festival, celebration, map region.

Resources/Materials:

Poster – A map of Ghana showing all sixteen regions, coloured paper, (cut into small triangles) A conversational poster or pictures from magazines or calendars showing people celebrating a festival.

Procedure/Methods:

Before the lesson (Previous day) Have learners ask their parents to write their children's tribe and home region on sheet of paper. Learners bring them to school.

1. Have learners sit in a semi – circle and sing the song ‘ Ghana My Happy Home (or recite the words.

Ghana, my happy home

Land of rich resources

Land of mighty talents

We shout tolerance,

Justice and freedom

I will fight for you

I will work for you

I will uplift your name in all I do
Justice and freedom.

2. Call out key words and have learners repeat. Explain key words.
3. Display the map of Ghana and help learners identify all sixteen regions.
4. Show learners the names of the regions and where each one is located.
5. Help learners to identify the region of their school, and also their own (home) regions. Refer to the sheets they brought from home that shows their region.
6. Give learners the coloured papers to stick into the portion that represents their regions.
7. Have learners talk about their own regions. Use leading questions such as:
 - What is the name of your region?
 - Come forward and point to your region.
 - What is the main occupation (work) of the people of your region? – (Teach learners)
 - What is the name of your festival? – (Teach learners)
 - What special food is used for the celebration of the festival?

Assessment: Have learners locate their home regions on the map and say what work the people do.

Eastern Region, the people are farmers, office workers, doctors, teachers..

Learners form sentences using key words.

1. We celebrate the homowo festival
2. This is the map of Ghana
3. We have a lot of fun during the celebration
4. I come from the Central Region.

Learner's Workbook: Language and Literacy Activities for KG1

Activity 81 – K1.5.1.1.1

Assist each learner to mention his/her tribe, festival of the region and identify their home regions,

Learners paste coloured papers of their regions



Sub Strand: History And Celebration of Ghana’s Independence

Activity 82 – K1.5.1.1.1

Story About Ghana’s Independence

Content Standard: Demonstrate knowledge of the history and independence of Ghana.

Core Competencies: Communication and Collaboration, Personal Development and Leadership, Cultural Identify and Global Citizenship.

Introduction: Refer to activity 81 K1.5.1.1.1

Indicators/Objectives: Learners retell the story about Ghana’s Independence.

Key words: Independence, parade, holiday.

Resources: Conversational Poster or newspaper, calendar or magazine pictures(mounted on large cards) showing Ghana’s Independence celebration, text (Language And Literacy Activities for KG1, page 82).

Procedure/Methods:

1. Have learners sit in a semi – circle formation sing or recite the words “Ghana, my happy home...”
2. Display the conversational poster, mounted pictures or the picture on page 82 (Language and Literacy Activities KG 1).
3. Have learners guess what the activity is going to be about.
4. Have learners describe all that they see in the picture.
5. Read aloud the text on page 82 of learners workbook.
6. Tell the story of Ghana’s independence while learners listen.
7. Ask learners questions such as:
 - On what date did Ghana gain her independence?
(6th March 1957)
 - Who led Ghana to gain Independence?
(Osagyefo Doctor Kwame Nkrumah)
 - What activities mark the celebration of Ghana’s Independence every year?
(Parades, March pass, fire works, holiday).
8. Explain the key words and form sentences with them, have learners repeat the sentences.
 - Independence: Ghana gained her independence on 6th March 1957.
 - Parade: The President was saluted at the Parade.
 - March Past: We had a march past at the Independence square.

Assessment:

In turns, have learners retell the story of Ghana's independence.

1. Have learners repeat the key words and expressions in sentences.

Learner's Workbook:

Language and literacy Activities, KG1, Activity 82 K1.5.1.1.1

1. Have learners read the text again.
2. Have learners colour the national flag.



Sub Strand: History And Celebration of Ghana’s Independence

Activity 83 – KI.5.1.1.2

Sentences

Content Standard: Demonstrate knowledge of the history and independence of Ghana.

Core Competencies: Cultural Identity and Global Citizenship, Communication and Collaboration, Personal Development and Leadership.

Introduction: In this activity, learners will read sentences, tracking the words of the sentences. The sentences will be read repeatedly to boost learners’ fluency.

Following that, they will count the words that make up each sentence. This is also known as sentence segmentation. This is an important skill which helps them develop the concept of word, which is an essential skill for learning to read. Facilitator will read each sentence aloud to learners. Learners will then use bottle tops, or stones or any countable objects to represent each word they hear in the sentence. This is a great way to help learners understand that what we say is made up of separate words, and by the same token what we read is also made up of words. This helps to build a connection between spoken and written word.

Following this, they will copy the key expressions in those sentences.


Indicators/Objectives: Show peers that sentences are made up of words, and that words are separated in print.

Key words: reading, sweeping, riding, feeding, Ghana flag.

Materials/Resources: sentence cards, bottle – tops or stones; action cards (Corresponding to the sentences). Picture cards (of the sentences).

Procedure: Have learners stand at their respective places.

1. Have learners sing or recite:
I am ready (2 x)
Ready to read (2x)
Are you also ready (2x)
ready to read. (2x)
2. Display the sentence cards

	The girl is <u>reading</u> .
---	------------------------------

	<p>This is the <u>Ghana</u> <u>Flag</u>.</p>
	<p>The woman is <u>sweeping</u>.</p>
	<p>The man is <u>riding</u> a bicycle.</p>
	<p>The boy is <u>feeding</u> the cat.</p>

3. Distribute bottle – tops or stones (counters) and tell learners to listen carefully as you read out the sentences.
4. Tell learners to pick one counter from the lot and place it in front anytime you mention a word.
The girl is reading = **4 words**
5. Have learners count and tell you how many words there are in each of the sentences .
6. Copy the sentences on the board, and have learners make a stroke under each word, then count the total number of words in each.
7. Call learners to pick sentence cards and read the sentences.
8. Let learners match the picture cards to their corresponding sentences.
9. Let learners read the underlined words and expressions and find their corresponding pictures.
(Page 83, Language And Literacy Activities KG1).

Assessment:

Learners copy the sentences on page 83 –Activity 83 of their work book and count the number of words in each one. They work on sheets of papers.

Learner's Workbook: Language And Literacy Activities for KG1.

Activity 83 K1.5.1.1.2

Learners read each picture and copy the corresponding sentence under it.

Lead learners to read each sentence.

Track the words. Count the words. Copy the underlined words under the pictures.

1. The girl is reading — 4 words
2. This is a Ghana flag —5 words
3. The woman is sweeping — 4 words
4. The man is riding a bicycle — 6 words
5. The boy is feeding the cat — 6 words

 <p><u>reading</u></p>	 <p><u>Ghana Flag</u></p>
 <p><u>sweeping</u></p>	 <p><u>riding</u></p>
 <p><u>feeding</u></p>	

Sub Strand: History And Celebration of Ghana's Independence

Activity 84 – K1.5.1.1.4

Sentences

Content Standard: Demonstrate knowledge of the independence of Ghana.

Core Competencies: Cultural Identity and Global Citizenship, Personal Development and Leadership, Communication and Collaboration.

Introduction: Refer to Activity 82. K1.5.1.1.1

Indicators/Objectives: Demonstrate knowledge of the history and independence of Ghana.

Key words: Market, playing, fat, buying, selling.

Resources/Materials: Songs (The national anthem), other patriotic songs, recitals, (the national pledge), bottle tops.

Sentence cards:



This is a market.



They are playing ampe.



Tom has a cat.



This is the flag of Ghana.

Procedure/Methods:

1. Have learners stand and sing the National Anthem;

*God bless our homeland Ghana
And make her great and strong.
Bold to defend forever,
The course of freedom and of right
Fill our hearts with true humility
Make us cherish fearless honesty,
And help us to resist oppressors rule
With all our will and might forever more.*

2. Display sentence cards

This is a market

They are playing ampe

Tom has a fat cat

This is the flag of Ghana.

3. Pick index cards, read the sentences and have learners count the number of words making up each sentence.
4. Call individual learners to pick, assist them to read and say the number of words in each sentence.
5. Explain key words and use them in sentences. Have learners repeat the sentences on the board and count the number of words in each sentence: Represent each one with a counter or bottle – top.
 - Boys like playing after school. — 5 words
 - There is a woman selling fish — 6 words
 - We are buying some food stuffs. — 6 words

Assessment:

Have learners repeat the sentences on the board and count the number of words in each sentences; representing each one with a counter or bottle – top

Boys like playing after school

Let them repeat with all the sentences.

Learner’s Workbook: Language And Literacy Activities for KG1.

Activity 84. K1.5.1.1.4.

Read and explain instructions to learners.

1. Learners sing the National Anthem and recite the National Pledge
Read the sentences. Count and say the number of words.

2. Read learners to read the sentences. Count and say the number of words.
3. Copy each sentences.



Tom has a cat.



This is a market.



This is the flag of Ghana.



They are playing ampe.

Sub Strand: History And Celebration of Ghana's Independence

Activity 85 – KI.5.1.1.5

Letters of the Alphabet

Content Standard: Demonstrate knowledge of the history and Independence of Ghana.

Core Competencies: Communication and Collaboration, Personal Development and Leadership.

Introduction: In this activity, learners are going to build on their writing skill, tracing the alphabet. The activity will among other things provide a practice in directionality. The little hand and wrist exercise that learners perform while singing the introductory song will also go a long way to enhance young learners writing preparedness.

Having learners trace mindfully will help improve their hand writing as well as their visual skills. Encourage learners to follow the correct formation of each letter.

Indicators/Objectives: Sing alphabet song and point to the letters of the alphabet in the classroom.

Key words: Ghana, flag, Independence.

Resources/Materials: ABC song, sand tray – shallow boxes half filled with sand.

Procedure:/Methods

1. Let learners stand at their positions and sing the ABC – song and then
I am ready. (2x)
Ready to write. (2x)
Are you also ready? (2x)
Ready to write. (2x)
2. Encourage learners perform wrist exercises as they sing (gently twisting their wrists clockwise and anti – clockwise; shaking their hands in an up – down manner.
3. Let learners practice writing the letters in the air as they sing. (Teacher – Mention a letter)
4. In their groups have learners take turns to trace the letters in the sound tray.
5. Have learners pick their partners and take turns writing the letters on each other's back.
6. Explain the key words and use them in sentences.
 1. Ghana is our country.
 2. The flag of Ghana has four colours.
 3. Kwame Nkrumah led Ghana to gain Independence.

Assessment:

Learners mention the colours of the Ghana flag. — Red, gold and green and a black star.

Learner’s Workbook: Language And Literacy Activities for KG1.

Activity 85. K1.5.1.1.5

1. Learners sing the alphabet song.
2. Learners turn to work book (page 85 KG1 – Language And Literacy Activities), and trace along the dotted lines to write the alphabet. (Jumbled - up letters)
3. Lead learners to form sentences with the words under vocabulary.

Copy the sentences on the board.

Have learners copy one of the sentences into their workbook.

a	r	b	j	d	l
m	c	k	n	u	s
f	p	e	q	i	r
t	g	v	w	y	x
o	h	z			

I am in Ghana

This is a flag

Today is independence day

Diagnostic Assessment

As the facilitator supports the child's learning process, it becomes important for him/her to reflect on the success or otherwise of the teaching and learning. This test is to enable the facilitator evaluate his/her delivery and the child's response to the learning activities. This exercise will help the facilitator alter his/her approaches where necessary to maximize the child's benefit and his/her own success.

This assessment is to be administered at the end of each lesson.

1. Oral Language Development (Listening and speaking)
 - Rhymes and songs
 - Story telling
 - Conversation
 2. Print Concept
 3. Phonological Awareness
 4. Phonics
 5. Vocabulary
 6. Reading
 7. Writing
- A. Facilitator Preparation for lesson. Tick (✓)
Adequate ____ Fairly ____ Poor ____
Were there any challenges in the preparation? State them
- B. Learners Engagement. Tick (✓)
Actively engaged ____ Passively engaged ____ Fairly engaged ____
Why do you think some learners were not actively engaged? Tick (✓)
 - They did not fully understand what was expected of them ____
 - They did not fully understand the language used. ____
 - Techniques used were not interesting to learners ____
 - Others ____ (Specify)
- C. Did all learners meet the indicators as expected? Tick (✓)
Yes ____ No ____
If **No** Why?
 - Due to time constraints in lesson delivery.
 - Difficulty in attending to all learners within the specific period because of class size.
 - Other causes (Specify)
- D. What would you do differently to solve the problems of learners who did not meet all indicators as expected? Tick (✓)
 - Make lessons more interactive and learner centered.
 - Switch to the use of language the learner is conversant with.
 - Include more hands-on activities.

Sub Strand: Living and Non-Living things

Activity 86 – KI.6.1.1.1

Identification – Things Around Us.

Content Standard: Demonstrate understanding of Living and non- living things.

Core Competencies: Personal Development and Leadership, Communication and Collaboration.

Introduction: Children learn about things around them, and explore those that are found in nature (natural) and those made by humans (artificial, or man – made).

