

LANGUAGE AND LITERACY ACTIVITIES

TEACHER'S GUIDE

FOR KINDERGARTEN

2

Evelyn Quartey-Papafio



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DEDICATION

This book is dedicated to the children of Ghana.

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PREFACE

The Teacher’s Guide for Language & Literacy Activities for Kindergarten 2 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 2, 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).

Term 1: Strand: All About Me

Sub Strand: I Am A Wonderful And Unique Creation

Activity 1 – K2.1.1.1.1 ;

My Self

Content Standard: (K2.1.1.1.1) 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 Competencies: Personal Development and leadership, communication and collaboration.

Introduction

As the learner grows and matures, he/she becomes aware of his/her body parts, their uses and how they support /coordinate human activities. As the learner observes and talk about himself/herself, he/she learns to use appropriate vocabularies in various situations (for instance, I walk with my legs). The learner uses both already known and newly acquired language in talking about himself/herself.

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.

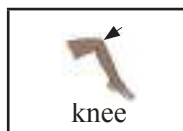
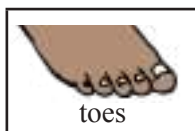
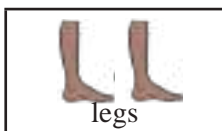
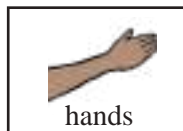
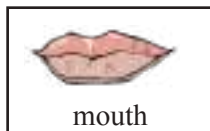
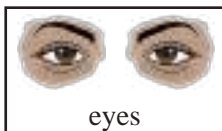
Indicators/Objectives

Identify and describe in simple sentences(using home language)the wonderful features of our body that make us unique and different from other God's creation, example, animals.

Key Words

God , Create, Beautiful, Body, Hands, Legs, Like, Dislike

4 Large sheets of papers(15"x20"), markers.



Procedure/Methods

Practical Activities A

1. Have learners form a circle and sing:

Let us sing and say good morning, good morning, good morning.

Let us sing and say good morning, today to you all.

To Ajoa, to Samuel, to Dora, to Kwame.

Let us sing and say good morning, today to you all.

(use names of learners in the group)

2. Put learners in groups (6 persons in each group)

Give each group two large sheets, markers and two sets of body parts words cards.

3. In turns learners trace the outline of a boy and a girl (one person on each sheet)
4. Teacher draws the outlines of a boy and a girl on the board.
5. Assist learners to fill in facial features ears- eyes, mouth, and nose to complete the outline on the board while learners work on their sheets.
6. Each learner identifies his/her sex with the picture. Learners talk about themselves- name, age, where one lives, height, one's best friend, the food one likes best, what one dislikes. Lead learners through questions.

All learners go through questions in 2 group –**a to d** in one session, then **e to h**.

Example: a. What is your name ? My name is Efia

b. How old are you? I am 5 years old

c. Where do you live? I live at Mataheko

d. Are you tall or short? I am tall.

e. Are you dark, chocolate or fair in complexion?

(Call 3 learners of the complexions indicated to help them with the meaning of the words fair, dark, chocolate.

f. What food do you like best? The food I like best is rice and fish stew.

g. Who is your best friend? My best friend is called Tara.

h. What do you dislike/what do you not like? I don't like fighting with others.

Practical Activities B

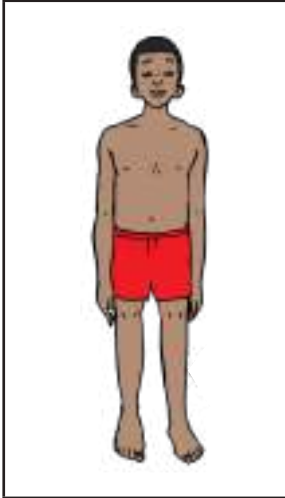
1. Have learners stand in a semi-circle.
2. Play 'Kofi says' with them. Learners listen and perform the actions. (The activities can be done both in the Ghanaian and English languages)
Kofi says " Clap your hands; Stamp your feet; Nod your head; Shake your waist; Turn your head to the left, then to the right; Touch your knee; close and open your fist three times." - learners perform the actions.
3. Draw large outlines of a boy and girl on the board(outline of head to tigh only)Give each group a sets of picture word cards.
4. Call one learner to the front of the class. Have the class identify the parts of the body he/she has. As learners do that, have them place the picture/word cards on their outline. When the cards are being placed on the diagram, talk about the parts. Mime the actions.

Example: Hands. What do we use our hands for? - To clap; eat; scratch our body; to hold things...

Legs- To walk; run; play football...

Assessment

A. Draw yourself; show your face, hands and legs



B. What can you do with you nose?..... Smell.
What can you do with your hands?clap, eat, hold things.

Learner’s Workbook – Language and Literacy Activities for kindergarten 2.

Activity K2.1.1.1 Do the activity after Practical Activities A and Assessment Exercise A.



My name is
Ama.



My name is
Kofi.

1. My name is Ama/Kofi
2. I am five (5) years old.
3. I live at Osu.
4. I am tall. I am short.
5. I like fufu and soup best.
6. My best friend is called Ajoa/Kojo.

Term 1: Strand: All About Me

Sub Strand: I Am A Wonderful And Unique Creation

Activity 2 – K2.1.1.1.2

My Unique body Parts and Parts of a Book

Content Standard: K2.1.1.1. 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 Competencies: Personal Development and leadership, communication and collaboration

Introduction

Like the human body parts, books have parts. By Kindergarten 2, learners have had a lot of experiences with books - flipping through pages of picture books/story books, magazines or new papers. They have also heard stories read to them from books. It becomes necessary to teach learners vocabulary around books - Parts of a book. In this lesson, learners will consolidate their knowledge of the parts of a book - the cover or front page; title, author or writer, inside pages of a book and picture illustrations that help to tell the story.

Indicators/objectives

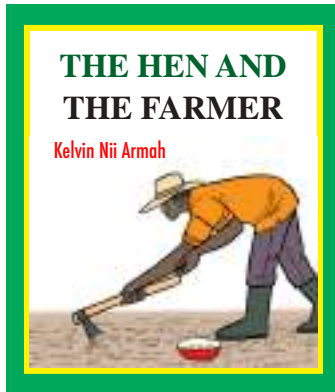
Recognize and describe the different parts of a book, *(the front/ cover page of a book and back of a book) and relate the content of the text to our body parts.

Key words

Cover, Front, Writer, Author, Page

Materials/Resources

4 Large sheets of paper and one manila card, each measuring (15"x20"), markers,(Make a teacher-made big book by writing the story on the inside pages of the book.



Procedure/Methods

Practical Activities

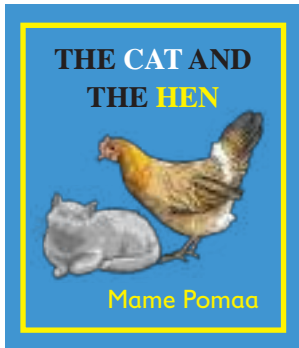
Talking About Parts of a Book

1. Have learners sit in a circle with you
2. Pick the Teacher-made story book. Close it and show the cover page to learners.
3. Say: I have a book. It is a story book. This is the cover or front of the book. Explain the key words as you go through the activities with learners.
4. Ask: what do you see on the cover of the book? - Pictures and writings.
5. Explain that the pictures can suggest what the story /book is about. Example “ The Hen and the Farmer” has pictures of a hen, a farmer and a bowl of corn; and the name of the writer also known as the Author. –Kelvin Nii Armah
6. Flip through the book to the end while learners observe, after the last page, close the book and show learners the back of the books. Some books have pictures, while other have writings about the author or the story on the back. Other books have nothing at all on the backs- just a colourful back.
7. Have learners close their Language and Literacy Activities book; observe and talk about the front/cover and back of the book.
8. Have learners look at the parts of other children’s story books.
9. Explain that just as the human body has parts -external (head, chest..) It also has internal parts (brain, lungs) ,and a back which has buttocks the part on which we sit and our backbone.
10. The external part of the body and the back can be likened to the cover/front and the back of a book. The internal part can be likened to the inside pages of a book -pages that has the story-.
11. Recite the poem on page 2 of the language and Literacy Activities for Kg.2 with learners.
12. Have learners name and say one sentence about a body part as the teacher touches.

Example: Neck – I can turn my neck to the left and then to the right.

Assessment

Draw the front/cover of a book about the cat and the Hen . write the name of the author- Mame Pomaa.

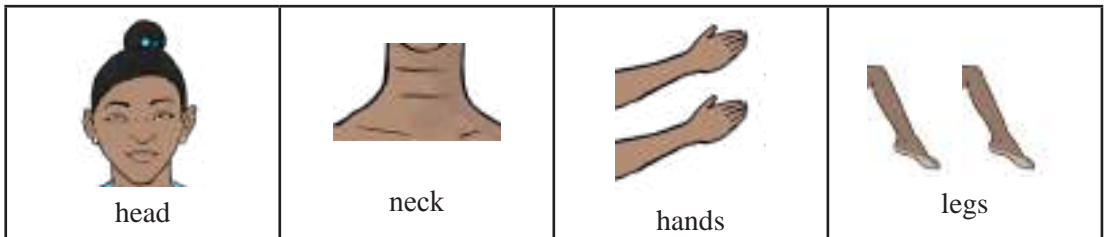


Learner’s Workbook – Language and Literacy Activities for Kindergarten 2.

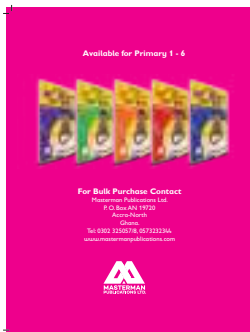
Activity K2.1.1.2 Do the activity in two parts.

1. Draw the body parts and talk about them. Recite the poem with learners.
2. Have learners go through the instructions under “Activity” to talk about the parts of a book.

1.



2.



Back of a book

Term 1: Strand: All About Me

Sub Strand: I Am A Wonderful And Unique Creation

Activities 3 – K2.1.1.1.3 ; 4 – K2.1.1.1.4

Story: Aba and Her Cat Zubby

Content Standard: K2.1.1.1. :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 competencies: Personal Development and leadership, communication and collaboration

Introduction

Story telling is an oral activity that supports the child’s language development. All children love stories and they enjoy carefully selected stories- told and read to them. Children learn a wide range of vocabulary through the different stories they listen to; The pictures and other (story) materials that accompany such stories make them appealing to children.

The teacher should ensure that story sessions are lively, interactive and interspersed with songs. Also that appropriate props (story telling materials) are used to make the experience more meaningful. Children enjoy stories they understand, therefore it is appropriate for a story to be told in the child’s own language and then later repeated or read in English. This enriches their emergent literacy skill.

Reading stories to children helps them recognize the relationship between spoken word and print; and also creates in them the excitement and enthusiasm for learning to read. Dramatization of stories heard make the content more meaningful and enjoyable.

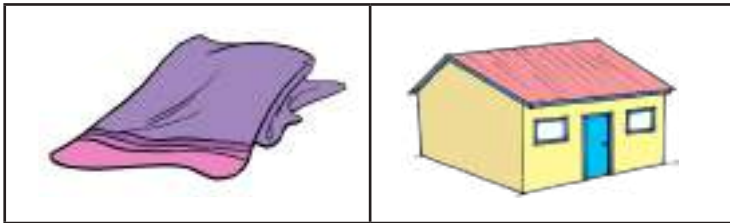
Indicators/Objectives

Use positive words learnt from Shared reading of a Big Book, to talk about how wonderful and unique they are.

Key Words

Cat, Aba, Plays, wet, water, wrapped, blanket, happy

Materials and Resources



Procedure/Methods

Practical Activity A

1. Learners form a circle to sing and dance.
Song: O! Mary is my name, my name.
My name's Mary 3x
Mary is my name, my name.
(Each learner uses his/her own name in the song)
2. Open the teacher-made Big Book for learners to see the pictures. In turns, have the learners mention the names of the pictures in the book.-A girl, cat, bowl of water, blanket, a house. (The pictures pasted on the various pages of the book)
3. Copy the key words on the board and read with learners. Explain new words to learners – create situations to explain new word to learners. Example: Wrapped, wet.
4. Ask learners who the characters in the story are. – The girl -Aba and the cat
5. Point to the pictures in turns, say what each one is saying about the characters in the story.

Example: blanket- Aba bought a blanket; Bowl of water- the girl will use the water to wash her things.

Cat- the cat is Aba's pet.

6. Tell the story about Aba and her Cat Zubby to the class. (child's own language first).
7. Open the Teacher-made Big Book. Put it against a low chair and sit beside the chair. Have learners sit opposite the book .
8. Track the words as you read the story to learners. Pause occasionally to ask a question. Example-Who is Zubby? -Aba's cat
What happened to Zubby one day? – Zubby fell into a bowl of water.
9. Let learners retell the story in turns. In pairs let learners talk about their pets at home -name, the kind of animal; the food it eats; how they play with them.

Practical Activity B

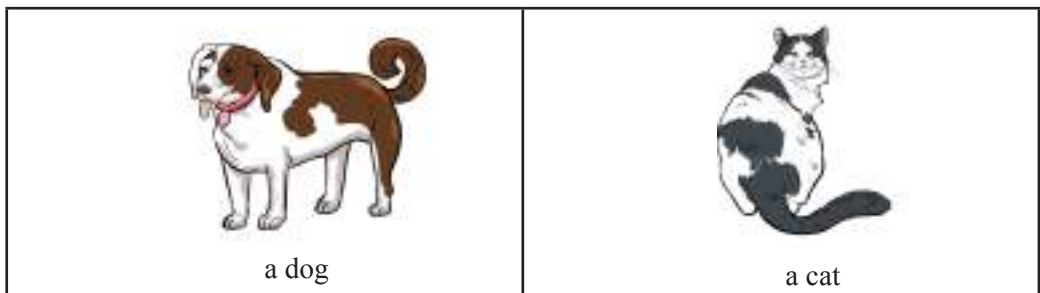
Story: Aba and her Cat Zubby - Vocabulary

Beautiful, tall, long, cool, bushy, small, fair

1. Copy the words boldly on the board.
2. Create situations or use real objects to explain each word. Read the word three times with learners.
3. After explanation, have learners form sentences with the words. Example : I have a beautiful dress.
 - Beautiful: show a beautiful picture and one that has dark scribbles on it.
 - Tall: compare the heights of two learners- Kofi is tall/ Ama is short
 - Long: Show a long rope and a short rope
 - Cool: Present learners with warm water and cool water (water kept in a fridge for a while.)
 - Bushy: Show pictures of two cats, one with a tail
 - Small: compare two chairs – a big one and a small one.
 - Fair: compare the complexion of two learners –a fair skinned person and dark skinned person.

Assessment

Draw and colour your pet.



Learner's Workbook – Language and Literacy Activities for kindergarten 2.

Activity K2.1.1.3

Read the story with the class. Learners track the words as they read.

Oral: Have learners answer the questions in the workbook

- How did the story describe Aba? – Aba is a five year old girl. She is fair and has long hair.
- How many legs has Zubby?..... Zubby has four legs.
- How many legs has Aba?..... Aba has two legs.
- What made Zubby happy again? ... Aba wrapped her in a blanket to make her dry.
- What animal do you like as a pet? Why?dog; cat. I play with my pet.

Activity 4 - K2.1.1.4

1. Do the exercises after Practical Activities B.
Read the story –“Aba and her Cat Zubby” – Language and Literacy Activities for Kg2- with learners page 3
2. Read and talk about the words in Activity 4 - beautiful, tall, long, cool, bushy, small, fair.
3. Copy the words in the spaces provided.
4. Draw a long tail and a short tail.



Short tail

Long tail

Term 1: Strand: All About Me

Sub Strand: I Am A Wonderful And Unique Creation

Activity 5 and 6 – K2.1.1.1.4; Activity – 7 and 8 – K2.1.1.1.5 ; 9 – K2.1.1.1.6

Letter Sounds

Content Standard: K2.1.1.1:

Activities 5 and 6- Activity K2.1.1.1.4; 7 and 8 Activity K2.1.1.1.5; 9 - K2.1.1.1.6

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.

Introduction

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

Indicators/Objectives:

K2.1.1.1.4 - Identify and randomly recognize the letters in names (of learners) and match with another pair.





K2.1.1.1.5 - identify and recognize individual letter-sounds in words related to the theme and write the words in their books

K2.1.1.1.6. Draw any two parts of the body that you like and write the names underneath.

Key words

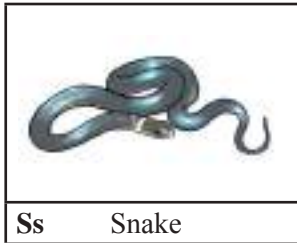
Ant, snake, tennis, ink, pot, nose

Materials and Resources

				
Ant /a/ /a/	snake /s/ /s/	tennis /t/ /t/	ink /i/ /i/	nose /n/ /n/

Procedure/Methods

1. Have learners stand in 4 rows in the classroom. Teacher stands beside them.
2. Use a song and an action to teach letter sounds- s,a,t,i,p,n. Teach three sounds in a lesson.
3. Put up the picture/word card of the sound to be taught., sing a song associated with the sound accompanied by the action.(You may also use the sound to tell a story)
4. Repeat the sound many times.
5. Say the name of the object in the picture. In turns let learners mention name of persons, or objects or words that begins with the sound.
6. Have learners draw and colour any object that begins with the sounds taught.



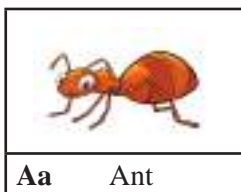
Song:*The snake is in the grass 2x*

Sssss ssssss,

The snake is in the grass.

The action- Weave your hand as in 's' of a snake and say ssssssss .

b)



song: *a, a, ants on my arm (3x)*

They're causing me alarm

The Action - wriggle your fingers above the elbow (of the other arm) as if ants are crawling on you and say a a a a

c)



T t Tennis

Song: when I watch the tennis game, t, t, t,t t,t,t,t.

When I watch the tennis game, my head goes back and forth.

The action- turn your head side to side as if watching tennis and say t,t,t,t t,t,t, t

d)



I i ink

Song: Inky the mouse is my pet

She spilled the ink and got wet.

The ink it spread all over the desk.

/i/-/i/-/i/-/i/- inky's wet

The action - Pretend to be a mouse by wiggling your fingers at the end of your nose like whiskers and squeak i,i,i,i

e)



P p Pink pig cake

Song: puff out the candle on the pink pig cake

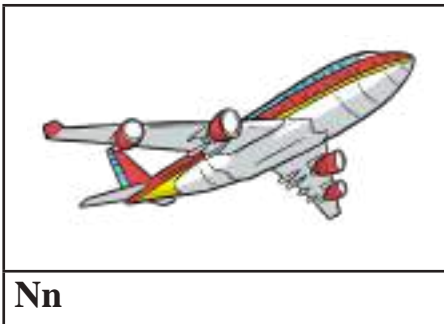
/p/ -/p/- /p/ ; /p/ -/p/- /p/

Puff out the candles on the pink pig cake.

Puff! Puff! Puff !

The Action: hold up your finger as if it is a candle and pretend to puff it out saying p, p, p, p.

f)



Nn

Song: Hear the aeroplane /nnn/ 3x

Making lots of noise







Action-Pretend to be a plane with arms out like wings and say /nnnnnnnnnn/

7. Teach other letter-sound using the same process.- sing with the action, repeat the sound, give examples of things or names that begin with that sound. (refer to appendix for songs and actions of other letters)

The lyrics of the songs may be read out as a poem/rhyme.

Assessment

1. Pronounce your name. Write the first letter-sound . Serwa /s/ ; Pamela /p/ Ingrid /i/
2. Draw the following pictures. Write the beginning letter - sound of the name of the picture.

<p>s</p>  <p>Soap</p>	<p>i</p>  <p>Insects</p>	<p>a</p>  <p>apple</p>
<p>n</p>  <p>nose</p>	<p>t</p>  <p>tap</p>	<p>p</p>  <p>pencil</p>

Learner’s Workbook – Language and Literacy Activities for Kindergarten 2.

Activities- 5,6,7,8and 9. Do each activity after the Practical Activities.

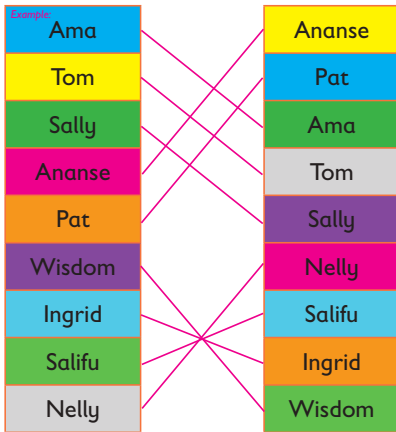
Read the instructions and explain to the learner.

Go through the exercises in the work book with the learner.

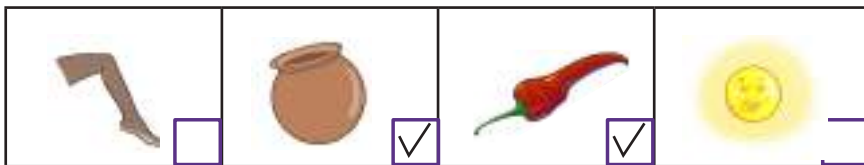
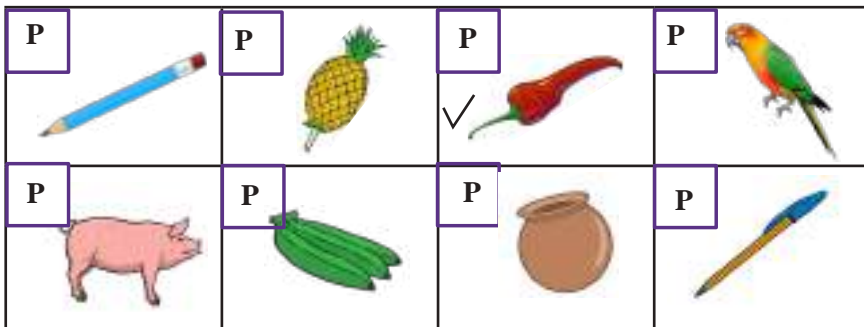
Activity 5 - K2 1.1.1.4

Aba	Sam	Pat	Ted	Nat	Tim
Aba	Sam	Pat	Ted	Nat	Tim

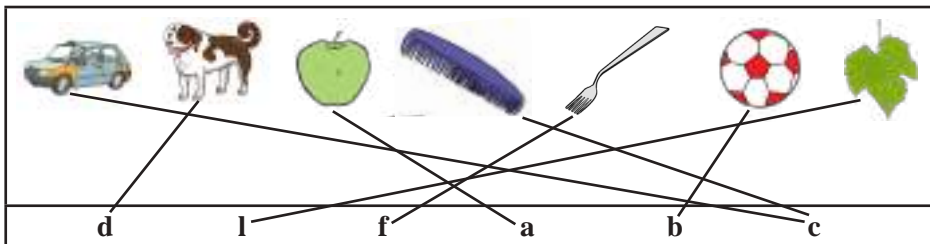
Activity 6 - K2. 1.1.1.4

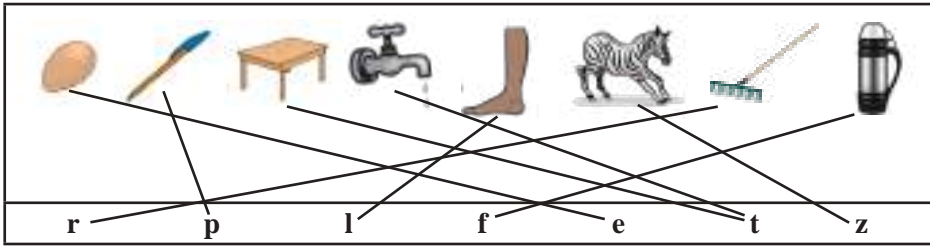


Activity 7 - K2. 1.1.1.5

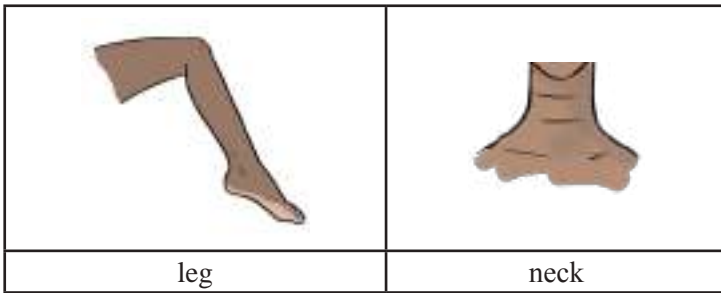


Activity 8 - K2. 1.1.1.5

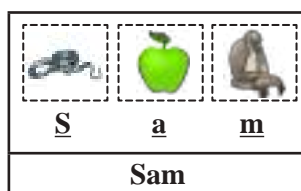
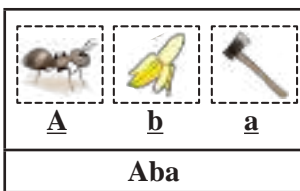




Activity 9 - K2. 1.1.1.6



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		



Term 1: Strand 1: All About Me

Sub Strand: The Parts of the Human Body (both external and internal parts and their functions)

Activities: 10 – K2.1.2.1.1; 11 - K2.1.2.1.2; 12 – K2.1.2.1.3

Internal Body Parts

Vocabulary

Content Standard: K2.1.2.1: Demonstrate the knowledge of appropriate names of the parts of the internal parts of the body that we cannot see and their functions.

Core Competencies: Personal Development and leadership, communication and collaboration.

Introduction

Learners see their external body parts. They are aware of their various uses; for example the neck help us to move our heads into various directions. Learners will learn that there are other parts of our bodies we do not see, but they all work together to keep us alive. They are our internal body parts. Learners will learn names of these body parts and their functions.

For instance we need food to grow, but the body needs to change the food into forms it can use. The rice and kontomire stew we eat goes into our tummy. The digestion starts from our mouth, and inside our stomach and through our intestines. The body then take the nutrients it needs for the various growth and development.

The internal part of the neck houses the throat. We breathe in and out through our nose, but the air passes through our throat to enter our bodies. The part the air enters is the lungs. Learners who have seen their parents slaughter and dress fowls or goats would have had the opportunity to see the internal organs of animals that are similar to that of humans.

Indicators/objectives

Using a conversational poster of body parts, learners talk about the parts of the human body that we can see and cannot see.

Key Words

Brain, lungs, heart, stomach, intestines

Materials/Resources

Conversational Poster of parts of the body (internal organs as in language and Literacy Activity book for KG2, page 10).

Procedure/Methods

Practical Activities A

1. Have learners sing ‘My head, my knees, my toes’
2. Play the game Kofi says:
Touch your neck and say – This is my neck.
Touch your tummy – this is my tummy
Touch your head- This is my head
Touch your chest- This is my chest
Clap your hands
Stamp your feet.
3. All the parts you have touched are the parts of our bodies we can see and touch.
4. Mention other parts of your body we have not mentioned.(learners mention the parts in turns) – face, mouth, ears, fingers, thighs, nose, buttocks
5. Put up the conversational chart. In turns, point the internal parts shown: Name, where it is located in the body, the outer part that covers it and its function
Example: **Brain-** inside the head, it controls all the body. It controls our walking and all movements, and thinking
Lungs- Inside the chest, when we breathe in, the air goes there, and from there we also breathe out
Activity – Instructions: Stand up; place your hand under your breast; breathe in; breathe out.
What do you feel? – movement in the area.
This is the area where our lungs are. Point to the lungs on the poster and read,
Heart- Have learners place one hand on their chest and feel their heart beat.
They can feel the heart beats of their friends.
Stomach – located in the upper part of our tummy. The area under our breast. When we eat, it goes there first, then into our **intestines**.
When the body uses what it needs, the rest comes out of our bodies. We then go to the toilet to get it out.
6. Point to the various parts on the Conversational Poster and read with learner.
7. Have learners look at the picture of the internal parts of the body in their Language and literacy Activity Book. In turns, learners mention a part , and say where it is located in the body.
8. Copy the names of the body parts treated on the board. Read through with learners.
9. Learners form sentences with the words. Teacher writes out the sentences on the board. He/she reads them with learners.
Example: My heart beats; My brain helps me to think; We all have two lungs

Practical Activities B

1. Read through the names of the body parts with learners.
2. Read through the sentences copied on the board with learners.
3. Read Aloud session

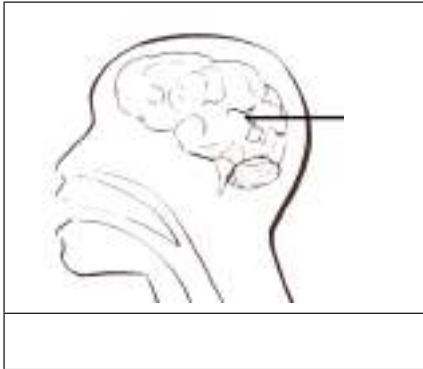
Copy out 'My Body Part' on page 11 of the Language and Literacy Activities Book for KG 2 on the board or boldly on a poster.

Read through the text meaningfully while learners listen

4. Read along with the class as you all track the words.
5. Have learners read along with you as they track the words (three or four times) .
6. Ask questions as you read along. Example where can we find the heart in the body?
..... the chest

Assessment

1. Learners draw the brain in an outline of the head (on the board).



2. Oral: Mention one body part. Form a sentence with the name.
My heart beats very fast; My brain helps me to think; We all have two lungs; When we eat, it goes into our stomach.

Learner's Workbook - language and literacy Activities Book KG.2

Do the exercises after the practical activities.

Read and explain the instructions to learners.

Support learners who need individual assistance.

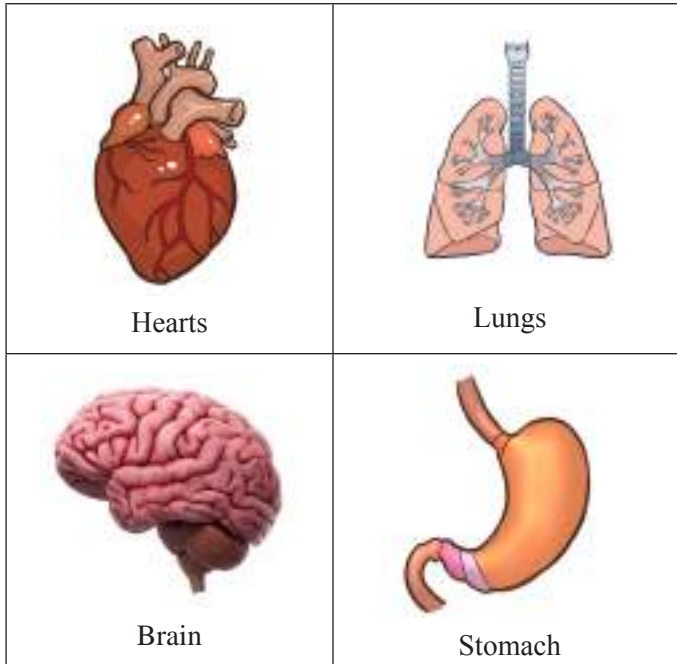
Activity: 10 K2.1.2.1.1;

- Teacher leads learners to point and name the internal body part.
- Learners copy the words and read.

heart	brain	stomach	lungs	intestines
heart	brain	stomach	lungs	intestines

Activity 11 – K2.1.2.1.2 after Practical Activities B

- Look at the picture in Activity 10; draw and talk about each one.
(Do not expect perfect drawings by learners)



- Facilitator/teacher reads aloud again to learners. Learners track the words.
- Learners say what they remember from the text.

Example - The brain is in the head

Activity 12 – K2.1.2.1.3

- Read the words; copy the word; Talk about each word and its function in the body.
Head, Brain, Chest, lungs, Heart, Stomach, small intestines, Big intestines
The head houses the brain; The brain helps us to think. The brain controls the whole body.;

head	brain	chest	lungs
heart	stomach	small intestines	big intestines

Head	Touch your head
Chest	Show me your chest
Stomach	This is my stomach
Lungs	Everyone has two lungs

Term 1: Strand 1: All About Me

Sub Strand: The Parts of the Human Body (both external and internal parts and their functions)

Activity 13 and 14 – K2.1.2.1.4

Letter Sounds

Content Standard: K2.1.2.1: Demonstrate the knowledge of appropriate names of the parts of the internal parts of the body that we cannot see and their functions.

Core Competencies: Personal Development and leadership, communication and collaboration

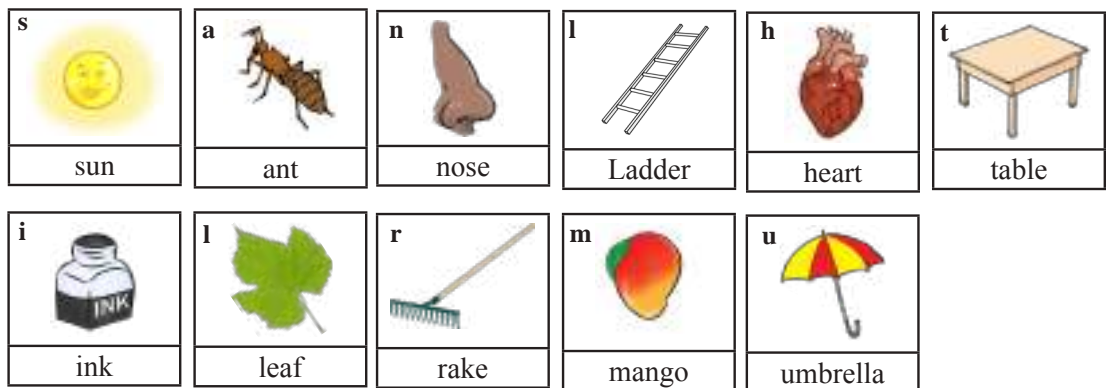
Introduction: Refer to Activities: 10 – K2.1.2.1.1; 11 - K2.1.2.1.2;

Indicators/Objectives

Identify and recognize individual letter-sound in words related to the theme and write the words in their books.

Key Words: heart, lungs, tap, ring, ink mango, pen, sun, apple,

Material/Resources



Procedure/ Methods

1. Have learners sing the a,b,c, song
2. Read the key words with learners
3. Pick and show the picture/word cards, one after the other and have learners read (as you show)
4. Turn the picture/word cards upside down
5. In turns have learners pick and show for the class to read.
When the name of each picture is read, learners repeat the initial sound of the word

thrice, then mention the word again. Point to the letter that makes the sound, and let learners mention the name of the letter and the sound again

- Learners now mention words, names of persons and objects that begin with the same sound. Treat one sound at a time.