They will observe the diverse characteristics of living things and compare them with non-living things.

Indicators/Objectives: Talk about different type of things around us and classify them into living and non – living things.

Key words: Living, non - living, man-made, natural artificial.

Resources: A collection of items to classify under living and non-living things (plants, toy animals, dolls, stones, tables chairs, books), pictures of living and non-living things to sort from- cup, doll, ball, crayon, cat, tree, fish, bell.

Procedure: /Methods-

1. Have learners stand in a semi – circle formation and sing: “Who made the birds that sing?”
Who made the birds that fly?
The birds that fly (2x)
Our Father, God.
Who made the boys and girls?
The boys and girls (2x)
Our Father, God.

Who made the big, big trees?
The tiny ant, the roaring sea?
Who made the whole wide world?
The whole wide world (2x)
Our Father God.

2. Have learners observe and talk about the living things:-
 - Living things move, breathe, grow, and reproduce.
 - Living things eat, and they need sunshine air and water to survive.
 - Non- living things do not eat, grow, reproduce, breath or move.
 - Non –living things do not need air.
3. Let learners observe the materials and choose the ones that are living things and group them.
4. Have learners sort out those that are not living things. (Non-living thing)
5. Recite the poem on page 86 (Language And Literacy Activities KG1) and have learners repeat after you, performing the actions appropriately. – The fly like butterflies
6. Learners in their groups sort out the materials available and group them under “Living and non- living things
7. Learners turn to the activity K1.6.1.1.1 and observe the pictures, colour them and say whether they are living or non – living things.
8. Explain key words and use them in sentences:
 - Living: living things grow
 - Non-living: do not grow
 - Man-made: the aeroplane is man –made
 - Artificial: A torch is an artificial light
 - Natural: The sun gives us natural light.

Assessment:


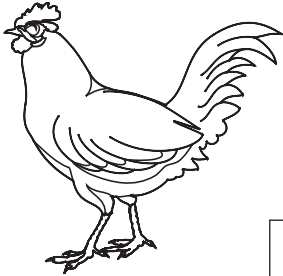
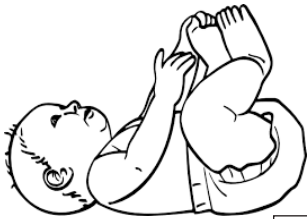
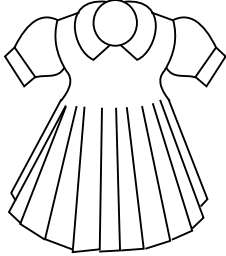


Learners pair with their friends and ask and answer questions about living and non-living things.

- What do you remember about living things?
- Living things :- move, grow, and eat.
- What do you know about non – living ?
- They don’t grow, move or eat.
- Mention some examples of living things “baby, girl, cat, birds.

Learner’s Workbook: Language And Literacy Activities for KG1

Activity 86. K1.6.1.1.1: recite the poem with learners.

1. Read and explain the instructions to learners. Discuss each picture.
2. Learners indicate living or non-living things by writing (L) in the box for living things and (N) for non-living things”.
3. Learners do the exercises independently.

 <p>N</p>	 <p>L</p>
 <p>L</p>	 <p>N</p>
 <p>L</p>	 <p>N</p>

Sub Strand: History and Celebration of Ghana’s Independence

Activity 87 – K1.6.1.1.2

Story

Content Standard: Demonstrate understanding of Living and non- living things.

Core Competencies: Personal Development and Leadership, Communication and Collaboration.

Introduction: Refer to Activity 86. – K1.6.1.1.1

Indicators/Objectives: Participate activity in an interactive read aloud story about living and non – living things.

Key words: family, busy, lazy, cook.

Resources/Material: Text (The Animal Family) Page 87 (Language and Literacy Activities for KG1. Proper pictures of animals – goat, cat, dog, spider, hen and frog.

Procedure: /Methods

1. Have learners sit in a circle formation sing “The more we get together”
The more we get together, together, together.
The more we get together, the happier we shall be.
For your friends are my friends,
And my friends are your friends.
The more we get together
The happier we’ll be.
2. Display props or pictures of animals and have learners name them.
3. Invite learners to turn to the picture on page 87 (Language Activities for KG1). Let learners describe what they see in the picture. Let them guess what the text is going to be about.
4. Read the text, while learners follow along from their copies. They track the words.
5. In turns have learners retell the story.
 - a) Ask: Which animals made up the family in the story?
 - The dog, cat, goat, hen, spider, frog.
6. Have learners answer the questions.
 - a) How many animals do you see in the pictures? – 6 animals.
 - b) What did they come together to do?
 - They all came together to cook a meal.
 - c) Why did the hen cry?
 - Because nobody gave her any of the food.
 - d) Why did her friends not give her any of the food?

- Because she did not help with the preparation.
- e) Do you think the animals were right in not giving hen any of the food?
 - Yes, No.
- f) Why do you agree that they were right?
 - Because hen was simply being lazy.
- g) Why do you not agree that what they did was right?
 - Because hen was looking after her eggs. / Because it is good to share...
- h) Name the animals in the family
 - The dog, cat, goat, hen, spider and frog.

Assessment:

1. Have learners mention all of the living things in the story. “The Animal Family”.
 - Hen, goat, spider, cat, dog, grass, trees.
2. Have learners mention all of the non – living things they see in the story.
 - Cooking pot, chair, fire, firewood, house, broom, water, bucket.
3. Have learners name other living and non-living things they know.
 - Car, black board, window, stones...

Learner’s Workbook: Language And Literacy Activities for KG1



Activity 87. K1.6.1.1.2



Read and explain the instruction to learners.

Read the story again for learners to listen and track the words.

Ask questions – Oral

1. What do you see in the picture that do not breathe?
Cooking pot, chair, fire, firewood, house, broom, water, bucket
2. Name the animals in the animal family ?
The dog, cat, goat, hen, spider and frog.
3. How many animals do you see in the pictures? – 6 animals.
4. Name other living things you know
Tree, fish, crab, crocodile
5. What lessons have you learnt from the story?
 - We must not be lazy.
 - We must help our friends to work
6. Have learners draw one living thing and one non-living thing on sheet of paper.

Living thing	Non-Living thing
	

Living thing	Non-Living thing
	

Sub Strand: Living and Non-Living things

Activity 88 – K1.6.1.1.3

Letter Sounds

Content Standard: Demonstrate Understanding of Living and Non- living things.

Core Competencies: Personal Development and Leadership, Communication and Collaboration.

Introduction: in this activity, learners will identify letter sounds in words. This instruction will ultimately teach learners how to decode letters into their respective sounds.

This skill is essential to help them read unfamiliar sounds all by themselves.

When children have this letter – sound knowledge, it will allow them see the link between unfamiliar print (words) to the spoken words. Learners therefore come to understand that the sounds in spoken words relate to the patterns of letters in written words in ways that are often, and to a large extent predictable.


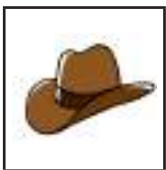

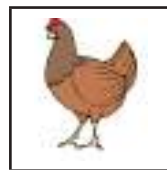



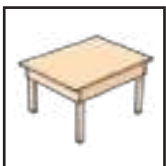
In addition to blending the sounds to read words, learners, in this activity will also be breaking words into syllables or chunks. This skill also goes a long way to help speed up the process of decoding words. This knowledge will also help children read words more accurately and fluently.

Again, this skill help learners spell words correctly. Ideally, learners will be using words, however, for purposes of differentiation we recommend the use of pictures to help meet the needs of learners with varying reading skills or exposure.

Indicators/Objectives: Blend letter sounds to from words related to the theme.

Key words: crocodile, bucket, table, basket.

Resources/Material: Picture cards, letter cards, word cards, number cards, countable objects (bottle tops, straws, stones)

					
		cat	hat	rat	hen

bucket	basket	Crocodile	table		
c	h	p	r	b	t
2	1	3	2	4	2
1	1	1			

Procedure: /Methods

1. Have learners stand at their respective positions , sing or recite;
 Birds are flying in the sky
 Always flying very, very high
 They are singing coo, coo, coo
 cheep cheep cheep cheep
 doo- doo- do – do –do
 cheep cheep cheep cheep
 doo- do- do- do- do

2. Display all the word cards with their corresponding picture card.



cat

3. Invite learners to read out the words on the cards using the picture as a clue.
4. Clap out the syllables in each word that the learner calls out.
5. Invite learner to repeat after you.
6. Match the numeral cards with the number of syllables represented in a word.



bucket
2



cat
1

Repeat with the rest of the pictures and their cards.

7. Demonstrate how to blend the sounds to read

c - a - t = cat

h - a - t = hat

r - a - t = rat

p - e - n = pen

h - e - n = hen.

Assessment:

Have learners work in their groups. Give each group a set of picture cards. Learners work together to blend the sounds to read, using the sound discs or bottle-tops.



Learner's Workbook: - Language And Literacy Activities for KG1

Activity 88. K1.6.1.1.3

Read and explain instructions to learners

Have learners do exercise independently.

Draw a picture with the beginning sound

1.

a	c	m	p
			
axe	cup	man	pot

2. c — a — t cat m — a — p map
 h — e — n hen c — a — p cap

3. Clap the syllable(s), write the number

Buc/ket — 2 syllables

Cro/co/dile — 3 syllables

ta/ble — 2 syllables

bas/ket — 2 syllables

Sub Strand: Living and Non-Living things

Activity 89 – K1.6.1.1.4

Initial (Beginning) Sounds

Content Standard: Demonstrate Understanding of Living and Non- living things.

Core Competencies: Communication and Collaboration, Personal Development and Leadership.

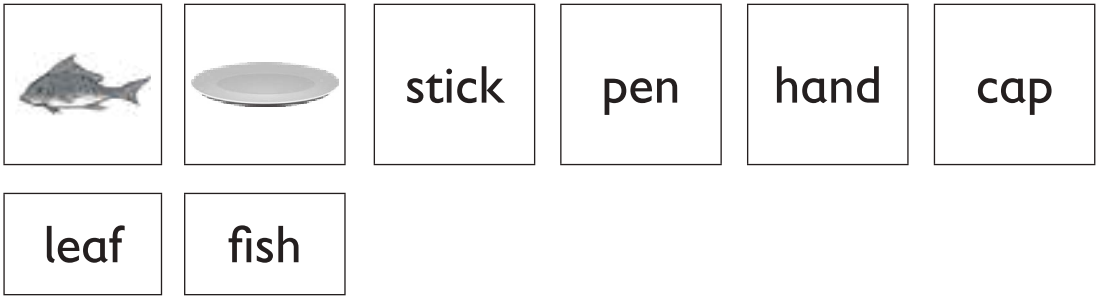
Introduction: Refer to Activity 88. K1.6.1.1.3

Indicators/Objectives: Identify and write initial sounds of objects.

Key words: stool, cloudy, windy, woman, well, watch.

Resources/Material: Picture reading chart, Picture cards and word cards (to match pictures).





Procedure: /Methods

1. Let learners stand in a circle formation and sing or recite:

*Ring a ring o – roses
a pocket full of posies
hush hush hush hush
we all fall down!*

*The cow are in the meadows
eating all the grass
hush hush hush hush
we all get up!*

2. Guide learners to identify and name the objects on the picture reading chart – from left to the rights, top to the bottom.
3. Exaggerate or stress on the initial (beginning) sound of each pictures.
4. Let learners repeat after you, also stressing on the initial sound.
5. Repeat with the picture cards and word cards.
6. Read the key words and have learners repeat after you, stressing on the beginning sounds.

Assessment:

Have learners take turns to identify the initial sounds in given words.



Stool, cloudy, windy, woman, well, watch.

Learner's Workbook: Language And Literacy Activity for KG1.

Activity 89. K1.6.1.1.4

Read and explain instructions to the child.

1. Have learners identify the words on the chart, using the pictures as clue.
2. Help learners determine the missing sounds by stressing on the initial sound.
3. Have learners write the missing letter sound in the spaces provided.

Have learners do exercises independently.

 __un	 __tool	 __lide	 __oap
 <u>c</u> loudy	 <u>c</u> up	 <u>c</u> rab	 <u>c</u> rayon
 <u>r</u> ain	 <u>r</u> ing	 <u>r</u> abbit	 <u>r</u> at
 <u>w</u> indy	 <u>w</u> oman	 <u>w</u> ell	 <u>w</u> atch

Sub Strand: Living and Non – Living things

Activity 90 – KI.6.1.1.5

Colour Name and Size

Content Standard: Demonstrate Understanding of Living and Non- living things.

Core Competencies: Personal Development and Leadership, Communication and Collaboration.

Introduction: In this activity, learners are going to identify objects, describing them by name, colour, and size. From very early on in their lives, learners whether directly or indirectly recognize objects that are big or small, or of a particular colour, for instance a child may identify a particular cup as his or her favourite. By this time they may not know names of the various colours.