/s/ -sun, soap, Sylvia

/a/ -ant, Aba, apple, ampe

/n/- nose, nail, Nortey, napkin

/l/- ladder, long, Lareba, lungs

/h/- heart, hot, house, horse

/t/- table, toy, tablet,

/r/-rake, ring, lorry

/i/- ink, in, insect

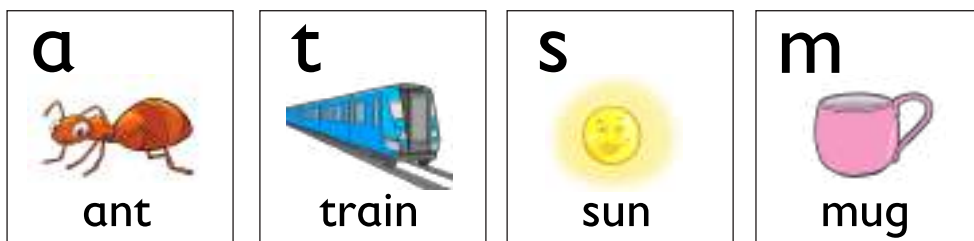
/m/- mango, make, mum

/u/- umbrella, under, under wear

Assessment

Draw one picture each of the following letter-sounds

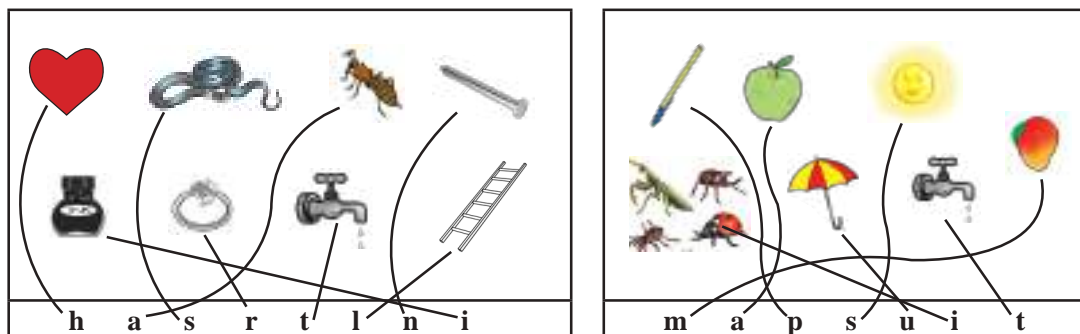
a, t, s, m



Learner's Workbook - Language and literacy Activity Book KG.2

Activity 13 –K2.1.2.1.4

Read the instructions and explain to learners. Discuss the example with learners and have learners do the exercises independently.



h- heart; a- ant; s- snake; r- ring; t- tap; l- ladder; n- nail; i- ink
m- mango; a- apple; p- pen; s- sun; u- umbrella; I – igloo; t- tap

Activity 14 – K2.1.2.1.4

- Learner trace letters.
- Learners copy initial letter-sounds of words ; b—brain; l—lungs; h- heart; s- stomach

Repeat the initial sound, then say the word. Next learners, copy the initial letter sounds of the words in the spaces provided.

h	e	a	r	t	l
u	n	g	p	s	i
m	b				
H	E	A	R	T	L
U	N	G	P	S	I

b-brain	l-lungs	h-heart	s-stomach
brain	lungs	heart	stomach

Term 1: Strand 1: All About Me

Sub Strand: Personal Hygiene and Caring for the Parts of the Body

Activity 15 - K2.1.3.1.1

Letter sounds

Content Standard: K2.1.3.: Demonstrate understanding of personal hygiene and care of the human body.

Core Competencies: Personal Development and leadership, communication and collaboration

Introduction – Refer to Activity 5 K2.1.1.1.4

Indicators/Objectives

Learners use simple language to describe and engage in conversation about how to care for different parts of the body

Key Words

Head, eyes, nose, fingers , ears, mouth, neck.

Resources /Materials – Poster with song on page 15 – Activity 15 Language and literacy Activities- KG2, and the key words.

Procedure /Methods

1. Have learners stand in a circle in the classroom and teach/sing the song on the poster. – ‘Olee, Olee’ and “I have one head...”
2. Learners name and touch their body parts (in the songs).
3. Have learners identify the initial sounds of the following words. Tra, talk - /t/; Can, clap - /c/ see, smell - /s/; walk, wave- /w/
4. They repeat each sound. In turns they mention words, names of persons and object with the sounds- t- table, towel ; c- cat, catch; s – sand, smile; w- watch, wag

Assessment

Identify and sound the initial sound of the following words (learners take turns)

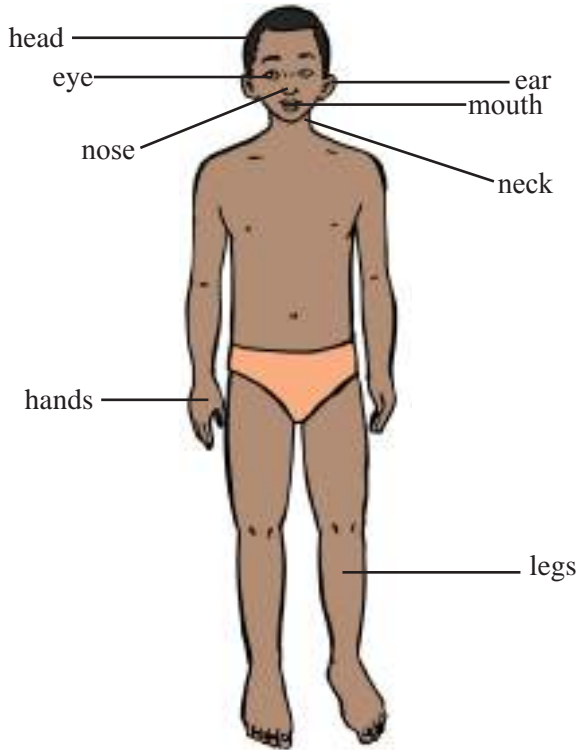
Heart - /h/ ; feet /f/ ; clap- /c/; talk- /t/

Learner's Workbook – Language and Literacy Activities for Kindergarten 2.

Activity 15 -K2.1.3.1.1

Learners sing the a,b,c, song.

Learners draw themselves and label the parts indicated.



Term 1: Strand 1: All About Me

Sub Strand: Personal Hygiene and Caring for the Parts of the Body

Activity 16 – K2.1.3.1.1

Parts of the body

Content Standard: K2.1.3.: Demonstrate understanding of personal hygiene and care of the human body

Core Competencies: Personal Development and leadership, communication and collaboration.

Introduction: Learners have a bath daily before going to school. They however need to be made conscious of the need to keep all parts of their bodies clean, and taught the proper way of hand washing and how often they should wash their hands. Teachers and parents should have a lot of patience in teaching the child, especially about washing of the hands. The washing of hands is very important in the child's life because of the way they play around, touch surfaces and play things. Young children also easily put things they pick into their mouths. The current issue of Covid 19 (Corona virus) makes washing of the hands regularly even more important.

In the early years, parents take charge of the cleaning of children- bathing, trimming of finger nails and washing of hands. Children begin to learn to wash their hands as parents do so for them.

Indicators/Objectives

Learners use simple language to describe and engage in conversation about how to care for different parts of the body

Key Words

Head, teeth, fingers, mouth, hand, eyes, nose.

Resources /Materials –Towel, soap, tooth brush and tooth paste(real objects) , Veronica bucket/ a bucket of water with a cup, or a sink with a tap with chart of pictures of the cleaning materials in Activity 16 of the workbook; Language and literacy Activities for KG 2.

Procedure /Methods

1. Learners sit in a semi- circle and sing: “..This is the way we wash our face ...”
(Substitute face with comb our hair, wash our hand..)
2. Write the Key words boldly on the board. Read through with learners -Head, teeth, fingers, mouth, hand, eyes, nose
3. Have learners identify the parts named on their own bodies and talk about them. Use questions on page 16 of workbook - Language and Literacy Activities for KG 2.
 - i) When do we clean our teeth? – when we wake up in the morning; after eating a meal and before we go to bed.
 - ii) When do we wash our hands? – After playing, before we put food or anything into our mouth. When we touch surfaces like our tables, after using the toilet. We must wash our hands as often as we can. We can use hand sanitizer if there is no water close by.
- Show the things shown under resources and have learners talk about them. – identify them and say what they are used for- **soap** for bathing the body and washing hands; **tooth brush and tooth paste** for cleaning our teeth; **tap (for water)** for washing our hands and bathing our bodies; **towel** for drying our washed body or hands. Towels should be used individually. When we wash our hand we can also dry with paper towels and throw away (and this is more hygienic).
- Take learners out to the school tap or veronica bucket.
- Have learners stand in a semi-circle where they can all see you. Demonstrate the proper washing of hands to them.
 - a. Rub soap/pour liquid soap onto your hands.
 - b. Open the tap and get some water onto your hands. Rub your two palms together. Rub your thumbs alternately, then in between the fingers of both hands, then join your fingers together and scrub your palms alternately, then the back of your hands and the area around your wrist and the upper part of the wrist.
 - c. Rinse with the running water from the tap, a veronica bucket or the water being poured from a cup. The water from the hand washing should either go through the sink into the gutter, or onto the ground.
 - d. As a learner washes the hand, the rest of the class sings the “Happy Birthday” song twice. This is the length of time the washing of the hands should take. Teachers or the adult helping the child should be patient with him/her. All learners in the class should be made to have the experience.

Assessment

Mention the things we need to wash our hands?

Running water, soap and a towel(cloth or paper)to dry our hands.

Learner’s Workbook – Language and Literacy Activities for Kindergarten 2.

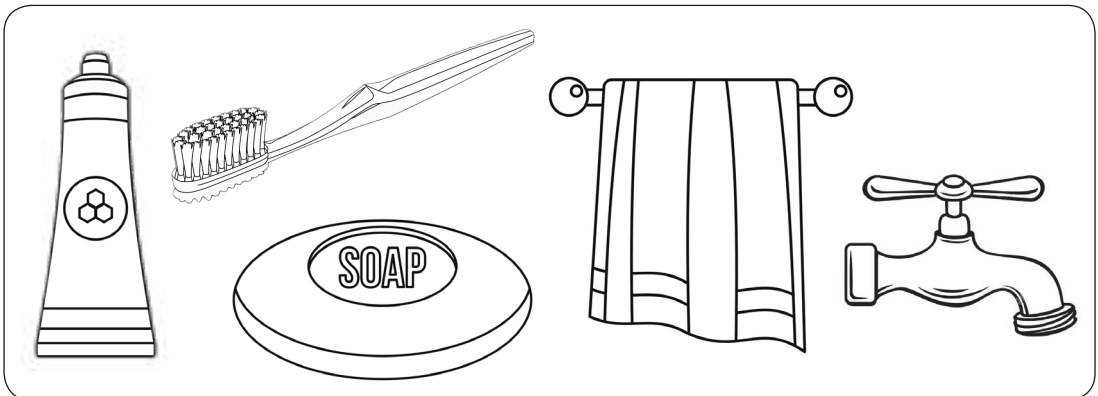
Activity 16 K2. 1.3.1.1

- Learners sing the song ‘This is the way we wash their our face’
- Talk about the following – eye, mouth, teeth, nose.
- Answer the questions

When do we clean our teeth? - At least two times (Morning and evening)

When do you wash your hands? As often as possible- after playing, when you have touched your books, table, before eating, after eating, after visiting the toilet.

- Learners name the objects in the picture.
- Learners colour the pictures of cleaning materials .



Term 1: Strand 1: All About Me

Sub Strand: Personal Hygiene and Caring for the Parts of the Body

Activity 17 and 18 – K2.1.3.1.2

Visual Information on the cover page of a book

Content Standard: K2.1.3.: Demonstrate understanding of personal hygiene and care of the human body.

Core Competencies: Personal Development and leadership, communication and collaboration.

Introduction - At the kindergarten level, Visual information (pictures) helps learners to make meaning and interpret pictures. 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/text are read to them, they are being prepared to read meaningfully by themselves.

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

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 /Objectives

Talk about the visual information on the cover page and respond to a read-aloud text about caring for the human body.

Key Words - cover page, writer, author, wash, Saturday, sponge, clippers, breakfast, lunch

Resources/Materials

Sponge, towel, soap, tooth brush and tooth paste, nail clippers (real objects) Text of Activity 17. Some story books with pictures on the cover pages.

Procedure/Methods

Practical Activities 1

1. Have learner stand in a circle and sing: “This is the way we wash our face....” With actions.

2. Have learners sit in groups of 6. Give each group a story books to look at.
3. Have learners close the books and draw their attention to the cover page. The cover page also has the name of the writer or author.
4. Let each group suggest what the story in the book will be about by looking at the picture on the cover page. Members of the group contribute to make the story.
5. Tell learners that pictures tell stories. Have learners turn to page 17 (activity 17) of their workbook Language and Literacy Activities for KG 2. Have them look at the cover page of the book on the page.
6. Have learners identify the author of the book – Ama Ofori.
7. Help learners identify the title of the story –Keeping Healthy
8. Have each group suggest what the story will be about.
9. Copy the Key words on the board and read through with learners. Create situations to explain the words /show real objects as you mention the names
10. Read the text aloud for learners to listen. Read twice - Read 5 lines at a time.
11. Have learners track the words as you read.
12. Ask questions to be sure that learners are following the story.
 - Ask: Mention the things Judy’s mum collected for bathing – sponge, water, soap, and towel.
 - Who taught the children to wash their hands properly? – Aunt Judith.

Practical Activities 2

Have learners turn to page 18 of their workbook Language and Literacy Activities for KG 2 and look at the pictures.

In turns learners talk about each picture They talk about what they have learnt about each one.

- We must always wash our hands under running water. This will make our dirty hands clean
- Our grown nails can pick germs so we need to have them cut by an adult. It is safe to use the nail clippers
- We should bath every day to keep our bodies clean.
- Our dirty clothes are washed by mum.
- We need to brush our teeth in the morning, evening and after eating anytime.

Assessment

1. What do we find on the cover of a book?
-Pictures, name of the writer and the title of the book.
2. When do Judy and Jewel have their grown nails cut short? –After lunch on Saturday.
3. Why should the children always wash their hands properly? – Their hands could pick germs from play. This could make them sick.

In groups of three, let learners share their experiences of the situations in the pictures of Activity 18 - Language and Literacy Activities for KG 2.

Workbook – Language and Literacy Activities for Kindergarten 2.

Activity 17- K2. 1.3.1.2

- Have learners track the words as they read the text again. Have learners retell what they heard from the text.

Example- Judy and Jewel wake up at 7 o'clock every Saturday.
Aunt Judy taught the children how to wash their hands properly.

Activity 18- K2. 1.3.1.2

Read the words with learners. Learners copy the words in the spaces provided.

washing	cutting	bathing	teeth	body	hair
washing	cutting	bathing	teeth	body	hair
washing	cutting	bathing	teeth	body	hair

Term 1: Strand 1: All About Me

Sub Strand: Personal Hygiene and Caring for the Parts of the Body

Activities 19 – K2.1.3.1.3; 20 – K2.1.3.1.4; 21 - K2. 1.3.1.5

Rhyming sounds-Ending sounds

Letters of the alphabet

Letter sounds

Content Standard: K2.1.3 Demonstrate understanding of personal hygiene and care of the human body.

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 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.

Since learners at this stage need concrete things to help their understanding of concepts, it is advised that facilitators take their time with these activities, ensuring maximum learner participation. Learners must be made aware that a letter could sound the same at different positions of words. Example: the letter sound /t/ in mat and tap.

Indicators/Objectives

K2.1.3.1.3 -Identify rhyming sounds at the end of words and create more rhyming end of words.

K2.1.3.1.4- Begin to learn the letters of the alphabet, randomly recognize the individual letter in their names and match it with another pair.

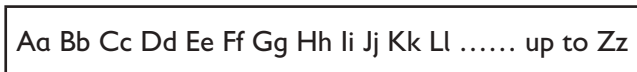
K2.1.3.1.5- Begin to learn and identify individual letter-sound of the alphabet in key words related to the theme and write the letters and key words legibly in their books.

Key Words – hand, mug, map, ten (emphasis on ending sound)
 -cup, nose, fork, watch, leaf (emphasis on beginning sound)

Resources/Materials



Alphabet frieze



Letter matching chart and letter cards

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				

Procedure/Methods

Practical Activity 1

1. Have learners sit in a circle. Teach them the rhyme on page 19 –Activity 19. Language and Literacy Activities for KG 2. Say it and let learners repeat.

2. Have learners stand and say the rhyme with actions.
3. Read the rhyme while learners track the words. Then read along with them.
4. Write out the key words on the board and drill learners on them. Have them emphasize the ending sounds of the words.
5. Pick and show the picture/word cards to learners (one after the other). They read the words with the aid of the pictures.
6. Ask learners to listen to the sounds that make the word, particularly the final (ending) sound.
7. Turn the cards upside down. In turns learners pick, read the word(with the aid of the picture), then repeat the end sound, and say the letter that make the sound.
Example: picture /word card showing hen. The end sound is /n/ the letter is n. Help learners find other names of things/words and names that end with the sound /n/. – men, Ken, ten, tin, Karen
Use the above procedure to teach /g/,/p/, /d/,/n/

Practical Activities 2 (Activity 20)

1. Display an alphabet frieze on the board or the wall, low enough for all learners to see. Say and Sing the a, b, c song with learners as you point to the letters.
2. Play the ‘I Spy game’ say I spy an upper case letter ‘G’ on the chart. Find its lower case and match it.
The child looks through the small letter card, he/she pick ‘g’ and places it on the ‘G’ on the chart.
A lower case letter could be picked for a learner to identify its upper case letter on the chart and match (place it on) it.
Each time the letter is shown to the whole class, and they repeat the letter - name.
3. Write a learner’s name on the board. Have learners identify and pick the letters that forms the name. Example: Sylvia.



Practical Activities 3

Have learners stand in a semi-circle and sing ‘This is the way we wash our face..’

Display picture cards of key words on the board-

-cup, nose, fork, watch, leaf.

Learners read the picture/word cards one after the other. When a picture is read, the beginning(initial) sound is repeated. The letter of that sound is also identified and named.

Example



Cup, /c/

Learners mention other names of persons, objects or words that begin with the sound being treated – cap, cake, carrot.

Assessment

After Practical Activities 1

Mention the name of a person, thing or a word that ends in /g/,/p/,/d/,/n/ read the word, and write the end sound and show to the class.

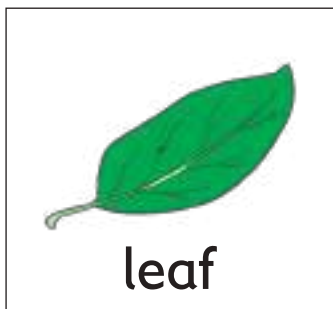
Example – log -/g/

Practical Activities 2

Call out various letters of the alphabet and have individuals identify them on the frieze letter cards.

Practical Activity 3

Read the picture/ word card, repeat the initial sound and name the letter.



Leaf, /l/. ladder, ladle, long, library

Learner's Workbook – Language and Literacy Activities for Kindergarten 2.

Activity 19 – K2.1.3.1.3

Have learners read the pictures on the page.

Do some examples with them.

A learner reads the picture, listens to the individual sounds that make the word, paying particular attention to the ending sound. He/she repeats the sound. The letter that makes the sound is written in the space provided to complete the word. Example: han.... becomes hand

The words on the Picture/ chart

Han.....	hand	le....leg	ta...tap	su...sun
Hea...	head	do...dog	cu...cup	he...hen
Be...	bed	pi...pig	ma...map	pe...pen
Re...	red	ba...bag	soa...soap	pi...pin

Activity 20 – K2.13.1.4

Part One

Say and sing the letters of the alphabet

Call out the letters at random and let learners point at them. Go round the class to ensure that learners have pointed at the correct letter.

Part Two of exercise.

Read through the names with learners. Have learners to identify the first letter and its sound. Have learners look at the example in the workbook.

Let them do the rest of the activities independently.

Sylvia		Jewel		Copy your first name
Abena		Tom		Anita
Nancy		Imani		Anita
Tom		Sylvia		Anita
Imani		Abena		Anita
Paul		Nancy		Anita
Jewel		Paul		Anita

Part Three of the exercise.

Give each learner a piece of paper, and let them turn to page 20 of the workbook. Copy your first name - Let each learner copy his/her first name on the piece of paper. Have him/her check for the correct spelling on his/her name written on the inside page of his work page/ his/her name pasted on his/her table

Let learners copy their first names in the space provided in the workbook.

Part Four of the exercise

Activity 21 – K2.1.3.1.4

Read and explain the instructions to learners.

Do the exercise in two parts. First, the activity on letter –sounds – learners read each picture many times and then write the letter of the beginning sound on the line under the word.

Learners trace and copy the letters in their workbook.

<p>Cc</p>  <p>comb</p> <p>_____</p>	<p>Nn</p>  <p>nails</p> <p>_____</p>	<p>Ll</p>  <p>leg</p> <p>_____</p>	<p>Ff</p>  <p>foot</p> <p>_____</p>	<p>Ww</p>  <p>water</p> <p>_____</p>
--	---	---	--	---

 <p>_____</p>	 <p>_____</p>	 <p>_____</p>	 <p>_____</p>	 <p>_____</p>
--	--	--	--	--

Cc	Nn	Ll	Ff	Ww
Cc	Nn	Ll	Ff	Ww
Cc	Nn	Ll	Ff	Ww

Term 1: Strand 1: All About Me

Sub Strand: Personal Hygiene and Caring for the Parts of the Body

Activity 22 – K2. 1.3.1.6

Drawing and colouring items used in caring for parts of the body

Content Standard: K2.1.3.: Demonstrate understanding of personal hygiene and care of the human body.

Core Competencies: Personal Development and leadership, communication and collaboration.





Introduction

Drawing and coloring is one of the preparatory activities for writing. The activity help the child to exercise his/her wrist and fingers, thus strengthening them for correct holding of writing materials.

In drawing and colouring, the learner expresses himself/herself- his/her view of an issue or how he/she perceive things.

Indicators/Objectives: Draw and colour items we use in caring for parts of the body and copy their functions boldly and legibly underneath the drawing.

Key Words: Sponge, soap, scissors, bathing, cleaning, teeth, towel.

					
sponge	towel	soap	tooth brush	scissors	clippers

Resources/Materials: Picture/word cards

Procedure/Methods:

1. Have learner sit in semi-circle and sing ‘This is the way I brush my teeth..’
2. Copy key words on the board and read through with learners. Create situations to explain words/show pictures of objects.
3. Turn picture/cards upside down in front of the group
4. Do a ‘pick and say’ game with learners- A learner picks a card and says what he/she

sees on the card example: sponge. The learner then says what it is used for. **The sponge is used for bathing.**

Learners use the procedure to talk about all the pictures on the cards.

5. Lead learners to read the captions in each box. Have learner track the words and repeat the sentences. (pages 22 of learners workbook - Language and Literacy Activities for KG 2)

Assessment

Mention an object and have a learner say what it is used for.




Soap- it is used for bathing, washing hands and washing clothes.

Learner's Workbook – Language and Literacy Activities for Kindergarten 2.

Activity 22 K2. 1.3.1.6

Read the names of the objects and the caption in each column with learners.

Learners draw and colour the items listed in the spaces and copy the names of the item.

sponge	
	Sponge for bathing
Tooth brush	
	Tooth brush for cleaning the teeth
Towel	
	Towel for drying the body

soap	
	Soap for bathing and washing clothes
Scissors	
	Scissors for trimming the hair
Nail Clippers	
	Nail clippers for cutting the nails

Term 1: Strand 1: All About Me

Sub Strand: Eating Good Food And Taking My Vaccinations To Keep My Body Healthy

Activity 23 – K2. 1.4.1.1

Balanced Diet

Content Standard: Demonstrate the understanding of keeping our bodies healthy by eating good food and visiting the hospital when sick.

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

Introduction

Speaking skill is important for communication in everyday life. The ability to speak a language is synonymous with knowing that language because speaking is the most basic ways of human communication.

The development of oral skills (listening and speaking) helps children to speak. Speaking conveys thought understanding and feeling to listeners.

Oral skills also form the foundation of literacy and academic success. A solid foundation of oral language helps children to become successful readers, strong communicators as well as increasing their confidence and overall sense of well-being.

All learners eat various types of foods (bread, egg, chicken, rice and stew, fufu and soup, fruits, sweets)at home and school. They may also recall at least one of their vaccinations and a visit to the hospital when they were sick. Talking about foods and the benefits will be of interest to them. They will also learn about why one type of snack is a better choice. Example choosing fruits over sugary drink for snack.

Indicators/objectives

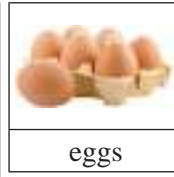
Talk about how to keep our bodies healthy by eating balanced meal and visiting the hospital for our vaccinations.

Key Words

sugar, protein, dairy, fruits, vegetables, carbohydrates.

Resources/Materials

Sweets, cakes or biscuits; eggs, milk; kontomire, cabbage, carrots, okro, oranges, banana; rice, kenkey, yam, gari – real foods or picture cards. Food pyramid on page 23 of Activity 23- Language and Literacy Activities for KG 2.



Labels

Protein

Dairy

Carbohydrate

Fruits and vegetable

Fruits and sugar

Procedure/Methods

1. Learners stand in their sitting groups around their tables and say the poem: ‘Fruits, fruits, fruits;
Orange, banana, apple and pawpaw are all fruits;
Eat a lot of fruits to make you healthy
2. Learners identify and name the food items under Resources - (Read or Pictures)
3. Each child talk about what he/she ate at home the previous day- rice and kontomire/ chicken stew, gari and palmnut soup, fufu and groundnut soup, Tuo zarfi, banku and okro soup-
They also talk about what they have for snack – pawpaw, banana, orange, biscuits and fruit juice
4. Teacher: We eat so many types of foods, they all give us nutrients and vitamins to make our bodies grow –we grow strong and healthy, our hair grow; our wounds also get healed.
5. Lead learners turn to page 23 of their workbook - Language and Literacy Activities for KG 2. Talks about each food group- name the food items, the group they fall under, and what they do for the body. When the foods under a group is mentioned, have learners identify them in the collection you have made and group them on a table. (real food or pictures)
 - Sweets, cakes, biscuits, sweet drinks- **fats and sugar.**
These are the favourite of children, but they do not give the body much nutrients so very little of it must be eaten. We can have fruits for snack instead
 - Meat, chicken, eggs, fish – **Protein foods**
Protein food repair our bodies. They heal our wounds. We must eat some of these everyday, but we must eat more fish and egg than meat.
Ask: Mention one protein food
Milk, cheese, yoghurt , butter – **Dairy foods**
They also give us protein.
 - Oranges, pineapple, pawpaw, apples, banana- fruits

Kontomire, cabbage, carrots, okro, gardeneggs, pepper, tomatoes, cucumbers onion - *vegetables.*

We must eat a lot of fruits and vegetables, they give us vitamins and minerals which also help to heal our wounds and prevent us from getting diseases. They help the body to grow and develop and keep healthy. We need to eat a lot of fruits and vegetables daily.

Ask: What do fruits and vegetables do for the body?

- Bread, yam, banku, cassava, gari – carbohydrates

Carbohydrate foods give us energy.

Ask: Mention some other protein foods you know - fish, chicken, eggs, meat.

- We must drink plenty of water and exercise our bodies to keep us strong and healthy.

6. Have learners stand, stretch their hands high up: jump six times. Hold their waist and bend to the left, then to the right, then down.

When we look at what all the different foods do for our bodies, it means that we must eat some from each group everyday, but very little of sweets and other sugary food.

7. Read the text of each food group with learners.

8. Ask questions as you read with them.

Mention one protein food – meat/fish/egg/chicken

Mention one fruit and one vegetable - orange, pawpaw, pineapple, kontomire, carrot, Okro.

9. Label the food items learners have grouped on the table.

with word cards

Dairy

Protein

Assessment

Mention one protein food.

Answer: Egg/fish/meat/chicken

Learner's Workbook – Language and Literacy Activities for Kindergarten 2.

Activity 23 K2. 1.4.1.1

Learners draw one food item from each food group on the pyramid to make a balanced diet.



Term 1: Strand 1: All About Me

Sub Strand: Eating Good Food And Taking My Vaccinations To Keep My Body Healthy

Activity 24 and 25 – K2.1.4.1.2

Six killer Diseases and Vaccinations

Content Standard: Demonstrate the understanding and knowledge of keeping our bodies healthy by eating good food and visiting the hospital when we are sick

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

Introduction

At the kindergarten level, visual information (pictures) help learners to make meaning and interpret information. 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 skills they will eventually require for learning to read – (Marilyn Jager Adams) As the text is read, learners will learn about the six killer diseases.

Although learners may not remember their own earlier vaccinations, they will remember the periodic polio immunizations and vitamin ‘A’ supplements that children are given in schools. Vaccinations are to prevent them from having the six killer diseases – poliomyelitis (polio), tetanus, tuberculosis, diphtheria, pertussis or whooping cough and tetanus.

Indicators/Objectives

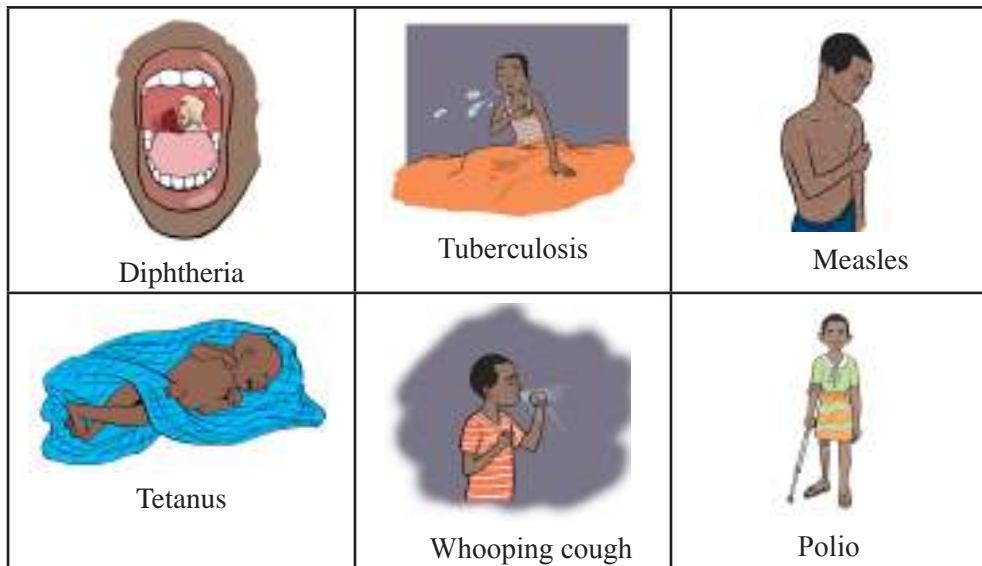
Answer questions during and after listening to the interactive read aloud on the theme and show how the visual information help readers understand print.

Key Words

Tetanus, measles, tuberculosis, diphtheria, poliomyelitis (polio), pertussis.

Resources/Materials

Language and Literacy Activities KG 2 -Text Activity 24 –K2.1.4.1.2 written legibly on a large card board;



Procedure/Methods

- Learners stand near their tables in the various groups. Say the poem: The six killer diseases are
Polio, Tetanus, Tuberculosis, Diphtheria, Measles and Whooping cough
- Have learners sit in a semi-circle. Read through the key words while they listen, then have them repeat the names after you.
 - Explain to them that these are childhood diseases that can harm you and even kill you. All children are therefore given Vaccinations to protect them.
- Learners turn to page 24 of their workbook. Have them look at the pictures . tell learners that the girl in the first picture has Polio (Poliomyelitis). She cannot walk by herself. Draw attention to her thin legs and hands. She might not have been Vaccinated as a child.
The second child has measles. Measles gives you rashes on your body and gives you fever. You will have to be taken to the hospital for the doctor to give you medicine.
- Read the text aloud for learners to listen.
- Next, read along with learners. Have them track the words.
- Have learners mention the six killer diseases.
- Ask questions on the text
 - Why should children be given vaccinations?
 - To prevent childhood diseases.
 - What happens when children get sick?
 - They are taken to the hospital.

Practical Activities 2

Put up the chart of the six Killer Diseases.

Talk about the 4 other childhood diseases with learners. (talk about two diseases at a time).

1. The 4 other childhood killer diseases are :

Pertussis which is commonly known as whooping cough. Children who get it, cough with an ouuu sound at the end of the cough. They are taken to the hospital for the doctor to give them medicine.

Diphtheria – children who get the disease find it difficult to breathe and even swallow their food. They are also taken to the hospital for the doctor to give them medicine.

Tuberculosis - people who get tuberculosis (commonly called TB) also cough a lot and grow very lean. They are taken to the hospital for the doctor to give them medicine.

Tetanus - is a disease that makes the person stiff and gives you a lockjaw, and gives you pains in your whole body. You can get it from a bacteria. The bacteria can be on a metal or any surface. The bacteria can enter your wound to give you the disease. As soon as you have a cut, you must be vaccinated.

Children are vaccinated as babies to protect them.

All children have to be given vaccinations against the six killer diseases.

Now children are also vaccinated against yellow fever.

Assessment

How can we protect children from the six killer diseases?

Answer: They should be given vaccinations against each of them.

Why should we not play with sharp object around?

Answer: When we have a cut from them, we may get tetanus,

Learner's Workbook – Language and Literacy Activities for Kindergarten 2.

Activity 24- K2. 1.4.1.2

Learners read the captions under the pictures and copy the words on the space below the page.

Poliomyelitis

Measles

Poliomyelitis

Measles





Activity 25 – K2.1.4.1.2

Discuss the six childhood killer diseases with learners again.

Read the caption in each box and draw a child suffering from the disease in the space on top of the caption. (Do not expect perfect drawings. Have learners talk about their drawings)

Explain to learners that illustrations and pictures in children’s books help them to understand unfamiliar words and texts.

Learners copy the names of the diseases .

	
<p>Tuberculosis</p>	<p>Diphtheria</p>
	
<p>Pertussis</p>	<p>Tetanus</p>

<p>Tuberculosis</p>	<p>Diphtheria</p>	<p>Tetanus</p>
<p>Tuberculosis</p>	<p>Diphtheria</p>	<p>Tetanus</p>

Term 1: Strand 1: All About Me

Sub Strand: Eating Good Food And Taking My Vaccinations To Keep My Body Healthy

Activity 26 – K2.1.4.1.3

Breaking words into Multi – syllabic words

Content Standard: K2.1.4.1 Demonstrate the understanding and knowledge of how eating good food and visiting the hospital can keep our bodies healthy

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

Introduction

A syllable is a single unbroken sound of a spoken or written word. Syllables usually contain a vowel and accompanying consonants. The number of times you hear a vowels(a,e,i,o,u)in a word indicates the number of syllables the word has. (every syllable must have a vowel) Example, cat has one syllable while market has two syllables.

A syllable may have two vowels,if those vowels are a pair and one is silent(ea,ai,oa,a..e) eg. Train, boat, beat.

The sounds are called phonemes. A syllable is also called a ‘beat’ and teachers often teach children by clapping the ‘beats’ in words

Multi –syllabic words are words that have more than one syllable. To read a multi-syllabic word, you will need to decode it, that is to break down the word and figure out how to pronounce it. Example ‘to/ma/to

Indicators/objectives

Break the sounds in a multi-syllabic word ,and clap out the syllables and blend them again as one word.

Key Words

basket, medicine, cholera, tetanus, poliomyelitis

Resources/Materials

Word cards (whole and broken)

Cat	dog	pot	pig	sat	dig
basket	medicine	cholera	tetanus	poliomyelitis	

bas/ket

me/di/cine

cho/le/ra

te/ta/nus

po/lio/mye/li/tis

Procedure/Methods

1. Have learners sit in a semi-circle and recite the poem ‘The six killer diseases’
2. Pick out the word cards for –

cat

dog

pot

pig

sat

dig

. Show and assist learners to read.
3. Have them clap as they read each word. It is one clap for each word.
4. Now show a two syllable word and lead learners to read with claps -

bas / ket

. Have learners suggest similar words- mar / ket, Mer / cy, bot / tle, Ko / fi
5. Lead learners to read multi-syllabic words using (beats) claps to indicate the syllables that make the word. me / di / cine -3 syllables, cho / le / ra -3 syllables , te / ta / nus - 3 syllables, po / lio / mye / li / tis - 5 syllables.
6. Guide learners to mention some multi-syllabic words (name of persons, objects and places)

Ma/ta/he/ko Kwe/si ta/ble Ku/ma/si Ta/ma/le

Assessment

Break these words into syllables

Makola = Ma/ko/la

Tetanus = te//ta/nus

Abena =A/be/na

Learner’s Workbook – Language and Literacy Activities for Kindergarten 2.