Children are naturally drawn to activities such as these. For instance watching learners during snack time or meal times one will more often than not, find children comparing what they have, to see who has the big drink, or whose biscuit is the biggest. These and others help children make sense of their world.

As children go about, in their environment, they can help but notice ways in which things are alike, or different. The average child will be quick to notice changes (however small) in the things they know, for instance mama’s new bag, or pair of spectacles. All of these provide useful learning opportunities for learning.

Indicators/Objectives: Identify and describe objects by name, colour, and size.

Key words: fan, pot, yellow, blue, pink.

Materials/Resources: A collection of real objects in various sizes (big and small) and colours (red, blue, green, yellow, black, brown, pink) objects.- cups, balls, teachers chair and children’s chair, big and small leaves, balls.

1. Let learners stand at their positions and sing or recite:

Oh Mr. sun, sun

Mr. golden sun

Please shine down on me.

Oh Mr. sun, sun.

Mr. Golden sun

Hiding behind that tree.

These little children

Are asking you

*To please come out
So we can play with you.*

*Oh me. Sun, sun,
Mr. Golden sun.
Please shine down on me.
Please shine down on me.*

2. Invite learners to come forward and pick any object of their choice, show to their friends, and then identify the object by its name.
3. Have learners identify its colour. *Example:* red.
4. Help learners to make complete statements / sentences to describe it. For example, A small red ball.
5. Show two same object, one big and the other small. *Example:* A big bag and a small bag. Have learners talk about the sizes.
6. Write their sentences on the board and have learners read them out loud. The blue bag is big. The red bag is small.
7. Call on other learners to come forward and identify objects by their names, size, and colour.
8. Learners take turns to follow instructions: example,
“put the red cup on the table”
“Bring me the small yellow book”

Assessment:

Learners take turns and spell out their instructions to their friends to carry them out.

Example;

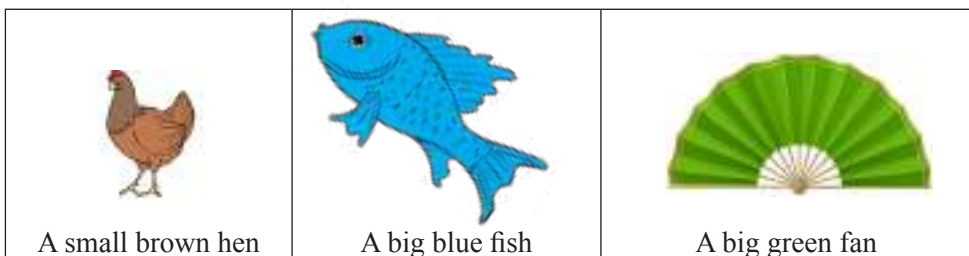
- Turn the big yellow plate upside down
- Wave the small pink handkerchief.
- Fold the big white sheet of paper...




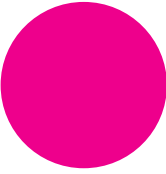


Workbook: Language and Literacy Activities for KG1.

Activity 90. K1.6.1.1.5

Read and explain the instruction to the learners.

1. Learners turns to page 90 (Language Activities KG1) and describe the objects by their name, shape, and colour.



 <p>A small yellow bucket</p>	 <p>A small orange cup</p>	 <p>A big red apple</p>
 <p>A big pink circle</p>	 <p>A small brown pot</p>	 <p>A pair of small black shoes</p>

Draw and colour the following on a sheet of paper. Talk about your pictures.

A small ball and a big ball



Sub Strand: Living Things: Domestic and Wild Animals

Activity 91 – K1.6.2.1.1.

Animals: Sound, Food, and Uses

Content Standard: K1.6.2.1.1 Demonstrate Understanding of domestic and wild animals.

Core Competences: Personal Development And Leadership, Communication And Collaboration.

Introduction:

In this activity, learners are going to learn about animals. The vocabulary that young learners will acquire from this activity will actually help them develop pre-academic and social skills.

Mimicking animal sounds help provide the building blocks that prepare young children to speak, read and write.

To encourage this language developmental milestone, point out real life animals if you can. Teaching them what the animals eat and their uses, apart from building their vocabulary also helps them have an expanded view of what an animal is. When children learn about animals, they gain insight into the instincts and intelligence. They gain an appreciation for life

Indicators/Objectives: sing and talk about different kinds of animals, what they eat, the sound make, and put them in groups.

Key words: cat, cow, goat, dog, wow, meow, moo.

Resources: songs, miniature animals, pictures– domestic and wild (toys) lion, snake, tiger, elephant , - cat, hen, goat, cocks, duck, dog.

Pictures of domestic animals,- cat, hen, goat, cocks, duck, dog .

Procedure/Methods:

1. Begin with the song or recite: (Learners stand at their positions)
“Listen to the cat, meow, meow, meow.
Listen to the dog, wow! Wow! Wow!
Listen to the goat, meer, meer, meer.
Listen to the cow, moo, moo, moo.
2. Guide learners to identify which animals are considered as domestic, and imitate the sounds they make
-They are animals that live with us in our homes and in our communities. We sometimes keep some of them as pets. – cat, dog, goat, cow, hen, cock.
3. Learners identify those animals considered as wild
-They are animals which live far away from humans. They live in the forest. – Lion,

tiger, elephant, giraffe, snake.

4. Let learners sort the miniature animals according whether they are wild or domestic.
5. Teach learners names of the homes of these animals

Horse – stable.

Pig – sty

Dog – kennel.

Goat – pen

Hen- coop

Link this up with what they eat.

Horses eat grass

Dog – meat/bone

Goat - grass

Cat – meat and fish

6. Call out the key words and have learners mimic their sounds.

Assessment:

Learners sort animals and group them under

“Domestic”, and “Wild”:

- Learners work with others in their groups, calling out the names of animals, while their friends mimic their sounds, where they live, and what they eat.

Learner’s Workbook: Language And Literacy Activities for KG1

Activity 91. K1.6.2.1.1.

Read and explain the instructions to learners.

1. Learners turn to page 91 (Language Activities KG1) and write the name of the food that the animals shown there eat.
2. Learners draw two other living things they see around them.

Learners do exercises independently.

1. Learners sing the song (on page 90) while they track the words. – “Listen to the cat ...”.
2. Learners draw the food each animal eats in the box in front of it.

Sub Strand: Living Things – Animals (Domestic and Wild Animals)

Activity 92 – K1.6.2.1.1.

Animals: Sound, Food And Uses

Content Standard: K1.6.2.1.1 Demonstrate Understanding of domestic and Wild Animals.






Core Competences: Personal Development and Leadership, Communication and Communication.

Introduction: Refer to Activity 88 K1.6.1.1.3.

Indicators/Objectives: Review list of letter sounds learnt and use letter sounds to list and match the pictures of domestic animals.

Key words:

Resources/Materials: songs, letter cards, bottle top letters, picture cards.

Pig	dog	goat	duck	cat	Hen					
P	g	d	c	h						

Procedure/Method:

1. Let learners stand at their positions and sing or recite “Listen to the dog.... Wow wow wow. (Page 91 of Language and Literacy Activities for KG 1).
2. Show picture cards to learners and have them identify each picture.
3. Have learners point out the initial sound of each one.
4. Learners choose the initial sound from letter cards to match to the picture cards as representing their initial sounds.
5. Have learners call out other names of things learned from previous activities and have their friends identify their initial sounds.
Fish- f plate- p stick-s pen-p hand-h lazy-l cook-c lizard-l pot-p

Assessment:

Learners work in their groups calling out randomly, key words learnt, and having their initial sounds repeated. *Example:* duck — /d/, goat — /g/.

Learner's Workbook – Language and Literacy Activities for KG1.

Activity 92. K1.6.2.1.1.

Read and explain the instructions to learners

Learners turn to page 92 (Language Activities KG1), and draw four domestic animals and what they eat

Learners do exercises independently.

In pairs learners talk about their drawing to their friends.

Note: Do not look out for perfect drawings. Learners will say what they have drawn.

Sub Strand: Living Things – Animals (Domestic and Wild)

Activity 93 – K1.6.2.1.4.

Letter Sound

Content Standard: K1.6.2.1 Demonstrate Understanding of Domestic And Wild Animals.

Core Competences: Communication and Collaboration, Personal Development and Leadership.

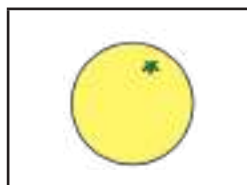
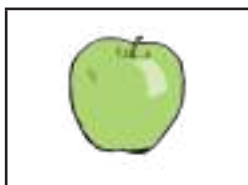
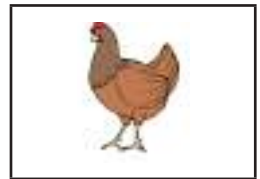
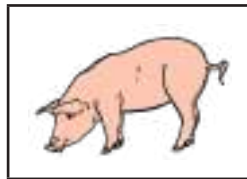
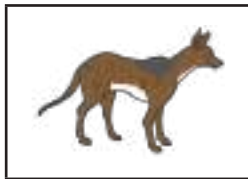
Introduction: Refer to Activity 88 K1.6.1.1.3.

Indicators/Objectives: Review list of letter sounds learnt and use letter sounds to list and match the pictures of domestic animals.

Key words: pig, cat, goat, monkey, dog.

Materials/Resources: Bottle top or letter cards c d m p g h d i

Pictures cards:



A collection of real objects.

Procedure /Method:

1. Let learners sit in a semi – circle formation, and sing or recite:
Row, row, row your boat
Gentle down the stream.
Merrily, merrily, merrily, merrily
Life is bit a dream.
2. Display pictures and have learners identify them by name.
3. Ask learners to label the pictures using the letter cards (as initial sounds). For example:
/p/ pig /g/ goat

/h/ hen /d/ dog
/c/ cat /m/ monkey.

4. Put learners in groups and have them list animals in their homes whose names begin with:
d - dog g -goat
c - cat p - pig
h - hen
5. Have learners sort and group picture cards according to their initial sounds.
G - goat d - duck
 Goose dog
 Donkey.
6. Learners group picture cards according to their initials sounds, and describe the groups using expressions such as :
 - The pictures with initial sound /d/ are more than those with /h/.

Assessment:

Learners take turns to make sentences of their own, using the key words.

My cat is fat

That goat makes too much noise

The monkey chatters happily

My dog barks at strangers.

Learner’s Workbook: Language And Literacy Activities for KG 1.





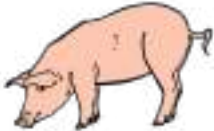
Activity 93. K1.6.2.1.4

1. Read and explain instructions to learners.
2. Have learners turn to page 93 (Language Activities for KG1).
Learners match the animals to their beginning sounds.
 - Learners do the matching exercise independently.
 - Lead learners to form sentences with names of the animals.
 - Write the sentences out on the board.

This is a big goat. Kofi has a monkey. Cats eat fish. This is a pig My cat is fat

That goat makes too much noise. The monkey chatters happily

My dog barks at strangers. Have each learner copy one sentence.

d	
c	
m	
p	
g	

Cats eat fish

Sub Strand: Water

Activity 94 – K1.6.3.1.1.

Sources of Water and Uses of Water

Content Standard: K1.6.3.1 Demonstrate Understanding of sources of water and its uses.

Core Competences: Personal Development and Leadership, Communication and Collaboration.

Introduction:

Water sustains life. As young children grow and understand the world around them, it is vital that they learn just how important water is to them as individuals and to the environment.

Children need to gain a full understanding of why water is important and more importantly how they can in their own small ways protect our water bodies, since they are our future.

This activity aims at teaching young children the importance of water in their own lives so that they can begin to understand why it is important to keep it clean and avoid waste.

Indicators/Objectives: Talk about where we get water from, and what we use water for.

Key words: rain, river, well, bore hole, washing, drinking, cooking.

Resources/Materials:

Conversational poster showing the different sources of water, pictures showing the uses of water. (Pictures can be cut from old calendars, newspapers and magazines and pasted on lardge cards)

Procedure/Methods:

1. Let learners sit in a semi-circle formation, they sing-
Row, row, row, your boat
Gently down the stream
Merrily merrily, merrily merrily (2x)
Life is but a dream.
2. Display conversational posters
3. Invite learners to describe what they see.

Explain to them that those are different ways by which we get water.- from taps, rivers, streams, wells, and the rain

4. Ask learners to mention some ways in which we use water – drinking, washing, cooking, gardening, bathing, cleaning our surroundings.
5. Have learners talk about other sources that they know of. Example – well, stream, tap.

6. Explain key words and use them in sentences.
- Rain – I fetch water when the rain falls
 - River – Adjoa went to fetch some water from the river.
 - Well – come with me, to the well to fetch my water
 - Continue with the rest of the key words.
 - This is a new borne hole.
 - I am washing
 - Aba is drinking water.
 - Mum is cooking.

Assessment:

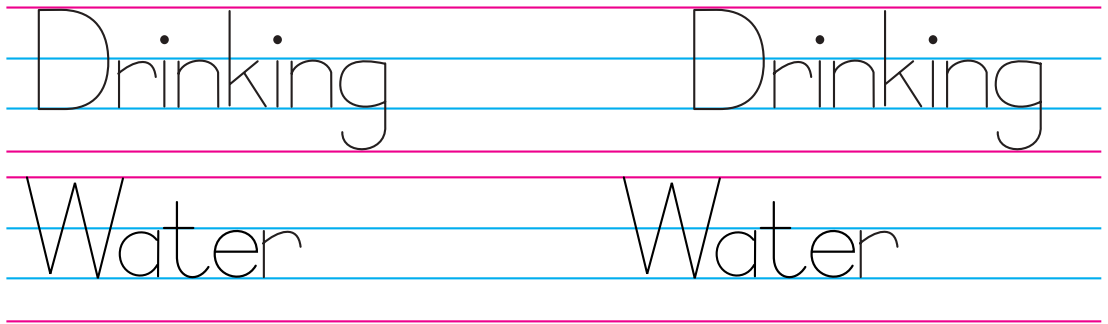
Learners take turns to talk about where we get water from, pond, well, rain tap.

Learners take turns to talk about some uses of water. Cooking, gardening, washing, bathing.

Learner's Workbook: Language and Literacy Activities for KG1.

Activity 94 K1.6.3.1.1.

- Lead learners to talk about the pictures and other sources of water
- Lead learners to talk about the pictures on uses of water. Have them mention other uses.
- Learners trace the words.



Sub Strand: Water

Activity 95 – K1.6.3.1.3.

Letter Sounds: Beginning and Ending.

Content Standard: K1.6.3.1 Demonstrate Understanding of sources and uses of water.

Core Competences: Communication and Collaboration, Personal Development and Leadership.

Introduction: Refer to Activity 88 K1.6.1.1.3.

Indicators/Objectives: Recognize letter sounds and expressions which describe how humans and animals use water.

Key words: washing, drinking, bathing, cooking, Gardening.

Resources/Materials: word cards: **on single card** → Small strips from empty packets could be used for word cards.

washing	Bathing	drinking	Gardening	Cooking
				

Procedure/Methods:

1. Let learners sit in a semi-circle formation and sing “Row, row, row Your Boat”.
2. Display word cards and invite learners to come forward (in turns), pick one and read out the word with your assistance. Have learners repeat the beginning sound.
3. Have learners choose partners. One person picks a word card, reads out the word, (with teacher’s assistance) then asks the partner to identify the initial sound. The second person repeats the word again and then also identifies the end sound.

Example:

Child ‘A’ (picks word card and reads out word) “washing”

Child ‘B’ repeats the word and identifies initial sound /w/.

Child A: again repeats the word and then identifies the end sound /ng/.

Both of them repeat the word once more, stressing the beginning and end sound.

4. Other learners take turns to have a try-out with other words.
Drinking gardening bathing cooking.
5. Teachers pick a word card and reads out the word. Learners repeat. One person picks the picture of that word.

Example:

Washing



Drinking



Assessment:

Mention some of the uses of water. – for washing, drinking

Mention some sources of water. – tap, rain

Identifying initial and end sounds in words. - drinking

Learners team up to play charade with the key words

washing

Cooking

Bathing

drinking

Gardening

One person picks a word card, acts out the word while the rest of the class guess what the word is.

Learner's Workbook: Language and Literacy Activities for KG1.







Activity 95 K1.6.3.1.3.

Read and explain the instructions with learners.

Washing, Bathing, Drinking, Cooking, Gardening

Draw two objects whose names begin with the letter –sound shown

/w/	An illustration of a wristwatch with a pink face and a brown leather strap.	An illustration of a section of a brick wall.
-----	---	---

/b/		
/d/		
/g/		

Sub Strand: Water.

Activity 96 – K1.6.3.1.4

Vocabulary: Simple Sentences.

Content Standard: K1.6.3.1 Demonstrate understanding of sources of water and its uses

Core Competences: Communication and Collaboration, Personal Development and Leadership.

Introduction:

At this stage learners have a fair idea of what a sentence looks like, and most likely can create their own very simple sentences by putting words together in their correct order. This activity is going to build on whatever knowledge of sentences that young learners have. It is going to make use of repetition, an element that is key to language learning.

Indicators/Objectives:

Use a variety of vocabulary learnt about the sources of water to make simple sentences orally.

Key words: fetch, river, drink, washing, bathing,

Resources: Conversational poster showing sources of water, a conversational poster showing some of the uses of water, words cards, sentences cards.

fetch	river	drink	washing	bathing
The man is drinking water		Pam is bathing		

Procedure/Methods:

1. learners stand at their respective places sing or recite the song:
This is how I wash my clothes
Wash my clothes, wash my clothes
This is how I take my bath every-day
This is how do my dishes
Do my dishes do my dishes
This is how I do my gardening every day.
2. Do a revision of the key words learnt in the previous lesson: washing, gardening, cooking, bathing, drinking.
3. Learners repeat them in sentences. Read the sentence cards with learners.

The man is drinking some water.

Aunt Esi is cooking food.

Pam is bathing.

Yaw loves gardening.

The woman is bathing her baby.

4. Display the conversations poster and invite learners to describe what they see. Encourage learners to speak complete sentences. For example: The baby is taking a bath.

Assessment:

Learners come up with their own sentences.

They say their sentences out loud and let their colleagues repeat.

I wash my hands under running water.

I water my garden

Learner's Workbook- Language and Literacy Activities for KG 1

Activity 96 – K1.6.3.1.4.

1. Have learners turn to page 96 Activity book. First, let them describe what they see in each picture slot.
2. As learners describe each picture, guide them to make very simple sentences.
3. Write down learners sentences on the board.- Ama is washing her hands.
-papa is watering his garden.
The children are bathing.
Mummy is washing clothes.
4. Read though the sentences and have learners clap, or shuffle their feet as they read out each word of the sentences.
5. Learners trace and read the sentences.
6. Learners copy the sentences on sheets of paper.

We fetch water from the
river.

We drink water.

Sub Strand: Water*Activity 97 – K1.6.3.1.4***Sources of Water, - Position of objects.**

Content Standard: K1.6.3.1 Demonstrate Understanding of the sources and uses of water.

Core Competences: Communication and Collaboration, Personal Development and Leadership.

Introduction: In the learner’s daily experiences, he/she is in one position or the other. The learner sits on a chair. Another child in front of, beside or behind him/her. In the same manner various objects are positioned in several places. Example, the tap is on top of the sink. The river is between the coconut trees and the bushes. In the previous lesson, learners have talked about various sources of water names (rain, river, sea ...) This lesson presents learners with a grid showing names of various sources of water. Learners will be led to describe the positions of the various water sources, using appropriate words (position) and simple sentences.

Indicator/Objectives: Use a variety of vocabulary learnt about the sources of water to make simple sentences orally.

Key words: sea, rain, river, lake, stream, pond, lagoon, well, tap.

Resources/Materials: Word cards – use small strips cut out from empty packets.

see	rain	Well	lake	lagoon	pond	steam	tap	River
-----	------	------	------	--------	------	-------	-----	-------

Procedure / Methods:

- Learners sit in a semi – circle formation, sing or recite “Row, Row, Row your Boat...”
- Revise the key words in the previous activity. Washing, gardening, cooking, bathing.
- Guide learners to form sentences with these words
 - I am washing my clothes
 - Do you love gardening?
 - My mother loves cooking
 - The little boy hates bathing
- Refer to the grid on page 97 (Language Activities for KG1). Guide learners to determine the positions of the key words in the grid:
 - “Sea” is in the 1st position.

- “Rain” is in the 2nd position.
 - “River” is in the 3rd position.
 - “Rain” is between “Sea” and “River”
5. Learners pick all of the word cards and put them in the positions that you ask them to:

Well lake pond river rain sea lagoon
1st 2nd 3rd 4th 5th 6th 7th

6. Now reshuffle the word card and have learners re – arrange them ordinaly:

Rain Sea pond well river lagoon
3rd 6th 2nd 1st 4th 5th

Well pond rain river lagoon sea
1st 2nd 3rd 4th 5th 6th

Assessment: learners take turn to arrange word cards in the position that will be dictated by another person.

Example: rain well sea pond

1st 2nd 3rd 4th

Where is the lake? The lake is on top of the lagoon.

Learner’s Workbook: Language And Literacy Activities for KG1.

Activity 97 – K1.6.3.1.4

Read the instructions and explain to learners.

1. Oral: Well is between lagoon and tap.
 Sea is on top of lake.
 Lagoon is to the left of well
 Stream is between lake and pond
 River is on top of pond.

Examplpe: well is between lagoon and tap.

Well is the 2nd in the row; well is on the left of tap. Well is on the right of lagoon.

2.

Well	Lake	Rain	Pond	Sea	Lagoon
1 st	2 nd	3 rd	4 th	5 th	6 th

Rearrange in the correct order.

Answer:

Lake	Well	Rain	Stream	Lagoon	Sea
1 st	2 nd	3 rd	4 th	5 th	6 th

Learners do the exercises independently.

Sub Strand: Air

Activity 98 – K1.6.4.1.1

Presence of Air – Rhymes and Poems

Content Standard: K1.6.4.1 Demonstrate Understanding of the presence of air and tell the importance.

Core Competencies: Communication and Collaboration, Personal Development and Leadership.

Introduction: Air is all around us, and it is one of the most important things in our lives. All humans, animals and plants breathe in air. In this activity young children are going to learn about air in an engaging way, making the activity appealing and interesting for young learners.

Indicator/Objective: Share their understanding and describe the presence of air.

Key words: Air, balloon, kite, fly, cloth.

Resources/Materials: Bubble containers (cups or deep plastic containers) balloons.

Procedure / Methods:

1. Have learners stand at their respective place and recite:

Air is around us

We cannot see it

We cannot touch it

We feel it on our skin

We can feel it with a deep breath

When you see the leaves moving,

The air is passing through.

2. Ask learners the following:
What does this poem say about air?
 - We cannot see it
 - It is all around us
 - We cannot touch it
 - We feel it when we breathe.
3. How do we know that air is around us?
 - When we see the leaves moving.
 - We feel it when we breathe in

- We can blow it on our hands,
 - We can blow it into our balloons to inflate them.
4. How does air help us?
- It helps to dry our clothes
 - It keeps our body feel cool
 - We breathe it in.
 - It helps the coal pot to light.
 - It help us fly our kite
 - We blow it into our balloons.
5. Have learners blow their balloons and their bubbles and talk about their experience.
6. Explain to them that activities such as these show us the presence of air.

Assessment:

- Have learners mention some activities that demonstrate the presence of air.

Moving leaves show presence of air

- Have learners mention some ways that we make use of air. – We breathe in air.

Learner’s Workbook: Language and Literacy Activities for KG1.

Activity 98 K1.6.4.1.1

1. Have learners turn to page 98 . Activity K1.6.4.1.1
Let learners sing the song :
“Ready 2x
Ready to write 2x
Are you also ready 2x
Ready to write 2x.
2. Have learners perform the wrist exercise as they sing – twisting /rotating their wrists, clockwise and anti – clockwise.
3. Have learners Read and copy the words in the spaces provided.
Air, Balloons Kite, Fly Cloth

Air	Balloons	Kite	Fly	Cloth
Air	Balloons	Kite	Fly	Cloth
Air	Balloons	Kite	Fly	Cloth
Air	Balloons	Kite	Fly	Cloth
Air	Balloons	Kite	Fly	Cloth
Air	Balloons	Kite	Fly	Cloth

Sub Strand: Air

Activity 99 – K1.6.4.1.2

Presence of Air – Rhymes and Poems

Content Standard: Demonstrate Understanding of the presence of air and tell its importance.

Core Competencies: Communication and Collaboration, Personal Development and Leadership.

Introduction: Refer to Activity 98 K1.6.4.1.1

Indicator/Objectives: Use visual information to help them understand the text they read.

Key words: blow, balloon, air, fire, fan

Resources/Materials: fan (paper) balloons, bubbles from soapy water.

Procedure / Methods:

1. Have learners stand in a circle and recite:

*Who has seen the air?
Neither you nor I
But when we see the leaves move
We know the air makes them move.*

*Who has seen the air?
Neither you nor i
But when we feel the cool breeze
We agree, "oh yes! It's the air."*

2. Have learners hop, skip run on the spot vigorously for about 3 minutes.
3. Have them stop. Ask them to say how they feel after that vigorous exercise.
 - We are breathing fast
 - We are feeling sweaty
 - We breathe in more air.
4. Let learners fan themselves and share the experience. – We feel refreshed
5. Let learners blow their balloons and their bubbles.

Explain to them that all of that is possible because of the presence of air.





Assessment:

Learners talk about some uses of air using the pictures they just talked about (to keep the fire burning, to feel cool, blow into balloons).

Learner's Workbook: Language and Literacy Activities for KG1.

Activity 99 – K1.6.4.1.2.