Activity26 K2.1.4.1.3

Read the instructions and explain to learners.

Have learners do exercises independently.

Poliomyelitis ----- po/lio/mye/li/tis ---- poliomyelitis

Tuberculosis ----- tu/ber/cu/lo/sis

Measles ----- mea/sles

Tetanus ----- te/ta/nus

Term 1: Strand 1: All About Me

Sub Strand: Eating Good Food And Taking My Vaccinations To Keep My Body Healthy

Activity 27 – K2.1.4.1.4

Sight Words

Content Standard: K21.4.1 Demonstrate the understanding and knowledge of how eating good food and visiting the hospital can keep our bodies healthy

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

Introduction

Sight words are frequently used words/about 100 words that keeps reappearing on almost any page of a text- examples are: who, me, the , this, there, are, is, was, he, she and.

In addition to their being frequent, many of these words cannot be sounded out.(children are expected to learn them by sight, that is looking at them and recognizing them by sight without attempting to sound them out.

It is therefore necessary to drill learners on as many of these words as possible. You can create simple sentences that the child can read to make use of sight words.

Indicators/Objectives

Identify and use more sight words found in the text of the six killer diseases and write simple sentences with them in their books.

Resources/Materials

Sight word cards

Card one

A	Is
An	To
And	The
As	Of
Can	This
In	Do
For	I
Am	It

He	She
From	At

Sentence cards –

This is Ama.

I am not in.

Procedure/Methods

1. Learners form two queues and move around the classroom singing “The wheels on the bus goes round and round”
2. Show a set of sight word cards to learners.

a an and as can

Lead learners to read 3 or 4 times. Then copy the words boldly on the board and have learners read.

3. Use the same procedure to treat the rest of the words-

in for am he from

is to the of this

do i it she at

When one set is well treated, have learners use the words in sentences. Write the sentences on the board and have learners read and copy into jotters.

Make sentence cards and Pass round the class.

Treat all words before the exercises in the workbook.

Assessment

Oral : Read the words. Make a sentence.

Is , to, this.

Tetanus is a disease.

She will go to the hospital.

This is kofi.

Learner’s Workbook – Language and Literacy Activities for Kindergarten 2.

Activity 27 – K2.1.4.1.4

Have learners copy the words in their workbook.

In groups of four, they point and read the words

In turns, have learners form sentences with each sight word.

Write the sentences on the board.

Group the sentences under the various sight words for learners to choose and copy.

Example: is – This is the hospital

Aba is in the room

Polio is a disease

is	can	of	to	the	a	an	this	from
is	can	of	to	the	a	an	this	from
is	can	of	to	the	a	an	this	from

is This is Ama

to Go to the door

the This is the bell

a It is a big ball

an This is an Ant

this This is a cat

Term 1: Strand 1: All About Me

Sub Strand: Eating Good Food And Taking My Vaccinations To Keep My Body Healthy

Activity 28 – K2.1.4.1.5

Letter-sound /e/

Content Standard: K21.4.1 Demonstrate the understanding and knowledge of how eating good food and visiting the hospital can keep our bodies healthy

Core Competencies: Communication and Collaboration, Personal Development and Leadership

Introduction: Refer to Activity 21 K2.1.3.1.5

Indicators/Objectives

Identify the letter-sound learnt for the week in words related to the theme and write the letter and key words boldly and legibly in their books.

Key Words /e/ words- egg, elephant men, ten

Resources/Materials

Picture/word cards –snake,snail, ant, apple, tomato, table, insects, ink, pen, parrot, nail, nose, jam, jug (draw picture and label in boxes).



Procedure /Methods

1. Learners form a circle and sing: “Ring a ring a roses”
2. Turn picture/cards upside down. **snake, snail, ant, apple, tomato, table, insects, ink, pen, parrot, nail, nose, jam, jug.** Have learners sit in a circle around the them.
3. In turns, learners pick the cards, mentions the name of the object, then repeat the beginning (initial) sound. Example tomato /t/
4. Teach the/e/ sound. Sing:
Eggs in the pan /e/,/e/, /e/ 3x
Cracking eggs like this , /e/
Learners repeat the sound /e/ and say egg, elephant, engine.

5. Have learners mention names of objects, persons and words that begin with /e/ or has /e/ in it. The word is written on the board. The learner repeats the /e/ identifies the position of /e/

Edna, Elinam, lemon

Assessment

Identify the position of /e/ in the word and circle the letter .

Pen - 2nd letter

Energy- 1st and 3rd letters

Learner's Workbook – Language and Literacy Activities for Kindergarten 2

Activity 28 K2.1.4.1.5

Revise the jolly phonic sounds s,a,t,i,p,n

Learners mention words that begin with the sounds- sand, Ama, towel, insect, pen, net

Read and explain the instructions to learners. Do the example with learners and have them do the rest of the exercises independently.

Learners trace and copy the letter and word.

Orange	banana	water melon	pineapple	lemon
elephant	egg	coconut	biscuit	pot



Term 1: Strand 1: All About Me

Sub Strand: My Environment And My Health That Help Me

Activity 29 and 30 – K2.1.5.1.1

Safe and unsafe play things

Keeping my home and school clean and safe

Content Standard: K2.1.5 Demonstrate understanding of the Environment and how to keep it safe.

Core Competencies: Communication and collaboration, Personal development and leadership.

Introduction

Young children are likely to play with anything they can lay hands upon, they are not able to distinguish between safe and unsafe things. Children learn some concepts through play activities. It therefore becomes necessary for adults to protect young children; by removing harmful objects and substances from their way. These include sharp objects, pins, broken bottle, and fruit peels (on which people can slip and hurt themselves) . Substances such as medicines, disinfectants, soaps and other chemicals need to be placed on high shelves out of reach of children. Items such as knives, matches and anything that can cause harm should be securely placed.

The entire environment should not only be free from harmful objects; It must also be clean (no rubbish lying around or over grown bushes near homes and schools) to keep us all safe from diseases. In learning about his/her environment, the child has to be shown and taught about what is safe or unsafe to play with both at home and in school.

Indicators /Objectives

Take a walk in the environment, discuss and point to things that are safe and unsafe to play with.

Key Words

hurt, sharp, knife, nail, broken bottle
sweep, weed, dangerous, rubbish.

Resources /Materials

A red bowl containing a piece of broken bottle, nails, safety pins, knife, a piece of sharp metal. A blue bowl containing dolls, balls, legos, toy cars, and miniature cooking utensils (choose own colours of the bowls).

Procedure/Methods

Practical Activities 1

1. Learners sing a known song to warm up.
2. Have learners sit in a semi circle and put the 2 bowls in front of them. Copy the key words on the board.
3. Have learners look at the things in the red bowls (dangerous objects) and name what they see. – nails, knife, broken bottle...-
4. Have them observe and name the objects in the blue bowl- ball, dolls, toy cars.... –
5. Read the key words with learners. create situations or use the real objects to explain the words.
6. Ask: which bowl would you pick if you have to play with the things in them? - the blue bowl.
7. Why? Because the dolls, cars, balls and all the things in it will not hurt us. They are the things we play with.
8. Why would you not choose the red bowl? -The broken bottles and all the things in it can cut us. They are dangerous. They can hurt us. They must be thrown into the dust bin.

Practical Activities 2

1. Learners say: “I’m going to sweep the dirt away” 3x huush, huush,huuh
2. Take learner round the school compound to pick litter- papers, toffee wrappers and dried leaves- (teacher may intentionally litter) They put the rubbish into a dustbin.
3. Have learners talk about what the compound looked like before they picked the litter. The compound was dirty.
How did it look like after we have picked the rubbish?
 - Clean and beautifulWhat will happen to us when we live in dirty places?
We could get diseases.
4. Learners turn to page 30 of workbook Activity 30 –Language and literacy Activities-KG2
They talk about each picture, and read the captions under each one. Talk about the picture.
 - i) A girl sweeping – the need to sweep our surroundings to keep them clean
 - ii) A man weeding some bushy areas – we need to cut down the over grown weeds to keep the environment clean and to prevent mosquitoes and harmful animals like snakes from hiding in them.
 - iii) A child stretching his hands to pick some disinfectant from a high shelf – it is dangerous for children to play or handle disinfectants. They can be poisoned.
 - iv) A clean compound with a dustbin – rubbish should be put into a dust bin and covered to prevent flies from visiting it and coming onto our food. This could make us sick.

Assessment

1. Mention some things we do not have to play with.
Glass bottles, pins, knife.
2. What do you have to do if you have to cut an orange?
You will ask an adult to do it for you.
3. Mention one disease we can get when we live in a dirty environment.
 - cholera

Learner’s Workbook – Language and Literacy Activities for Kindergarten 2

Activity 29 K2.1.5.1.1

Have learners name the objects in the picture. Have them identify those that are safe to play with.

Have them identify those objects that are safe to play with.

Read and explain the instructions to learners.





Have learners do the activities independently.



Activity 30 - K2.1.5.1.1

Learners read the caption under each picture and say one thing they think about it.

My elder sister sweeps our compound everyday.

			
Sweep your environment	Weed bushy areas	Keep dangerous chemicals in high capboards.	Put rubbish in dust bins

Term 1: Strand 1: All About Me

Sub Strand: My Environment And My Health That Help Me

Activity 31 – K2.1.5.1.2

Keeping my Home and School Clean and Safe

Content Standard: K2.1.5. Demonstrate understanding of the Environment and how to keep it safe

Core Competencies: Communication and collaboration, Personal development and leadership

Introduction

One of the Language skills children learn in the early years is reading. To master this skill, children will need to listen to skillful readers, who will make reading interesting and interactive. This means learners will be involved- learners answer questions and make predictions. If the situation call for it, learners can join in the repetitive phrases and sentences.

Stories play a vital role in educating young learners. This is so because children naturally love stories. They love to listen to stories and also love to make up their own stories and narrate them to their friends and even their toys.

Narrating stories / reading stories to young children promotes brain development and builds their imaginative skills. It promotes early literacy skills as well.

The use of stories is the easiest and most practical way to get children to understand an otherwise difficult fact such as teaching children about prevention of diseases, example , malaria.

Indicators/Objectives

Learners ask questions and find answers as they listen attentively to the text read aloud to them.

Key Words

temperature, malaria, doctor, medicine, stagnant water, mosquitoes, insecticide

Resources /Materials

WordCards from the key words- example

Temperature

Two Posters for the text - Language and Literacy Activities-KG 2 Activity 31. Lines 1 to 6 on the first and 7 to 11 second .

Procedure/Methods

1. learners sit in a semi –circle and sing:
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.
2. Ask: Have you ever been taken to the hospital? What was wrong with you? - I was sick. The doctor said I had malaria
Do you know what causes Malaria? - Mosquitoes
3. We will read about Adzoa, a girl who had malaria. We will find out why she had the malaria, and what happened to her.
4. Fix the key words on the board one after the other as learners are lead to read.
5. Put up the two Posters. ' Adzoa has Malaria' - Language and Literacy Activities-KG2 Activity 31. Poster one: Lines 1 to 6
Poster two: 7 to 11
Read aloud skillfully as learners listen attentively. Explain the key word as the text is read.

When the text on each poster is read through, questions are asked.

Poster one: Text - Language and Literacy Activities- KG2 Activity 31, page 31,
Lines 1 to 6

i)What showed that Adzoa had a high temperature? – her body was hot

ii)What did the doctor say was wrong with Adzoa? – she had malaria.

Why did her teacher visit her? – because she was sick and did not go to school.

Poster Two: Language and Literacy Activities-KG2 Activity 31, lines 7 to 11

Why did Adzoa's mum and brother cleaned their compound? – The teacher told them about how mosquitoes breed.- in choked gutters, empty cans. Stagnant water and rubbish around the house.

Assessment

What happened when Adzoa got sick?

-She was taken to the hospital.

Learner's Workbook – Language and Literacy Activities for Kindergarten 2

Do echo reading with learners.- Teacher read sentences skillfully while learner track the words. They then repeat the sentences(to gradually complete the text).

a) Learners answer the questions on the text orally.

i) Why did Adzoa get Malaria-

- She lived in a dirty environment- choked gutter, empty cans lying around; Stagnant water and rubbish around the house.

ii) Who told Adzoa's family about mosquitoes? - keep the environment clean: sleeping in insecticide mosquito net.

- Adzoa's teacher.

iii)What can we do to prevent malaria?

- Adzoa's mum, dad and brother cleaned their compound. They also bought and slept in insecticide mosquito net.

b) Learners trace the word **Mosquitoes**



Term 1: Strand 1: All About Me

Sub Strand: My Environment And My Health That Help Me

Activity 32 – K2.1.5.1.3

Initial and ending sound

Content Standard: K2.1.5. Demonstrate understanding of the Environment and how to keep it safe

Core Competencies: Communication and collaboration, Personal development and leadership.

Introduction: Refer to Activities 5 – K2.1.1.14 and 7 K2.1.1.5

Indicators/Objectives

Identify the initial and ending sounds of names of objects in the environment

Key Words

Ant, snake, tennis, ink, pot, nose

Materials and Resources

Aa 	Ss 	Tt 	Ii 	Pp 	Nn 
Ant /a/ /a/	snake/s/	tennis/t/	ink/i/	pig/p/	nose/n/

Procedure/Methods

Practical Activities 1

1. Have learners stand in a semi circle, (spaced out) .
2. Sing the jolly phonic songs with actions - letter sounds- s,a,t,i,p,n. .
3. Put up the picture/word card of the sounds in turns , sing the song associated with the sound accompanied by the action.(You may also use the sound to tell a story)
4. Repeat the sound many times.
5. Say the name of the object in the picture. In turns let learners mention names of persons, or objects or words that begins with the sound.

6. Have learners draw and colour any object that begins with the sounds taught.



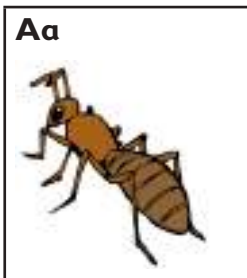
Song: *The snake is in the grass 2x*

Sssss ssssss,

The snake is in the grass.

The action- Weave your hand as in 's' of a snake and say ssssssss .

b)



Song: *a, a, ants on my arm (3x)*

They're causing me alarm

The Action- wriggle your fingers above the elbow(of the other arm) as if ants are crawling on you and say a a a

c)



Song: when I watch the tennis game, t, t, t, t, t, t, t.

When I watch the tennis game, my head goes back and forth.

The action- turn your head side to side as if watching tennis and say t,t,t,t t,t,t, t

d)



Song: Inky the mouse is my pet

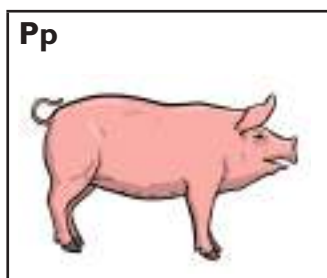
She spilled the ink and got wet.

The ink it spread all over the desk.

/i/-i/-i/-i/-i/- inky's wet

The action- Pretend to be a mouse by wriggling your fingers at the end of your nose like whiskers and squeak i,i,i,i

e)



Song: puff out the candle on the pink pig cake

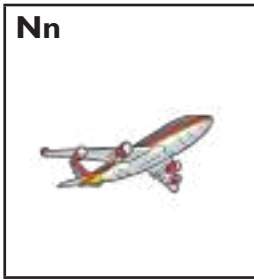
/p/ -/p/- /p/ ; /p/ -/p/- /p/

Puff out the candles on the pink pig cake

Puff! Puff! Puff!

The Action: hold up your finger as if it is a candle and pretend to puff it out saying p, p, p, p.

f)



Song: Hear the aeroplane /nnn/ 3x

Making lots of noise

Action-Pretend to be a plane with arms out like wings and say /nnnnnnnnnn/

7) Teach other letter-sound using the same process.- sing with the action, repeat the sound, give examples of things or names that begin with that sound. (refer to appendix for songs and actions of other letters

Practical Activities 2

1. Draw the following pictures on the board. Write the name of the object under it and have learners read each picture and the word.

Cup	Dog	Pin	Cat	Bed	Fan	Pot

Have them sound the letters individually , and then the whole word. Example: c u p = cup
Have learners identify the initial or first sound –c and the final or last sound-p







2. Copy each name under the drawing again, with the final word omitted

Cu _	Do _	Pi _	Ca _	Be _	Fa _	Po _

Learners read the picture again and fill the final sound.

Assessment

1. Pronounce your name. Write the first or initial letter- sound . Serwa /s/ ; Pamela /p/
Ingrid /i/
2. Draw the following pictures. Write the beginning letter -sound of the name of the picture.

					
<u>S</u> oap	<u>I</u> nsects	<u>A</u> pple	<u>N</u> ose	<u>T</u> ap	<u>P</u> encil

3. Repeat the final letter sound for the following words
Fat, bag, socks, man, bib

Learner's Workbook – Language and Literacy Activities for Kindergarten 2

Activity 32 - K2.1.5.1.3

Read the instructions and explain to the learner.

Do three exercises with the learner.







Let the learner do the exercises independently.

Support learners who need individual assistance.

Write the letter of the first in the space, circle the ending sound.

Insects; mop ; grass; pins; tap; nails

Peg; hen ; net; bed ; sun; men

		
insects	mop	grass
		
pins	tap	nails



peg



hen



net



bed



sun



men

Term 1: Strand 1: All About Me

Sub Strand: My Environment And My Health That Help Me

Activity 33 – K2.1.5.1.4

Blending sounds: Initial Middle and Ending

Content Standard: K2.1.5 Demonstrate understanding of the Environment and how to keep it safe

Core Competencies: Communication and collaboration, Personal development and leadership

Introduction

Blending is a skill of joining individual speech sounds (phonemes) together to make a word. While many young learners can learn letter sounds, blending these sounds together can be difficult, especially with children with **dyslexia** –(difficulty with reading). Blending actually involves the use of phonemic awareness skill and needs to be explicitly taught as part of a research-based approach to teaching reading.

Blending is super important because being able to mentally join speech sounds together to make words helps children to decode unfamiliar words using letter-sound pattern when reading. Difficulty with the ability to blend is a hallmark sign of the struggling reader.

The skill of blending takes time to master. The facilitator will therefore have to lead early readers patiently with a lot of skill. Children will gradually understand that multiple sounds make a word.

Indicators/Objectives

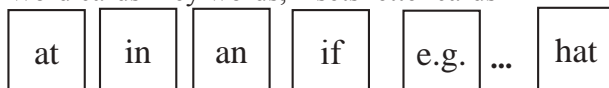
Blend letter -sounds learnt to form simple words related to the topic and copy the words.

Key Words

at, an, in, if, am, eg, ig ,en, can, bed, sun, bag, pin, ant, tap. hat

Resources/Materials

Word cards- key words, 4 sets letter cards





Procedure/Methods.

1. Sing or recite words of the Jolly Phonic songs: to revise letter- sounds s,a,t,i,p,n. sound the letters
2. Teach the following sounds through the Jolly Phonic Songs. You may recite. g, o, u, l, f, b
Teach two to three sounds at a time.
Sing the song or recite the rhyme for the sound.
Repeat the sound 4 or 5 times.
Name objects, persons or words with that initial sound.
Identify the letter-sound of the word. Example: /g/ glass, Gladys, gold, dog , Ingrid

/g/ The water gurggles down the drain (3x)
With the G g g g g

/o/ Now its dark the lights go on. O o o o o
Time for bed the lights go off, o o o o o

/u/ u u up go umbrellas (3x)
When it starts to rain

/l/ We lick our lollipops (2x) L l l l we lick our lollipops

/f/ My friends and I went to the beach,
With my floating fish.
It got a hole, the air came out , f f f f f f f f

/b/ Bring your bat and bring your ball, b b b
Bring your bat and bring your ball to the park to play

3. Lead learners to blend and read 2 letter words or sounds
Words/sound from groups one and three s,a,t,i,p,n ,g,o,u,l,f,b ,
4. Learners sound -in. the sounds are moderately stretched from the first to the second and then called out. The stretching or sort of singing the sounds makes the pronunciation of the word easier.
i.....n =in, a.....t =at p.....i= pi
- The learners forming the word/sound stand facing the class. The facilitator/teacher arranges learner according to which sound should come first, then the next.
5. One learner picks the sound card ‘a’ and the other picks the sound card ‘ t’.
6. The first person makes his/her sound and takes a step to the right. The other person makes his/her sound and moves towards the first person. They keep inching closer

to each other. By the 3rd move they should be together, each holding the sound card now close to each other (showing the word/sound), and finally sound the word simultaneously.

Practical Activities 2

Forming 3-letter word - CVC

Learners now proceed to form 3 –letter words.(consonant -Vowel-Consonant)

1. Learners read through the earlier formed. 2 –letter words or sounds as in key words (at, an, in, if, am, eg, ig ,en, bu,)
2. Use the procedures 4 to 6 in Practical Activities 1 to form and read 3- letter words
This time the learner to the left of the class (facing the class) has a single letter – sound card, example ‘c’ and the learner to the right has the 2-letter word or sound ‘c’’at’. they inch together to form ‘cat’
3. Alternatively 3 learners pick the sound cards for a word. Example ‘dog’
The learner with the ‘o’ sound card stands first, then the learner with the ‘d’ sound card stands to his/her right and the learner with the ‘g’ sound card stands to the left of the ‘o’ sound card.
The ‘d’ is sounded first, slightly elongated, as the learner moves towards the ‘o’, . ‘o’ is sounded in the same manner, still standing . The ‘g’ is sounded as the learner also moves towards ‘o’.
By the 3rd movement all 3 learners are together sounding ‘d.o.g simultaneously. They say ‘dog’ and it is repeated by the whole class.
5. Learners form and read 3 –letter words
fat, ban, fin, , dam, leg, pig ,ten, hat

Assessment

Each Learners read 4 words horizontally, then vertically.

Van	Ran	tan	Can	Fan
Cat	Mat	rat	Fat	Bat
Peg	Leg	beg	Cap	Bag
Big	Dig	Fig	Pig	
Sit	Pit	bit	Hit	Kit

Learner’s Workbook – Language and Literacy Activities for Kindergarten 2










Activities 32 - K2.1.5.1.3 and 33 – K2.1.5.1.4

Read and explain the instructions to learners.

Go through one example of each activity with learners.

Have learners do the activities independently.

c a t → cat; d o g → dog; b o x → box; t a p → tap;
p i n → pin; p e g → peg; p e n → pen; h e n → hen;
c o t → cot

Example		
 c a t cat	 d o g dog	 d o g box
 t a p tap	 p i n pin	 p e g peg
 p e n pen	 h e n hen	 c o t cot

Term 1: Strand 1: All About Me

Sub Strand: Protecting Ourselves From Accidents and Harmful Stranger

Activity 34 – K2. 1.6.1.1

Safety on the Road

Content Standard: K2. 1. 6 .1 Demonstrate understanding of how to be safe and identify strangers.

Core Competencies: Communication and collaboration, personal development and leadership.

Introduction

Learners at one time or the other cross the road with the assistance of adults or older siblings. Some of them , especially in big towns and cities use the traffic lights. This lesson will help them build vocabulary around the traffic light and its use with regards to safety on the road.

As learners talk about or discuss their experiences, they will enhance their vocabulary.

Listening and speaking (oral skills) in the early years is very important for them 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.

Indicators/Objectives

Role- play, Sing songs and discuss some of the safety measures to protect ourselves in the environment.

Key Words

Traffic lights, Zebra crossing, Pedestrian Crossing, Red, Amber, Green

Resource/Materials

A Teacher-made traffic lights.

Procedure/Methods

1. Teach the poem “When you see the Traffic Lights” –refer to Activity 33 of learner’s Workbook - Language and Literacy Activities - KG 2.
2. Copy Key words boldly on the board and read through with learners.

Pedestrians: People walking along the road.

Zebra Crossing: The black and white marked area on a road where pedestrians cross (the road).

3. Have learners share their experiences about their experiences of the use of the Traffic lights.
 - You can find a traffic lights on roads where there is busy traffic.
 - There are 3 colours on the light –red, amber, and green.
 - The red light tells cars to stop ;the amber tells cars to get ready to stop and the green tells cars to move (go).

Pedestrians may cross the road when the red light comes on for the cars on the side where they have to cross.

If it also has a Pedestrian light, then a man walking in a green light tells pedestrians to cross the road; and the red light showing a man with a raised hand tells pedestrians to stop.

4. Talk about other types of Crossing with learners.

a) Pedestrian Light Crossing

When the light is red, pedestrians stop. When it shows green, pedestrians cross the road .

The red light shows a man standing with a hand raised to ask one to stop.

The green light comes on and shows a walking man. It tells one to cross the road.

Zebra Crossing

The marked area as ‘zebra crossing’ do not normally have any lights. There may be a guide – traffic warden, to help pedestrians cross the road. The traffic warden uses a sign (STOP) to tell pedestrians and cars when to stop and when to go.

When you cross the road , stop, look,listen and think.

Stop a few steps away from the edge of the road. Look left, look right and left again; then walk briskly across the road.

Children always cross the road with the help of an adult (holding hands or walking by their side)

5. Facilitator practices crossing the road at a traffic light with learners. He/she is assisted by another adult.
 - Go outdoor with learners. Put them in groups of four. The second adult crosses the road with the groups. Ten children in two rows play the role of moving cars.
 - The facilitator marks an area on the floor as the road. He/she stands at one end of the ‘road’ with her traffic lights.
 - When he/she says and points at green, the ‘cars’ start moving towards her.

- When he/she says and points at amber, the cars begin to slow down. Then he/she points and says red. The cars stop completely.
- This is the time for pedestrians to cross the road. The adult helps the group of 4. They look left, right, then left again. They now walk briskly across the 'road'
- The facilitator now points and say green again for the cars to start moving.
- All the groups of learners are led to cross the 'road'.
- Learners read the poem from their workbook - page 34, Language and Literacy Activities for KG 2.

Assessment

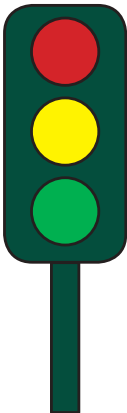
1. Why should we cross the road at the zebra crossing? So that we are safe from accidents. (being knocked by a car)
2. What should you do when you want to cross the road at the pedestrian crossing or the traffic light?
Stop a few steps away from the edge of the road. Wait till you see the red light opposite you. It may or may not have a person. Quickly look left, right, then left again . Now walk quickly across the road.
Children must be assisted by adults.

Workbook – Language and Literacy Activities for Kindergarten 2

Activity 34- K2.1.6.1.1

Learners say the poem.

Learners colour the traffic lights.



- We should cross the road at the Zebra crossing, or at the traffic lights or Pedestrian traffic lights to avoid being knocked down by a vehicle.
- Those are the right places for crossing the road.

Term 1: Strand 1: All About Me

Sub Strand: Protecting Ourselves From Accidents and Harmful Stranger

Activity 35 – K2. 1.6.1.2

Who are strangers?

Content Standard - K2. 1. 6 .1 Demonstrate understanding of how to be safe and identify strangers.

Core Competencies: Communication and collaboration, personal development and leadership.

Introduction

At the kindergarten level, visual information (pictures) help learners to make meaning and interpret information. 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, and recite rhymes and poems, they enhance their vocabulary. As stories, texts, rhymes and poems are read to them, they are being prepared to read meaningfully.

Particularly, rhymes and poems provide an excellent opportunity for young learners to explore with rhythm.

Poems also help children to understand and appreciate the world around them. Some rhymes and poems tell stories. Both rhymes and poetry recital go a long way to boost learner's language skills, and their vocabulary.

Indicators/Objectives

Identify the basic components, show and explain why learners books are opened from left to right and respond to shared reading of a book on the theme.

Protect ourselves from harm, hurt, sharp objects, electricity and water and strangers.

Key Words

Strangers people, friends, gifts, near.

Resources/Materials

Learners' Workbook-Language and Literacy Activities – KG 2

Procedure /Methods

Poster with recital bodily written on.

1. Learners form a circle and sing/recite: “The more we are together” or any known song to warm up.
2. Tell a story to explain the word “stranger” to learners.
“One day Isha went to the shop with her mum. As they walked through the shop, a lady who was also in the shop called Isha, Isha and her mum did not know her. She offered Isha a bottle of fanta. Isha did not accept it She just said “no, thank you.” Isha’s mum said, it was good Isha did not accept the Fanta. She said “We do not know her. She is a stranger. We do not accept gifts from strangers. They can take you away and harm you”.
A learner may ask: Are all strangers bad people?
Teacher: “no, but because some of them can be bad people it is good if children do not easily become friend with them.
3. learners turn to page 35, of their workbook - Language and Literacy Activity for KG 2. Have learner look at the picture and suggest what the story could be about.
4. Read through the poem on the poster aloud to learners, then read one sentence after the other and have them repeat what you read. Track the words as you read.
5. Read the poem with learners. Learners track the words. (Page 35 of Language and Literacy Activities for KG 2)
6. learners now recite the poem all by themselves.

Assessment

Ask: The girl in the picture has raised her hand as the children walk away. Why has she done that? – She was refusing the toffees the man was offering them.

Why ? They did not know him. He is a stranger and they are taught not to accept gifts from strangers.

Learner’s Workbook – Language and Literacy Activities for Kindergarten 2

Activity 35 - K2.1.6.1.2

Have learners answer questions orally

1. Who is the stranger in the picture? Point at him
 - He is the fat man.
 - Why do you think he is offering toffees to the children?
 - Maybe he wants to steal them and run away with them.
2. Learners copy the word- Stranger.

Stranger Stranger Stranger

Term 1: Strand 1: All About Me

Sub Strand: Protecting Ourselves From Accidents and Harmful Stranger

Activity 36 – K2. 1.6.1.2

Protecting ourselves from harm

Content Standard: K2. 1. 6 .1 Demonstrate understanding of how to be safe and identify strangers.

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

Introduction

Young children are likely to play with anything they can lay hands upon, they are not able to distinguish between safe and unsafe things. They are attracted by flashy things like the light on the electric switch on the wall. Their experience with the material is what teaches them (and this could be dangerous/harmful). It therefore become necessary for adults to protect young children; by removing harmful objects and substances from their way. These include sharp objects, pins, broken bottle, and fruit peels (on which people can slip and hurt themselves) . Substances such as medicines, disinfectants, soaps and other chemicals need to be placed on high shelves out of reach of children. Items such as knives, matches and anything that can cause harm should be securely placed. Electric switches need to be covered, and electric pressing irons and water heaters should be out of reach of children.

Indicators/Objectives

Identify the basic components, show and explain why learners books are opened from left to right and respond to shared reading of a book on the theme.

Protect ourselves from harm, hurt, sharp objects, electricity and water and strangers

Key Words

Sharp, knives, pins, electric, protect, harm

Resources/Materials

A collection of: knife, pins, non-functioning electronic iron and heater (if available): glass bottle.

Procedure /Methods

1. Learners recite “I’m going to sweep the dirt away “ with actions.
Display materials under resources on a table for learners to see.
2. Learners turn to page 36, Activity 36, of their workbook
3. In turns learners talk about what they see in the picture – pins, nail, knife, broken bottle, electric water heater, pressing iron, electric switches, and a lady teaching her son how to handle a knife.
Have learners identify the pictures with the read, objects under resources.
Take learners round the room or where they can be shown electric switches.
4. Why should we not play with sharp objects?- they can cut/harm us.
5. Why should we not play with electric switches and iron? - the iron can burn us; we can die.
6. How can we safe from harmful objects? – We must not go near them; when we see them lying around, we must call an adult to pick them.
7. Read Aloud session
Read through the key words with learners. Read the text aloud while learners listen.
Read to them again, this time, have them track the words. Do echo reading with learners.

Assessment

1. Mention any two sharp objects.
Pins, broken bottle,
2. What else can be harmful to the child in the home?
An electric water heaters, irons, the stove
3. Who can protect the child from harm?- parent and all adults.

Learner’s Workbook – Language and Literacy Activities for Kindergarten 2

Activity 36 - K2. 1.6.1.2

Talk about the pictures with learners with the aid of the questions on the page (page 36)

- Sharp objects can harm us.
- Electric switches can give us shock and kill us; An electric iron can burn us when it is hot.
- We should not go near or play with harmful objects.
Read the text with learners. Learners track the words.
Questions and discussions
- Mention the name of two sharp objects. – knife, broken bottle.
- What else can harm young children? - electric iron and electric switches.
- What must adults do? - They must protect children from harmful objects.- put the electric iron, and the water heater away when not in use. Electric switches should also be covered. All sharp objects should be taken away from children’s play area.

Do not play with these.



Mum can teach us to handle sharp objects correctly.



Term 1: Strand 1: All About Me

Sub Strand: Protecting Ourselves From Accidents and Harmful Stranger

Activity 37 – K2. 1.6.1.4

Letter-sounds - /a/ /r/ /s/ /t//c/

Content Standard: K2. 1. 6 .1 Demonstrate understanding of how to identify strangers and be safe.

Core Competencies: Communication and Collaboration, personal development and leadership.

Introduction

In this activity learners will identify letter sounds in words. This instruction will ultimately teach learners how to decode words 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 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.

Since learners at this stage need concrete things to help their understanding of concepts, it is advised that facilitators take their time with these activities, ensuring maximum learner participation. Learners must be made aware that a letter could sound the same at different positions of words. Example: the letter sound /t/ in **mat** and **tap**.

This activity is a continuation of children lessons on sound. It will consolidate earlier learnt skill and knowledge in encoding and decoding words.

Indicators/Objectives

Identify the letter-sound learnt for the week in words related to the theme and write the letters and key words boldly

Key Words

Water, road, sharp, light, traffic, switch, harm, call

Resources/Methods

Language and Literacy Activities for KG 2

Procedere/Methods

1. Recite/sing the jolly sound songs to revise – s,a,t,p,i,n and g,o,u,l,f,b then repeat the sound of the letters.

2. Use the jolly phonic songs to teach the following sounds. ck, e,h,r,m,d
ck:

/c/

We are clicking castanets, /c/,/c/,/c/ 2x

We are clicking castanets, clicking castanets

We are clicking castanets, /c/,/c/,/c/

/k/

Kites are flying in the sky/k/,/k/,/k/ 2x

Kites are flying in the sky, flying in the sky

Kites are flying in the sky /k/,/k/,/k/

/e /:

Eggs in the pan /e/-/e/-/e/ 3x

Crack the egg like this... /e/

/h/:

I like to hop, hop, hop up and down

I like to hop, hop ,hop all around

I like to hop, hop, hop up and down

/h/-/h/-/h/-/h/-/h/

/r/

:See my puppy rip the rag

/rrr!/ /rrr/!

See my puppy rip the rag when he pulls so hard

/m/:

The mum and the dad make many meals /mmm/,/mmm/

The mum and the dad make many meals for their hungry children

/d/:

See me play on my drum

Playing drums is lots of fun

with a /d/-/d/-/d/-/d/

/d/-/d/-/d/-/d/-/d/

See me play upon my drum!