1. Learners turn to page 99 Activity Book KG1.
Invite learners to talk about what they see in the pictures.
Read the captions and have them repeat.

 <p>I can feel the air</p>	<p>The boy is blowing air onto the face of the girl by moving the paper faster. The girl feels the air while the boy moves the paper in her face.</p>
 <p>Fans blow air</p>	<p>There are two different types of fans. A ceiling fan and a standing fan. They blow air to make our bodies cool.</p>
 <p>We fan the fire</p>	<p>The woman is cooking her child is fanning the fire. The air will make the fire burn for the food to cook.</p>
 <p>We blow air into balloons</p>	<p>The boy is holding three red balloons. Air inflates balloons.</p>

Sub Strand: Air

Activity 100 – K1.6.4.1.3

Letter Sound /o/ Words and Sentences.

Content Standard: K1.6.4.1 Demonstrate Understanding of the presence of air and tell its importance.

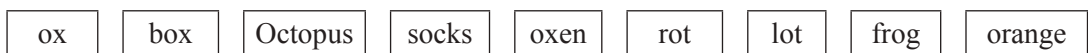
Core Competencies: Communication and Collaboration, Personal Development and Leadership.

Introduction: Refer to Activity 96 K1.6.3.1.4

Indicator/Objectives: recognize the position of target sounds in words – beginning, middle, or end of the word related to the theme.

Key words: ox box log rot octopus socks oxen

Resources: Word cards – cards from empty packets or cartons.



Procedure / Methods:

1. Have learners stand at their respective places and sing the jolly phonics /o/ tune:
 Now its dark, the lights go on
 /o/ /o/ /o/ /o/ /o/
 Time for bed, the light go off.
 /o/ /o/ /o/ /o/ /o/
2. Read out the words on the index card (word cards)
3. Help learners determine the position of the target sound /o/.

- Beginning position	middle position
ox	box
oxen	log
orange	rot
octopus	socks
	octopus
4. Guide learners to come up with other examples of words with /o/ in different positions.
 fog frog pot hot spot fork
 orange October odd

Assessment:

Have learners read out the words on the word cards and show the position of the /o/ sound.

Example: Fog - /o/ is in the middle of the word

Learner’s Workbook: Language and Literacy Activities for KG1.

Activity 100 – K1.6.4.1.3

1. Have learners turn to page 100, read out the key words, underline the /o/ sound, identify the position of the sound.
2. Learners fill in the missing letter sound and read out the words.
3. Bottle, dog pot boy box fork
4. Learners read and trace the sentences.







1.

<u>o</u> x	b <u>o</u> x	l <u>o</u> g	r <u>o</u> t	<u>o</u> ctopus	s <u>o</u> cks	<u>o</u> xen
------------	--------------	--------------	--------------	-----------------	----------------	--------------

ox, octopus, oxen – Beginning position

box, log, rot, octopus, socks – Middle position.

2.

		
b <u>o</u> ttle	dog	pot
		
bo <u>y</u>	bo <u>x</u>	fo <u>r</u> k

3.

We breathe air.	fly
Fan the fire.	Blow

Sub Strand: Plants - 1

Activity 101– K1.6.5.1.1

Parts of A Plant and Their Functions.

Content Standard: Demonstrate Understanding of the parts of plants and their functions.

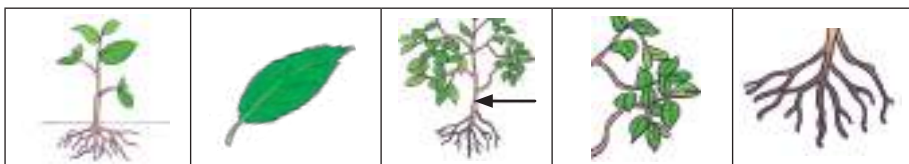
Core Competencies: Communication and Collaboration, Personal Development and Leadership.

Introduction: learners will be talking about parts of a plant and their functions. They will as a result gain an appreciation for the plants around them, they will understand how plants grow, and also how plants are used by humans. Humans and animals use plant as food. Wood obtained from plants are also used for building our houses, making furniture and clothes and many other things. Every part of the plant is useful to us. Children will learn to take care of plants and by so doing it also teaches them responsibility.

Indicator/Objectives: sing and talk about parts of plants and their functions.

Key words: leaf, tree, root, stem, branch, flower.

Resources: Word cards – Cards cut out from empty packets or cartons.



Tree	Leaf	Stem	Branch	roots
------	------	------	--------	-------

a small uprooted plant showing its roots- (real)

Procedure / Methods:

- Have learners stand and sing or recite:
 - Roots and stem and leaves and flowers*
 - Leaves and flower*
 - Roots and stem and leaves and flower*
 - Leaves and flower*
 - Roots and stem and leaves and flower*
 - These are the parts of plants.*
- Take the class out for a walk on the compound and show them the external parts of a plant (tree)

Bring small plants back with you to the classroom for children to observe in their groups.

- Let children observe the parts of the plant – leaves, stem roots.

Let learners touch these parts and repeat their names.

- Explain the functions of each part

Roots – The roots grow in the ground.

They pull water and other nutrients from the soil to feed the rest of the plant.

The roots hold the plant in its position.

Stem - The stem transports nutrients to other parts of the plant.

Leaves - They attract sunlight and air and water to nourish (feed) the plant.

- Let learners read the word cards and match them to the parts of the plants.

Assessment: Name one part of a plant and its functions

Leaves - They attract sunlight and air and water to nourish (feed) the plant.




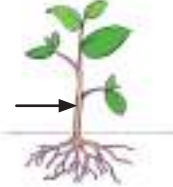
Learner’s Workbook: Language and Literacy Activities for KG1

Activity 101 K1.6.5.1.1

Name the parts of the plants with learners.

Learners copy the names of the parts of the plant below the pictures.

Learners copy the words.

			
leaf	fruit	roots	stem

leaf	tree	root	branch
leaf	tree	root	branch

Sub Strand: Plants – 1

Activity 102 – K1.6.5.1.3

Blending Sounds and Decoding Words

Content Standard: K1.6.5.1 Demonstrate Understanding of the parts and functions of plant.

Core Competencies: Communication and Collaboration, Personal Development and Leadership.

Introduction: Refer to Activity 88 K1.6.1.1.3

Indicator/Objectives: Blend individual sounds and decode simple words which relate to the theme.

Key words: stem leaf branch root plant green wood food soil clay tree grow.

Resources: Word cards cut up /r/ oo /t/ ; /f/ oo /d/ ; /w/ oo /d/ ; /l/ ea /f/ -

Gr/ee/n /br/ an / ch; pl/ ant ; /gr/ ow; /tr/ ee ; /cl/ ay ; st/ em/ ; s/ oi l

Word cards

Grow	Tree	Clay	Soil	Food	Wood
Green	Branch	Leaf	Stem	Root	plant

Cards for words may be cut out from empty packets or cartons.

Procedure / Methods:

1. Have learners stand in rows and sing the Jolly phonics songs.
2. Have learners perform a drill of the diagraphs eg:

ea as in <u>leaf</u>	ee as in <u>tree</u>
oi as in <u>soil</u>	oo as in <u>root</u>

Revise the other sounds with learners..

3. Have learners pick the word cards and blend the sounds to read them:
 - Root - /r/ oo /t/ - root
 - Food - /f/ oo /d/ - food
 - Wood - /w/ oo /d/ - wood
 - Leaf - /l/ ea /f/ - leaf
 - Branch - /br/ an /ch/ - branch

Plant - /pl/ ant- plant
 Green - /gr/ ee/n - green
 Grow - /gr/ow -grow
 Tree - /tr/ ee -tree
 Clay - /cl/ ay - clay
 Stem - /st/ em
 Soil - /s/ oi l

4. Learners take turns to blend the sounds as indicated above.
5. Copy the words on the board and invite learners to blend and read them with you as shown in the examples.

Assessment:

Learners take turns to blend the sounds and read the words

/cl/ ay - clay
 /st/ em - stem
 /s/ oi l- soil

Learner’s Workbook: Language and Literacy Activities for KG1.

Activity 102 K1.4.5.1.3

- Read and explain instructions to learners.
- Read the words.
- Decode the word. Blend the sounds. Read the word.= Root,

Root - /r/ oo /t/ - root
 Food - /f/ oo /d/ - food
 Wood - /w/ oo /d/ - wood
 Leaf - /l/ ea /f/ - leaf
 Branch - /br/ an /ch/ - branch
 Plant - /pl/ ant- plant
 Green - /gr/ ee/n - green
 Grow - /gr/ow -grow
 Tree - /tr/ ee -tree
 Clay - /cl/ ay - clay
 Stem - /st/ em
 Soil - /s/ oi l

- Read the words with learners.
 - Learners form sentences orally using the key words.
 - Write their example on the board.

Trees have roots.

The leaf is green.

The table is made of wood.

- Learners copy one of the sentences in the space provided in the work book.

The leaf is green.

Sub Strand: Plants – wonderful and unique Creation

Activity 103 – K1.6.5.1.4

Vocabulary

Content Standard: K1.6.5.1 Demonstrate Understanding of the parts of a plant and their functions.

Core Competencies: Communication and Collaboration, Personal Development and Leadership.

Introduction: Refer to Activity 96 K1.6.3.1.4

Indicator/Objectives: Use a variety of vocabulary learnt about plants to make simple sentences, draw and write the initial letter sounds.

Key words: Stem tree fruits branches root leaves.

Resources/materials: The picture of a plant with its parts labelled; word cards: tree branches fruits leaves stem roots. Young plant showing roots, stem, branches and leaves.

Procedure / Method:

1. Have learners stand and sing or recite.
Roots and stem and leaves and flower
Leaves and flower
Roots and stem and leaves and flower
Leaves and flower
Roots and stem and leaves and flower
These are the parts of plants.
2. Guide learners to read the key words.
3. Have learners make their own sentences using the key words.
4. Write learners' sentences on the board. Read with the class.
5. Learners name the different parts of the tree in the diagram.

Assessment:

Learners take turns to form sentences of their own, using all of the key words listed.

The mango tree is big. ; This is the stem of the tree.; An orange is a fruit.; The tree has many branches. The roots are under the soil.; The leaves are green.

Learner's Workbook: Language and Literacy Activities for KG1.

Activity 103. K1.6.5.1.4.

Read and explain instructions to learners.

Have learners do exercises independently.

6. Invite learners to turn to page 103 of the Language Activity KG1 Book; Lead them to read and copy the phrase or sentences.
7. Learners copy and complete the different parts of the tree in the diagram.

Trees grow.

Trees grow

Touch the stem.

Touch the stem.

Fruits grow on trees.

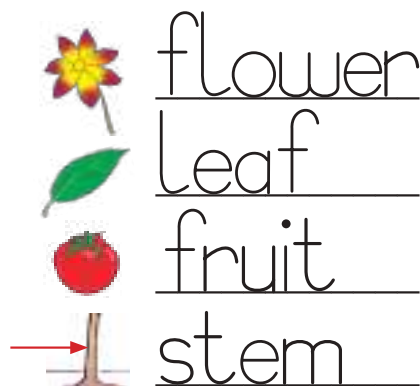
Fruits grow on trees.

The leaves are on the branches.

The leaves are on the branches.

The roots are in the soil.

The roots are in the soil.



Sub Strand: Plants – 2

Activity 104 – K1.6.6.1.1

Growth Process: Plants and Animals

Content Standard: K1.6.6.1 Demonstrate Understanding of how plants grow.

Core Competencies: Communication and Collaboration, Personal Development and Leadership.

Introduction: Learners at this point have heard you narrate stories to them. Very likely they have been encouraged to retell parts of a story they have heard. In this activity you are going to make use of the Language Experience Approach. (LEA). This approach promotes reading and writing through the use of personal experiences and oral language.

The LEA is a useful tool that effectively helps develop learners' print awareness because they get to see a direct connection between words and pictures.

Indicator/Objectives:

Talk about, and discuss how plants grow and what humans should do to enhance the growth process.

Key words: medicine, clothes, sunlight.

Resources/materials: Text; a recital about plants, a large card board, crayons, white A4 sheets.

Procedure / Methods:

1. Have learners stand at their positions and sing:
“one – you dig”
One – you dig.
Two - you sow
Three – you water
Four – they grow
And five – you harvest.
2. Read the poem “I am a Plant, Let learners repeat after you.
3. Read the write – up captioned “Plants”: Learners listen attentively and discuss:
4. What do plants need to grow?
Sunlight, a water, air, good soil.
5. What do we get from plants?
Mention some things in our classroom, made from plants - tables, chairs , black board
Food; clothes; medicine; example -. Chair, table.
6. Put learners into groups and have them tell a story about how plants grow.

7. Let them make drawings to use in their story.
8. Have each person in the group say a sentence about their drawing,

Write their sentences on strips of paper and glue them beside their own drawings on the card board.

9. Display each group's work in the classroom. Go round and read each group's story with them.

Assessment:


Have learners take turns to tell the class what they know about how plants grow.