3. Teach two to three sounds at a time.
Sing the song or recite the rhyme for the sound.
Repeat the sound 4 or 5 times.

Name objects, persons or words with that initial sound. C- cake , k-king, e- eggs ,
h-hat, r- ring,
m- monkey, d- drum

Identify the letter-sound being taught in words – at various positions- . Example: stranger has r at the 3rd and 8th positions.










Assessment

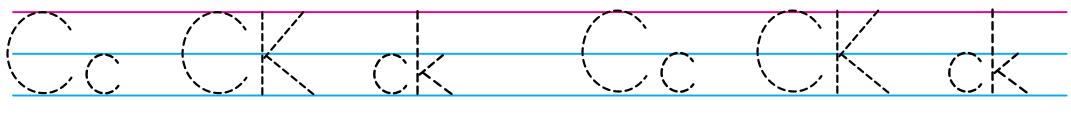
Identify the letter-sounds learnt at the beginning of the following words/names. mango, David, Kelvin, cup, rainbow eggs

Learner’s Workbook – Language and Literacy Activities for Kindergarten 2

Activity 37 - K2.1.6.1.4

1. Lead learners to do the exercises.
 - a, r, s, t, c
 - In turns, have learners mention a word or name that has any of the above sounds in them.
 - Bag, road, stove, water, cocoa
2. Have all learners read the pictures from left to right, then from top to bottom.
3. Read and explain the rest of the instructions to learners.
4. Learners copy the letters.
5. Have them do the rest of the exercises independently.

		
stop	stranger	road
		
bottle	iron	scissors
		
water heater	traffic lights	zebra crossing



Term 1: Strand 1: All About Me

Sub Strand: Protecting Ourselves From Accidents and Harmful Stranger

Activity 38 - K2.1.6.1.6

Sorting by colour, Length and Shape

Content Standard - K2. 1. 6 .1. Demonstrate understanding of how to identify strangers and be safe.

Core Competencies: Communication and collaboration, personal development and leadership.

Introduction

In this activity, learners are going to identify objects, describing them by length, colors, and shapes. From very early on in their lives, learners, whether directly or indirectly, recognize objects of particular colors, for instance a child may identify a particular cup as his or her favorite. Children are naturally drawn to activities such as these.

For instance watching learners during snack time or meal time one will more often than not, find children comparing what they have- colour of drink packet and drink, shape and size of biscuits. 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 the long skipping rope, the longer distance they need to walk to the slide (because the slide had been relocated). All of these provide useful learning opportunities for learning.

This lesson will help consolidate learners' idea of shapes, colours and length which they have earlier learnt in numeracy and language and Literacy activities in KG 1.

Indicators/Objectives

Sort out objects by length, colour and shape

Key Words

long, short, longer than and shorter than

Resources/Methods

Bottle tops in two colours, twine for threading, two ropes of varied lengths (long 3 feet-red and 1 foot - 1 foot), cut-out shapes in different colours - triangle, square, circle (20 of each shape)

Procedure/Methods

1. Learners clap over their heads and say 1.2.3, then in a circular way in front of them as they continue with 1,2,3,4,5,. They do the activity three times, to warm up for the lesson.
2. Give two learners the 2 ropes. Ask each of them to stretch the rope and hold with their 2 hands.
3. Child A holds the 1 foot rope easily.
4. Child B has a part of his rope hanging. Why is part of the rope hanging ? - It is very long
5. The 2 ropes are fixed from the same point on the board. When we compare the two ropes, we will say that the red rope is long and the blue rope is short. In comparing the two ropes we can also say that the red rope is longer than the blue rope.
6. Have learners draw a long line and a short line in two different colours. In pairs learners talk about the lengths of their lines
7. Learners work in pairs. They thread long and short rows of bottle tops. They compare and describe them with the vocabulary long, short, longer than and shorter than.
8. Learners talk about the cut out shapes and their colours –red triangles, yellow circles, and green squares
9. in groups of 4 learners arrange the cut-out shapes in various patterns/building objects - trains of varied lengths. They talk about their arrangement. Example: the green train is longer than the yellow train.
10. Put the cut out shapes together in a bowl. Have learners sort according to colours. Have learners name the colours.

Assessment

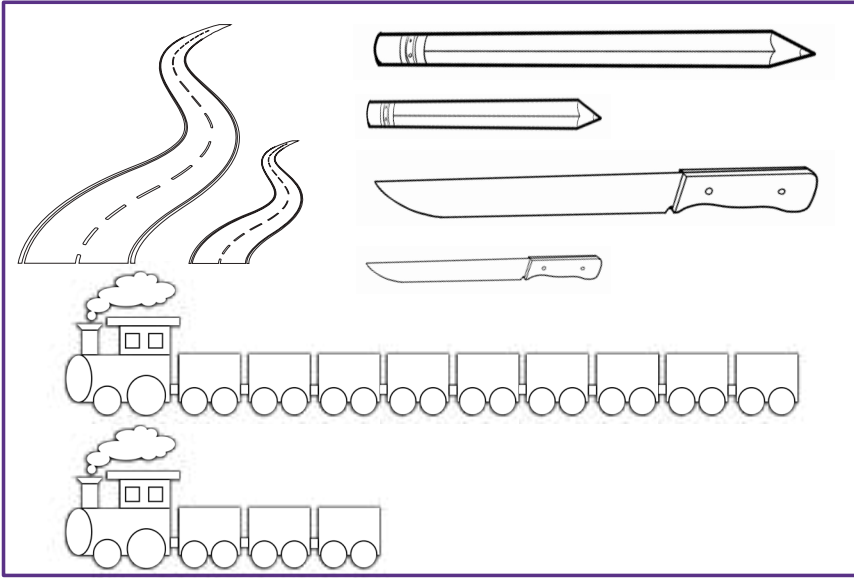
Draw 2 long lines and two short ones.

Learner's Workbook – Language and Literacy Activities for Kindergarten 2

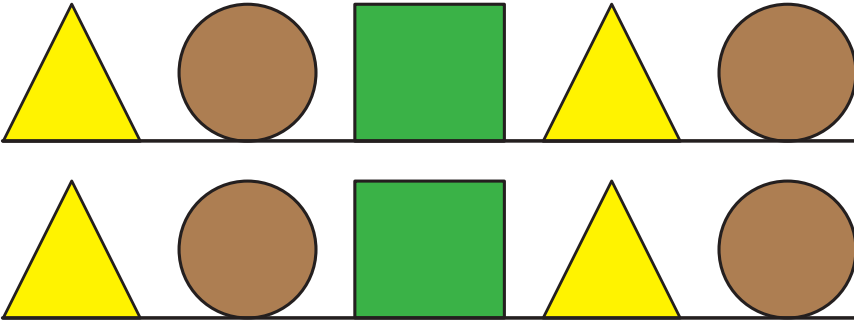
Activity 38 – K2.1.6.1.6

Read and explain the instructions to learners

- Learners colour the long objects red
- Learners colour the short objects violet.
- In pairs,Learners talk about their work.
- Learners colour the shapes. Example - Triangle red, circle green, square yellow
- In pairs,Learners talk about their work.



Choose one colour for each shape. Talk about your work.



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.

Term 1: Strand 2: My Family

Sub Strand: Types and Members Of My Family

Activity 39 and 40 –K2.2.1.1.1

My family

Content Standard: Demonstrate understanding of the rights, roles and responsibilities of family members.

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

Introduction

All children live with adults –parents and guardians and siblings, some children may however be without any siblings. Still some other children live in the same home with grand parents, aunts and uncles. This lesson gives children opportunity to express themselves, as they talk about their families.

They talk about familiar activities and themselves, their families and the homes. As they listen to and talk about themselves, members of their families, their activities and their roles, they build their oral skills. They enhance their vocabulary- they learn new ones in relation to the topic, and use vocabulary they have already acquired appropriately.

Indicators /Objectives

Say a poem about the family, talk about and discuss the rights and roles of the members.

Grandpa, grandma, uncle, aunt, sister, brother, mum, dad.

Key words: sister, mum, dad brother, grandpa, grandma.

Resources/Materials

Language and Literacy Activities- KG2

Pictures of people from newspapers and calendars - children, women and men- (mum, dad, and grand parents figures), Circular Cut-out manila cards- size of an adult plate, glue .

Procedure/Methods

Practical activities 1

1. Learners sing with actions: I love you, you love me
We are happy family, with a great big hug.
And a kiss from me to you, won't you say you love me too?

- Learners turn to page 39, Activity 39 of learner's workbook Language and Literacy Activities for KG 2., and Learners look at the picture.

Lead learners to talk about the picture.

Ask : Who do you see in the picture? – the child. Mother, father, aunt, uncle, grandpa (grand father) grandma (Grand mother), a girl-sister and a boy (brother)

They are a family.

- How many children do you see? – three.
- How many girls, and how many boys? One girl, two boy.
- How many people are there in this family? - nine.
- How is the mother dressed? – She is wearing a skirt and a blouse.

Let each learner talk about his/her family in a dialogue.

Example: Child A: whom do you live with ?

Child B: I live with my mother and father..(Mum and Dad)

Child A: How many sisters do you have?

Child B: I have----- sisters/I have no sister

Child A: how many brother do you have?

Child B: I havebrothers/no sister.

Let learners alternate the roles.

- Distribute the pictures from calendars and newspapers(pictures of children and adults) glue and round card to learners.
- Each learner paste himself/herself and members of his/family.
In pairs learners talk about their work

Practical Activity 2

Teach learners the poem on page 40 –Activity 40 of work book Language and Literacy Activities for KG 2.-Aku's Family.

Learners say the poem. When they master it, each learner use his/her own name in place of Aku.

Assessment

How many family members did we count in the picture? - 9

How many people are there in the family on page 40? - 9

Learner’s Workbook – Language and Literacy Activities for Kindergarten 2

Activity 39

1. Each learner names the people he/she lives with.-
2. Read and explain the instructions for the second part of the exercises to learners
Learners only write first names of the family members. Teacher helps learners with the spelling of names. Learners may also do invented writing.
3. Learners copy the words in the box.

Mother: Mary

Father: Daniel

Brother: Kojo

Sister: Dora

Mother	Father	Brother
Mother	Father	Brother

Activity 40

- Say the poem with learners.
- Learners repeat the poem using their own names, and the people he/she lives with.
- Learners colour the picture of the family.



Term 1: Strand 2: My Family

Sub Strand: Types and Members Of My Family

Activity 41 – K2.2. 1,1.2

Roles and Responsibilities

Content Standard: Demonstrate understanding of the rights, roles and responsibilities of family members.

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

Introduction

All children live with families. The children see members of the family and some of the activities they engage in. It is important for children to be reminded of things that regularly happen around them and to be taught the correct vocabulary through listening to and speaking with others. When children talk about situations and events, (from pictures) they get to see things/situations that they might otherwise not see in the same detail in real life.

In the early years, the use of visual information (pictures, other visual aids) helps children to better understand text/information. The colourful and interesting pictures to be talked about in the activity make the lessons more appealing to children.

Indicators /objectives

Talk about the important roles and responsibilities of every family member and practice proper way of opening books from left to right.

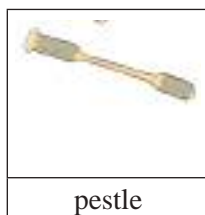
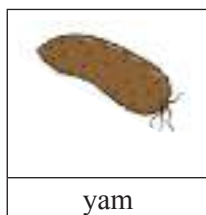
Key words: market yams, basket, carrying, and women

Ironing, reading, sitting, cooking, pounding, bathing, pestle, mortar, home

Resources/Materials

Language and literacy Activities for KG2

Word cards- Key words



Carrying	Cooking	Pounding	Women	Ironing
Reading	Sitting	Bathing	Home	

Procedure/Methods

Teach the rhyme: I have a funny little dog

Its name is Winky dog

It barks wow, wow,wow

And it barks wow,wow

1. Learners turn to page 41,of Activity 41 of language and Literacy Activities- KG2
2. In pairs learners talk about the pictures.
3. Child One asks the question, and Child Two answers. Learners, change roles after each session.

Picture 1: Market Scene

- i) Child one: What scene does the picture show? - Child Two: A market
- ii) Child One: Who are the two people standing in front?
- iii) Child Two: - A seller and a lady who has gone to buy things in the market.
- iv) Child One: Say any two other things you see in the picture.
- v) Child One: Name four things we can also buy from the market
- vi) Child Two – tomatoes, plantain, cabbage, and pepper

Picture 2 : Activities in the Home

- i) Child One: What are the woman and the boy doing?
Child Two: They are pounding fufu.
- ii) Child One: What is the woman helping the young boy in the red top to do?
Child Two: She is helping him to put on his clothes.
Child One: What are the colours of the building?
Child Two: Yellow and blue.
- iii) Child Two: Yellow and blue.
- iv) Child One: Whose clothes have the same colours as the building?
Child two: The woman turning the fufu in the mortar

Picture 3: Ironing

- i) Child One: What is the man in the picture doing?
Child Two: He is ironing a shirt.
- ii) Child One: What are the colours of the shirt?
Child Two: Blue and yellow.

Picture 4: Reading at Home

- i) Child One: What do you see in the picture?
Child Two: Papa reading to his children
- ii) Child One: How many people are there in the picture?
Child Two: Three (3)

Learners may ask their own questions based on the picture

All learners should be made to play the roles of Child One and Child Two.

Assessment

What is the colour of the leaves in pictures 2 and 4?

Answer: green

Learner's Workbook – Language and Literacy Activities for Kindergarten 2

Activity 41- K2.2.1.1.2

In turns have learners answer the last question of the activity.

1. What is Papa doing in picture 4?
He is reading to his children - Aku and the baby.
2. Talk about other things members of the family do?
 - Dad washes the car;
 - Mum washes clothes
 - My brother and sister sweep the compound
 - Grandpa tells stories to all the children

Term 1: Strand 2: My Family

Sub Strand: Types and Members Of My Family

Activity 42 – K2.2.1.1.2

Roles and Responsibilities

Content Standard: Demonstrate understanding of the rights, roles and responsibilities of family members.

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

Introduction Activity 31 - K2.1.5.1.2

Indicators /Objectives

Talk about the important roles and responsibilities of every family member and practice proper way of opening books from left to right.

Key Words

Picture 1 - **Cooking**- grinding, carrying bucket, cat

Picture 2 - **Bathing**, sitting, baby

Picture 3 - **Washing**, bowls, clothes

Picture 4 - **Building**, mixing, cement, sand, men, women, mortar- (Mixture of sand, cement and water)

Resource/Materials

Posters or Pictures of Activity 42 - Language and Literacy Activities for KG 2



Cooking

Carrying

Grinding

Bucket



bathing

Sitting



Washing



Building

Cement

Sand

Men

Women

Procedure/Methods

1. Have learners stand in a circle and say or sing:

Clap, clap, clap your hands;(3x)

For that is fun to do.

Stamp, stamp, stamp your feet; (3x)

For that is fun to do.

2. Select the word cards relevant to the picture to be talked about.

Example:



Show the picture on the poster. Have learners talk about what they see. Learners may look at the picture in their workbook - Language and Literacy Activities for KG 2 - Page 42.

Fix the work that describes the picture under it.

Example, the first picture - **Cooking**

Read the word with learners. Learners repeat 3x. Have learners repeat the sounds that make the word, and pronounce the word.

Example - **Cooking** /C/oo/k/ing

As learners describe /talk about the activities on the poster/picture, fix the word cards around the poster/picture.

E.g. **Cooking** **Carrying** **Grinding** **Bucket** **Cat**

Read the words repeatedly with learners.

3. Have learners talk about each pictures

Picture 1 – Cooking

- A woman cooking food at home.
- Her daughter is grinding pepper on a grinding stone.
- The girl's brother has gone to fetch water. He is carrying a bucket of water.
- The family cat is under the table.

Picture 2- Bathing

- A woman bathing a baby.
- The baby is in a basin.
- The woman has a brown top.

Picture 3 – Washing

- There are two basins in front of the boy.
- He is washing clothes
- The basins are on a table

Picture 4 –Building

- The people are building a house
- The man in the red shirt is mixing sand and cement.
- There are 5 people working
- The woman is carrying a bowl

4. Read aloud to learners.

5. Tell learners you are all going to read about some activities of family members.

The title is “My Family Members”

Learners turn to page 42 of Activity 42 –Language and Literacy Activities for KG 2

6. Learners listen while the facilitator/teacher reads the text two times.

7. Next, do echo reading with learner (learners repeat sentences as teacher reads text meaningfully). Learners track the words as they repeat the sentences.

8. Ask questions as reading proceeds. Example: What does Papa do for the family?

Answer- Papa works to bring money for the family to use.

How many persons are there in the family? Answer – five (5).

How many children are there? Answer- 3

9. Have learners read with you (teacher) again.

10. Have learners give names to the children in the story. Example Serwa, Osei, Baby Kojo.

Assessment

In turns have learners retell the story.

Learner's Workbook – Language and Literacy Activities for Kindergarten 2

Activity 42

Answer questions on the text “My Family Members”

Orally

1. How do the children learn at home?
 - They help Mama to cook. (The girl grinds pepper, and the boy fetches water)
 - The boy also washes the family's clothes
2. What does Mama do for the family?
 - She cooks for the family. She bathes the baby.

Term 1: Strand 2: My Family

Sub Strand: Types and Members Of My Family

Activity 43 – K2.2.1.1.3;

Letter sounds

Content Standard: Demonstrate understanding of the rights, roles and responsibilities of family members.

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

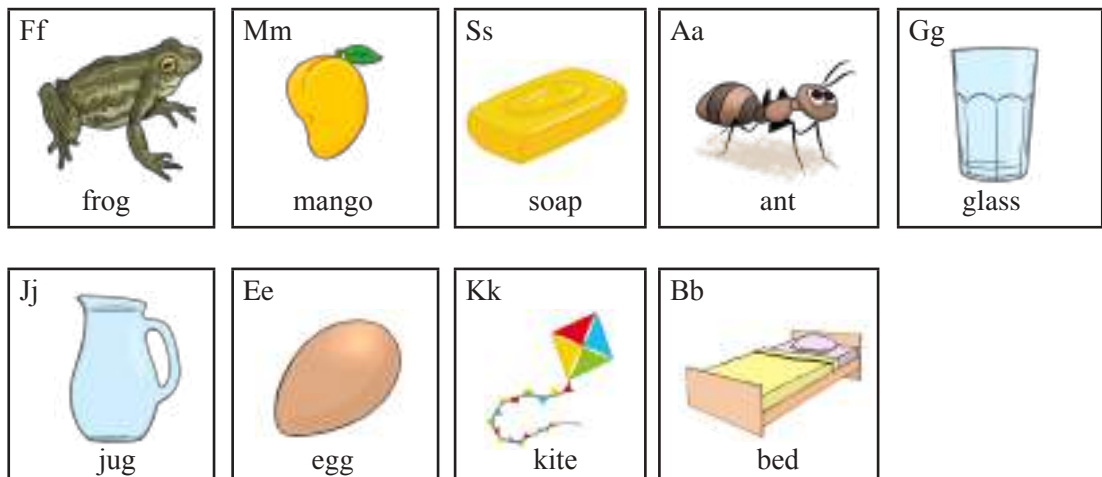
Introduction Activity 37 - K2.1.6.1.4

Indicators /Objectives

Identify the initial sounds in the name of every family member and clap the syllables in the names of the family members and other key words.

Resources/Materials

Picture/word cards – frog, mango, soap, ant, glass, jug, egg, kite, bed,



Procedure/Methods

1. Learners stand in pairs and sing with actions: “I Love you, you love me...”
2. Learners play the “pick and say game”
3. Turn the picture/word cards upside down on a mat or on a table.
4. In turns learners pick the picture/word cards.
The learner looks at his/her picture, reads it, then repeats the beginning (initial) sound three times, then say the word again.

5. The learner names other objects or names of persons or places that begins with the sound.

Learners exchange pictures and go through procedures 4 and 5 with their new pictures.

frog :/f/ - flower, food, floor

mango: /m/-man, monkey, mother

soap: /s/-Serwa, snake, Sam

ant :/a/- Agnes, arrow, axe

glass:/g/- grass, girl,gari

jug:/j/- jam, Jalo, Jack

egg:/e/- envelope, elephant, eleven

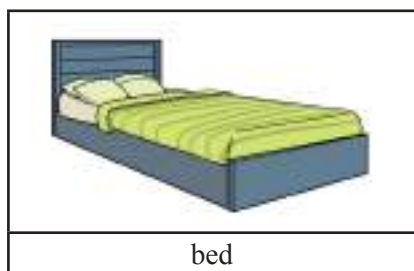
kite:/k/- king, Kofi, Kojo

bed:/b/- bag, baby, boy

Assessment

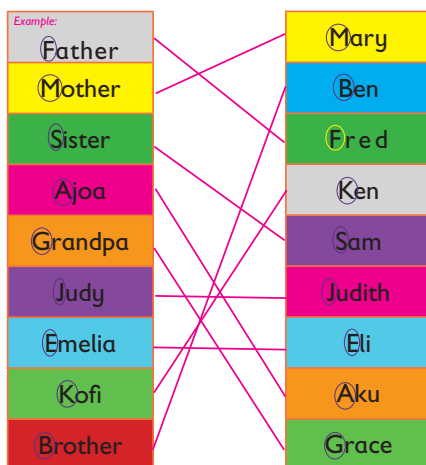
1. Pick a picture card from the materials. Name the picture and repeat the initial sound.

bed:/b/- bag, baby, boy.



Workbook – Language and Literacy Activities for Kindergarten 2

ACTIVITY 43 - K2.2.1.1.3; learners say each name on the left column, identify the initial sound and find a name on the righthand column that has the same initial sound as the one identified, and draw lines to match them.



Term 1: Strand 2: My Family

Sub Strand: Types and Members Of My Family

Activity 44 – K2.2.1.1.4

Letter Sound /g/

Content Standard: K2.2.1.1. Demonstrate understanding of the rights, roles ,and responsibilities of family members.

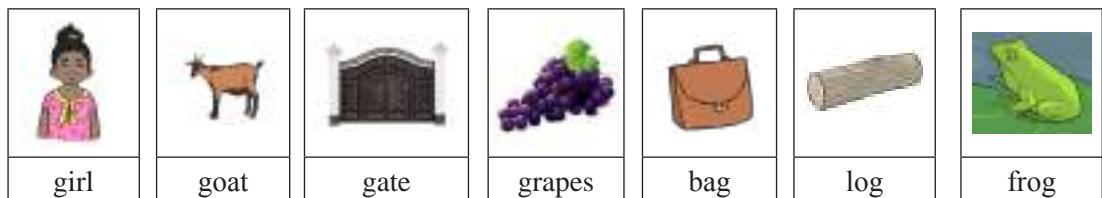
Core Competencies: Communication And Collaboration, Personal Development And Leadership.

Introduction: Activity 37. K2.1.6.1.4

Indicator/ Objectives: Identify the letter sound learnt for the week in words related to the theme and write the letter and key word boldly and legibly in their books.

Key Words: girl, gun, grandpa, grandma, grind, greet.

Resources/ Materials: picture and word cards.



Procedure/ Method:

Learners stand in a circle.

1. Learners stand in a circle and sing/ recite the Jolly Phonics songs.
2. Do a revision of the letter sounds /a/ /s/ /p/ /t/ /n/ /l/ /e/ by singing the jolly Phonics songs that mention those sounds.
3. Display picture cards and invite learners to take turns to pick the cards and call out the names of the pictures.
4. Paste the pictures on the board as learners identify them(one after the other).
5. For each picture have learners repeat the name three times, stressing on the /g/ sound.
6. Write the name boldly on the board.
7. Have learners identify the letter sound/g/ in the words on the board.

Assessment

Learners take turns calling out words and names which have the letter sound /g/ in different positions (beginning, middle, end)

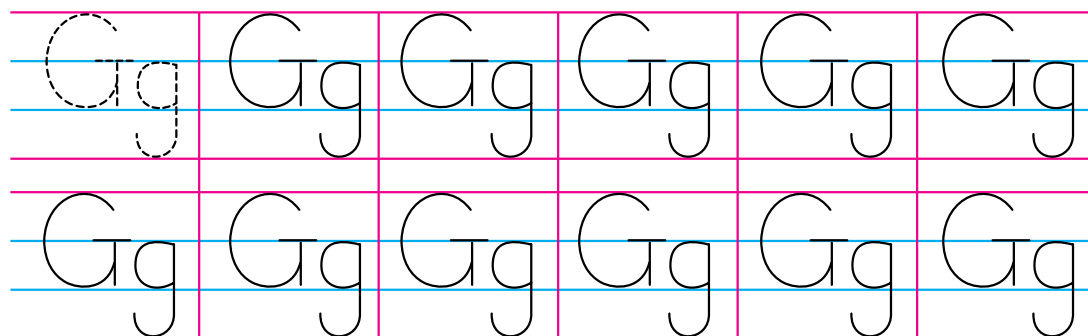
Example: girl, bag , Togo, Abigail

Learner’s Workbook – Language and Literacy Activities for Kindergarten 2

Activity 44. K2.2.1.1.4.

Learners turn to page 44 of the Workbook, identify and circle the letter sound /g/ in the given words , then trace and copy the letter sound Gg in their work books.

girl	gun	grandpa	grandma
grind	great	ginger	playing



Term 1: Strand 2: My Family

Sub Strand: Types and Members Of My Family

Activity 45. K2.2.1.1.4

Letter Sound: Matching Beginning Sounds

Content Standard: K2.2.1.1. Demonstrate the understanding of the roles, rights and responsibilities of members of the family.

Core Competencies: Personal Development And Leadership.

Introduction: Activity 37.K2.1.6.1.4

Indicator/ Objectives: Identify the letter-sound learnt for the week in words related to the theme and write the letter and key word boldly in their books.

Key Words: leg, mango, grapes, gate, tag, wag, game, Grace.

Resources/ Materials: picture cards, (leg mango, goat grapes, frog, hat, hen, parrot, carrots, telephone, toys, cake, pig, car, fish, dress dog) letter cards.



mango

Procedure/ Method:

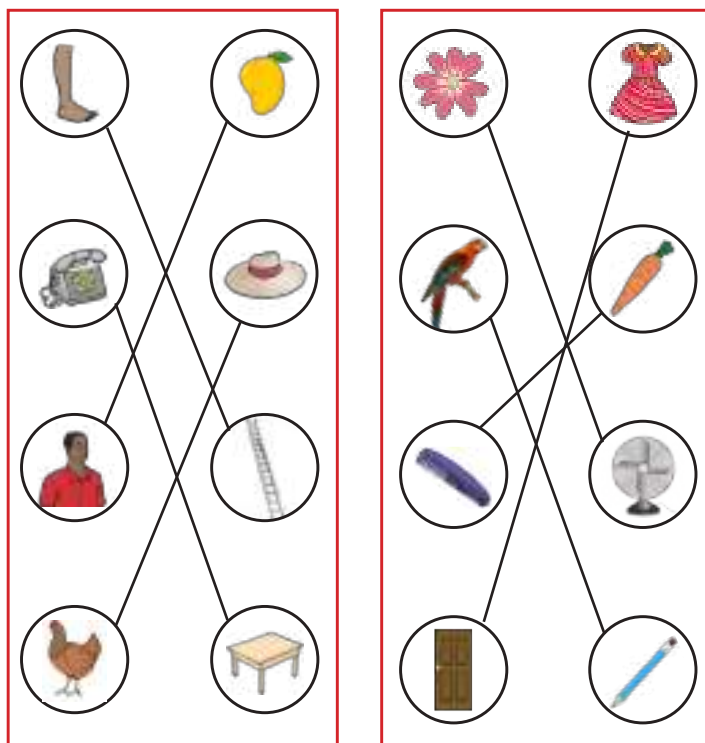
1. Learners stand in a semi-circle and sing the Jolly Phonics songs. (related to the pictures)
2. Learners read through the key words in the previous activity : gate, grapes, frog, goat, grandma, grandpa, tag,
3. Display the picture cards and invite learners to come forward in their turns to pick and identify them.
4. Paste them on the board as learners identify them (one after the other)
5. Paste the name under the picture.
6. Have learners look closely at the pictures and identify the ones with similar sounds beginning. For example: /c/-arrots, cake; /d/ress , dog, dress ...

Assessment: learners take turns to practice calling out names with the same initial sounds. For example: Patrick, Patricia; Ama, Aba; Kweku, Kwesi.

Learner's Workbook – Language and Literacy Activities for Kindergarten 2

Activity 45. K2.2.1.1.4

Learners turn to page 45 of the Workbook, and draw lines to match the pictures that have the same sound.



Term 1: Strand 2: My Family

Sub Strand: Origin and Family History

Activity 46 – K2.2.2.1.1.

Sentences

Content Standard: K2.2.2.1 Demonstrate understanding of the origin and history of our families and the languages spoken.

Core Competencies: 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.

Indicator/ Objectives

Sing indigenous songs, talk about and discuss the origin and history of the learners' family.

Key Words

family, grandma, grandpa, uncle, aunt.

Resources/ Materials

Whole sentence cards,[My name is Dora],[I come from Cape Coast], [the language we speak is Fante],[The food we like best is banku and fish] [We celebrate the Oguaa Fetu Afahye festival. Cut up words from each of the sentence cards.

Procedure/ Method:

1. Learners stand in a circle and sing/ recite :
My Family
You are my family,
My precious family,
You make me happy
Everyday
I'm always happy
To think about you
We like to sing, to learn and to play.
2. Read the key words with learners and explain to them what
3. they mean.[Grandma is the mother of your dad or mum]; [grandpa is your dad or mum's father]; [uncle is your mother or father's brother] [aunt is your mum or dad's sister]
4. Display the sentence cards along with their cut-up versions.
5. Call learners in turns to come forward and match the cut-up sentences with the whole ones.

Example:

My name is Dora

My

name

is

Dora

6. Let learners call out the individual words that make up each sentence as they match them.
7. Copy the sentences on the board .
8. Read over them with learners, and have learners repeat each sentence up to three times, tracking the words as they read.

Assessment

Learners take turns to read the sentences on the board, putting in their own name and other details.

Workbook – Language and Literacy Activities for Kindergarten 2

Activity 46 . K2.2.2.1.1

Learners turn to page 46 of the Workbook, and complete the sentences using their own names and other details.

My name is Naa Kwarkor

I come from Gbawe, in Accra

We speak the Ga language

The food we like best is kenkey and fish

We celebrate the Homowo festival

Term 1: Strand 2: My Family

Sub Strand: Origin and Family History

Activity 47 – K2.2.2.1.2.

Features of a Book Cover

Content Standard: K2.2.2.1. Demonstrate understanding of the origin and history of our families and the languages spoken.

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

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 them 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 develop a love for reading.

Indicator/ Objectives

Identify who an author, illustrator and title is and answer “wh” questions during and after listening to the read aloud text on the history of a family to learners.

Key words

cover page, author, illustrator, title, writer, back cover.

Resources/ Materials

Pictures from calendar /old magazines /newspapers pasted in a Teacher-made big book,- (Manila card made from manila card or chipboard measuring 26inches x 20inches. This is folded into two along the 26 inch side). Front cover of the book to show the following: Title of the book, Name of author, illustrator, pictures showing what the book is about.

- A Collection of children’s story books.

Procedure/ Method

1. Learners sit in a circle and sing / recite “ MY FAMILY”
2. Show the book to learners and have them identify its key features. Before reading the text, guide them using the following “wh” questions:
 - What is the title of this book?

- What do you see on the cover page of this book?(use your hand to gesture/ show the coverpage) - writing - ABC and drawings.
 - What do you think this book is going to talk about? - Learning names of things
 - Who is the author / writer of this book? Evelyn Quartey - Papafio
3. Allow learners to express themselves freely, answering the questions. Show the Teacher-made book to learners. Read the story written in it to learners: – “The Lazy Hen” written by Kojo Minta.
4. Pause during the reading to have them answer questions such as:
- Who are the people mentioned in this story?
 - What are their names?
 - Who is your favourite character(person) in this story? The farmer
 - What is the story about? The Lazy hen who learnt to be.
5. After reading the text, ask learners the following questions?
- What was this story about?
 - What did you learn from this story? We must not be lazy
 - What information do you find on the cover page of a book? [the title of the book, the name of the author/writer, the illustrator, pictures that talk about the story]

Assessment

Learners take turns to retell the story in their own words.

The lazy hen lived with four other hens in the same house.

She always begs for food for her chicks. She was lazy.

The farmer and his daughter Ama said they will teach the lazy hen to be smart.

The farmer put a bowl of corn on the hen-coop.

All the other hens went up to collect some corn for their chicks.

The lazy hen and her chicks slept without any food.

The next day, the farmer put another bowl of corn on the hen coop.

The lazy hen was the first to jump up to collect a bag full of the corn for herself and her chicks.

From then on the lazy hen was never lazy again.

Learner’s Workbook – Language and Literacy Activities for Kindergarten 2

Activity 47. K2.2.2.1.2

1. Learners turn to page 47 of the Workbook, and talk about all that they see on the cover page of the book: [the writer/ authors name, the title of the book, pictures that show what the book is about]
2. Read the text with learners. Learners track the words.
3. Learners copy the following words on sheets of paper.
writer cover title page

Term 1: Strand 2: My Family

Sub Strand: Origin and Family History

Activity 48 – K2.2.2.1.2

‘Wh’ questions (Who, what, where, why)

Content Standard: K2.2.2.1 Demonstrate understanding of the origin and history of our families and the languages spoken.

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

Introduction

By age three, young children are curious enough to be able to ask and answer questions. Parents, teachers and care-givers do well to ask children questions which will encourage them to think. We do this by asking them ‘wh’ questions. Examples of ‘wh- questions are: what, who, why, where, when, Being able to answer ‘wh’ questions is important because they prepare the young child to be able to participate in conversations with friends and family, it prepares them to be able to answer questions in class. Using questions can facilitate young children’s learning. Wh- questions are especially beneficial during reading sessions because they require more than just ‘yes’ or ‘no’. they require that the child come up with more complex verbal responses. This is one sure way to promote young children’s verbal reasoning skills because they are challenged to reason and provide verbal explanations, in the process their vocabulary development is also stimulated.

Indicator/ Objectives: Identify who an author, illustrator and the title of the book is, and answer “wh” questions during and after listening to the read aloud text on the history of a family to learners.

Key Words

author, title, illustrator, coverpage,

Resources/ Materials

Text “ Busy Saturday” Language and Literacy Activities for KG 2 page 48 word cards.

author

title

illustrator

Cover page

Procedure/ Method

1. Learners stand in a semi-circle and sing/recite:
The Days of the Week
Sunday, Monday, Tuesday Wednesday,
Thursday, Friday, Saturday,
Seven days are in a week.
I like to sing out loud.
2. Have learners turn to the text “Busy Saturday” - Page 48, Language and Literacy Activities for KG 2. Ask them the following questions:
 - What do you see in this picture?[I see a family working together, two women working at home, a woman sweeping her compound, a woman sorting out vegetables, a girl wearing a yellow dress, a child playing...]
 - What are they doing? [the girl in the yellow dress is helping her mother to sort out some vegetables, there is some cassava and plantain in the basket, the man is pushing the blue bin, a child is playing in the porch]
3. Invite learners to follow along in their copies of the workbook while you read the text. Read three times with learners.
4. Ask learners the following questions:
 - What is the name of the girl in the yellow dress?[Jewel]
 - What is Jewel doing in the picture? [she is helping mother to unpack the shopping]
 - What day is it ?[Saturday]
 - Who is the woman sweeping? [Grandma]

Assessment

Learners take turns to retell the story in their own words

Learner’s Workbook – Language and Literacy Activities for Kindergarten 2

Activity 48 . K2.2.2.1.2

Learners turn to page 48 of the Workbook, and find answers to the following questions:

- Which day is Jewel’s family’s busiest day? [Saturday]
- What does Jewel do to help on that day? [she helps mother to sort out /unpack the shopping, and when the food is ready Jewel helps her dad to lay the table]
- Who works to keep the compound clean? [Grandma and Jewel’s father]
- Why should everyone help to do the work?[so that they will all finish early/in good time/because that is what all families do]

Term 1: Strand 2: My Family

Sub Strand: Origin and Family History

Activity 49 – K2.2.2.1.3

Sight Words

Content Standard: K2.2.2.1 Demonstrate understanding of the origin and history of our families and the languages spoken,

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

Introduction

Sight words are frequently used words/about 100 words that keeps reappearing on almost any page of a text- examples are: who, me, the , this, there, are, is, was, he, she and.

In addition to their being frequent, many of these words cannot be sounded out.(children are expected to learn them by sight, that is looking at them and recognizing them by sight without attempting to sound them out.

It is therefore necessary to drill learners on as many of these words as possible. You can create simple sentences that the child can read to make use of sight words.

Indicator/ Objectives: Read level appropriate sight words relating to the origin and history of a family.

Key Words: sister, brother, mother, grandma, father

Resources/ Materials: Flash cards(key words).

sister	brother	grandma	father
--------	---------	---------	--------

sight word wall

This		Father	
	Has		mother
Ready		They	
	Who		which

Their		When	
	my		is

Procedure/ Method:

1. Learners stand in a circle and sing / recite “My Family”
2. Ask learners to retell the story in the previous activity - 48, page 48.
3. Write down the key words on the board.
4. Pronounce/ read a word and have learners repeat three times.
5. Call a few more learners to repeat the words severally.
6. Have learners identify the words in the text “Busy Saturday” on page 48 of the Language and literacy activities for KG 2
7. Have learners repeat them.
8. Show them the flashcards and have them read the words.
9. Learners spell the key words using their letter names.
10. Learners read through the words on the sight word wall severally

Assessment

- In turns, learners pick a word card; read the word and identify the word on pages 48 and 49 - Language and Literacy Activities for KG 2.

Learner’s Workbook – Language and Literacy Activities for Kindergarten 2

Activity 49 . K2.2.2.1.3

Learners read and copy the key words.

Mother, Father, Brother, sister, Grandma

Mother	Father	Brother	Sister	Grandma
Mother	Father	Brother	Sister	Grandma
Mother	Father	Brother	Sister	Grandma
Mother	Father	Brother	Sister	Grandma
Mother	Father	Brother	Sister	Grandma
Mother	Father	Brother	Sister	Grandma

Term 1: Strand 2: My Family

Sub Strand: Origin and Family History

Activity 50 – K2.2.2.1.4

Clap The Syllables

Content Standard: K2.2.2.1. Demonstrate understanding of the origin and history of our families and the languages spoken.

Core Competencies: Communication And Collaboration, Personal Development And Leadership

Introduction: Refer to Activity 26 K2.1.4.1.3

Indicator/ Objectives: Say and clap syllables of the various tribes and languages

Key Words: Ga Adangbe, Ahanta, Dagomba, Frafra, Fante, Ewe, Ashanti

Resources/ Materials: Word cards, number cards / bottle tops.

1	2	3	4	5		
Ga	Adangbe	Ahanta	Dagomba	Ashanti	Frafra	Ewe

Procedure/ Method

1. Learners stand in a circle and sing/ recite Ghana My Happy Home
2. Have learners take turns calling out their own names and clapping out the syllables in their names and in the names of their friends. Example Ekuba /E/ /ku/ /ba / ; Oboshie /o/ /bo/ /shie/.
3. Turn learners' attention to the names of tribes on the board. Help learners read them and clap out the syllables in those names:
4. Learners pick the corresponding number cards to match the number of syllables. Learners count the number of bottle tops.
 - Fante /fan/ /te/ -

2

 - syllables
 - Ga Adangbe /Ga/ /A/ /dan/ /gbe/ -

4

 - syllables
 - Ahanta /A/ /han/ /ta/ -

3

 - syllables

- Dagomba /Da/ /gom/ /ba/ - **3** - syllables
- Frafra /Fra/ /fra/ - syllables - **2** - syllables
- Ewe /E/ /we/ - **2**
- Ashanti /A/ /shan/ /ti/ or [Ash/ /an/ /ti] - **3**

Assessment

Learners take turns calling out names of people and other places and Clapping out the syllables that make up that name /word.

mar / ga / ret - **3** - syllables Fran / cis - **2** - syllables

Learner's Workbook – Language and Literacy Activities for Kindergarten 2

Activity 50 . K2.2.2.1.4

Learners turn to page 50 of the Workbook, read the words on the page and count and indicate the number of syllables in each.

Learners decode and read the words just read.

Fante ---fan/te---2 claps; Ewe --E/we---2 claps; Ashanti----Ash/an/ti ---3claps

Dagomba---Da/gom/ba --3 claps; Frafra---Fra/fra --2claps; Ahanta---A/han/ta---3 claps

Decode the words and read

Frafra ----f/r/a/f/r/a Frafra Dagomba---d/a/g/o/m/b/a Dagomba

Fante ---F/a/n/t/e Fante Wassa --W/a/ss/a

Fante → Fan / te → 2 claps

Ewe → E / we → 2 claps

Ashanti → Ash / an / ti → 3 claps

Dagomba → Da / gom / ba → 3 claps

Frafra → Fra / Fra → 2 claps

Ahanta → A / han / ta → 3 claps

Decode the words and read.

Frafra → F/r/a/f/r/a → Frafra

Dagomba → D/a/g/o/m/b/a → Dagomba

Fante → F/a/n/t/e → Fante

Wassa → W/a/s/s/a → Wassa

Term 1: Strand 2: My Family

Sub Strand: Origin and Family History

Activity 51 – K2.2.2.1.5

Letter Sound /g/

Content Standard: K2.2.2.1 Demonstrate understanding of the history and origin of our families and languages spoken.

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

Introduction: Refer to Activity 37 K2 1.6.1.4

Indicator/ Objectives: Identify the letter-sound learnt for the week in words related to the letter and key word boldly and legibly in their books.

Key Words: Ga Adangbe, Dagomba, Dagbani, Ashanti, Dagare, Guan, Ghana

Resources/ Materials: word cards:

Ga Adangme	Dagomba	Dagbani	Ashanti	Dagare	Guan	Ghana
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- Pictures on page 51 of Language and Literacy Activities for KG 2

Procedure/ Method

1. Learners stand in a circle and sing/ recite Ghana My Happy Home
2. Do a revision of all the letter sounds learnt so far by having learners sing the Jolly Phonics tunes relating to the letter sounds learnt so far.
3. Read key words with learners, help them identify the key words in given sentences.
4. Have learners identify the position of the sound/g/. Point out
 - a. Ayi is from Ga Adangme.
 - b. This is a Dagomba woman.
 - c. She speaks Dagbani.
 - d. This is an Ashanti Kente.
 - e. Fuseni speaks Dagare.
 - f. They are Guans.
 - g. We are in Ghana.
5. Have learners look at the pictures on page 51 of Language and Literacy Activities for KG 2.

Have learners talk about each picture.

- The clothes, where they are traditionally worn - Regions.
- Have learners sing one song of each region.

Assessment

Learners take turns mentioning names of people and places and things with the /g/ sound.

Ghana, Grace, Garu, Ganyo, bag, gari, ground, log, fog.

Learner's Workbook – Language and Literacy Activities for Kindergarten 2

Activity 51 - K2.2.2.1.5

Learners turn to page 51 of the Workbook, read and copy only the words with the /g/ sound into their workbooks.

Ga Adangme Dagomba Dagbani Dagare Guan Ghana




Ga Adangme Dagomba

Dagbani Ashanti

Dagare Ghana Guan

Regions and clothing

1. Upper West, Upper East, North East, Northern and Savana Regions
2. Central, Greater Accra, Western Regions,
3. Volta Region, Central Regions
4. Central, Greater Accra

		
<p>Upper West, Upper East, North East, Northern and Savana Regions</p>	<p>Central, Greater Accra, Western Regions</p>	<p>Volta Region, Central Regions</p>

Term 1: Strand 2: My Family

Sub Strand: Family and Family History Festivals

Activity 52 – K2.2.3.1.1.

Birthday

Content Standard: K2.2.3.1 Demonstrate understanding of the importance of the activities that we engage in during festivals and family celebrations

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

Introduction

One of the Language skills children learn in the early years is reading. To master this skill, children will need to listen to skillful readers, who will make reading interesting and interactive. This means learners will be involved- learner answer questions and make predictions. If the situation call for it, learners can join in the repetitive phrases and sentences.

Stories play a vital role in educating young learners. This is so because children naturally love stories. They love to listen to stories and also love to make up their own stories and narrate them to their friends and even their toys.

Narrating stories / reading stories to young children promotes brain development and builds their imaginative skills. It promotes early literacy skills as well.

The use of stories is the easiest and most practical way to get children to understand an otherwise difficult fact.

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 classroom labels, etc

Read to the learner on daily basis to get them interested in books and reading.

Indicator/ objectives: Discuss importance of activities we engage in during festivals and family celebrations and sing folk tunes and religious songs.

Key Words: Festivals, Christmas, Eid-al Fitr, Party, guests, Souvenirs

Resources/ Materials: Conversational poster showing a celebration - Festivals, birthday celebration. Cut pictures from calendars and newspapers.

Procedure/ Method

1. Learners sit in a circle and sing the birthday song
Happy birthday to you
Happy birthday to you
Happy birthday dear Mansa
Happy birthday to you.
How old are you now?
How old are you now?
How old are you now? How old are you now?
I am five years old now (4x)
May God bless you now
2. Display the conversational poster and have learners talk about what they see.
3. Ask learners to mention some of the activities that they engage in during family celebrations. Example - Birthday Party
 - Ushering in guests
 - Offering guests some water as a gesture of welcome
 - Offering prayers
 - Refreshing guests (serving food ,and drinks)
 - Singing, dancing and making merry
 - Sharing of souvenirs.
4. Read the key words and let learners repeat.
5. Explain them by means of gestures and pictures.
6. Engage learners in an active discussion about the main religious festivals and other traditional festivals they celebrate in their families.
 - Eid-al Fitr, Christmas, Easter, Homowo, Hogbetsotso, Kundun, Aboakyir,
7. Turn learners attention to the text on page 52 of the workbook - Language and Literacy
8. Learners observe the picture and talk about what they see.
 - Three girls sitting at a table.
 - There is a cake on the table in front of them.
 - They are all very happy.
9. Facilitator reads the text while learners follow along in their copies of the workbook.

Assessment

Learners take turns to talk about different festivals and celebrations they know of.

Learner's Workbook – Language and Literacy Activities for Kindergarten 2

Activity 52 . K2..2.3.1.1

Learners turn to page 52 of the Workbook, and find answers to the following questions:

- Who cooked the food for Mansa's party? [her mother]
- Name some of the foods they ate at the party. [cake]
- Who sat at the table with Mansa? [her two sisters]
- How many children were there in all? [three]

Learners talk about these two celebrations : Christmas and Eid-al Fitr

- Christmas is celebrated by Christians
- The date for the celebration is 25th December.
- On that occasion people come together with friends and family to eat and make merry, people exchange gifts, they go to church in beautiful clothes
- Eid-Al Fitr is celebrated by Muslims.
They go to the mosque to pray. They dress beautifully. They cook a lot of food and share with their neighbours.

Term 1: Strand 2: My Family

Sub Strand: Family celebrations and festivals

Activity 53 – K2.2.3.1.1

“Wh” Questions.

Content Standard: K2.2.3.1 Demonstrate understanding of the importance of the activities that we engage in during festivals and family celebrations.

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

Introduction

By age three, young children are curious enough to be able to ask and answer questions. Parents, teachers and care-givers do well to ask children questions which will encourage them to think. We do this by asking them ‘wh’ questions. Examples of ‘wh- questions are: what, who, why, where, when, Being able to answer ‘wh’ questions is important because they prepare the young child to be able to participate in conversations with friends and family, it prepares them to be able to answer questions in class. Using questions can facilitate young children’s learning. Wh- questions are especially beneficial during reading sessions because they require more than just ‘yes’ or ‘no’. they require that the child come up with more complex verbal responses. This is one sure way to promote young children’s verbal reasoning skills because they are challenged to reason and provide verbal explanations, in the process their vocabulary development is also stimulated.

Indicator/ Objectives: Discuss importance of activities we engage in during festivals and family celebrations and sing folk tunes and religious songs.

Key Words: Easter, Christians, rejoice, resurrection.

Resources/ Materials: question cards; a conversational poster showing celebrations.

Who celebrate Easter?

Why is Easter celebrated?

When did Jesus die?

Procedure/ mMethod

1. Learners sit in a semi-circle and sing/recite:
Jesus' love is so wonderful (3x)
Oh, oh wonderful love.
Its higher than the mountain.
Deeper than the valley
Wider than the Universe
Oh-oh wonderful love.
2. Learners look at the conversational poster and talk about all that they see.
3. Have them answer the following questions:
 - What do you see happening in this picture - people celebrating Easter
 - Who are the people in the picture - Christians who have gone to church
 - What do you think they are doing? They are celebrating Easter - Resurrection of Jesus.
4. Explain keywords to learners using pictures, gestures and situations.
5. Have learners turn to page 53 of the work book, and follow along in their copies while you read "The Story Of Easter"
6. Retell the story to learners. Read to them and have them follow along while you read the story again.

Assessment

Learners take turns to tell their friends about some family celebrations and festivals that they have taken part in. Use leading questions such as

- " what is the name of the celebration?" - Christmas
- " who take part in it? - The whole family. We are christians
- Where do you have the celebration? - we go to church and have a party at home.
- How do you feel about the celebration - The celebration makes me happy.

Learner's Workbook – Language and Literacy Activities for Kindergarten 2

Activity 53 . K2.2.3.1.1

Learners turn to page 53 of the Workbook, having listened to facilitator read the text, learners find answers to the following questions:

- Who celebrate Easter? [Christians]
- Why is Easter celebrated? [to remember the death and resurrection of Jesus Christ.]
- On what day did Jesus die? [on Good Friday]
- What happens on Easter Sunday[Christians go to church to say thank - you to God.]
Christians celebrate Easter. They celebrate the death and resurrection of Jesus Christ.
They go to church on Good Friday and Easter Sunday.
Easter Sunday is a happy celebration.
- Retell the Easter Story in your own words.

Term 1: Strand 2: My Family

Sub Strand: Family celebrations and festivals

Activity 54 & 55 – K2.2.3.1.3; & 56 – K2.2.3.1.4.

Sight Words

Content Standard: K2.2.3.1

Core Competencies: Personal Development And Leadership, Communication And Collaboration

Introduction: Refer to Activity 42. K2.4.1.1.3

Indicator/ Objectives: Activities 54 & 55. K2.2.3.1.3 Read level appropriate sight words relating to celebration and festival of a family.

Activity 56. K2.2.3.1.4. Identify the initial sounds, clap and count the number of syllables in different words related to festivals and celebrations.

Key Words: Easter, Sunday , church, resurrection, Family, my, save, dance, rejoice, they, muslim. Odwira, Homowo, celebrate, Akwasidae, Homowo

Resources/ Materials: word cards of the key words.
(Celebrate the appropriate word cards for each activity)

Procedure/ Method

Practical Activity A:

ACTIVITY 54 . K2.2.3.1.3.

1. Learners stand in a circle and sing /recite “ God’s Love Is So Wonderful” (refer to Activity 53. K2.2.3.1.1)
2. Show the word cards, read the words and have learners repeat .
3. Learners repeat each word up to four times,
4. Teach learners to spell the words using their letter names: for example,
 - Easter E-a-s-t-e-r, Easter.
 - Sunday S-u-n-d-a-y, Sunday
 - Church c-h-u-r-c-h, church
 - Resurrection r-e-s-u-r-r-e-c-t-i-o-n, resurrection
5. Write these words on the board as learners read and spell them. Have learners try to spell them from memory.

Practical Activity B

ACTIVITY 55 - K2.2.3.1.3.

1. Learners stand in a semi-circle and sing / recite:
IN THE HOME AND OUT OF DOORS
In the home and out of doors
Shining shoes and scrubbing floors
Washing, ironing, brewing tea
Sometimes pounding fufu too.
I do all for Jesus (clap! clap! clap!)
I do all for Jesus (clap! clap! Clap!)
I do all for Jesus, He's done so much for me.
2. Display the word cards. One after the other, let learners repeat the words up to four times
3. Have learners spell them one after the other using the letter names. For example:
 - Family f-a-m-i-l-y, family
 - Saves-a-v-e, save
 - My m-y, my
 - Dance d-a-n-c-e, dance
 - Rejoice r-e-j-o-i-c-e, rejoice
 - They t-h-e-y, they
 - Muslim m-u-s-l-i-m, muslim
4. Write the words on the board as learners read and spell them.
5. Have learners sit facing the opposite side of the board, and spell the words written on the board from memory.

Practical Activity C

ACTIVITY 56 - K2.2.3.1.4.

1. Learners stand at their respective positions and sing/ recite:
EVERY LITTLE CELL IN MY BODY IS HAPPY
Every little cell in my body is hap-py
Every little cell in my body is well
Every little cell in my body is hap-py
Every little cell in my body is well.
Thank you, God, I feel so good!
Every little cell in my body is well
2. Show the word cards, one at a time. Read the word on each one.
3. Have learners repeat after you.
4. As they repeat the words, have learners identify the initial sounds, and identify the number of syllables in each one by clapping out the syllables making up each of the words:

Assessment

Activity 54 [k2.2.3.1.3.]: learners take turns reading and spelling the sight words

Activity 55 [k2.2.3.1.3.]: Learners take turns spelling the key words

Learner's Workbook – Language and Literacy Activities for Kindergarten 2

Activity 54 . K2.2.3.1.3. learners turn to their work books and read and copy the sight words.

Jesus	Easter	Sunday	Rose	Church
Jesus	Easter	Sunday	Rose	Church
Jesus	Easter	Sunday	Rose	Church
Jesus	Easter	Sunday	Rose	Church

from	to	died	go	resurrection
from	to	died	go	resurrection
from	to	died	go	resurrection
from	to	died	go	resurrection

Activity 55. [k2.2.3.1.3] learners read and copy the sight words into their workbooks.

Family	Is	My	Save	Dance
Family	Is	My	Save	Dance
Family	Is	My	Save	Dance
Family	Is	My	Save	Dance

Muslim	Easter	Rejoice	This	They
Muslim	Easter	Rejoice	This	They
Muslim	Easter	Rejoice	This	They
Muslim	Easter	Rejoice	This	They

Activity 56. [k2.2.3.1.4] learners turn to page 56, read the sight words, identify their beginning sounds, the number of syllables that make up each word and write them in their work books.

Example:

Sunday	→	Sun / day	2 Claps
Homowo	→	Ho/mo/wo	2 Claps
Odwira	→	O/dwira	3 Claps
Muslim	→	Mus/lim	2 Claps
Celebrate	→	Ce/le/brate	3 Claps
Akwasidae	→	A/kwa/si/da/e	5 Claps

Term 1: Strand 2: My Family

Sub Strand: Family celebrations and festivals

Activity 57 – K2.2.3.1.5

Letter Sound /c/ /k/ /ck/

Content Standard: K2.2.3.1 Demonstrate understanding of the importance of the activities that we engage in during festivals and family celebrations.

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

Introduction: Refer to Activity 37 K2.1.6.1.4

Indicator/ objectives: Identify the letter-sound learnt for the week in words related to the theme and write the letter and key word boldly and legibly in their books.

Key Words: lock, kite, stick, kettle, cake,

Resources/ Materials: picture/ word cards, flash cards,[bucket, lock, bark, black, cat, kitten, kite, car]



Procedure/ Method

1. Learners stand in a circle and sing/recite the Jolly Phonics group two songs. h, r, m, d, g, o, u, l
2. Display the picture/word cards, and invite learners to identify each picture and call out its name.
3. Have learners identify the /c/, /k/, and /ck/ sounds by saying their positions.
4. Wave the flashcards, one at a time, and have learners read the word on each one, stressing on the /c/ /k/ /ck/ sounds as they read the words.
5. Read the key words with learners, have them repeat the words and identify the sounds being learnt.
6. Guide learners to repeat the words in sentences.
This is a bucket. The cat is black. Fly the kite.

Assessment

Learners take turns to read the key words and also mention other words which have the sound /k/ /c/ /ck/ - trick, bake, cup, flask, cock

Learner's Workbook - Language and Literacy Activities For KG2







Activity 57 . K2.2.3.1.5.

Learners turn to page 57 of the Workbook, read and copy the words into their workbooks.

Cross	Cock	Cow	Crown
-------	------	-----	-------

Cross | Cock | Cow | Crown

Circle /c/ or /ck/ sound.

 clock	 car	 cage
 bucket	 cloth	 cockrel

Cc Cc Cc Cc Cc Cc

Term 1: Strand 2: My Family

Sub Strand: My School Family

Activity 58 – K2.2.4.1.1

School Rules And Regulations

Content Standard: K2.2.4.1. Demonstrate understanding of the rules and regulations for learners and teachers at school.

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

Introduction: Rules and regulations are important in every institution. They make the school an orderly place, and it guides the behaviour of pupils and teachers alike. Rules serve as guidelines for actions in terms of what is accepted and what is not accepted. Through the establishment of rules pupils learn that there is a limit to what they are allowed to do and what not.

Indicator/ objectives: talk about and discuss the rules and regulations that guide us to live as good friends in the school family.

Key Words: Walk, Listen, sorry

Resources/ Materials: conversational poster[showing learners at school observing school rules and regulations - picture of children playing/children in a queue waiting to climb the slide.

Procedure/ Method

1. Learners stand in a circle and sing / recite
THE MORE WE GET TOGETHER
*The more we get together,
Together, together,
The more we get together
The happier we'll 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 the conversational poster about children in the classroom, library, or playground, observing their school rules and regulations.
3. Have learners actively talk about what they see in the pictures.
4. Discuss with learners all the people who make up their school family. [The Head of the school, teachers of the school, pupils,
5. Have learners discuss some of the rules(do's and don'ts) of their school, - do not push, walk gently, wait for your turn.
6. Explain to them that these rules are necessary to help us all live peacefully with our teachers and friends.
7. Learners turn to page 58 of their work books, talk about the pictures and make their own classroom rules from the pictures:
 - Picture 1 listen to teacher when he teaches your school rules
 - Picture 2 come to school every day/come early to school everyday
 - Listen attentively when in class
 - Play responsibly/ play with your friends. Do not push.

Assessment

Learners take turns to mention some of their school/ classroom rules.

Always wait for your turn - at the slidees; washing hands.

Listen when teacher reads to you in class.

Say sorry when you hurt someone.

Learner's Workbook – Language and Literacy Activities for Kindergarten 2

Activity 58 . K2. 2.4.1.1

- Learners turn to page 58 of the Workbook, discuss four things to do to show kindness to their friends.
- Teacher writes down the sentences on the board.
- Guide learners to copy one of the sentences into their workbook.
- Help your friend who has fallen down to get up.
- Share a story book with a friend.
- Help your friend to open his/her water bottle.
- Lend your eraser to a friend.

Share a story book with a friend

Share a story book with a friend

Term 1: Strand 2: My Family

Sub Strand: My School Family

Activity 59 – K2.2.4.1.2, & 60 – K2.2.4.1.3

My School Family

“Wh” questions

Content Standard: K2.2.4.1. Demonstrate understanding of the rules and regulations for learners and teachers at school

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

Introduction: By age three, young children are curious enough to be able to ask and answer questions. Parents, teachers and care-givers do well to ask children questions which will encourage them to think. We do this by asking them ‘wh’ questions. Examples of ‘wh- questions are: what, who, why, where, when, Being able to answer ‘wh’ questions is important because they prepare the young child to be able to participate in conversations with friends and family, it prepares them to be able to answer questions in class. Using questions can facilitate young children’s learning. Wh- questions are especially beneficial during reading sessions because they require more than just ‘yes’ or ‘no’. they require that the child come up with more complex verbal responses. This is one sure way to promote young children’s verbal reasoning skills because they are challenged to reason and provide verbal explanations, in the process their vocabulary development is also stimulated.

Indicator/ objectives: K2.2.4.1.2 Use visual information (illustrations) and the title of Big book to make predictions and answer simple “wh” questions about the text.
K2.2.4.1.3 Use vocabulary acquired to form sentences related to the theme.

Key Words: Walk, Listen, sorry

- play, wait, push, slide, hit.
- Children, play things, teacher, kind,

Resources/ Materials: a big story book (Teacher-made), word cards.

children	play things	teacher	kind
----------	-------------	---------	------

Procedure/ Method

Practical Activity A

1. Learners stand in a circle and sing/ recite: THE MORE WE GET TOGETHER
2. Show the book to learners and let them predict the text looking at the cover page of the book. E.g Children playing with a doll. The two children are friends.

3. Read the text to learners and let them confirm their predictions.
4. Use leading questions to guide learners to answer : what is the story about? Who are the people in the story? Who is your favourite person (character) in the story...?
The people in the story are Zaza and Aku. - My favourite person is Zaza.
5. Read the key words with learners,
6. Read the text “We play” aloud to learners.
7. Do each reading with learners. Learners track the words.

Practical Activity B - Activity 60 - K2.2.4.1.3

1. Learners stand in a semi-circle and sing/ recite:
I WANT TO BE KIND
I want to be kind to everyone
For that is right, you see
So, I say to myself, remember this:
Kindness begins with me.
So, I say to myself, remember this:
Kindness begins with me...
2. Show the words on the word cards to learners one at a time, read the word and have learners repeat them.
3. Use them in sentences and have learners repeat:
 - Children play with one another
 - Share your play things with others
 - My teacher always comes to school very early
 - I will be kind to my friends
 - I will not hit anyone.
4. Have learners answer these questions:
 - What will you share with your friends? [play things, food...]
 - What do children like to do together? [they play and learn together]
 - What must you not do to others? [we must not hit or push others]
 - How will you want your friends to treat you? [with kindness/ show kindness/ be kind to me]

Assessment

- Learners take turns to talk about the picture on page 59 of the work book.
Two girls playing with a doll.
Three children taking turns to play on the slide.
Two boys throwing and catching a ball.

Practical Activity B

- Learners take turns to repeat the sentences formed with the new vocabulary.

Learner's Workbook – Language and Literacy Activities for Kindergarten 2

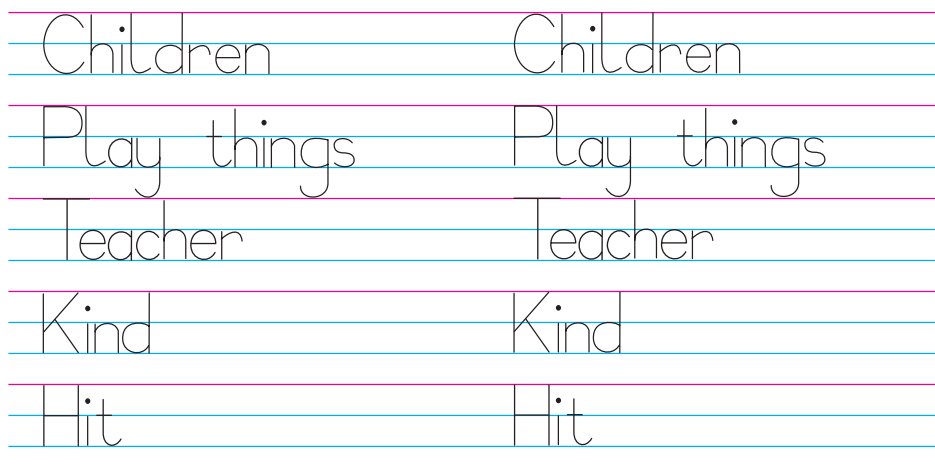
Activity 59. K2.2.4.1.2

Practical activity A

- Learners turn to page 59 of the Workbook,
- Learners talk about the picture and listen and follow along in their copies as teacher reads the text.
- Learners find answers to these questions:
- what do the children play with? [dolls, balls, the slide]
- why should we not push others when playing? [they will fall and get hurt] [it is unkind to do that].

Activity 60 - K2.2.4.1.1.3

- Learners turn to page 60 of the work book and copy the vocabulary into their work books.
- Read the sentences with learners.
Have learners track the words.



Term 1: Strand 2: My Family

Sub Strand: My School Family

Activity 61 – K2.2.4.1.4.

Letter Sounds /h/ /i/ /c/ /e/ /b/ /p/

Content Standard: K2.2.4.1 Demonstrate understanding of the rules and regulations for learners and teachers at school.

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

Introduction: Refer to Activity 37 - K2.1.6.1.4

Indicator/ Objectives: Identify the letter sound learnt for the week in words related to the theme and write the letter and keyword boldly and legibly in their books.

Key Words: teacher, slide, cup, kind, play, boy, friends, girl, clock, egg, ink.

Resources/ Materials: flash cards, pictures showing words on flash card.

Flash Cards



Procedure/ Method

1. Learners stand in a circle and sing/recite the Jolly Phonics songs that are relevant to the sounds listed. /n/i/c/e/b/p/
2. Learners recite:

Betty Botter

Betty Botter bought some butter,
But , she said, the butter’s bitter
If I put it in my batter,
It will make my batter bitter
But a bit of better butter,
That would make my batter better
So, she bought a bit of butter
Better than her bitter butter,
And she put it in her batter
And her batter was not bitter.
So, it was better Betty Botter
Bought a bit of better butter.

3. Write the letter sounds on the board, one at a time. Show them the lower and upper cases. Hh Ii Cc Ee Bb Pp
4. Repeat each letter sound with learners up to about three times.
5. Introduce the key word in which the letter sound is
6. Show the word cards and have learners show the position of the letter-sound in the words: beginning, middle, and ending.
7. Model writing the letter sound in the air, let learners take turns writing the letter sound in the air, and on their friends' backs - Three letters in a lesson

Assessment

Learners take turns to identify the letter sounds in given words - Cup - /c/; ink - /i/


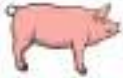


















Learners mention words that have the letter sounds learnt.

/c/ - clock, cap, crown.

Learner's Workbook – Language and Literacy Activities for Kindergarten 2

Activity 61 . K2.2.4.1.4

- Learners turn to page 61 of the Workbook, read the pictures on the page and write the first sound in their work books.
- Learners copy the letter-sounds in the spaces provided in their workbooks.

 h	 p	 b	 h	 i	 b
 c	 b	 c	 h	 b	 e
 e	 p	 b	 b	 b	 e
 c	 c				

Hh Ii Cc Ee Bb Pp
Hh Ii Cc Ee Bb Pp

Term 1: Strand 2: My Family

Sub Strand: My School Family

Activity 62 – K2.2.4.1.5

Rules And Regulations

Content Standard: K2.2.4.1. Demonstrate understanding of the rules and regulations for learners and teachers at school.

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

Introduction: Refer to activity 58. K2.2.4.1.1

Indicator/ Objectives: Trace, colour, and label a picture of an object in the school which communicates rules.

Key Words: bell, drum, clock, assemble, queue, whistle

Resources/ Materials: a school bell, drum, whistle, a poster of school children at assembly, a poster of children in class. (Cut pictures from news papers and old calenders or magazines and paste on large card boards)

Procedure/ Method

1. Learners stand in their respective positions and sing/recite:
MARCHING TO OUR CLASSROOMS
We are marching to our classes
We are marching to our classes
We are marching to our classes and no more to return,
And no more to return.
2. Ask them on what days they have their school worship; ask them to say how they know when it is time for school worship [school worship is on Wednesday, when it is time the school bell/ drum is sounded]
3. Ask learners to say other school gatherings or activities that they are required to attend and take part in. [morning assembly, classes, games/ P.E, closing assembly, sports activities, singing, change lesson, break/snack time/ lunch time/break over...]
4. Let them again mention what signal they look out for to attend these gatherings and activities.[school bell/siren/ drum/ whistle]
5. Display the bell, whistle, and drum and have learners touch and talk about them.

Assessment

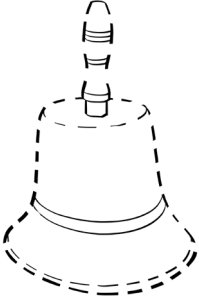
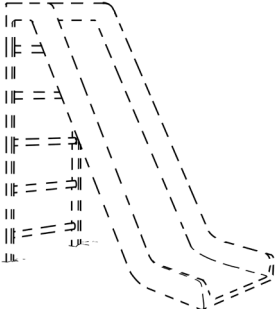
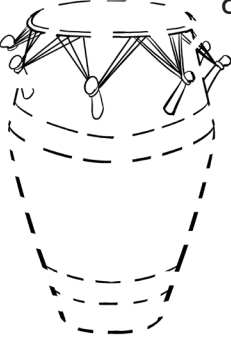

Learners take turns talking about the objects that signal to them when it is time for specific school activities [break time, lunch time, snack time, break over...]

- The bell is rang. The whistle is blown. The drum is beaten.

Learner's Workbook – Language and Literacy Activities for Kindergarten 2

Activity 62 . K2.2.4.1.5

Learners turn to page 62 of the Workbook, trace and colour the pictures, and copy their names under them.

 <p data-bbox="411 604 461 633">bell</p>	 <p data-bbox="804 604 867 633">slide</p>
<p data-bbox="369 1000 422 1029">bell</p>	<p data-bbox="768 1000 821 1029">slide</p>
 <p data-bbox="415 1064 488 1093">drum</p>	 <p data-bbox="797 1064 876 1093">queue</p>
<p data-bbox="373 1464 448 1493">drum</p>	<p data-bbox="781 1464 860 1493">queue</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 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.

Term 2: Strand 3: Values and Beliefs

Sub Strand: My Personal Values

Activity 63 – K2.3.1.1.1

My Likes And Dislikes

Content Standard: K2.3.1.1 Demonstrate understanding of their personal value in relation to their likes and dislikes.

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

Introduction: It is very important that little children learn about values. This can help modify their behaviour. Values such as truthfulness, kindness, honesty, hard work, accepting responsibility, are best taught in the early years so that they become part and parcel of them as they grow.

Indicator/ Objectives: Engage in a conversation about what we like and don't like with our friends and discuss more cultural values that should influence the way we live among people.

Key Words: like, dislike, sorry, kind, angry

Resources/ Materials: conversational poster about showing kindness, helping others, children doing chores at home. refer to pictures on pages 42

Procedure/ Method

1. Learners stand in a circle and sing/ recite:
In The Home and Out of Doors
*In the home and out of doors,
Shining shoes and scrubbing floors.
Washing, ironing, brewing tea,
Sometimes pounding fufu too
I do all for Jesus, [clap! Clap! clap!] (3x)
He's done so much for me.*
2. Display conversational poster and have learners talk about what they see in the picture.
3. Have learners role play some personal values:

Adjoa:[Walking to her seat, she accidentally bumps into Ama and as a result, Ama’s water spills on the floor]

“ Oh dear! Ama, I’m very sorry, I didn’t realize that I was so close to you, please pardon me. Here, let me wipe the water from your table, and on the floor...

Ama: [shouts angrily,] “but you should be more mindful! Next time , watch your way more carefully.

Adjoa: oh in deed Ama, I ‘m very sorry, please forgive me, please.