Learner's Workbook: Language and Literacy Activities for KG1.

Activity 104 – K1.6.6.1.1

Read and discuss the text on Plants with learners. Teacher reads and learners repeat the sentences after him/her

Learners copy two sentences from the poster into their workbooks.

	<p>Plants needs soil, water and sunlight to grow. Plants can be big or small. The road are in the soil.</p>
--	---

Plants need good soil to grow

Plants need sunlight to grow

Sub Strand: Plants – 2

Activity 105 – K1.6.6.1.3

Initial or Beginning and Ending Letter Sound /p/ /s/ /t/ /m/ /f/ /r/

Content Standard: K1.6.6.1 Demonstrate Understanding of how plants grow.

Core Competencies: Personal Development and Leadership, Communication and Collaboration.

Introduction: Refer to Activity 88. K1.6.1.1.3

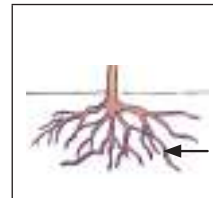
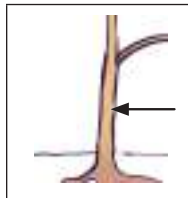
Indicator/Objectives: Identify initial and ending sounds of objects, and blend letter sounds to form and read words.

Key words: flowers, roots, stem, plant, leaf.

Resources/materials: Pictures showing the different parts of a plant, together with the name of the part under each; individual letters on bottle tops.

Procedure / Method:

1. Let learners stand in a circle formation, and sing the Jolly phonics songs.
2. Pick the picture cards one – by one, and let learners name the picture.



3. Read out the name, and invite learner to repeat and point out the beginning sound as well as the final sound. *Example:* Leaf, stem. Continue with all the other cards.
4. Guide learners to form the names of the plant parts using the bottle – tops
Flowers, roots, stem, plant, leaf – root stem soil

Note

Take special notice of diagraphs and help learners know that the diagraphs are not to be considered as separate sounds.

For example: oi not ~~o~~~~i~~ → soil; oo not ~~o~~~~o~~ → root

Assessment:

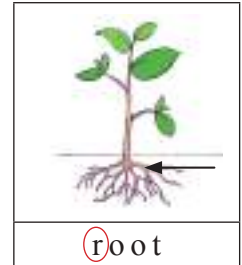
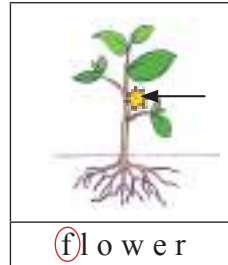
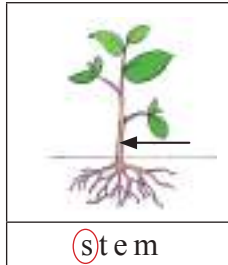
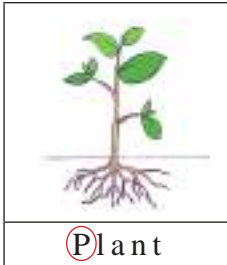
Learners work with other members in their group to unscramble words, to spell the names of the pictures (using the pictures as a clue) For example **m t s e** - stem

Learner's Workbook: Language and Literacy Activities for KG 1

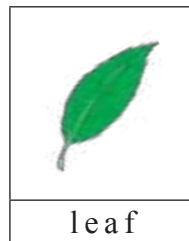
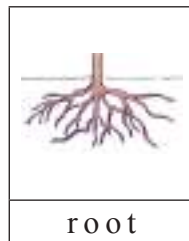
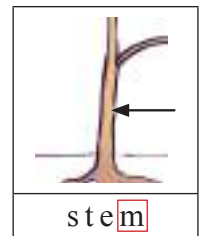
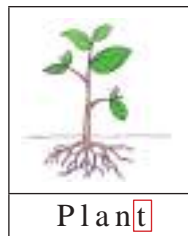
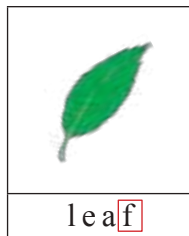
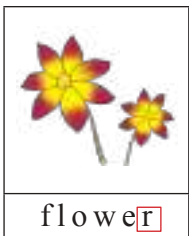
Activity 105 – K1.6.6.1.3

Read and explain instructions to learners.

Circle the beginning sound.



Draw a box on the ending sound



P l a n t

r o o t s

l e a f

Sub Strand: Plants – 2

Activity 106 – K1.6.6.1.4.

Vocabulary - Sentences

Content Standard: K1.6.6.1 Demonstrate Understanding of how plants grow.

Core Competencies: Communication and Collaboration Personal Development and Leadership.

Introduction: Refer to Activity 96. K1.6.3.1.4

Indicator/Objectives: Use vocabulary learnt to form simple, meaningful sentences.

Key words: grow, plants, branch, leaves, fruits.

Resources/Materials: word cards



Picture cards – the same as the ones used in Activity 105.

Procedure / Method:

1. Learners stand at rows and sing or recite:

One – you dig

Two – you sow

Three – you water

Four – they grow

And five – you harvest

2. Display the picture cards, and invite learners to identify the pictures, and read them. Have learners match the picture card with its word card.

3. Guide learners to form sentences with the words.

Learners choose partners and take turns to pick the picture cards, read out the word while the other forms a sentence with it. Let them switch roles so that the second person now reads out a different word whilst the other forms a sentence with it.

Example: Fruits - Fruits grow on trees.

Leaves- These are yellow leaves

Assessment:

Choose a picture card, read and form a sentence with the word.

Tree – The tree is tall.

Learner's Workbook: Language and Literacy Activities for KG1.

Activity 106. K1.6.6.1.4

1. Invite learners to turn to page 106 of their work books.
Lead learners to go through the first part of the exercises.
Learners read and form sentences with words
Write learners' sentences on the board/poster.
Read sentences with learners. Have them repeat them.
- Learners read and copy the sentences in the work book in the spaces provided.

Plants grow.

Plants grow.

Plants can be big or small.

Plants can be big or small.

Dried leaves are brown.

Dried leaves are brown.

Plants give us fruits.

Plants give us fruits.

Plants need water, air and good soil to grow.

Plants need water, air and good soil to grow.

Sub Strand: Gardening

Activity 107 – K1.6.7.1.1.

Types of Soil

Content Standard: Demonstrate Understanding of the type of soil.

Core Competencies: Communication and Collaboration, Personal Development and Leadership.

Introduction: Children are naturally curious about soils and will happily welcome any opportunity to explore. When young children learns about soils they come to understand that soil is a vital part of our environment and our lives in general. As they explore with the types of soil and what each type is suited for, they engage in conversations that support their language development, while building blocks for scientific experience. Exploring with soil is also a useful sensory experience.

Indicator/Objectives: Talk about different types of soil and which one is best for gardening.

Key words: sandy, clayey, loamy.

Materials/Resources: Text copied out on three separate posters – Page 107, Language and Literacy Activities for KG 1.

Word cards – the same as the ones used in the previous activity. ; Collection of the three types of soils in containers.

Procedure / Method:

1. Learners stand at their positions and sing or recite “one you dig.....”.
2. Teach learners the poem ‘The good soil’ on page 107 of Language and Literacy Activities for KG 1
Read the poem with learners on posters.
Let learners repeat after you as you also track the words.
Read again with learners as they track the words in their workbooks.
3. Display the three types of soils. Label them with word cards.
Have learners feel the different types of soil.
Have learners wash their hand after that.
4. Ask them the following:
What did I plant in the sand?
Mango
5. What happened to the mango that I planted in the sand?
The plant died off.
6. What happened when I planted my mango in clayey soil?
It also died off
7. What happened when I planted my mango in loamy soil?

The tree grew big and tall.

I got a lot of mangoes

8. Point out to learners that loamy soil is best suited for gardening

Assessment:

Learners take turns to mention the types of soil they just learned about – sandy, clayey and loamy soil

Learners name the type of soil that is suited for gardening. –loamy soil

Learner’s Workbook: Language and Literacy Activities for KG1.

Activity 107 – K1.6.7.1.1.

- Have the learners read the poem “The Good Soil”.
- Have learners track the words as you read with them. – One stanza at a time.
- Learners trace the word and phrases.
- Learners colour the mango.

 <p>mango</p>	<p>sandy soil</p> <p>clayey soil</p> <p>loamy soil</p>
---	--

Sub Strand: Gardening

Activity 108 – K1.6.7.1.2.

Story

Content Standard: Demonstrate understanding of the different types of soil.

Core Competences: Communication and Collaboration, Personal Development and leadership.

Introduction: Stories play a vital role in educating young learners. This is because children naturally love stories. They love to listen to stories and narrate them to their friends and even their toys. Narrating stories/reading stories to young children promote brain development and builds their imaginative skills. It promotes early literacy skills as well.

Indicator/Objectives: Recognize and create words with given sounds and make art works with elements of art.

Key words: toil, coil, soil.

Resources: The text and poster and pictures on page 108, Language and Literacy Activities for KG 1.

Procedure/Methods:

1. Learners stand at their respective places. They sing ‘One you dig ‘ with actions.
2. Seated, invite learners to look at the pictures on page 108 (Language and Literacy Activities KG1).
3. Learners talk about the pictures, describing what they see. Encourage all to have a say.
 - A farmer preparing the land for planting.
 - He planted seeds.
 - He watered his crops.
 - He harvested his crops– cabbages.
 - Many people came to his farm to buy the cabbages.
 - The woman will sell at the market.
4. Read the story “Tim makes a Garden” with learners. (from the poster) She tracks the words while learners watch and listen.
Next have a Learners track the words as you read the story on the poster.
5. Invite learners to turn to page 105 and follow along with the reading tracking the words as they go along.
6. Children answer questions
 - How many people were mentioned in the story?
 - 3 (Tim, Ama, Tim’s mum)
 - What did Tim plant – Beans

- What did Tim and Ama do every morning?
 - They watered the seed every morning.

Assessment:

Learners retell the story they just heard and answer questions posed to them by their friends.

Learner's Workbook: Language and Literacy Activities KG1.

Activity 108 – K1.6.7.1.2

In pairs learners tell the story from the pictures

Read the story again with learners. Have learners track the words.

Ask questions: oral

1. Where did Tim plant the beans? – At home.
2. What did Tim and Ama do every morning?
 - They watered the beans.
3. What do you think Tim's family will use the money for?
 - They will use the money to buy food and clothes?

Sub Strand: Gardening

Activity 109 – K1.6.7.1.4.

Phonics /oil, ake

Content Standard: K1.6.7.1 Demonstrate the Understanding about the different types of soil.

Core Competences: Communication and Collaboration, Personal Development and Leadership.

Introduction: Learners in this activity are going to benefit from phonics instruction. Phonics is an important tool that helps young learners develop fluency in reading, so that they are quick to recognize familiar words and are able to easily decode even unfamiliar words. Phonics teaches pupils that letters represent the sounds of spoken language. It helps them sharpen their comprehension skills as well.

Key words: toil, foil, boil, soil

Bake, take, care, rake, make

Materials/Resources: song, Text, “My little Garden” on a poster (page 109 of Language and Literacy Activities for KG 1).

Procedure/Methods:

1. Learners stand in their places and sing “one you dig.....”
2. Invite learners to listen as you read the text on page 109 from the poster. Let them follow along as you track the words.
Next have learners turn to page 109 of their workbook – Language and Literacy Activities for KG 1.
3. Have learners read after you, and listen out for words that have a similar sound pattern. For example boil, toil, coil. Learner track the words.
4. Have learners repeat those sounds and use them in the sentences – (orally)
 - The soil is black.
 - The worm can coil around your finger.
5. Have learners read and copy the rhyming words in the grid provided.
6. Let learners try reading the words: take bake cake lake rake make.
Ask learners to say the common sound. – ake... They repeat: cake, rakes, make.

Assessment:

1. Mention other words that also sound like the ending in cake.
Learners take turns to call them out.
Snake fake shake Jake wake

2. Read the words: toil, foil, coil, boil.

Learner's Workbook: Language And Literacy Activities KG1.

Activity 109 – K1.6.7.1.4

1. Read “My little Garden” again with learners.
2. Do oral discussion – words with a common sound – toil, soil, coil, .
Have learners read and copy the words.
3. learners read the words- take bake cake lake rake make

toil	foil	boil	soil
toil	foil	boil	soil

take	bake	cake	lake	rake	make
------	------	------	------	------	------

Note: Learners may copy three of the words in their workbook and the remaining three on a sheet of paper.

Sub Strand: Gardening

Activity 110 – K1.6.7.1.4

Phonics: /ake/, /in/

Content Standard: K1.6.7.1 Demonstrate understanding of the type of soil.

Core Competences: Communication and Collaboration, Personal Development and Leadership.

Introduction: Refer to Activity 109, K1.6.7.1.4.

Indicators/Objectives: Recognize and create words with given sounds and make art works with the elements of art.

Key words: cake, make, bake, bin, fin, pin.

Resources/Materials: Word cards – Key words.