Ama : oh, don’t you worry, we all do make mistakes sometimes.

4. Lead the class to discuss the scene they just watched:
 - What did Adjoa do immediately she bumped into her friend? [she said she was sorry,/ she offered to clean up the mess she caused/]
 - What did Ama do at first? [she got angry/ she shouted at Adjoa]
 - Always be quick to apologize when you hurt/ offend someone,
 - Even when the person we have offended appears angry at first, that should not stop us from saying sorry.
 - When someone offends you and says sorry, please accept and forgive the person.
5. What other good behaviours must we all show?
 - Speak the truth always
 - Do your work well
 - Be helpful to others
6. Repeat key words with learners, use them in sentences and have learners repeat the sentences. - I like to play with my friends. I dislike dirty things. I am sorry Ama. Be kind to everyone. We can be angry sometimes.

Note: The lesson should be treated in a language the child understands first.

Assessment

- Learners talk about some of their likes and dislikes.
I like to listen to stories. I dislike being hurt.

Learner’s Workbook – Language and Literacy Activities for Kindergarten 2

Activity 63 . K2.3.1.1.1

- Learners turn to page 63 of the Workbook, learners talk about the pictures,
 - A girl reading her book
 - A girl at home, walking with her pet (dog)In turns (pairs), learners go through the dialogue.
- Learners draw one thing they like.



Term 2: Strand 3: Values and Beliefs

Sub Strand: My Personal Values

Activity 64 – K2.3.1.1.2

Story: “Wh” Questions

Content Standard: K2.3.1.1 Demonstrate understanding of their personal value in relation to their likes and dislikes.

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

Introduction: Refer to Activity 59 K2.2.4.1.2

Indicator/ objectives: Use illustrations on the cover page and title of big book to make predictions and answer simple “wh” questions about the text.

Key Words: wisdom, truth, honesty, kindness, hard work.

Resources/ Materials: story [Kweku Ananse And The Wisdom Pot] word cards(key words).



Procedure/ Method

1. Learners stand in a circle and sing/recite:
The Wise Man Built His House
*The wise man built his house upon the rock
The wise man built his house upon the rock,
The wise man built his house upon the rock,
And the rains came tumbling down
The rains came down and the floods went up
The rains came down and the floods went up
The rains came down and the floods went up
And the house on the rock stood firm!*
2. Learners turn to page 64 of the work book. Ask them : “what do you see in the picture?”
 - [a spider holding a pot] Ananse holding a pot

- [a spider climbing a tall tree] Ananse climbing a tall tree.
 - [there are three people standing under the tree]
 - [the three people are talking with the spider]
 - [The pot is broken]
3. Learners follow along in their copies whilst facilitator reads the text
 4. Learners orally answer these questions:
 - What did Ananse put in a pot? [All the wisdom in the world]
 - Why was Ananse climbing the tree? [To hide all the wisdom on top of the tall tree]
 - Why did he throw the pot down?[because he was angry]
 - What lesson have you learnt? [we should not be selfish] [we should listen to advice]
 5. Read key words with learners. Show them the word cards and have them repeat them.
 6. Guide learners to make sentences using the key words
 - Ananse put all the wisdom in a pot.
 - We always speak the truth
 - Honesty is a very good behaviour.
 - People love kindness
 - Hard work makes us succeed.

Assessment

Learners take turns to share with their friends what they have learned from the story.

Example: We must share what we have with others.

We must not be selfish.

Learner's Workbook – Language and Literacy Activities for Kindergarten 2

Activity 64 . K2.3.1.1.2

Learners turn to page 64 of the Workbook, Read the story with learners again .

Have learners answer the questions orally.

1. Ananse put all the wisdom he collected into the pot
2. Ananse was going to hide the wisdom pot on the top of the tree
3. Ananse realized that there was still some wisdom in the world.
Kojo, Ama and Efua advised him to hang the pot behind him.
4. Ananse could have put the pot behind him.
5. We must listen to others: We must not be selfish.

Learners trace and read the sentence in their work book.

Do not be selfish

Term 2: Strand 3: Values and Beliefs

Sub Strand: My Personal Values

Activity 65 – K2.3.1.1.2

Vocabulary: Story- Ananse and the wisdom pot

Content Standard: K2. 3.1.1 Demonstrate understanding of their personal value in relation to their likes and dislikes.

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

Introduction: Refer to Activity 12. K2.1.2.1.3

Indicator/ Objectives: Use illustrations on the cover page and title of the big book to make predictions and answer simple “wh” questions about the text

Key Words: holding, climbing, broken, angry

Resources/ Materials: sentence cards.

Ananse is holding a pot



Ananse is climbing a tree.



Ananse has broken the pot



Efua, Kojo and Ama saw Ananse



Ananse is angry



Procedure/ Method

1. Learners stand in a circle and sing “ Kyekyekule”
2. Do a quick revision of the previous activity: - Read the story “Ananse and the wisdom pot” with learners.
 - Did Ananse put in the pot? [all the wisdom in the world]
 - Why did he climb the tree? [to hide all the wisdom from everyone else]
 - Why did he throw the pot down? [because he was angry] there is still wisdom in the world.
 - What did you learn from the story? [not to be selfish] [listen to advice from others]
3. Read the key words with learners : climbing, holding, broken, angry.
4. Repeat each word three times, then have learners repeat after you.
5. Use pictures from the text to help learners to understand the key words,
6. Help learners identify the key words in sentences in the previous text:
 - “he was climbing the tree with the pot on his stomach”
 - Ananse got angry and threw the pot on the ground.
 - The pot got broken and all the wisdom spread everywhere
 - Ananse is holding the pot of wisdom.
5. Have learners act out some of the key words: call one child forward and give her a book to hold in her hands then ask her what she is holding in her hands:[Yaa, what are you holding in your hands?]
Yaa: I am holding the book in my hands
Repeat with the other words.
6. Display the sentence cards, call learners in their turns to come forward and pick one and read what it says.
7. Copy each sentence read on the board, read through them with learners.

Assessment

- Learners take turns to read the sentences.
- Learners take turns to form sentences with the key words learnt
Aku is holding a basket.
The boy is climbing the tree.
Ananse’s pot is broken.
Don’t be angry.

Learner’s Workbook – Language and Literacy Activities for Kindergarten 2

Activities For KG2.

Activity 65 . K2.3.1.1.2

Learners turn to page 65 of the Workbook, learners read and copy the sentences into their work books.

Ananse is holding a pot.

Ananse is climbing a tree.

Ananse has broken a pot.

Efua, Kojo and Ama saw Ananse.

Ananse is angry.

Term 2: Strand 3: Values and Beliefs

Sub Strand: My Personal Values

Activity 66 – K2.3.1.1.3

Our Likes and Dislikes: Letter Sound

Content Standard: K2.3.1.1. Demonstrate understanding of their personal value in relation to their likes and dislikes.

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

Introduction: Refer to activity 45 K2.2.1.1.4

Indicator/ Objectives: Randomly identify letters of the alphabet and recognize them in words and names related to the theme and clap the syllables

Key Words: fan, mango, dress, comb, hen, man, zip

Resources/ Materials: picture/word cards of keywords, letter cards, letter bottle tops.



Procedure/ Method

1. Learners stand in a circle and sing the Jolly Phonics songs.
2. Flash the pictures one at a time in front of learners and have them call out the name of each one.
3. Write the word/name on the board as learners call them out.
4. Have learners identify the individual letter that make up each word
5. Learners clap out the syllables for each word read.
6. Put learners in groups (6 in a group)Cover the word on each picture, flash it at learners and have them form the word that spells each one. The group that gets their spelling first calls out “bingo!” Example -

l	e	g	,	f	a	n
---	---	---	---	---	---	---
7. Go over to their table and check if they got it right.
(learners use the letter cards or letter bottle tops)

Assessment

- Learners take turns to clap out the syllables in given words: [man, lad/der, comb dress, fan, ta/ble, te/le/phone, hat,]
- Learners identify the individual letter sounds that make up the following words: fan - f/a/n ; hat- h/a/t ; dress- d/r/e/ss

Workbook – Language and Literacy Activities for Kindergarten 2

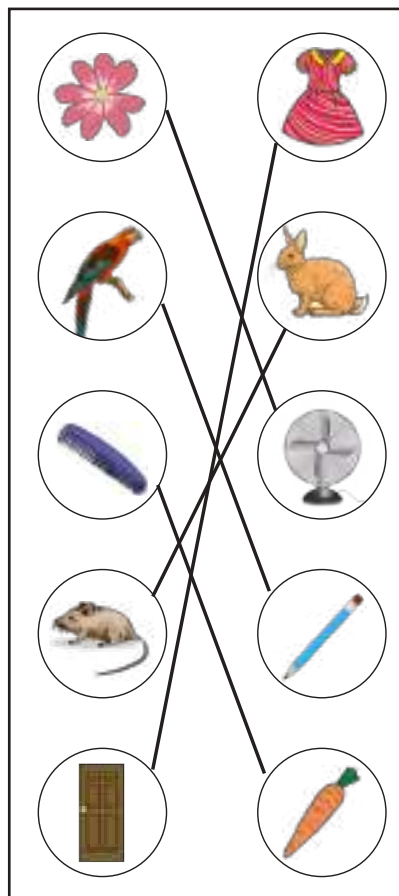
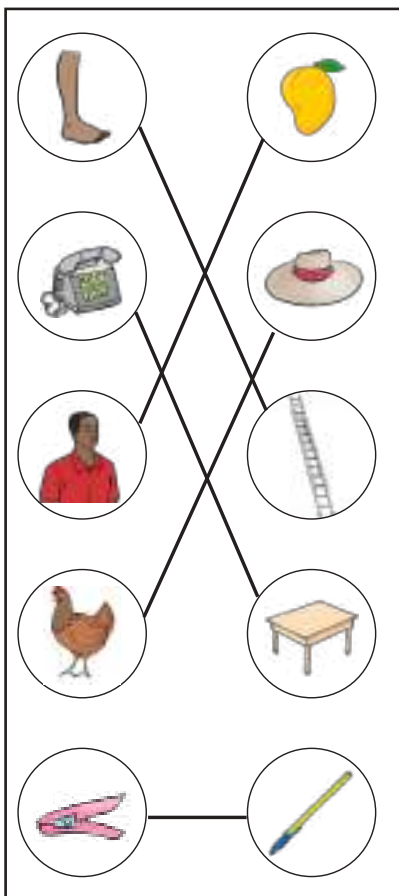
Activity 66 . K2.3.1.1.3

Learners turn to page 66 of the Workbook, read each picture, clap the syllables in each one's name and draw lines to match those that have the same beginning sound.

Leg – 1 syllable ; man / go – 2 syllables; te / le / phone – 3 syllables

Hat – 1 syllable; man – 1 syllable ; lad /der – 2 syllables

Hen – 1 syllable ta / ble – 2 syllables Peg – 1 syllable Pen – 1 syllable



Term 2: Strand 3: Values and Beliefs

Sub Strand: My Personal Values

Activity 67 – K2. 3.1.1.4

My likes and Dislikes: Vocabulary

Content Standard: K2.3.1.1. Demonstrate understanding of their personal value in relation to their likes and dislikes.

Core Competencies: Personal Development And Leadership.

Introduction: Refer to Activity 12 K2.1.2.1.3

Indicator/ objectives: Write or copy words related to the theme in a self-dictionary or journal.

Key Words: table, cat, carrot, flower, greet,

Resources/ Materials: word cards -

table

cat

carrot

flower

greet

Procedure/ Method

1. Learners stand in a circle and sing/ the A B C song.
2. Flash the words at learners, read them and have learners repeat them
3. Guide learners to spell the words using their letter names:
 - Table t-a-b-l-e table
 - carrot c-a-r-r-o-t carrot
 - flower f-l-o-w-e-r flower
 - greet g-r-e-e-t greet
 - honesty h-o-n-e-s-t-y honesty
 - truthful t-r-u-t-h-f-u-l truthful
4. learners stand facing the board and spell and read the words. Repeat each word up to about three times.
5. learners turn away from facing the board and spell the words from memory. Repeat procedure for a couple of times to help learners to master the spelling of the word.

Assessment










Learners take turns to spell and read the key words.

Learner's Workbook – Language and Literacy Activities for Kindergarten 2

Activity 67 . K2.3.1.1.4

Learners turn to page 67 of the Workbook, read the words draw each of the pictures in the space provided.

Copy the name in the space provided.

		
Table Table	Cat Cat	Hen Hen
		
Carrot Carrot	Bird Bird	Tree Tree
		
Door Door	Dress Dress	Flower Flower

Term 2: Strand 3: Values and Beliefs

Sub Strand: My Cultural Values

Activity 68 – K2.3.2.1.1

Facial Expressions And Body Language Accompanying Greetings

Content Standard: K2.3.2.1. Demonstrate understanding of the virtues, good manners and behaviour patterns our community values and why.

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

Introduction: Feeling words, these are words which help children to express their own emotions as well as the emotions of other people. Being able to name their feelings is the first step towards helping kids to identify them, being able to use a word or words to describe their feelings is a very powerful tool for young children. It allows young children to develop an emotional vocabulary with which to talk about their feelings. This gives them the feeling of being in control over that particular emotion or feeling. This goes a long way to boost their self esteem, warding off negative feelings brought about as a result of unresolved emotions.

Indicator/ objectives: Recognize and use appropriate facial expressions, gestures, and body language that convey meaning to accompany greetings.

Key Words: happy, sad, scared, angry

Resources/ Materials: pictures showing different emotions.

Procedure/ Method

1. learners stand in a circle and sing :

If You Are Happy And You Know It

If you're happy and you know it, clap your hands (2x)

If you're happy and you know it,

Then you really ought to show it

if you're happy and you know it clap your hands.

If you're scared...

If you're sad...

if you're angry...

if you're surprised...

2. Display pictures showing the different emotions.
Learners talk about what they see.
3. Lead learners through questions. Have learners identify the face that shows the expression being talked about.
What will you do if your mum gives you a new dress? Ans: I will be happy.
How will you show this? Ans: I will smile / laugh.
What will you do if you spill all your juice? Ans: I will cry and be sad.
How would you feel if your friend takes away a toy you are playing with?
Ans: I will be angry.
How would you feel if a lion entered the classroom? Ans: I would be scared.
Each time an emotion is talked about, Put up the word on the board; have learners repeat the word after you.
4. Have individuals make faces to depict the various emotions - happy, sad, angry and scared.

Assessment

Learners take turns to talk about different emotions :sad, angry, happy, scared.

Learners take turns to exchange greetings.

Learner's Workbook – Language and Literacy Activities for Kindergarten 2

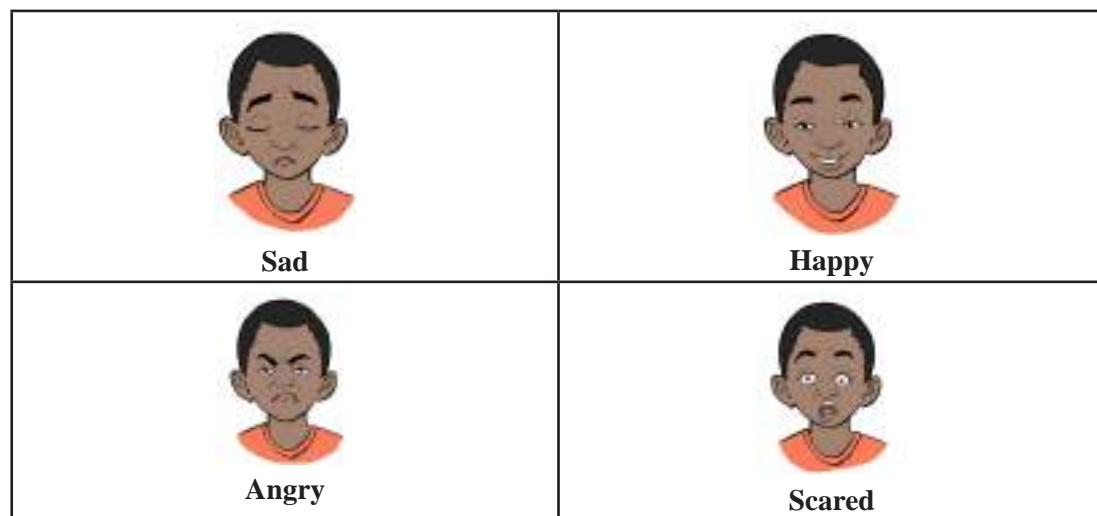
Activities For KG2.

Activity 68 . K2.3.2.1.1

Learners turn to page 68 of the Workbook,

- Read the emotions expressed in the pictures and talk about them.
- Sad; happy; angry; scared
- Learners draw themselves in the different emotions and talk about their pictures.

Facilitators should not look out for perfect drawings.



Term 2: Strand 3: Values and Beliefs

Sub Strand: My Cultural Values

Activity 69 – K2.3.2.1.1

Facial Expressions, Gestures, and Body Language Accompanying Greetings.

Content Standard: K2.3.2.1. Demonstrate understanding of the virtues, good manners and behaviour patterns our community values and why.

Core Competencies: Communication And Collaboration

Introduction: Refer to Activity 68. K2.3.2.1.1

Indicator/ Objectives: Recognize and use appropriate facial expressions, gestures, and body language that convey meaning to accompany greetings.

Key Words: Good morning, good afternoon, good evening,

Resources/ Materials: conversational poster about greetings - Picture from old calendars, Newspapers or Magazines pasted on a large card.

Procedure/ Method:

1. Learners stand in a semi-circle and sing/ recite:
GOOD MORNING
Good morning happy friends, how are you?
Good morning happy friends, how are you?
How are you this special day?
I'm so glad you're here today.
Good morning happy friends, how are you?
2. Display the conversational poster. Learners turn to page 69 of their work book and invite learners to talk about what they see in the picture.
 - Talk about how we greet [boys stand and salute], [girls courtesy] [boys salute using their right hand. [Wear a broad cheerful smile on your face when you greet.]
 - Talk about when we greet [anytime of the day, good morning, good afternoon, good evening, good day]
 - Talk about why we greet. [as a sign of respect, love, friendliness].

3. Have learners role play the different times of greetings and the gestures that accompany the greetings.:
Girl (with a broad smile) [courtseys] : Good morning mama.
Mama: [responds]: Good morning , Yaa, how are you?
Girl: very well, mama, thank you.
Reverse roles , and let boys also have their turn.
4. Discuss some culturally acceptable practices:
 - It is considered impolite to shout your greetings across to the person you are greeting. Rather, walk up to the person and greet.
 - Look into the person’s face as you greet.
 - Boys salute using your right hand.
5. Use the key expressions in sentences:
Good morning - Goodmorning Aku.
Good afternoon - Goodafternoon teachers and friends..
Good evening - In the evening we say good evening to mama.

Assessment

Learners take turns to share what they have learnt about when to greet, how to greet, and why we greet.

Learner’s Workbook – Language and Literacy Activities for Kindergarten 2

Activity 69. K2.3.2.1.1

Learners turn to page 69 of the Workbook,

- Learners talk about the picture in the book.- A boy and a girl greeting their mum after school.
- Discuss greetings in the morning- good morning
- Discuss greetings in the afternoon. – Good afternoon
- Discuss greeting in the evening- Good evening
- Children dramatize greetings.
Discuss: Why we greet.- to show respect; to show friendliness; to show.
Boy: (Salutes with right hand) Good afternoon Mama.
Mama: (Responds) Good afternoon Ken, welcome home.
Boy: (Salutes with right habd) Thank you Mama.

Term 2: Strand 3: Values and Beliefs

Sub Strand: My Cultural Values

Activity 70 – K2.3.2.1.2

Story Map Questions

Content Standard: K2.3.2.1. Demonstrate understanding of the virtues, good manners, and behaviour patterns our community values and why.

Core Competencies: Personal Development And Leadership, Communication and collaboration.

Introduction: Refer to Activity 3. K2.1.1.1.3

Indicator/ Objectives: Use illustrations on the cover page and title of big book to make predictions and answer simple story map questions on the text.

Key Words: characters, bowl, laughed at heavy, basket.

Resources/ Materials: a story map, a story about showing kindness,

Procedure/ Method

1. Learners stand in a circle and sing/ recite:
Kindness Begins With Me
I want to be kind to everyone,
For that is right ,you see.
So, I say to myself, remember this,
Kindness begins with me
So, I say to myself, remember this,
Kindness begins with me.
2. Display the story map on the board or a mat for learners to see.
Have learners predict the story.
Read the key words with learners.
3. Have learners turn to page 70 of their workbook - Language and Literacy for KG 2.
Read the story aloud while learners listen.
4. Read a second and a third time. How have learners repeat the sentences after you.
5. Have learners retell the story in their own words.
 - characters [people in a story]

- Basket / Bowl [a container]
- Laughed at[made fun of]

Assessment

- Learners use the story map to retell the story.
- Learners take turns to say what they have learnt from the story - It is good to be kind. You have to help the elderly.

Learner's Workbook – Language and Literacy Activities for Kindergarten 2

Activity 70 . K2.3.2.1.2

Learners turn to page 70 of the Workbook,

- Learners look at the picture on the page and predict what the story is going to be about.
- Learners answer the questions orally:
 1. Who are the characters in the story? [Aba, Kojo, old lady]
 2. What problem did you see in the story? [the old lady was carrying a heavy basket, she was tired and needed help with carrying the load]
 3. Who helped to solve the problem? [Aba]
 4. How was it done? [she helped her by carrying her basket all the way to the old woman's house]
 5. Who do you like in the story, and why? [Aba. Because she came to the old lady's aid]
- Learners read and copy the words - on sheets of paper.

Aba Bowl Carring Help

Aba Bowl Carring Help

Term 2: Strand 3: Values and Beliefs

Sub Strand: My Cultural Values

Activity 71 – K2.3.2.1.3

Good Manners And Behaviour Patterns: Letter Sounds/t/ /c/ /b/ /a/ /f/ /m/ /s/ /p/ /l/ /u/

Content Standard: K2.3.2.1. Demonstrate understanding of the virtues, good manners and behaviour patterns our community values and why.

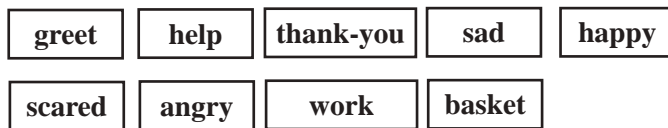
Core Competencies: Personal Development And Leadership, Communication and Collaboration.

Introduction: Refer to Activity 66 K2.3.1.1.3

Indicator/ Objectives: Randomly identify letters of the alphabet and recognize them in words, and names related to the theme and clap the syllables.

Key Words: flower, mortar, pestle, basket, umbrella.

Resources/ Materials: word cards








Procedure/ Method

1. Learners stand in a circle and sing the Jolly Phonics Songs.
2. Invite learners to pick the word cards one at a time and assist them to read the word on each one.
3. Write the words on the board as they read them
4. Read over the words once more with learners, have them clap out the syllables that make up the word.
5. Have learners identify the beginning sounds of the words
 - Greet [one syllable] /g/
 - Help [one syllable] /h/
 - Thank -you [two syllables] /th/
 - Sad [one syllable] /s/
 - Happy [two syllables] /h/
 - Scared [one syllable] /s/

- Angry [one syllable] /a/
- Work [one syllable] /w/
- Bas / ket [two syllables] /b/

6. Read the key words and use pictures and situations to help learners understand them:

				
Flower	mortar	pestle	basket	umbrella

Assessment

- Learners take turns to clap out the syllables in given words and identify their beginning sounds.

Learner's Workbook – Language and Literacy Activities for Kindergarten 2

Activity 71 . K2.3.2.1.2

Learners turn to page 71 of the Workbook,

- Learners read the words under the pictures, clap their syllables, identify the beginning sounds and circle them.

					
leaf	car	tap	basket	ant	flower
					
morta	sun	pestle	umbrella	cot	bus

Good morning Thank you

Good morning Thank you

Term 2: Strand 3: Values and Beliefs

Sub Strand: My Cultural Values

Activity 72 – K2.3.2.1.4

Dramatization: Good Behaviour and Acceptable Practices We Should Exhibit As Ghanaians

Content Standard: K2.3.2.1. Demonstrate understanding of the virtues, good manners and behaviour patterns our community values and why.

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

Introduction: learning to show good behaviour and acceptable practices should become a habit to young children. As young children, they will feel really good about themselves, and they will be a pleasure to have around. They will then grow to become well-mannered adults, who are socially attentive.

Indicator/ Objectives: Read, use and copy daily greeting and some culturally appropriate and polite language in their self-dictionary/ note book.

Key Words: please, pardon, sorry, welcome

Resources/ Materials: word cards



Procedure/ Method

1. Learners stand in a circle and sing “KINDNESS BEGINS WITH ME”
2. Make a list of polite expressions on the board:
 - Thank you
 - I am sorry
 - Please
 - Pardon me
 - You are welcome
 - Excuse me
3. Have learners repeat these expressions after you up to about three times.
4. Have learners choose their partners and take turns using polite expressions.

Child A [to child B] Could you please close the door for me?

Child B: sure, why not! [closes the door]

Child A: Thank you very much.

Child B: You're welcome.

5. Create other situations to let learners use the polite expressions listed on the board.
6. Write the sentences / expressions on the board - Thank you very much. You are welcome.
7. Read the key words with learners and use situations to get them understand when to use them.
Thank you - when you receive something from someone when someone helps you to do something.

I am sorry - when you hurt someone.

when you are wrong about something

Please - when you want to be assisted to do something used when you make a polite request.

Pardon me - when you would like someone to repeat himself/herself

You are welcome - A response to 'thank you'

Excuse me - When asking permission (to leave a place or a room)

Assessment

- Learners take turns to use the key expressions they have just learnt.
- Learners pair up and mention some polite expressions and when they are used.

Learner's Workbook – Language and Literacy Activities for Kindergarten 2

Activity 72. K2.3.2.1.4

Learners turn to page 72 of the Workbook,

- Learners talk about the pictures on the page
- Learners dramatize the two scenes – A boy greeting his teacher; A stranger asking for directions from another man.
- Learners copy and read the expressions into their work books.

Please Thank you Sorry

Please Thank you Sorry

Term 2: Strand 3: Values and Beliefs

Sub Strand: My Nation And Civic Values

Activity 73 – K2.3.3.1.2

Story: Dr. Kwame Nkrumah

Content Standard: K2. 3.3.1. Demonstrate understanding of the values and virtues we need to exhibit as Ghanaian learners.

Core Competencies: Communication And Collaboration.

Introduction: Patriotism means love and respect for country. There is a lot to be appreciative of about being Ghanaian, and now is the best time to let the young children know about them since they are our country’s future. The onus lies on parents and teachers together to instill in the young ones patriotism, and good citizenship. Young children will then come to know and understand the importance of these virtues and become responsible adults. Among the many ways that these virtues could be instilled is by the observance of national holidays, leaning about the achievements of key figures among other things.

Indicator/ Objectives: Use illustrations on the cover page and title of Big book to make predictions and answer simple story map questions about the text.

Key Words: president , politician, home town, teacher, doctor.

Resources/ Materials: teacher-made big book, story “Doctor Kwame Nkrumah” word cards:



Procedure/ Method

1. Learners stand in a circle and sing/ recite: GHANA MY HAPPY HOME

Ghana, my happy home

Land of rich resources,

Land of mighty talents,

We shout tolerance,

Justice and freedom.

I will die for you(glorious Ghana)

I will toil for you .

I will uplift your name

In all I do,

Justice and freedom.

2. Display the teacher-made big book on the board for learners to look at. (Show picture of school children matching on the back cover)
3. Invite a volunteer to read the title of the book. (Doctor Kwame Nkrumah)
4. Ask learners to predict what the book is going to be about.
5. Read the text to learners three times. Track words as you read to learners. Identify the main character in the story, and identify the problem in the story
The main character is Dr. Kwame Nkrumah; The problem of the time was that Ghana was being ruled by the British, and Ghana wanted her independence.
6. Read the key words with learners, and help them identify them(key words) in the passage they just listened to.
7. Have learners repeat the key words in sentences.
8. This is the president of Ghana; My father is a politician; Where is your home town? Greet the teacher; I will like to be a doctor.

Assessment

Learners take turns to retell the story about Kwame Nkrumah and the independence of Ghana.

Learner's Workbook – Language and Literacy Activities for Kindergarten 2

Activity 73 . K2.3.3.1.2

Learners turn to page 73 of the Workbook,

- Learners talk about the pictures in the book.
- Learners listen as facilitator reads the text to them. Learners track the words.
- Do echo reading with learners.
- Learners find answers to the following questions:
- Who is the main character in the story? [Dr. Kwame Nkrumah]
- Who was Dr. Kwame Nkrumah?[He was the first president of the Republic of Ghana]
- What was the problem of the time?[Ghana needed to be free / gain her independence] from the British.
- What did he do for Ghana?[he led Ghana to become independent]

Term 2: Strand 3: Values and Beliefs

Sub Strand: My Nation And Civic Values

Activity 74 – K2.3.3.1.3

Values and Virtues: Patriotic Citizens

Content Standard: K2.3.3.1. Demonstrate understanding of the values and virtues we need to exhibit as Ghanaian learners.

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

Introduction: Patriotism means love and respect for country. There is a lot to be appreciative of about being Ghanaian, and now is the best time to let the young children know about them since they are our country's future. The onus lies on parents and teacherstogether to instill in the young ones patriotism, and good citizenship. Young children will then come to know and understand the importance of these virtues and become responsible adults. Among the many ways that these virtues could be instilled is by the observance of national holidays, leaning about the achievements of key figures among other things.

Indicator/ Objectives: Use new vocabulary acquired to create their own drama on how to show themselves as patriotic citizens of their country.

Key Words: truthfulness, honesty, humility, hardwork.

Resources / Materials: word cards:

truthfulness	humility	honesty	hardwork
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Procedure/ Method

1. Learners stand in a semi-circle formation and sing/recite GHANA MY HAPPY HOME.
2. Discuss with learners what it means to be a good citizen[being honest, and truthful, keeping the environment clean and safe, working very hard, paying taxes ...]
 - Good citizens are kind and helpful in their communities.
 - You can be a good citizen by keeping your community clean, and being nice to others in the community, be your neighbour's keeper.
 - At school, when you follow the rules then you are a good citizen, because you help to make your school a happy place.
 - How can you follow the rules at school? [by raising your hand before speaking, ask for something before taking it.

- Be a helpful child at school and at home.[put away all your toys when you finish playing]
3. Guide learners to use the key words to create a short drama:
THE GOOD CITIZEN:
Two learners role play the following scenarios: [one holds the door open for another, the other child is seen scribbling in the walls of the classroom.]
- Ask learners to say which of the children is behaving as a good citizen. (The one who holds the door for and her child)
 - Choose another pair, one drops litter on the floor, the other drops her litter in the dustbin.
 - Ask learners to say which child behaved as a good citizen.[the one who used the dustbin.]
 - Talk to learners about why we sing the National Anthem. To show respect for our country. It is our national song.

Assessment

- Learners take turns to talk about what makes one a good citizen.
- Help others, Obey school rules. Put litter in the bin.

Learner's Workbook – Language and Literacy Activities for Kindergarten 2

Activities For KG2. Activity 74 . K2.3.3.1.3

Learners turn to page 74 of the Workbook.

- Learners talk about the picture in the story.
- Learners listen as facilitator reads the story. two times. Learners retell the story.
- Read the story with learners (learners repeat the sentences after you while they track the words.
- Learners find answers to the questions:
- What should we do when we find something that does not belong to us?[give it to the teacher/ make an announcement to find the owner/do not take it home]
- Why should we do that? because that is the right thing; you are being honest.

1. Why should we sing the National Anthem?
It is our National Song. It shows respect to our national flag and the nation.
2. Who composed the National Anthem? Philip Gbeho
3. Have learners sing the National Anthem.
God bless our homeland Ghana,
And make our nation great and strong.
Bold to defend for ever,
The course of freedom and of right

Fill our heart with true humility
Make us cherish fearless honesty.
And help us to resist oppressors rule
with all our will and might for evermore

Term 2: Strand 3: Values and Beliefs

Sub Strand: My Nation And Civic Values

Activity 75 – K2.3.3.1.4

Values and Virtues : Letter Sounds. /p/ /g/ /f/ /n/ /a/ /i/ /k/ /c/

Content Standard: K2.3.3.1. Demonstrate understanding of the values and virtues we need to exhibit as Ghanaian learners.

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

Introduction: Refer to Activity 37 - K2.1.6.1.4

Indicator/ Objectives: Identify the letter sound learnt for the week in words related to the theme and write the letter and key word boldly and legibly in their book.

Key Words: please, goodness, fairness, caring, kindness,

Resources/ Materials: alphabet flash cards:



Word cards:



Procedure / Method

1. Learners stand in a circle and sing/recite the Jolly Phonics songs and the alphabet song.
2. Have learners recite tongue twisters:
PETER PIPER.
Peter Piper picked a peck of pickled pepper
A peck of pickled pepper Peter Piper picked
If Peter Piper picked a peck of pickled pepper,
Where is the peck of pickled pepper Peter Piper picked?
3. Read the key words with learners, use them in sentences

4. Learners spell the key words and repeat the sentences.
5. Have learners identify their initial letter sounds :
Please /p/
Goodness /g/
Fairness /f/
Kindness /k/
Caring /c/

Assessment

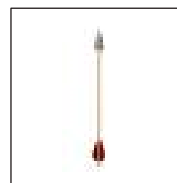
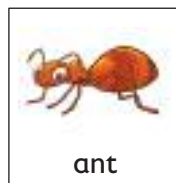
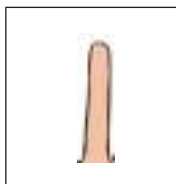
- Learners take turns reading the sentences.
- Learners identify the initial letter sounds in the key words.

Learner's Workbook – Language and Literacy Activities for Kindergarten 2

Activity 75 . K2.3.3.1.4

Learners turn to page 75 of the Workbook,

- Learners read each picture and repeat the beginning sound of the word.
- Learners draw one picture of the same beginning sound in the space provided.



Term 2: Strand 3: Values and Beliefs

Sub Strand: Our Beliefs

Activity 76 – K2.3.4.1.1

Relating well with people of different beliefs

Content Standard: K2.3.4.1. Demonstrate understanding of relating well with people of other beliefs.

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

Introduction: It is important for young learners to understand that other people are just like them. Children need to learn to live with everyone else peaceably. We need to help them accept that like themselves, others also have their likes and dislikes, joys and challenges and therefore they must show empathy towards others, and be able to tolerate others who do not share their culture or beliefs.

Indicator/ Objectives: Describe why and how to relate well with everyone regardless of their culture, language or belief.

Key Words: language, culture, food dance.

Resources/ Materials: conversational poster about people of different cultures, pictures cut from old calendars, magazines or newspapers, word cards;

language

culture

dance

food

Procedure/ Method:

1. Learners stand at their respective positions and sing/ recite:
I LOVE YOU
I love you , you love me
We are one big family,
With a great big hug,
And a kiss from me to you.
Won't you say you love me too?
2. Display the conversational poster for learners to look at and talk actively about. Have them talk about the different people in the pictures, and what make them the same or different. (Each person or group is dressed in their traditional clothes). ;

Ewes dance Agbaja ;Ashantis dance Adowa; Gas dance Kpanlogo; Dagombas do the Warrior dance. Pictures depicting cultural festivals/celebrations.