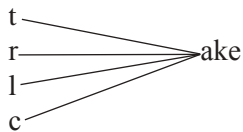
Procedure/Methods:

1. Learners stand and sing the jolly phonics songs.
2. Teacher: play the game “I hear with my little ear”.

A word that ends in – ake.....

Rake	Bake	Stake	Wake	Fake	Jake
Make	Shake	Cake	Lake		

3. Write the words on the board as learners call them out. Put up three of the words which you have on the word cards.
4. Draw a web on the board and have learners form the words.

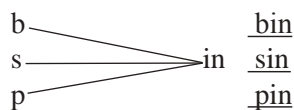


5. Learners take turns to play the “I spy” game.

Child A: “I hear with my little ear, a word that ends in – in

Individuals in the group respond; fin, skin, win, tin, gin, hin, pin, sin, kin....

Learners form words from the web.



Assessment:

Mention one word that ends in -ake - rake

Mention one word that ends in - 'in' - tin

Learner's Workbook: Language and Literacy Activities for KG1

Activity 110 – K1.6.7.1.4

Read and explain the instructions to the learner.

Do one more example in the addition to the one in the work book with learners.

Have learners do the rest of the exercises independently.

Read the words with learners.

Rake, make, fake, sake, take

r	ake	rake
m		make
f		fake
s		sake
t		take
c	ake	cake
b		bake
r		rake
l		lake
s	in	sin
t		tin
b		bin
f		fin
g	in	gin
k		kin
p		pin
w		win

Sub Strand: Light – Day And Night

Activity III – K1.6.8.1.1.

Sources of Light – Rhymes and Poems.

Content Standard: K1.6.8.1 Demonstrate Understanding of the Sources of light for day and night.

Core Competences: Communication and Collaboration, Personal Development and Leadership.

Introduction: Rhymes and poems provide an excellent opportunity for young learners to explore with rhythm. Through rhythm, recitation and other rhyming activities they learn how language works, they notice the sounds within words and anticipate them because of becoming familiar with them. Both rhymes and poetry recitals go a long way to boost learners’ language skills, building their vocabulary.

Indicators/Objectives: Recite rhymes and poems and talk about the different sources of light.

Key words: touch, light, bulb, sun, moon, stars.

Resources/Materials: songs and recitals, pictures of the sources of light on posters copied from page 111 of Language and Literacy Activities for KG 1.

Pictures of sources of light could be cut out from calendar, newspapers or old magazines and pasted on large card boards. Read objects – Touch light and bulb.

Procedure/Methods:

1. Learners stand in a circle and sing the song /or recite
*Twinkle, twinkle little star
How I wonder what you are
Up above the world so high
Like a diamond in the sky
Twinkle, twinkle little star
How I wonder what you are.*
2. Have learners turn to page 111 (Language and Literacy Activities KG1) and learn the recital:
Read through the poem, invite learner to repeat after you.
Let learners recite by themselves, learners recite in their groups, then as a whole class.
3. Invite Learners to identify the pictures and say what they are used for.
4. Let them answer the questions:
 - When do you see the sun? During the day

- Where do we see the sun? We see the sun in the sky.
 - When do you see the moon?
 - At night, in the sky.
 - What does the sun do?
 - It gives us light during the day.
 - What does the moon do?
 - It gives us light at night.
 - When do you see the stars?
 - At night.
5. What other sources of light do we use when it is dark in our rooms or outside?
- Light bulb, torch, candle, lamp, lantern.

Assessment: Learners take turns to recite the poem they just learnt.

Learner's Workbook: Language and Literacy Activities for KG1 Activity. 111. K.1.6.8.1.1.

1. Have learners recite the poem and talk about the sources of light. –moon, sun, touch light, electric bulb
2. Learners read and trace the two sentences about light.

The sun gives light.

The moon and stars give light.

Sub Strand: Light –Day And Night

Activity 112 – K1.6.1.1.1.

Sources of Light: Story

Content Standard: K1.6.1.1 Demonstrate Understanding of the sources of light for day and night.

Core Competences: Communication and Collaboration, Personal Development And Leadership.

Introduction: Refer to Activity 108 K1.6.7.1.2.

Indicators: Use pictures and other text features to aid understanding as they listen to and read aloud informational text on sources of light.

Key words: moon star lantern candle star.

Materials/Resources: Text, ‘ Light of the Day and Night’ Picture/ word cards- moon, sun, lantern, candle, stars

Procedure/Methods:

1. Learners stand at their various places sing or recite Twinkle, Twinkle little star”. See Activity 111.K1.6.8.1.1 – Language and Literacy Activities for KG 1 Teacher’s Guide.
2. Invite learners to turn to the text “Light of the Day And Night” (Page 112, Language and literacy Activities KG1)
3. Read the story to learners.
4. Read with learners and have them answer the following questions.
 - Who peeps through my window to say good morning?
-The sun.
 - What does the sun do for us?
-It shines on us , and makes us see all around during the day.
 - What other things gives us light?
-The moon, stars, lanterns, electricity.
 - Who made the sun moon and stars?
-God
5. Read through the key words with learners.
Moon, sun, lantern, star, candle.
6. Encourage learners to repeat the beginning sound of each of the words, read them again, and form one sentence with each one.

- I see the moon at night.

Moon



- The sun gives us light during the day. Look at the sun.

Sun



- I have a small blue lantern. I have a lantern

Lantern



- Our candle stands tall. – This is a candle.

Candle



- Stars show up in the sky. – Can you count the stars?

Stars



Assessment:

Learners choose their partners, one of them reads the word on a picture card, using the picture as a clue, the partner identifies and repeat the initial sound, and then forms a sentence using that word.

Example – The moon shines brightly

Do not play with a candle light

Learner's Workbook: Language and Literacy Activities KG1.

Activity 112 – K1.6.1.1.1.

Read and explain instructions to learners.






Learners read the text again.

Learners repeat the beginning sound of each word, and read the word.

/m/ moon, /s/ sun, /l/ lantern, /c/ candle , /s/ star.

- Learners copy sentences written on the board near their correct pictures .
- I see the moon at night.

- The sun gives us light during the day.
- I have a small blue lantern.
- Our candle stands tall.
- Stars show up in the sky.

moon		I see the moon at night
sun		Look at the sun
lantern		I have a lantern
candle		This is a candle
star		Can you count the stars

Sub Strand: Light – Day And Night

Activity 113 – K1.6.8.1.3 and Activity 114 – K1.6.8.1.4.

Initial Sound, Middle Sound and Ending Sound

Content Standard: K1.6.1.1 Demonstrate Understanding of the sources of light for day and light.

Core Competences: Communication and Collaboration, Personal Development and leadership.

Introduction: Refer to Activity 88 K1.6.1.1.3

Indicators/Objectives:

K1.6.8.1.3 Recognize the beginning sound of the letters in relation to the type of light and write in their books.


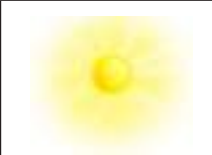


K1.6.8.1.4 Use variety of new vocabulary learnt about light to form sentences orally

Key words: moon stars light bulb, sun.

Resources/Materials: Refer Activity 112

Procedure/Methods:

1. Learners stand in a circle formation and sing or recite “Star light, star bright and Twinkle, Twinkle little star.
2. Display the picture cards.
3. Learners take turns to pick the cards at random, identify item by name, then stretch out the words to isolate the beginning, middle, and ending sounds. For example:

			
/m/ oo /n/ – moon	/s/ /u/ /n/ – sun	/st/ /ar/ /s/ – stars	/b/ /ul/ /b/ – bulb

4. Call learners at random to stretch out the words as they have been broken down in the example shown.

Practical Activities B

1. Learners read key word in activity K1.6.8.1.4 – candle, lantern, light, switch on
2. Lead learners to form sentences with the key words
3. Write out the sentences on the board and read with learners.

We can buy a packet of candle.

Papa Mensah has a big lantern

The sun gives us light during the day.

Switch on the light

4.Copy the sentences in Activity 114 on a poster or on the board.

5.Read with learners. Track as they read.

Assessment:

- A. Learners take turns to stretch out words and isolate the beginning, middle, and end sounds, then read the words.

Example bulb- b ul b

- B. Invite individuals to read the sentences on the board/poster.





Learner’s Workbook: Language And Literacy Activities KG1.

Activity 113 (K1.6.1.1.1.) K1.6.8 .1.3

Read and explain the instructions to learners.

Learners follow the example to do the exercises.

Learner write out the words under the various positions of

	Initial Sound	Middle sound	Ending sound
	M	oo	n
	S	u	n
	St	ar	s
	B	ul	b

Activity 114. K1.6.8.1.4.

Learners trace along the dotted line.

Learners copy the sentences, in the spaces provided. under each sentence

Read the sentences out a loud with learners.

Switch on the light.

The candle is burning.

Mum has a lantern.

The sun gives light.

Sub Strand: Changing Weather Conditions

Activity 115 – K1.6.9.1.1

Weather Condition in Ghana –Poem.

Content Standard: Demonstrate Understanding of changing weather conditions and seasons.

Core Competences: Communication and Collaboration, Personal Development And Leadership.

Introduction: Refer to Activity 111. K1.6.8.1.1

Indicators/Objectives: Sing and talk about weather conditions in Ghana.

Key words: sunny, cloudy, windy, rainy.

Resources: Pictures showing different weather conditions (Language and Literacy Activities KG1- page 115)

Procedure/Methods:

1. Learners stand at their respective places sing or say:

“Rain, rain go away...”

Come again another day

Little children want to play

Rain, rain go away.

Teach Learners to recite:

Whether the weather be fine

Or whether the weather be not

Whether the weather be cold

Or whether the weather be hot

We’ll weather the weather

Weather the weather,

Whether we like it nor not.

2. Talk to learners about the weather condition at the time of the lesson
3. Learners turn to page 115 (Language and Literacy Activities for KG 1) and describe what they see in the pictures.
4. Learners read and recite the poem that comes with each weather condition.
Learners repeat the dominant sound in each case: /s/ sun, sunny, star,
/c/ cloudy cold cup,
/w/ windy, window, wall, wind,

/r/ rainy, rain, ring, rice.

5. Learners read the key words and identify their beginning sounds, and mention other words that have the same initial sound.

/s/ sun- sand, Samuel; /c/ car, cat; /w/ watch, wag; /r/ run, ring

Assessment:

Learners take turns to recite the poem they just learn. “Weather the weather...”

Learners mention the different weather conditions that we have, and say one thing that is peculiar about each condition.

- | | | |
|--------|---|--|
| Sunny | - | the weather gets very warm/hot |
| Cloudy | - | the clouds get dark and gloomy |
| Windy | - | the wind blows heavily and there’s a lot of dust in the air. |
| Rainy | - | there is water everywhere, with mud, and puddles. |

Learner’s Workbook: Language and Literacy Activities for KG1.

Activity 115 K1.6.9.1.1

Learners recite the poem. Repeat the beginning sound of each weather condition.

Learners copy the corresponding letter sound severally in the space provided under each one.

S S S S S S S S

C C C C C C C C

W W W W W W W W

r r r r r r r r

Diagnostic Assessment

As the facilitator supports the child's learning process, it becomes important for him/her to reflect on the success or otherwise of the teaching and learning. This test is to enable the facilitator evaluate his/her delivery and the child's response to the learning activities. This exercise will help the facilitator alter his/her approaches where necessary to maximize the child's benefit and his/her own success.

This assessment is to be administered at the end of each lesson.

1. Oral Language Development (Listening and speaking)
 - Rhymes and songs
 - Story telling
 - Conversation
 2. Print Concept
 3. Phonological Awareness
 4. Phonics
 5. Vocabulary
 6. Reading
 7. Writing
- A. Facilitator Preparation for lesson. Tick (✓)
 Adequate ____ Fairly ____ Poor ____
 Were there any challenges in the preparation? State them
- B. Learners Engagement. Tick (✓)
 Actively engaged ____ Passively engaged ____ Fairly engaged ____
 Why do you think some learners were not actively engaged? Tick (✓)
- They did not fully understand what was expected of them _____
 - They did not fully understand the language used. ____
 - Techniques used were not interesting to learners ____
 - Others ____ (Specify)
- C. Did all learners meet the indicators as expected? Tick (✓)
 Yes ____ No ____
 If **No** Why?
- Due to time constraints in lesson delivery.
 - Difficulty in attending to all learners within the specific period because of class size.
 - Other causes (Specify)
- D. What would you do differently to solve the problems of learners who did not meet all indicators as expected? Tick (✓)
- Make lessons more interactive and learner centered.
 - Switch to the use of language the learner is conversant with.
 - Include more hands-on activities.

Sub Strand: Connecting and Communicating with the Global Community

Activity 116 – K1.7.1.1.1

Poems and Rhymes - Transportation

Content Standard: K1.7.1.1 Demonstrate Understanding of the different ways we connect and communicate with the Global world.

Core Competences: Personal Development And Leadership, Communication and Collaboration.

Introduction: Rhymes and poems provide an excellent opportunity for young learners to explore with rhythm. Through rhythm recitation and other rhyming activities they learn how language works, they notice the sounds within words and anticipate them because of becoming familiar with them. Both rhymes and poetry recitals go a long way to boost learners' language skills building their vocabulary. People move from place to place by various means of transportation

Road- car, lorry, bicycle, motor bike

Rail - train

By air- aeroplane

By water- ship, boat

Indicators/Objectives: K1.7.1.1. Using pictures, talk about the various means by which we connect with the international community.

Key words: transportation, aeroplane, ship, car

Resources/materials: Songs, recitals, Text- Language and Literacy Activities for KG1 page 116

Procedure/Methods:

1. Learners stand and sing the Jolly Phonics song for the sounds /n/ /sh/ /c/ /ar/
/n/
Hear the aeroplane /nnnn/ 3x
Making lots of noise

/sh/
Hush hush hush don't make a sound
Be as quiet as you can be
The baby is asleep and I'm tired out
2. learners turn to page 116 of language and literacy Activities -KG1 and talk about what they see in the pictures

-Aeroplane -It flies in the sky. It takes people to far away places like Britain, America, Nigeria, and Senegal. Within Ghana, aeroplanes take people to big cities like Kumasi and Takoradi.

Ship – The ship moves on the sea. It travels to America, Japan, Britain and other far away places. It brings goods like cars, clothing, medicines and food items like rice, to Ghana. It docks at a harbour. In Ghana, there are harbours in Tema and Takoradi.

Cars and lorries- can be found on roads. They take people from one place to the other. They travel around our towns, but they can also go to other countries. Cars and lorries travel to places like Togo, Nigeria and Burkina Faso.

There are smaller and bigger cars and lorries.

- Learners read and recite the poem that comes with each means of transport.(page 116) of Language and Literacy Activities for KG 1.

Learners repeat the sound each means of transport makes in each case, and the initial sounds of some other words

Example n n n n n n in the poem for aeroplane; shhhhhh for ship ; vrooom for cars and lorries.

Have learners repeat the following sounds severally, read the word associated with it, and mention other words that begin with the sound.

Copy on the board and have learners read.

/n/ - nail, neck /s/- sky, sea, song, splash soap ;/v/- van, vase; /c/- car, coin
/sh/- ship, shore, sheep; /w/- water, wave, watch ;/d/- deep, dog, dry

Assessment: Learners copy two letter-sounds and their corresponding words.

n - nail, neck s- sky,

Learner’s Workbook: Language and Literacy Activities for KG1

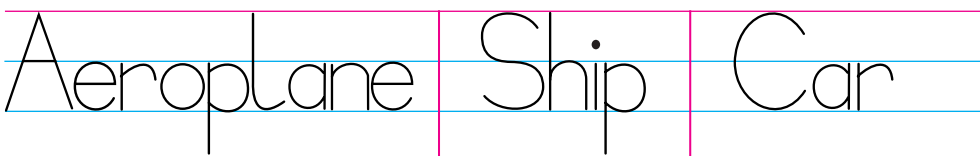
Activity 116 – K1.7.1.1.1

Learners recite the poem.

Learners mention other words or names that begin with the beginning sounds in red.

/n/ nail	/sh/ ship, shore
/s/ sky	/s/ sea, song, splash
/v/ van	/w/ water, wave
/c/ car	/d/ deep, dog

Learners trace the words.



Sub Strand: Connecting and Communicating with the Global Community

Activity 117 – K1.7.1.1.3

Books

Content Standard: K1.7.1.1 Demonstrate Understanding of the different ways we communicate to the Global world.

Core Competences: Personal Development And Leadership, Communication and Collaboration.

Introduction: Like the human parts or parts of a tree, books have parts and since learners play around and read books it is necessary to teach learners vocabulary around books. - Part of a book, - The cover page, Title, Author/writer, back page, inside pages of a book and the picture illustrations that help to tell stories. Learning about books would also encourage children to develop a love for reading.

Indicators/Objectives: Identify the front cover and back cover of a book and read aloud a simple sentence.

Key words: cover page, back page, title, author

Resources and Materials: Text ‘ A visit to the shop’ page 117 of language and Literacy Activities KG1 copied out in a teacher- made big book. (Refer to Activity 36)

Procedure /Methods

1. Learners stand in a semi-circle formation and sing or recite:
Knock, knock, knock on the door.
Who is there?
It's your friend the cat.
What do you want?
I want some milk.
Where is your money?
Here in my pocket.
But where is your pocket?
Well, i don't have one
2. Show the teacher-made big book to learners and point out the features.
3. The cover page-
Bears the title of the book.
It bears the name of the author (writer)
Sometimes it also has the name of the illustrator
The Back –
Bears the name and brand of the publishers.

- It may also have additional information about the book, the writer or publishers .
4. Learners turn to page 117 of their work book and look at the sample cover page and back page and guess what the book will be about.
 5. Fix the teacher-made book on the board with the text opened.
 6. Read the text “A visit to the shop” from the teacher-made big book. Track the words as learners listen and look at the sentences on the board
 7. Read again as learners track the words in their work books, while they repeat the sentences after you.
 8. Ask learners the following questions:
What day will the writer not forget?
-The visit to the shop.
What did the writer see at the shop?
-biscuits, toffees, clothes, shoes, book
What did mum buy?
- Mum bought fruits and vegetables

Assessment

- Learners take turns to talk about the different features of a book. The cover page- Bears the title of the book.
It bears the name of the author (writer)
Sometimes it also has the name of the illustrator
The Back –
Bears the name and brand of the publishers.
It may also have additional information about the book, the writer or publishers .

Learner’s Workbook: language and Literacy Activities KG1

Activity 117 – K1.7.1.1.3

Read and explain the instructions to learners.

- Lead learners to read the story .
- Have learners circle (O) the title of the book
- Discussion: What do you think the book will be about?

A shop

What did the writer see at the shop?

- biscuits, toffees, clothes, shoes, book

What did mum buy?

- Mum bought fruits and vegetables
- Write your name as the author of the book on a sheet of paper.
- What else do you see on the cover page Draw them on the sheet on which you wrote your name (as the author of the text in the work book)



Sub Strand: Connecting and communicating with the global community

Activity 118 – K1.7.1.1.4

Sounds in Words – Decoding

Content Standard: Demonstrate Understanding of the various ways we connect and communicate with the global community.


Core Competences: Communication And Collaboration, Personal Development and Leadership.

Introduction: Decoding is an important skill for learning to read. Decoding involves segmenting – breaking down the sounds in the words, and blending them together. Decoding makes it possible for a child to figure out words that they may have heard but probably never seen in print. They are able to sound these words out even though they are not familiar with them. A child will be able to decode a word only if they have knowledge of letter – sound relationship; and are able to apply that knowledge to recognize written words. A learner’s fluency, vocabulary, and comprehension all depend on their ability to decode.

Indicator/Objective: Blend individual sounds to decode words which relate to the theme and write the words in their books.

Key words: ship vehicle sun car sky fly.

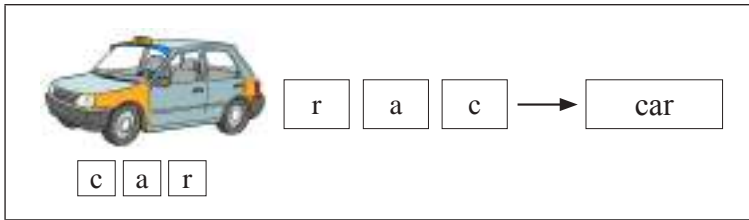
Resources/Material: picture/word cards – ship, sun, vehicle, car , sky, word cards only ; letter cards that spell the words of the pictures cards. eg.

	sun	sk	k	y	c	a		
sun	s	u	n	r	sh	i	p	fl
	v	c	h	l	c	l	e	

Procedure/Method:

1. Learners stand and sing the Jolly phonics songs.
2. Learners read out loud the key words. –Ship vehicle sun car sky fly.
3. Display picture/word cards, and letter cards.
4. Lead learners to match the letter cards (that form the word) to the word on the picture/ word card.
5. Call learners forward to form the name of each picture using the letter cards. Let learners

read out the words they have formed.



6. Learners turn to page 118, Activity 118 K1.7.1.4.
Learners form words from the jumbled up letters and read them.

Assessment:

Have learners form and read the word.

i p sh - ship

Learners read out loud the key words.

Ship vehicle sun car sky fly.

Learner's Workbook: Language and Literacy Activities for KG1.

Activity 118 – K1.7.1.1.4

Read and explain the instructions to learners

Do one example with learners.

Have learners do the rest of the activities independently.

Sh i p = ship. hi cle ve = vehicle u n s = sun a c r = car

Sk y = sky fl y = fly



sh i p → ship



hi cle ve → vehicle



u n s → sun



a c r → car



sk y → sky



fl y → fly

Sub Strand: Connecting and Communication with the Global Community

*Activity 119 – K1.7.1.1.5.***Vocabulary****Content Standard:** Demonstrate Understanding of the different ways we connect and communicate with the global world.**Core Competences:** Communication and Collaboration, Personal Development and Leadership.**Introduction:** Vocabulary plays a very important role in the learning of any language. Vocabulary is link to all the four skills – listening, speaking, reading, and writing. Without sufficient vocabulary, the learners cannot communicate effectively or express their thoughts.

The guiding principle for teaching vocabulary at this level is based on the fact that young children acquire language by watching, listening, doing, and imitating. This means that vocabulary is acquired through active learning.

Therefore the teaching of vocabulary should make use of visual aids, songs. Songs come in very handy in the teaching of language because they provide the means of repeating and reinforcing vocabulary, it is therefore strongly recommended that facilitators/teachers make these sessions very lively, and interactive.

Indicator/Objective: Use vocabulary learnt to form simple sentences in real life situations.**Key words:** travel, fly, transport, China, aeroplane.**Resources/Materials:** word cards – Cards cut out of empty packets and cartons.

travel

transport

aeroplane

fly

china

Procedure/Method:

1. Learners sit in a semi-circle and sing/recite:

*'The wheels on the bus'**The wheels on the bus go**Round and round (3x)**The wheels on the bus go**Round and round**All through the town**I saw a ship a – sailing.**I saw a ship a – sailing**a- Sailing on the sea**And oh! It was so loaded*

With pretty things for me.

With pretty things for me

2. One learner comes forward, and picks a word card and reads the word out loud.
3. The learner then calls a friend to make a sentence using the word picked.
4. Learners take turns to pick word cards and form sentences with them.
5. Write learners sentences on the board as they come up.
6. Read through them with learners.

Assessment:

Learners take turns to mention some of the items that are imported into our country from other places. – bags, dresses, shoes, fridge.

Learner’s Workbook: Language and Literacy Activities for KG1.



Activity 119 – K1.7.1.1.5

Read and explain the instructions to learners.

1. Read the key words once again.
2. Learners form sentences. Teacher writes them on a poster . -Example:
-Aeroplanes fly. I will travel to China.
-Jeff will travel to America.
3. Learners copy any two of the sentences from the board into their work books.
4. Learners draw two things from other countries – clothes, shoes, books, chocolate.
5. Learners talk about their drawing with their friends.
6. Discuss with learners some items that are imported from other countries: clothing, gadgets, bags, shoes, mobile phones.
7. Ask learners to draw any two of these things in their work books.

Aeroplane fly

Jeff will travel to America

	
<p>shoe</p>	<p>mobile phone</p>

Diagnostic Assessment

As the facilitator supports the child's learning process, it becomes important for him/her to reflect on the success or otherwise of the teaching and learning. This test is to enable the facilitator evaluate his/her delivery and the child's response to the learning activities. This exercise will help the facilitator alter his/her approaches where necessary to maximize the child's benefit and his/her own success.

This assessment is to be administered at the end of each lesson.

1. Oral Language Development (Listening and speaking)
 - Rhymes and songs
 - Story telling
 - Conversation
 2. Print Concept
 3. Phonological Awareness
 4. Phonics
 5. Vocabulary
 6. Reading
 7. Writing
- A. Facilitator Preparation for lesson. Tick (✓)
 Adequate ____ Fairly ____ Poor ____
 Were there any challenges in the preparation? State them
- B. Learners Engagement. Tick (✓)
 Actively engaged ____ Passively engaged ____ Fairly engaged ____
 Why do you think some learners were not actively engaged? Tick (✓)
- They did not fully understand what was expected of them _____
 - They did not fully understand the language used. ____
 - Techniques used were not interesting to learners ____
 - Others ____ (Specify)
- C. Did all learners meet the indicators as expected? Tick (✓)
 Yes ____ No ____
 If **No** Why?
- Due to time constraints in lesson delivery.
 - Difficulty in attending to all learners within the specific period because of class size.
 - Other causes (Specify)
- D. What would you do differently to solve the problems of learners who did not meet all indicators as expected? Tick (✓)
- Make lessons more interactive and learner centered.
 - Switch to the use of language the learner is conversant with.
 - Include more hands-on activities.