1. Talk about the different ethnic groups in the classroom and some of the things they all share in common. All learners are Ghanaians.
2. Talk about some of the things that make them different, the food they like, their language, likes and dislikes. Gas speak Ga; they like kenkey and fish. Ashantis speak twi, their staple food is fufu and soup / ampesi. Ewes speak Ewe; their staple food is banku and Okro soup.
3. Read the key words with learners, have them repeat them after you.
4. Sort learners into their different ethnic groups. Lead them to do the dance of their various groups.
5. Lead learners to talk about some other tribes in Ghana. Buem people of North Volta. They speak the Lelemi or Lefana Language Nzema speak Nzema, Ahantas speak Ahanta.

Assessment

Mention one tribe and language they people speak.

Nzemas speak Nzema.

Learner's Workbook – Language and Literacy Activities for Kindergarten 2

Activity 76. K2.3.4.1.1

Learners turn to page 76 of the Workbook.

- Learners talk about each picture. Facilitator reads the caption with learners. Learners track the words.
- Have learners sing and do one dance. (choose one common in the area of the school)

Discussion:

1. Buem people; they speak Buem
People of Tumu; they speak Sisala.

Read and Copy

Ga's Speak Ga - Gas Speak Ga

Fantes speak Fante - Fantes speak Fante

Dagombas speak Dagbani - Dagbani speak Dagbani

Term 2: Strand 3: Values and Beliefs

Sub Strand: Our Beliefs

Activity 77 – K2.3.4.1.2.

Relating well with people with different beliefs

Content Standard: K2.3.4.1 Demonstrate understanding of relating well with people with different beliefs.

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

Introduction: Refer to Activity 31. K2.1.5.1.2

Indicator/ Objectives: Use illustrations in a big book to make predictions and answer simple story map questions about the text.

Key Words: war, enemies, pray, sling, praise

Resources/ Materials: teacher-made big book, story - Cover page, drawing of David and Goliath.

Procedure/ Method

1. Learners stand at their respective places and sing/ recite:
ARISE AND SHINE
Arise, and shine and give God the glory(glory) (2x)
'rise and shine, (clap! clap! clap!)
Give God the glory, glorychildren of the Lord.
2. Display the teacher-made big book, and have learners make predictions about the story. Example: It is about a strongman and a boy.
3. Read the text aloud to learners. Display the story map, and use it to highlight the main points of the story. Example: The Picture of Goliath when you teach learners his name and talk about him.
4. Ask learners to retell the story in their own words.
5. Read the key words with learners, use them in sentences.
6. Learners repeat the sentences.
It is not good to go to war.
Who are enemies?
I pray everyday.

David had a sling.
Let us praise God.



Assessment

- Learners take turns to talk about the pictures on the story map.
David used a sling to kill Goliath.

Learner's Workbook – Language and Literacy Activities for Kindergarten 2

Activity 77 . K2.3.4.1.2

Learners turn to page 77 of the Workbook,

- Learners look at the picture and talk actively about what they see.
- Learners listen as facilitator reads the text again to their hearing. Do echo reading with learners. Learners track the words.
- Have learners answer the questions listed on the page:
- What is the setting of the story?[The Israelites went to war against their enemies]
- Who are the characters in the story?[David ,Goliath,][the Israelites, the Philistines]
- What was the problem in the story?[the enemy of the Israelites Goliath was making fun of them and God]
- How did David solve the problem?[he prayed to God and he killed Goliath, the enemy with a sling]
- What did the Israelites do?[They praised God]
- What have you learnt from the story.[We rely on God in times of troubles]
- Learners read and copy the key words into their work books.

David Goliath war God

David Goliath war God

Term 2: Strand 3: Values and Beliefs

Sub Strand: Our Beliefs

Activity 78 – K2.3.4.1.3

Sight words: Connecting spoken words and sounds to letters.

Content Standard: K2.3.4.1 Demonstrate understanding of relating well with people with different beliefs.

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

Introduction

Sight words are frequently used words/about 100 words that keeps reappearing on almost any page of a text- examples are: who, me, the , this, there, are, is, was, he, she and.

In addition to their being frequent, many of these words cannot be sounded out.(children are expected to learn them by sight, that is looking at them and recognizing them by sight without attempting to sound them out.

It is therefore necessary to drill learners on as many of these words as possible. You can create simple sentences that the child can read to make use of sight words.

Indicator/ Objectives: Read level appropriate sight words from the big book.

Key Words: war, they, very, from, with, to

Resources/ Materials: word cards



Procedure/ Method

1. Learners stand in a circle and sing / recite:
The Jolly Phonics songs
2. Display the sight words and guide learners to read them.Learners read the word many times. Treat words one after the other.
3. Guide learners to spell sight words using their letter names.
4. Cover the words (one after the other) and have learners try spelling them from memory. Do this with the whole class, groups , in pairs and then individually.

5. Guide learners to identify the sight words in sentences in the big book, and repeat them.
6. Guide learners to spell.

Assessment

- Learners take turns to read the sight words and repeat them in sentences.
- Some people go to war; 2.They are in the room. 3. The book is very heavy. 4. He comes from Aburi. 5. We play with our toys. 6. Go to the door.

Learner's Workbook – Language and Literacy Activities for Kindergarten 2

Activity 78 . K2.3.4.1.3 78

Learners turn to page of the Workbook.

- Learners read the sight words many times.
- Learners copy them into their work books.
- Learners form sentences with them.
- Learners copy any three of their sentences.

War	They	Very	From	With	To
War	They	Very	From	With	To
War	They	Very	From	With	To
War	They	Very	From	With	To

Some people go to war

Let us praise God

Go to the door

Term 2: Strand 3: Values and Beliefs

Sub Strand: Our Beliefs

Activity 79 – K2.3.4.1.4

Sight words: Connecting spoken words and sounds to letters.

Content Standard: K2.3.4.1 Demonstrate understanding of relating well with people with other beliefs.

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

Introduction: Refer to Activity 78 K2.3.4.1.3

Indicator/ Objectives: Connect spoken words and sounds to letters in a playful way.

Key Words: milk, jam, kitten, log, avocado, pail]

Resources/ Materials: word cards.



Procedure/ Method

1. Learners stand in a circle and sing/recite:
PADDY ON THE RAIL ROAD
Paddy on the rail road,
Picking up stones
Along came the driver, and broke up Paddy's bones.
'oh!', said Paddy, 'that's not fair!
'oh!', said the engine driver, 'you shouldn't be there.
' and you shouldn't be there,
you shouldn't be there.
And you, shouldn't be there.
2. Put learners into groups(six learners in a group).
3. Take the class outside to the playground, draw a grid on the floor, with the letters learnt so far.

a	m	g	p	l
s	t	n	h	m
f	b	c	e	p

4. Facilitator will call out a sound and then the group whose turn it is will send a volunteer to hop onto the sound. The group that gets the answer right wins a point, otherwise they lose their turn to the next group.
5. In case none is able to get the answer right, facilitator will have to guide learners to arrive at the answer.

Assessment

- Learners take turns to sound out a letter and then invite others to mention words that have that sound in them.

c - car







n - fan

Learner’s Workbook – Language and Literacy Activities for Kindergarten 2

Activity . K2.3.4.1.4

Learners turn to page 79 of the Workbook,

- Learners read each picture on the page, and write the first sound.

 i	i	i	i	i	i	i	i	i
 j	j	j	j	j	j	j	j	j
 k	k	k	k	k	k	k	k	k
 l	l	l	l	l	l	l	l	l
 m	m	m	m	m	m	m	m	m
 n	n	n	n	n	n	n	n	n

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.

Term 2: Strand 4: My Local Community

Sub Strand: Knowing the Special Places in My Community

Activity 80 – K2.4.1.1.1

Special Places in My Community.

Content Standard: K2.4.1.1. Demonstrate understanding of the special places in our local community.

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

Introduction: In this activity, learners will be talking about the special places in their local community, using the pictures as a guide. Activities such as these serve as building blocks for the promotion of literacy, vocabulary development, and sentence structure. Being able to talk about, or describe what they see in the pictures also will help build their confidence. It is very important that learners enjoy this activity and others like it in order for the activity to be a success, therefore it is imperative that facilitators do everything possible to create the right environment for an enjoyable session.

Indicator/Objectives: Talk about familiar places, things and events with prompting and support.

Key Words: church, mosque, market, hospital.

Resources/ Materials: Text, (activity 80, K2. 4. 1.1.1) - Language and Literacy Activities for KG 2, song/recital

Procedure/Methods

1. Learners stand in their respective places and recite the following:

I'm going to the market to buy some foodstuff

Will you come with me?

At the market, I will buy tomatoes, pepper,

Oranges and lettuce, cabbage and yam.

Will you come with me? Will you come with me?

I'm going to the hospital to see the doctor,

To see the doctor, to see the doctor,

I need to see the doctor, to make sure I am well

So that I won't be ill.

2. Have learners guess what the activity is going to be about. (There are no wrong answers in this activity).
3. Workbook: Language and Literacy for KG2, Activity 80, K2.4.1.1.1.
Learners turn to the activity and talk about the pictures: - (One picture at a time)
What can you see in the pictures? [a church, Mosque, hospital, and market]
How is each place used? [at the church Christians worship, pray, and listen to the Word of God; at the mosque Muslims pray to Allah]
We go to the hospital when we fall sick
At the market, we buy and sell.
4. Read through the key words with learners: church, mosque, hospital, market.

Assessment

Learners use the key words learnt in sentences:

I am going to church to pray

Salim goes to the mosque on Fridays

MaameEfua went to the hospital to see her doctor

Mrs. Sam goes to the market on Saturdays.

Learner's Workbook – Language and Literacy Activities for Kindergarten 2

Activities for KG2. (K2.4.1.1.1)

Church: This is a church

Christians go to church

A priest/pastor leads the service.

Mosque: This is a mosque

Moslems pray in the mosque

An Imam leads the prayers. We do not enter a mosque with shoes or slippers.

Hospital: This is a hospital.

We go to the hospital when we are sick.

Nurses and doctors work in the hospital.

A sick person is called a patient.

Market: This is a market.

People sell in the market.

You can buy vegetables and fruits at the market.

Many other things are sold at the market

Term 2: Strand 4: My Local Community

Sub Strand: Knowing the Special Places in My Community

Activity 81 – K2.4.1.1.2

The Chief's Palace.

Content Standard: K2. 4.1.1. Demonstrate understanding of the special places in our local community.

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

Introduction: In this activity, learners will be talking about the special places in their local community, using the pictures as a guide. Activities such as these serve as building blocks for the promotion of literacy, vocabulary development, and sentence structure. Being able to talk about, or describe what they see in the pictures also will help build their confidence. It is very important that learners enjoy this activity and others like it in order for the activity to be a success, therefore it is imperative that facilitators do everything possible to create the right environment for an enjoyable session.

Indicator/ objectives: Listen attentively to a read aloud informational text about special places and participate actively in the KWL reading technique, asking and answering one's own questions.

Key Words: chief, linguist, palace, elder, rules.

Resources/ Materials: Text, (activity 81, K2. 4. 1.1.2) - Workbook - Language and Literacy Activities for KG 2. song/recital

Procedure/ method

1. Learners stand in a semi-circle formation and recite:

Maame Ama, Maame Ama, where are you off to?

I'm off to the palace to visit the chief.

Come with me, come with me, to the chief's palace.

What shall we do there?

We shall greet the chief, the linguist, and other elders.

We shall bring some gifts along for the chief

he will give us good advice and give his blessings too.

2. Invite learners to look closely at the picture on page 81 of the Workbook.

3. Have learners guess what the activity is going to be about. There can be no wrong answers at this stage.
4. Ask learners what they **know** about the chief's palace, and what they **want** to know about the chief's palace.
5. Read aloud the text "The Chief's Palace"
6. Engage learners in the discussion:
Have you ever been to a chief's palace? [yes/no]
What did you see there? [I saw the chief sitting on his throne, I saw the linguist, and some old men, I also saw the Queen mother].
How do chiefs dress when they sit in state? [They dress in kente cloth, wear a crown on their head, rings on their fingers, bracelets on their arms, necklace, and on their feet. they wear native sandals.]
7. Read through key words with learners: chief, linguist, palace, elder, rules
8. Ask learners to say what they have **Learned** about the chief's palace.
9. A chief lives in a palace; The chief rules with his elders.

Assessment

learners take turns to say what they learned about the chief's palace.

Guide learners to repeat a sentence heard in the lesson which involved any of the key words – The chief speaks through a linguist. A chief lives in a palace.

Learner's Workbook – Language and Literacy Activities for Kindergarten 2

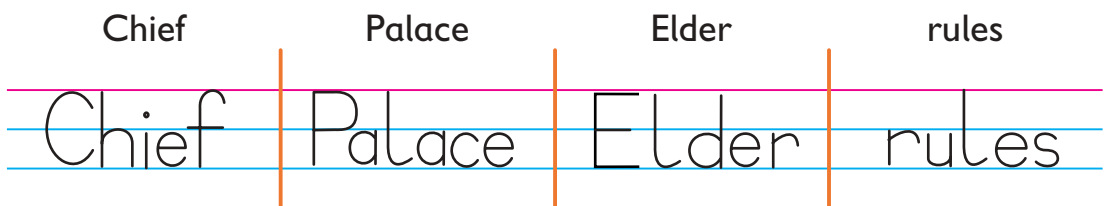
Activity 81. K2 .4.1.1.2

Read the text again with learners.

Have learners read after you while tracking the words

Learners answer the questions:

- Have you ever been to a chief's palace? - Yes
- What did you see there? - Crown, the chief's elders, a big umbrella
learners read and copy the key words.
- How do chiefs dress when they sit in State? They put on beautiful Kente cloth, wear a crown on his head, and native sandals on his feet. He also wears golden rings and bracelets.



Term 2: Strand 4: My Local Community

Sub Strand: Knowing the Special Places in My Community

Activity 82 K2.4.1.1.3

Sight Words.

Content Standard: K2.4.1.1. Demonstrate understanding of the special places in our local community.

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

Introduction: In this activity, children will be learning sight words. These are words commonly used, which learners are encouraged to memorize as a whole by sight, so that they will automatically recognize them without having to use any strategies to decode them. Memorizing the spelling and pronunciation of these words helps learners read fluently, enhances their ability to read on their own, and boosts their confidence too. Sight words have the added advantage of providing the key to a learner’s understanding of the sentence in which they appear. For example, the average learner may have heard the word “church”, but may not necessarily know its spelling. However, if he/she learns the word and finds it in a sentence it will give the him or her a clue about what the sentence may be talking about.

Indicator/ objectives: Read level-appropriate sight words from the big book.

Key Words: church, hospital, mosque, chief, palace, patient, doctor, pray, linguist, town.

Resources/ Materials: Word Cards of key words.

church

 ...

town

Procedure/ method:

1. Learners stand in a semi-circle formation and recite:
*Maame Ama, Maame Ama, where are you off to?
I'm off to the palace to visit the chief.
Come with me, come with me, to the chief's palace.
What shall we do there?
We shall greet the chief, the linguist, and other elders.*
2. Show the word cards (key words) to learners, one after the other. Copy it as it is being dealt with. Read each word four times, and ask learners to repeat.
3. On the fourth reading of the word, spell it using the letter names

4. Have learners repeat this step thrice.
5. Next, have learners cover the word and then try spelling from memory
6. Let learner check their spelling to see if correct.
7. Repeat the process for all the other sight words.

Assessment:

Learners take turns to spell some of the sight words from memory.

church, hospital, mosque, chief, palace, doctor, pray, town.

Learner’s Workbook – Language and Literacy Activities for Kindergarten 2

Activity k2.4.1.1.3

Learners read and copy the key words into their workbooks.

Church	Hospital	Mosque	Chief	Palace
Church	Hospital	Mosque	Chief	Palace
Church	Hospital	Mosque	Chief	Palace

Patient	Doctor	Pray	Linguist	Town
Patient	Doctor	Pray	Linguist	Town
Patient	Doctor	Pray	Linguist	Town

Term 2: Strand 4: My Local Community

Sub Strand: Knowing the Special Places in My Community

Activity 83 K2.4.1.1.4

Letters of The Alphabet.

Content Standard: K2.4.1.1. Demonstrate understanding of the special places in our local community.

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

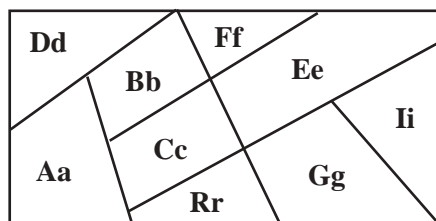
Introduction: This activity aims at enhancing learners' Alphabetic Knowledge. Alphabetic knowledge is recognized as one of the durable predictors of early literacy achievement. Learners will revise the alphabet. (sounds, and symbols) Many learners at this level are already familiar with most, if not all of the alphabet, however, repetition and practice are key to learning, especially at this stage.

Indicator/ objectives: Recognize at least 50% of the letter sounds of the alphabet.

Key Words: uppercase, lowercase.

Resources/ Materials: alphabet flashcards, alphabet chart, a jumbled-up alphabet chart, song/ recital.

Aa	Bb	Cc	Dd	Ee	Ff	Gg
Hh	Ii	Jj	Kk	Ll	Mm	Nn
Oo	Pp	Qq	Rr	Ss	Tt	Uu
Vv	Ww	Xx	Yy	Zz		



Procedure/ method

1. Learners stand in a semi-circle formation and sing or recite:

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 (2x)

2. Learners identify the letters on the flash cards, and alphabet chart.
3. Learners recite lines to help them remember how to write the alphabet:
We're sliding down to write all the alphabet.
Sliding down to write all the alphabet (2x)
Let's write the letter A
A slant and a slant, and one little dash (3x)
That makes the letter A
We're sliding down to the end of the alphabet
Sliding down to write the alphabet (2x)
Let's make the letter V
The V slides down, and the V slides up (3x)
That makes the letter V
4. Learners take turns to trace the letters in the air, on their friends' backs, in the sand tray'.
5. Have learners Repeat the key words: upper case, lower case.

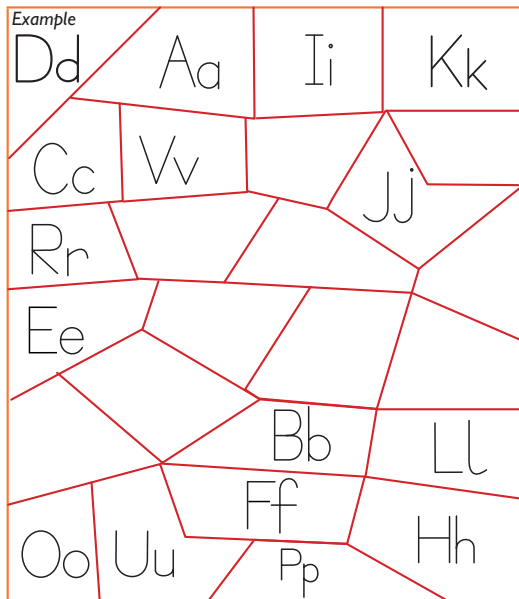
Assessment

Learners take turns to identify the alphabet on the chart.

Learner's Workbook – Language and Literacy Activities for Kindergarten 2

Activity K2.4.1.1.4

Facilitator calls out letters in jumbled – up manner for to write the upper- and lower-case alphabet in the spaces provided in their workbook.



Term 2: Strand 4: My Local Community

Sub Strand: Knowing the Special Places in My Community

Activity 84 – K2.4.1.1.5

Letter sound /ch/.

Content Standard: K2.4.1.1. Demonstrate understanding of the special places in our local community.

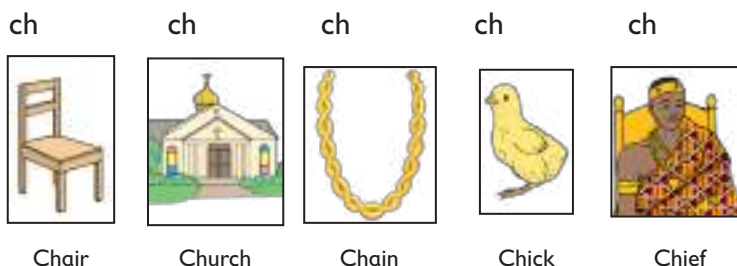
Core Competencies: Communication and collaboration, Personal Development and Leadership.

Introduction: This is going to be an activity in phonics instruction. Phonics instruction prepares learners to be able to decode letters into their respective sounds. This is a skill that is key to help them read unfamiliar words all by themselves. This is particularly focusing the letter-sound of the week, this is a very effective way of making phonics instruction meaningful, fun, (because it is playful), and systematic. This makes it especially beneficial for learners struggling to grasp their letters and sounds.

Indicator/ objectives: Identify the letter- sound learned for the week in words related to the theme and write the letter and key word boldly and legibly in their books.

Key Words: chief, church, chair, chain, rich, cheese, chick.

Resources/ Materials: picture flashcards (with pictures which have the sound /ch/, real objects that have the sound under consideration, - chalk, chain, charcoal.



Procedure/ method

1. Learners stand in a semi-circle formation and sing or recite:

Trains are chugging up the hill.

/ch/ /ch/ /ch/

/ch/ /ch/ /ch/

Trains are chugging up the hill.

/ch/ /ch/ /ch/

Choo-choo

2. Call learners to pick the real objects and call out the name of the object.
3. Ask the child to identify the /ch/ sound in the name, stress the sound and repeat the word again. - Chalk Charcoal
4. Call other learners to repeat the same process with other objects and with the flashcards.
5. Have learners read the keywords and identify the /ch/ sound in them.

Assessment

Learners take turns to read out the keywords, stressing the /ch/ sound in the words.

Learner's Workbook – Language and Literacy Activities for Kindergarten 2

Activity 84. K2.4.1.1.5

Learners turn to page 84 of the workbook, and circle all the /ch/ sounds in the words:

Rich	Chill	Such	China	Cheese
Chop	Chick	Children	Chat	Cheek
Change	Chip	Choice	Chain	Chat

Term 2: Strand 4: My Local Community

Sub Strand: Knowing Important people / occupations in our Community

Activity 85 K2.4.2.1.1

Occupations in our community.

Content Standard: K2.4.2.1. Demonstrate knowledge of the important people/occupations in our community.

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

Introduction: Refer to Activity 81. K2 4.1.1.2

Indicator/ objectives: Talk about, and discuss the various occupations in our community. Cut the pictures from newspapers, calendars and magazines and paste on large carboards.

Key Words: Doctor, teacher, seamstress, tailor.

Resources / Materials: conversational poster showing different occupations.

Procedure / method:

1. Learners stand in a semi-circle formation and sing or recite:

I'm a Doctor in my country

Wish you knew me well

If you look me up and down, you will know that its true

Shanga-li-li-: shanga- li-li (4x)

Continue with the other professions.

2. Display conversational poster and have learners take turns to talk about what they see.
3. Invite learners to talk about their parents' professions - banker, trader, mason, farmer
4. Read through keywords with learners: doctor, teacher, seamstress, tailor.

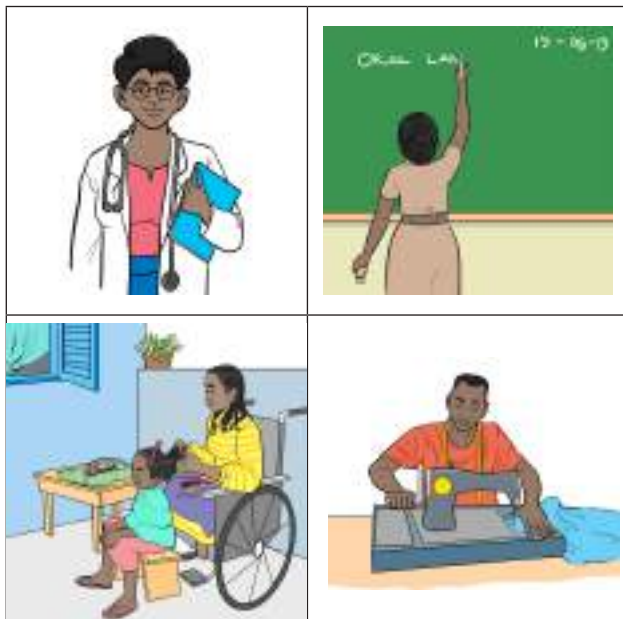
Assessment:

Learners take turns to mention other professions they know of.- Carpentry Fishing.

Learner's Workbook – Language and Literacy Activities for Kindergarten 2

Activity 85. K2.4.2.1.1

Learners turn to page 85 of the workbook, and talk about what they see in the pictures.



A doctor: Both men and women can be doctors.
Doctors work in clinics or hospitals.

A teacher: Teachers teach us in school.

A hair dresser: The hair dresser is plaiting the child's hair.
She is sitting in a wheelchair.
The young girl is sitting on a stool.

A tailor: A lady who sews is called a seamstress.
The tailor sews clothes for men.
Some tailors sew for ladies.

- What other occupations do people in your community do?
Trading, hairdressing, barbering, auto mechanic, electronics technicians.
- What work would you like to do in the future?
Pilot. Engineer, teacher, nurse, lawyer, dentist, designer

Term 2: Strand 4: My Local Community

Sub Strand: Knowing Important people / occupations in our Community

Activity 86 – K2.4.2.1.2

Occupations in our community

Content Standard: K2.4.2.1. Demonstrate knowledge of the important people/occupations in my community.

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

Introduction: This activity will give opportunity for learners to gain first-hand information about occupations in the local community. It being primarily a listening and speaking activity, will afford learners the opportunity to develop their speaking ability, and in effect support their reading and writing skills.

Indicator/ objectives: Listen attentively to the teacher-read-aloud of the big book which relates to the theme, track words and share lessons learnt on the theme of the week.

Key Words: occupations, traders, saloon

Resources/ Materials: - Refer to Activity 85 - K2.4.2.1.1. Language and Literacy Activities for KG 2.

Procedure / method:

1. Learners stand in a semi-circle formation and sing or recite:
I'm a Doctor in my country
Wish you knew me well
If you look me up and down, you will know that its true
Shanga-li-li-: shanga- li-li (4x)
Continue with the other professions.
2. Display conversational poster and have learners take turns to talk about what they see.
3. Learners listen as facilitator reads the text “The Work People Do”
4. Ask questions on the text.
 - Do you know any hairdresser in your community? (Yes/No)
 - What is her name?

- Who are those who work in the hospital? Doctors and Nurses.
 - Mention one thing people get from the work they do. - money.
5. Read through the key words with learners.

Assessment

Learners take turns to mention the occupations of people in their community. Teaching, fishing etc.

Learners say what the people in the professions mentioned do. Example: Teaching - The teachers teach.

Learners mention the work that they will like to do in future.

Teachers, doctors, engineers.

Learner's Workbook – Language and Literacy Activities for Kindergarten 2

Activity 86. K2.4.2.1.2

Learners turn to page 86 of the workbook, Activity 86 K2. 4.2.1.2.

1. Read the text (sentences) and have learners repeat after you.
2. Have learners answer the questions.
3. Mention the Occupations in the text ... hairdresser, nurses, doctors, teachers, traders.
What work do your parents do? .. My mother is a nurse and my dad is a pilot ...
How do people help develop their community? By working very hard at their chosen professions.

Term 2: Strand 4: My Local Community

Sub Strand: Knowing Important people / occupations in our Community

Activity 87 K2.4.2.1.3

Occupations in our community

Content Standard: K2.4.2.1. Demonstrate knowledge of the important people/occupations in my community.

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

Introduction: This activity will give opportunity for learners to gain first-hand information about occupations in the local community. It being primarily a listening and speaking activity, will afford learners the opportunity to develop their speaking ability, and in effect support their reading and writing skills.

Indicator/ objectives: Listen attentively to the teacher-read-aloud of the big book which relates to the theme, track words and share lessons learnt on the theme of the week.

Key Words: occupations, traders, saloon.

Resources/ Materials: Refer to Activity 85. K2. 4.2.1.1

Procedure/ method:

1. Learners stand in a semi-circle formation and sing or recite:
I'm a Doctor in my country
Wish you knew me well
If you look me up and down, you will know that its true
Shanga-li-li-: shanga- li-li (4x)
Continue with the other professions.
2. Display conversational poster and have learners take turns to talk about what they see.
3. Learners take turns to tell their friends about their chosen professions.
4. Guide them to use the sentence structure: "I would like to be a in future.
5. Read through keywords with learners: occupations, traders, saloon, seamstress.

Assessment

Learners take turns to mention some occupations and what they involve. For example, a seamstress sews clothes a trader sells.

Learner's Workbook – Language and Literacy Activities for Kindergarten 2

Activity 87. K2.4.2.1.2

Learners turn to page 87 of the workbook, Activity 87 K2. 4.2.1.2.

Learners draw themselves in their chosen professions.

Lead learners to read the sentences.

Learners read and copy the sentences.



I would like to be a doctor in future.

I would work in a hospital.

Read and copy - Read the sentences. Have learners repeat after you while they track the words.

Teacher teaches pupils in school.

A doctor works in a hospital.

Tailors and seamstress sew for people.

Term 2: Strand 4: My Local Community

Sub Strand: Knowing Important people / occupations in our Community

Activity 88 K2.4.2.1.4

Letter Sounds

Content Standard: K2.4.2.1. Demonstrate knowledge of the important people/occupations in my community.

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

Introduction: Refer to Activity 84 K2.4.1.1.5

Indicator/ objectives: Identify the letter-sound learnt for the week in words related to the theme and write the letter and keyword boldly and legibly in their books.

Key Words: fork, clock, bird, watch, teacher, chick

Resources/ Materials: picture cards of fan, chick, bird, cat. real objects - fork, chair, watch, cup, clock, chain, comb.

Procedure/ method

1. Learners stand in a semi-circle formation and sing or recite:

We are clicking castanets /c/ /c/ /c/ (2x)

We are clicking castanets,

Clicking castanets,

We are clicking castanets

/c/ /c/ /c/

Kites are flying in the sky /k/ /k/ /k/ (2x)

Kites are flying in the sky,

Flying in the sky,

Kites are flying in the sky

/k/ /k/ /k/

2. Display the real objects and invite learners to take turns to come forward, pick one and mention its name. lead learner to stress on the sound k, ck, b, n, p, d as the case may be.
Example: comb, clock, bird

3. Play the “I Spy “game.

Say ...” I spy with my little eye, something beginning with /f/...”

Learners then mention names or words that have the sound you mentioned, example fish, fork, flag...

Repeat with the other sounds.

4. Have learners take turns to pick and read picture cards: then repeat the last sound.

Example: fan - / n/ leg - /g/

Assessment

Learners take turns to mention words that ends in the sounds learnt.

Ck - cock ; g- big; t - sit ; n- sun ;d- card; p- zip; b- bib; t- cot

Learner’s Workbook – Language and Literacy Activities for Kindergarten 2





Activity 88. K2.4.2.1.





Learners read the pictures, stress the sounds -ck, k, g, t, n, d, p, b , and then circle those letter-sounds.

Read the pictures and words. Repeat the last sound. Circle the letter.

 fork	 leg	 cat	 clock
 fan	 bird	 cup	 comb

Read each picture and word. Repeat the /ch/ sound. Underline the /ch/ sound in the word.

 <u>chain</u>	 <u>chick</u>	 <u>chair</u>	 <u>watch</u>
---	---	---	---

 <u>bench</u>	 <u>teacher</u>	 <u>branch</u>	 <u>torch light</u>
---	---	--	---

What other words or names do you know of that have the /ch/ sound in them?

Chill Charge Teach Choice Charles

Term 2: Strand 4: My Local Community

Sub Strand: Knowing the Special Leaders in our Community and country.

Activity 89 – K2.4.3.1.1

Leaders in our Community and Country.

Content Standard: K2.4.3.1. Demonstrate understanding and knowledge of the special leaders in our community.

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

Introduction: In this activity learners are going to learn about some very special leaders in the community-political leaders, traditional leaders, and religious leaders in our community. It will give them the opportunity to learn about the roles that these special leaders play in our community. It is going to improve their vocabulary because they will listen to their facilitator, and other friends mention the leaders and their roles and then they will be called upon to repeat the expressions.

Indicator/ objectives: Talk about, and describe the roles of the political, traditional, and religious leaders in our community.

Key Words: President, Christian, Muslim, Pastor, Imam

Resources/ Materials: Conversational poster showing the special leaders that we have in our community. Pictures from old calendars, newspapers and magazines could be used in making the conversational poster.

Procedure/ method:

1. Learners stand in a semi-circle formation and sing or recite:

GHANA MY HAPPY HOME

Ghana my happy home,

Land of rich resources

Land of mighty talents

Racial 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. Display the conversational poster,

3. Have learners take turns to look at the poster and try identifying the people in there.
4. Have learners mention them by name and then talk about who they are and what they do.
President: Nana Addo Dankwa Akuffo - Addo - Rules Ghana
Former President: John Mahama - Formely ruled Ghana.
Paliament of Ghana - Where laws are made for the country.
National Chief Imam: Alhaji Nuhu Shaributy, Head of Muslims in Ghana.
Pastor: Head of a christian church.
5. Have learners mention the name of any chief and queen mother they know.
Chief; Queen mother : They rule in communities.
6. Read through the key words with learners: President Pastor Christian Muslim Imam
7. Learners repeat the words and use them in sentences.
Christians worship God.
Muslims pray to Allah.
The Imam is a religious leader.
The Pastor is a religious leader.
The President leads the country.

Assessment

Learners take turns to mention the special leaders in our community.

Political leaders

Religious Leaders

Traditional Leaders

Learner's Workbook – Language and Literacy Activities for Kindergarten 2

Activity 89 K2. 4.3.1.1

- Learners talk about who they see in the pictures.
- Lead the discussion: who is the President of Ghana?
- Do you know the name of the Member of Parliament in your area?
- Learners then tick in the appropriate box to answer rest of the questions.

Term 2: Strand 4: My Local Community

Sub Strand: Knowing the Special Leaders in our Community and country.

Activity 90 – K2.4.3.1.2

Leaders in our Community

Content Standard: K2.4.3.1. Demonstrate understanding and knowledge of the special leaders in our community.

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

Introduction: In this activity learners are going to learn about some very special leaders in the community-political leaders, traditional leaders, and religious leaders in our community. It will give them the opportunity to learn about the roles that these special leaders play in our community. It is going to improve their vocabulary because they will listen to their facilitator, and other friends mention the leaders and their roles and then they will be called upon to repeat the expressions.

Indicator/objectives: Listen attentively to the teacher-read-aloud of the big book (The Chief), which relates to the theme, track the words and share lessons learnt on the role of chiefs.

Key Words: Queen mother, Ministers, Assemblymen/women.

Resources/ Materials: Conversational poster or pictures showing a chief, assemblymen/women, a Queen mother. (old calendars/newspapers and magazines)

Procedure/ method

1. Learners stand in a semi-circle formation and sing or recite:

GHANA MY HAPPY HOME

Ghana my happy home,

Land of rich resources

Land of mighty talents

Racial 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.

The lesson could first be done in the local language.

2. Display the conversational poster,
3. Have learners take turns to look at the poster and try identifying the people in there.
4. Have learners mention who they are, and what they do. Example: Assemblymen, works with the District chief Executives to the community.
5. Read the text aloud to the hearing of learners. Page 90, work book - Language and Literacy Activity KG 2.
6. Read through the key words with learners: Queen mother, Ministers Assemblymen/women.
7. Learners repeat the words and use them in sentences.
Assemblymen and women help the president to rule the country.
Queen mothers' rule in towns and villages.
Ministers help their people to develop their communities.

Assessment

- Learners take turns to mention the special leaders in the community.
- Traditional Leaders, assemblymen/women, Queen mothers, chiefs

Learner's Workbook – Language and Literacy Activities for Kindergarten 2

Activity 90. Have learners answer the questions:

- Learners talk about the people in the picture: chief and queenmother. they are traditional leaders. The rule in their communities.
- Who is the chief of your town? Example- Nii Asoanda
- Who is the queen mother of your town? Naa Merle
- What do they do in your town?... They see to the well-being of the people of the town, they rule over the people. They lead the people to live in peace.
- What are some of the things chiefs and Queen mothers do to develop their communities.
- They see to it that every member of the community plays their roles well,
- They call people to order when they go wrong.
- They set rules for the community. Example: Doing communal work on Friday in their community.
- They ensure that rules are obeyed

Term 2: Strand 4: My Local Community

Sub Strand: Knowing the Special Leaders in our Community and country.

Activity 91 – K2.4.3.1.3

Vocabulary: Sentences

Content Standard: K2.4.3.1. Demonstrate understanding and knowledge of the special leaders in our community.

Core Competencies: 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.

Indicator/ objectives: Use keywords about the theme to create meaningful sentences in real life situations.

Key Words: Imam, Pastor, Chief, President, Leaders

Resources/ Materials: Sentence cards, sentence cards cut up into individual words, bottle tops.

Example of sentence cards:

An Imam leads muslims to pray

Example of cut up sentence into words:

An	Imam	leads	muslims	to	pray
----	------	-------	---------	----	------

Procedure/ method

1. Learners stand in a semi-circle formation and sing or recite:
GHANA MY HAPPY HOME
*Ghana my happy home,
Land of rich resources
Land of mighty talents
Racial 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.
Have learners read the key words as you put the words up on the board.*
2. Display the sentence cards along with the individual words that form the sentences.
Have learners read sentences after you - (One sentence at a time)
3. Guide learners to identify the individual words that make up each sentence and match them to the sentence cards.
4. Guide learners to read the sentence, tracking the words as they read.
5. Facilitator reads a sentence as learners pick bottle tops to represent the words. They count the number of words in the sentence by counting the bottle tops. Example: Muslims pray in the mosque. – 5 bottle tops = 5 words
6. Read through the key words with learners: Imam, Muslims, Pastor.
7. Learners repeat the words and use them in sentences.
The Imam is here; Kofi's dad is a pastor; Where is the chief?; This is the president; I am a leader.
8. Learners count the words of each sentence.

Assessment

Learners take turns to read the keywords and use them in sentences: (There may be repeated sentences)

The president rules the nation

An Imam leads Muslims in worship.

Muslims pray in a mosque

A Pastor is leader in the church

Learner's Workbook – Language and Literacy Activities for Kindergarten 2

Activity 91

Learners read the sentences and copy them into their workbooks. They count the words in each sentence. they are.

An Imam leads Muslims to pray

A pastor leads Christians to pray

A chief keeps order in his town

A president rules the whole country

Our leaders work to develop the country

Term 2: Strand 4: My Local Community

Sub Strand: Knowing the Special Leaders in our Community and country.

Activity 92 – K2.4.3.1.4

Blending Letter Sounds: One syllabic word.

Content Standard: K2.4.3.1. Demonstrate understanding and knowledge of the special leaders in our community.

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

Introduction: Refer to Activity 26 K2.1.4.1.3

Indicator/ objectives: Blend individual letter-sounds to form one syllabic words.

Key Words: chief, queen, lead, pray, rules, work, town.

Resources/ Materials: individual letter cards, one syllable word cards, songs/recitals.

Procedure/ method

1. Learners stand in a semi-circle formation and sing or recite:
THE VOWEL SONG
a e i o u.(2x)
a e i o u
are the short vowels that we use.
A vowel is in
every word(3x)
A vowel is in every word
Every word that we read.
2. Put up the vowel chart. Have learners repeat the short vowel sounds as in the beginning sounds of the pictures on the chart.
3. Flash the sound cards and have learners make the sound for each one. Remind them to use the sound only, and NOT the letter names.
4. Guide learners to blend the sounds to read, example, p and a became pa; n and e become ne; s and a become sa.
5. Guide learners to clap out the syllables for the sounds: For example, he has one syllable, the same as pa, at, is, ne, ti, am, ra, if, ca, ta.

6. Let learners blend sounds to form one syllabic words.
let, not, is, cat, pig, fit, cup
7. Read through the key words with learners: pray, chief, rules, work, queen, lead, town.
8. Learners repeat the words and use them in sentences.
He is a chief; He rules us: This is the queen.
Lead the class; Mamfe is a town.

Assessment

Learners take turns to read the keywords and clap out the syllables in each word.

Chief (one syllable)

Queen (one syllable)

Rule (one syllable)

Lead (one syllable)

Town (one syllable)

Pray (one syllable)

Learner's Workbook – Language and Literacy Activities for Kindergarten 2

Activity 92:

Learners turn to page 92 of the workbook, sound the individual letters first, then join the two sounds together from left to right to make a one syllable word.

b a ba

i nin

n ene

s a Sa

a tat

i sis

Learners form and copy the words or sounds into their workbooks.

b a → ba ____ ba	i n → in ____ in	b i → bi ____ bi	c a → ca ____ ca	j u → ju ____ ju	a t → at ____ at
i f → if ____ if	i s → is ____ is	s a → sa ____ sa	a n → an ____ an	l e → le ____ le	l i → li ____ li
r a → ra ____ ra	n e → ne ____ ne	p a → pa ____ pa	a m → am ____ am	p e → pe ____ pe	t i → ti ____ ti

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.

Term 2: Strand 5: My Nation Ghana

Sub Strand: History and Celebrations of Ghana

Activity 93 – K2.5.1.1.1

6th March Celebration and stories about Ghana’s Independence.

Content Standard: K2.5.1.1. Demonstrate understanding of the history and celebrations of Ghana.

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

Introduction: In this activity, young children are going to learn about the history of Ghana as well as a key celebration, that is Ghana’s independence celebration. Teaching history to young children has many benefits. History provides us with a knowledge of our identity (who we are) and how far we have come. History teaches us how to learn from the past. Armed with this knowledge, we will make better decisions. Children at this level are never too young to learn about their history. Facilitators, and parents must be sure to make this learning fun for the young learner. That will make them want to learn more, our children will learn about who they are, be guided in the decisions that they make, and they will better understand the world in a more meaningful context.

Indicator/objectives: Learners talk about activities that are done during 6th March Celebration and listen to historical stories about Ghana’s Independence.

Key Words: Independence, celebration, holiday.

Resources/ Materials: Text (Independence Day, page 93 Language and Literacy KG2), conversational poster, or pictures showing Ghana’s Independence celebration.
- cut pictures from newspapers, old magazines and calendars.

Procedure/ method

1. Learners stand in a semi-circle formation and sing or recite:
GHANA MY HAPPY HOME (see Activity 91 K2 4.3.1.3 Teachers Guide).
2. Display the pictures or conversational poster,
3. Invite learners to look closely at the pictures and describe what they see. Example, pupils marching, Police band playing.
4. Have learners turn to page 93 of the work book (Activity 93) - Language and Literacy for KG 2.

5. Have them say what they know about Ghana's Independence, and say what they want to know about Ghana's Independence celebration - People march on Independence day. It is a holiday. We do not go to school.
6. Read the text whilst learners listen. Next do echo reading with them. Have learners retell the story they have heard.
7. Read through the keywords with learners and have them use those words in sentences.
 - It is independence day today.
 - Kojo will celebrate his birthday.
Tomorrow will be a holiday.

Assessment

Learners take turns to say what they have learnt about the history of Ghana's independence. Ghana's Independence Day is celebrated on 6th March every year. It is a holiday in Ghana.

Learner's Workbook – Language and Literacy Activities for Kindergarten 2

Activity 93.

Learners follow along in their workbooks as facilitator reads the text again, and find answers to the following:

When is Ghana's Independence Day celebrated? [6th March]

What happens in the country [the day is observed as a holiday, school children take part in March Pasts]

What other National celebrations do you know of? [May Day, Africa Union Day and Founders' Day]

Term 2: Strand 5: My Nation Ghana

Sub Strand: History and Celebrations of Ghana

Activity 94 – K2.5.1.1.3

6th March Celebration and stories about Ghana's Independence

Content Standard: K2.5.1.1. Demonstrate understanding of the history and celebrations of Ghana.

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

Introduction: In this activity, young children are going to learn about the history of Ghana as well as a key celebration, that is Ghana's independence celebration. Teaching history to young children has many benefits. History provides us with a knowledge of our identity (who we are) and how far we have come. History teaches us how to learn from the past. Armed with this knowledge, we will make better decisions. Children at this level are never too young to learn about their history. Facilitators, and parents must be sure to make this learning fun for the young learner. That will make them want to learn more, our children will learn about who they are, be guided in the decisions that they make, and they will better understand the world in a more meaningful context.

Indicator/ objectives: Use the new vocabulary learnt about Independence Day celebration to construct simple sentences and copy them correctly into their journal or self-dictionary of pictures and words.

Key Words: Independence, celebration, holiday

Resources/ Materials: Conversational poster, or pictures showing Ghana's Independence celebration, songs/recitals. - Refer to Activity 93 - K2. 1.1.1 - Language and Literacy Activities for KG 2.

Procedure/ method

1. Learners stand in a semi-circle formation and sing or recite:
GHANA MY HAPPY HOME (see Activity91 K2 4.3.1.3 Teachers Guide).
2. Display the pictures or conversational poster,
3. Invite learners to look closely at the pictures and describe what they see.
4. Learners dramatize the march past and independence parade as follows:

Divide the learners into three groups. One group line up in pairs, march out of the classroom onto the school park. The other two groups sing marching songs in support of those marching.

5. Some of the learners serve as audience, one person acts like the president or a minister to read out a speech to the gathering. Remember to make all of these arrangements ahead of time. (before the day of the lesson).

Assessment

Read through the keywords with learners and have learners use those words in sentences.

Independence ... Ghana's gained her independence on 6th March, 1957

Celebrate ... We all celebrate the anniversary of Ghana's independence

Holiday ... 6th March is a National holiday.

Learner's Workbook – Language and Literacy Activities for Kindergarten 2

Activity 94. K2 5.1.1.3

Learners turn to page 94 of the activity book read and copy the sentence in their workbook:

Our Independence Day is celebrated on 6th March.

Our Independence Day is celebrated on 6th March

Our Independence Day is celebrated on 6th March

Our Independence Day is celebrated on 6th March

Our Independence Day is celebrated on 6th March

Our Independence Day is celebrated on 6th March

Term 2: Strand 5: My Nation Ghana

Sub Strand: History and Celebrations of Ghana

Activity 95 – K2.5.1.1.4

Beginning and ending rhyming sounds in words

Content Standard: K2.5.1.1. Demonstrate understanding of the history and celebrations of Ghana.

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

Introduction: In this activity, learners are going to do rhyming activities. Rhyming teaches learners how language works. Rhyming is also one of the best predictors of how well a kindergartener will learn to read. Rhyming is important for writing because it can help a child understand that most often, words that share common sounds also share common letters. More importantly, rhyming is fun, and so adds joy to the act of learning to read.

Indicator/ objectives: Identify the beginning and ending sounds in words, delete and replace the rhyming sounds to get another rhyming pair.

Key Words: hat fat; rat pat; men pen; ten den.

Resources/ Materials: rhyming word cards, rhyming picture cards, rhyming songs, rhymes.

cat **rat** **mat** **ten** **men** **den**

Procedure/ Method

1. Learners stand in a semi-circle formation and sing or recite:

TWINKLE, TWINKLE, LITTLE STAR

Twinkle, twinkle, little star

How I wonder what you are

Up above the world so high

Like a diamond in the sky

JACK AND JILL

Jack and Jill

Went up the hill

To fetch a pail of water

*Jack fell down
And broke his crown
And Jill came tumbling after.*

2. Display the rhyming picture cards, invite learners to come forward in turns to pick a picture and find another picture whose name sounds the same as the one picked.



3. Learners pair the pictures whose names rhyme, example the picture of a **hen** pairs with the picture of a **pen**; the picture of a **house** pairs with the picture of a **mouse**; the picture of a **cat** pairs with the picture of a **hat**.
4. Invite learners to pair the rhyming words that match with the pictures that they have paired.



5. Learners read out the words that have been paired, and come up with other words that rhyme. Example: nut and hut; sun and bun

Assessment

Read through the keywords with learners, invite learners to take turns to pick the word cards, read out the words and call a friend to mention another word that rhymes with it. Example: hat and rat.

Learner's Workbook – Language and Literacy Activities for Kindergarten 2

Activity 95. K2 5.1.1.4

Learners turn to page 95 of the activity book and form words using the word web and copy them in the spaces provided and read,

<p>ha ra ma ca</p> <p>t</p> <p>hat rat mat cat</p>	<p>me pe he de</p> <p>n</p> <p>men pen hen den</p>
<p>pi fi wi ti</p> <p>n</p> <p>pin fin win tin</p>	<p>li ti si ni</p> <p>P</p> <p>lip tip sip nip</p>
<p>m</p> <p>ug ob en</p> <p>mug mob men</p>	<p>t</p> <p>ip ap en</p> <p>tip tap ten</p>
<p>r</p> <p>un ig ot</p> <p>run rig rot</p>	<p>P</p> <p>in et an</p> <p>pin pet pan</p>

Term 2: Strand 5: My Nation Ghana

Sub Strand: History and Celebrations of Ghana

Activity 96 – K2.5.1.1.4

Beginning and ending rhyming sounds in words

Content Standard: K2.5.1.1. Demonstrate understanding of the history and celebrations of Ghana.

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

Introduction: Refer to Activity 95 K2. 5.2.1.1.4

Indicator/ objectives: Identify the beginning and ending sounds in words, delete and replace the rhyming sounds to get another rhyming pair.

Key Words: hat mat sat rat; sit, hit, bit

Resources/ Materials: rhyming word cards, rhyming songs, rhymes. (Refer to Activity 95)

Procedure/ Method

1. Learners stand in a semi-circle formation and sing or recite:
TWINKLE, TWINKLE, LITTLE STAR
Twinkle, twinkle, little star
How I wonder what you are
Up above the world so high
Like a diamond in the sky

JACK AND JILL
Jack and Jill
Went up the hill
To fetch a pail of water
Jack fell down
And broke his crown
And Jill came tumbling after.
2. Display the rhyming word cards, invite learners to come forward in turns to pick a word card, and find another word which sounds the same as the one picked.
3. Have learners identify the beginning and end sounds of the words they have picked.
4. Replace the end sound of one of the words with another and read the new word out

loud. For example, dog, if I replace the end sound /g/ with /t/, the new word will be **dot**.

another example, (this time we replace the beginning sound) hum, we replace the beginning sound /h/ with /g/, our new word now reads **gum**

5. Learners call out other words and have their friends replace the beginning or end sound and then call out the new word. Example mop → top

Assessment

Read through the keywords with learners, invite them to replace one of the sounds with a different one and then read out the new word they have formed.

Replacing the initial sound: Replacing the end sound

Hat -bat, cat pat, tat mat sat rat.

Hum, bum, mum - sum, rum

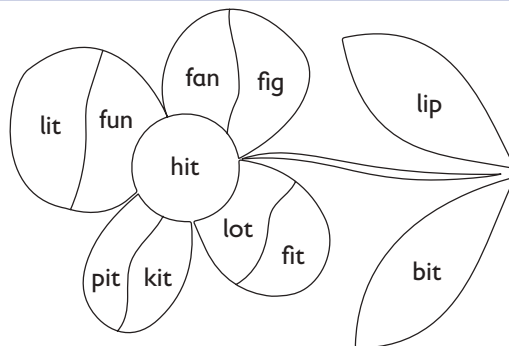
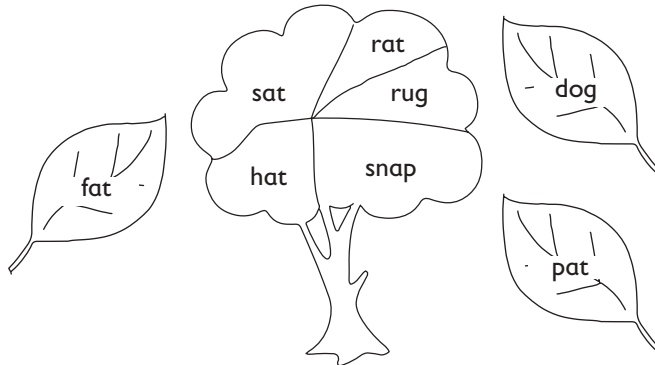
Mop - hop top pop cop, hot, tot, pot, cot

Learner's Workbook – Language and Literacy Activities for Kindergarten 2

Activity 96. K2 5.1.1.4

Learners turn to page 96 of the activity book, read the words in the pictures and colour with a red crayon all the words that rhyme with –at - fat, sat, hat rat, pat

it- lit, hit, pit, kit, bit, fit



Term 2: Strand 5: My Nation Ghana

Sub Strand: History and Celebrations of Ghana

Activity 97 – K2.5.1.1.5

Connect letters to spoken words and identify letters in print

Content Standard: K2.5.1.1. Demonstrate understanding of the history and celebrations of Ghana.

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

Introduction: This activity requires that learners connect letters to spoken words. This is an activity in phonological awareness (the awareness of phonemes or sounds in words). This skill plays a very important role in a young child's success in reading. One of the major difficulties children can face when learning to read is understanding phonics. Children who are unable to link letters to their sounds will struggle to read. Activities such as this one and others like it help young learners grasp the link between letters and their sounds in a fun and engaging way. If learners find the activity too easy, they will lose interest in it, on the other hand if they find it too difficult, young learners will lose their motivation, therefore, facilitators do well to set the activities at the learners' standard in order to sustain learners' interest and motivation.

Indicator/ objectives: connect letters to spoken words and identify letters in print.

Key Words: kite, girl, mango, orange, house.

Resources/ Materials: picture cards
letter cards or letter bottle tops.



Procedure/ Method

1. Learners stand in a semi-circle formation and sing or recite:

TWINKLE, TWINKLE, LITTLE STAR

Twinkle, twinkle, little star

How I wonder what you are

Up above the world so high

Like a diamond in the sky

Jack and Jill

Went up the hill

To fetch a pail of water

*Jack fell down
And broke his crown
And Jill came tumbling after.*

2. Display the picture cards, invite learners to come forward in turns to pick a card, and mention the name of the object, learner then picks the letter that represents the beginning sound
3. Put learners in two or three groups depending on the class size. Give each group a set of letter cards or letter bottle tops to use. Flash a picture and immediately learners put their heads together trying to pick the individual letters to spell it. For example, d o g to match the picture of a dog.
4. Repeat till all the picture cards have been spelt. Learners take turns to stretch out the letters that spell each picture, then blend them together to spell them again. For example: p- e- n pen (use the sounds only)
5. Read the keywords with learners. Then stretch out the individual sounds, then blend them to read. Please do not split up digraphs. For example, in a word like 'house', stretch it out this way ou s (e) is silent

Assessment

Learners team up with their friends and form words (using letter cards or bottle-top letters) to match given pictures.

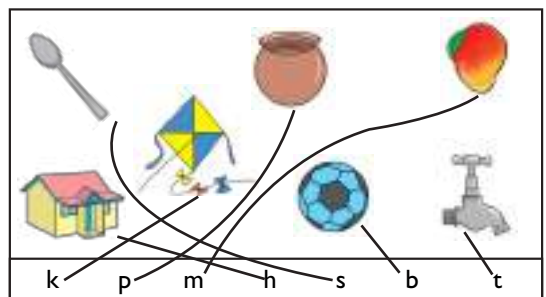
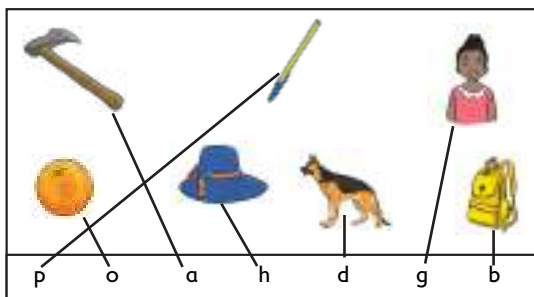
[C u p], [w i g]; [b a g], [f r o g], [m outh]



Learner's Workbook – Language and Literacy Activities for Kindergarten 2

Activity 97. K2 5.1.1.5

Learners turn to page 97 of the activity book, read the pictures and draw a line to match each picture to its beginning sound (letter)



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.

Term 3: Strand 6: All Around Us

Sub Strand: Living and Non-living Things

Activity 98 – K2.6.1.1.2

STORY

Content Standard: K2.6.1.1. Demonstrate understanding of why some things are referred to as living and non-living things.

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

Introduction: Young children instinctively love stories. They are able to learn about life and things around them through stories. Storytime creates an opportunity for bonding but that is not all, they are able to experience different worlds, and learn about other cultures.

During storytelling, facilitators do well to actively engage learners, by asking questions, and encouraging them to express themselves freely, saying exactly how they feel. Through storytelling, learners are encouraged to listen to others (the storyteller, and others also listening to the story). It gives them the opportunity to learn new ideas and information; without realizing it, they are learning valuable life lessons. In this particular activity children are going to learn about living and non-living things. Young learners at this level have a fair idea about living and non-living things. They know that their toys do not breathe, eat or grow. They know that they themselves were once very small helpless babies but now they are grown and they also are able to do little things for themselves. This activity will help them understand the concept of living and nonliving things even better.

Indicator/ objectives: Participate actively in the shared reading of the big book which relates to the theme, and share more lessons learnt on the theme of the week.

Key Words: living things, non-living things, grow.

Resources/ Materials: picture cards (boy and girl) cat, car, book, bird, stone, ball, cup, spoon, tree, pencil, eraser, fish in an aquarium.

Procedure/ Method

1. Learners stand in a semi-circle formation and sing or recite:
ROW YOUR BOAT
Row, row, row your boat
Gently down the stream,
Merrily, merrily, merrily, merrily
Life is but a dream.
2. Display the picture cards, invite learners to come forward in turns to pick a card, and mention what it is.
3. Have learner put it down on the left-hand side of the table. Living things on the left - hand side. Non living things on the right hand side.
4. Call another child to pick another picture (let each learner pick any picture he/she wants, but then guide them where to put it after he/she has mentioned what it is.)
5. Repeat till all the picture cards have been picked and placed either on the left or right hand-side. (the living things on the left -hand side, non-living things on the right-hand side)
6. Ask learners to say what they notice about the pictures on the left- hand side. [they grow, eat, reproduce, move....]; those on the right -hand side do not eat, grow, reproduce, they are not able to move by themselves.]
7. Explain to learners that those on the left-hand side are called living things, and those on the right are called non-living things.
8. Read the text on page 98 of the Workbook (Activity 98. K2.6.1.1.2.) - Language and Literacy Activities for KG 2
9. Read through keywords and have learners repeat.
10. Read again and have learners track the words.

Assessment

Learners take turns to mention other examples of living and non-living things that they know:

Living things- dove, fish, tree

Non- living thing – cup , doll, ball, bottle, biscuit

Learner's Workbook – Language and Literacy Activities for Kindergarten 2

Activity 98. K2 6.1.1.2

Learners turn to page 98 of the Workbook, ActivityK2.6.1.1.2,

Have learners talk :about the pictures. Learners listen as facilitator reads the text repeatedly.

Learners answer the following questions:

- Give examples of living things [cat, cow, goat, tree, ...
- What makes us different from non-living things? [we grow, reproduce, eat, move by ourselves...] Non-Living things do not do any of the things living things do.
- Give three examples of non-living things.
- [book, table, chair, shoes, computer]

Term 3: Strand 6: All Around Us

Sub Strand: Living and Non-living Things

Activity 99 – K2.6.1.1.3

Vocabulary

Content Standard: K2.6.1.1. Demonstrate understanding of why some things are referred to as living and non-living things.

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

Introduction: vocabulary plays a fundamental role in the reading process and is critical to comprehension. Learners' comprehension improves when they know what the words mean. The meanings of most words come indirectly to learners through their daily experiences with spoken and written language. There is however, still the need to learn other words through carefully planned activities. Learners must orally, use the words they hear in order to make sense of the words they see in print. Use opportunities such as songs and recitals, storytelling to get learners to engage in oral language activities daily, also do not miss any opportunity to read to them. All of these efforts will contribute in no small way to learners' acquisition of a rich vocabulary. Use gestures, body language, and voice modulation to convey the meaning of unfamiliar words.

Indicator/ objectives: Keep record of sight words and new content vocabulary learnt from reading the text on the theme.

Key Words: living things, non-living things, people, socks.

Resources/ Materials: picture cards (boy and girl) cat, car, book, bird, stone, ball, cup, spoon, tree, pencil, eraser, fish in an aquarium.

Procedure/ Method

1. Learners stand in a semi-circle formation and sing or recite:
ROW YOUR BOAT
Row, row, row your boat
Gently down the stream,
Merrily, merrily, merrily, merrily
Life is but a dream.
2. Display the picture cards, invite learners to come forward in turns to pick a card, and mention what it is. Example



3. Have learner put it down on the left-hand side of the table.
4. Call another child to pick another picture (let each learner pick any picture he/she wants, but then guide them where to put it after he/she has mentioned what it is.)
5. Repeat till all the picture cards have been picked and placed either on the left or right hand-side. (the living things on the left -hand side, non-living things on the right-hand side)
6. Ask learners to say what they notice about the pictures on the left- hand side. [they grow, eat, reproduce, move....]; those on the right -hand side do not eat, grow, reproduce, they are not able to move by themselves.]
7. Explain to learners that those on the left-hand side are called living things, and those on the right are called non-living things.
8. Read through keywords and have learners repeat.

Assessment

Learners take turns to mention other examples of living and non-living things that they know.

Living things- boy, girl, frog, mosquito

Non- living thing – book, fruit juice, bag, shoe.

Workbook – Language and Literacy Activities for Kindergarten 2

Activity 99. K2 6.1.1.3

Learners turn to page 99 of the Workbook, Activity K2.6.1.1.3, - Language and Literacy Activities for KG 2. Have learners talk about the pictures, and group them under the headings: (L) for living things and (N) for non-living things.

Learners now trace and read the keywords.

					
Horse	Mosquito	Bag	Snail	Giraffe	Blender

Living things | People
 Non-Living things | Socks

Term 3: Strand 6: All Around Us

Sub Strand: Living and Non-living Things

Activity 100 – K2.6.1.1.4

Letter Sounds in Words

Content Standard: K2.6.1.1. Demonstrate understanding of why some things are referred to as living and non-living things.

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

Introduction: Refer to Activity 97. K2.5.1.1.5

Indicator/ objectives: Recognize at least 75% of letter sounds in words.

Key Words: living things, non-living things, socks.

Resources/ Materials: letter cards,

a

b

 ...

b

 alphabet flash cards

(both upper and lowercase)

Aa

Bb

 ...

Zz

word cards

bag

tap

cut

fog

fan

Procedure/ Method

1. Learners stand in a semi-circle formation and sing or recite:
TEDDY BEAR
Teddy bear, Teddy bear, turn around
Teddy Bear, Teddy Bear, touch the ground.
Teddy Bear, Teddy Bear, show your shoe
Teddy Bear, Teddy Bear, That will do.
2. Do a 'pick and say' activity using the letter flash cards. Place the flash cards up side down in turn children pick and say the sound. The rest of the class repeat.
3. Display the letter cards, invite learners to come forward in turns to pick a card, and make its sound. Example ; /a/ . Continue with other letters.
4. Have learner mention a word that has that sound in the beginning position.– ant-
Call another learner to mention a word that has the sound in the middle position.-
bag. Continue with other words. Continue with other words.

5. Call another child to pick a word card, and read the word out loud, - sat- ; then invite another person to identify the individual sounds in that word - Use the letter cards to form the words.
s a t-, b a g, f o g, f a n
6. Read through keywords and have learners repeat: living things, non-living things, socks, people.

Assessment

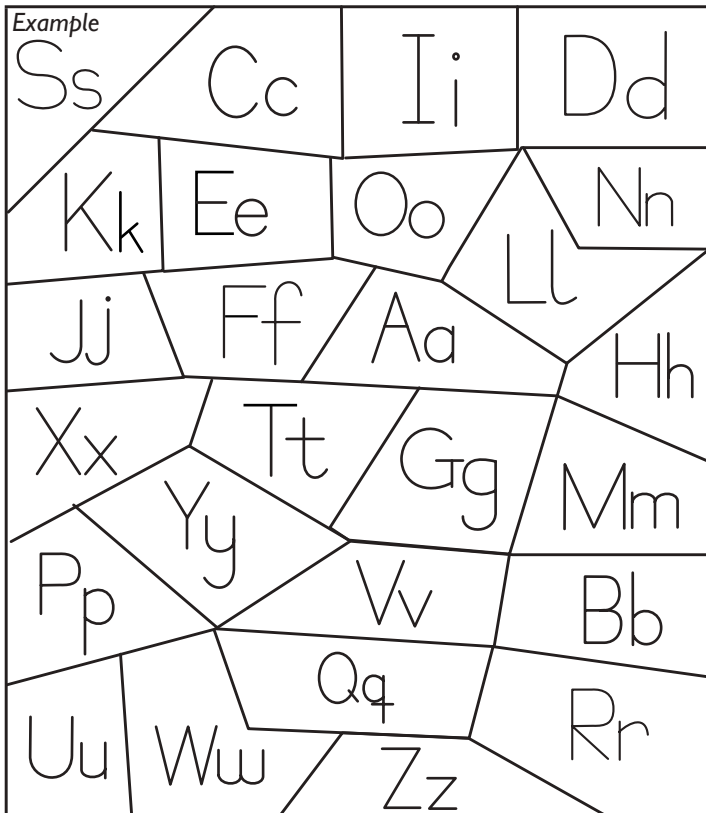
Learners take turns to pick word cards, read the words and isolate the different sounds that come together to form the word. For example, living /l/ /i/ /v/ /i/ /ng/, non-living /n/ /o/ /n/ /l/ /i/ /v/ /i/ /ng/. socks /s/ /o/ /ck/ /s/

Learner’s Workbook – Language and Literacy Activities for Kindergarten 2

Activity 100. K2 6.1.1.4

Learners turn to page 100 of the Workbook, Activity K2.6.1.1.4. Have learners appoint one person as the lead player to lead the alphabet relay game:

Lead player calls out letters at random; learners listen to the letter that was called and then writes its upper and lower case beside it in the maze.



Term 3: Strand 6: All Around Us

Sub Strand: Living and Non-living Things

Activity 101 – K2.6.1.1.5

Letter Sound /sh/

Content Standard: K2.6.1.1.Demonstrate understanding of why some things are referred to as living and non-living things.

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

Introduction: Refer to Activity 84. K2.4.1.1.5

Indicator/ objectives: Identify the letter sound learnt for the week in words related to the theme and write the letter and keywords boldly and legibly in their books.

Key Words: shell, sheep, shell, brush, ship, shoe.

Resources/ Materials: flash cards (with pictures which have the sh sound).



Fish



Ship



Shirt

Procedure/ Method

1. Learners stand in a semi-circle formation and sing or recite the jolly phonics song for the sh digraph:
Hush hush hush don't make a sound
Be as quiet as you can be
The baby's asleep and I'm tired out
Sh, Sh, Sh, Sh, Sh !
2. Display the picture cards, invite learners to come forward in turns to pick a card, and name the picture, then stress on the sh sound.
3. Have learner mention a word that has that sound in the beginning position, then call on another learner to mention a word that has the sound in end position.
4. Play the " I Spy" game: Appoint a learner to lead the game.

5. Leader calls out “I spy with my little eye, a living thing whose name begins with /sh/
Leader calls on other learners to guess what the name might be: Sheila, Shirley, sheep
Shamoh, Sheep, Shark
Leader calls out again: “I Spy with my little eye, a living thing whose name ends
with /sh/. Other learners answer: fish. Repeat with other names of non-living things:
dish shell ship sheep.
6. Read through keywords and have learners repeat: shout, shine, shoes, ship, push,
brush

Assessment

Learners take turns to call out words and names with the /sh/ sound
Bashiru, Shamoh, bush, cushion, shake, shop, shy....

Workbook – Language and Literacy Activities for Kindergarten 2

Activity 101. K2 6.1.1.5

Learners turn to page 101 of the Workbook, Activity K2.6.1.1.5, learners read the pictures,
stressing on the /sh/ sound.

Learners read the sentences and circle the /sh/ sound in the words.

1. The fish is in a dish.
2. Dash to the ship.
3. Wish for cash.
4. The sheep is on the ship.
5. Dash to get some cash.

Learners complete the words in the grid by writing sh in the blank spaces, then read out the
words.

<u>S</u> hout	<u>S</u> hame	<u>S</u> hell	<u>S</u> hoes
bu <u>s</u> h	gu <u>s</u> h	bru <u>s</u> h	S <u>h</u> ip

Term 3: Strand 6: All Around Us

Sub Strand: Living Things- Domestic and Wild Animals

Activity 102 – K2.6.2.1.1

Animals that live in the home and Animals that live in the Bush

Content Standard: K2.6.2.1. Demonstrate understanding of why some things are referred to as living and non-living things.

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

Introduction: teaching young children about animals go a long way to build that sense of connection, empathy, and care, and enriches their learning about nature. The rich experience instills in them a sense of responsibility especially when they learn about those animals that live with and around us in our communities. When young children learn to take care of animals, such as pets, they learn to respect life, and also encourages them to be sensitive to the needs of others.

Apart from these points mentioned, their vocabulary is also enriched by this activity.

Indicator/ objectives: Talk about different types of animals that live at home and in the bush and how human beings care for domestic animals.

Key Words: domestic, wild, home, bush.

Resources/ Materials: pictures of wild animals: lion, leopard, gorilla, giraffe, elephant, tiger, shark, whale, deer, bear ... a chart showing wild animals and domestic animals.

Pictures of domestic animals: goat, hen, cock, cat, dog, lizard, sheep.

Cut out the pictures of the animals from old calendars, newspapers and magazines and paste on manila cards/cards boards.

Procedure/ Method

1. Learners stand in a semi-circle and sing/recite:
OLD MACDONALD HAD A FARM
Old Mac Donald had a farm, E I E I O
And on his farm, he had some cows E I E I O
With a moo-moo here, and a moo-moo there
Here a moo, there a moo, everywhere moo-moo

Old Mac Donald had a farm E I E I O

(Continue with the rest of the animals)

2. Display the chart for learners to take a look and talk about those animals that they can identify. Tell them the names of those animals that learners are not familiar with.
3. In talking about these animals mention what they eat. There are those animals that eat grass: cow, sheep, goat.... and those that eat meat (the flesh of other animals): lion, tiger, leopard, and those that eat both grass/plants and other things: birds, (chicken), bear,
4. Discuss with learners where these animals can be found: some are in the zoo; others are elsewhere in the bush.
5. The domestic animals can be found around us in our communities, we even keep some in our homes as pets, example birds(parrots), cats, dogs, rabbits,
6. How do these animals help us? Some of them serve as food for humans, others are our pets. We should take care to feed our pets well and take very good care of them.
7. Read through keywords with learners. Domestic, wild, home, bush. Have learners identify the animals by these descriptions. For example, domestic animals live with us. some of them are our pets at home (cat, dog, rabbit. Some serve as food (hen, cock, goat, sheep).

Assessment

Learners take turns to talk about animals they have at home as their pets. Let those that have pets tell their friends how they take care of these pets, and what else they do with their pets.

Learner's Workbook – Language and Literacy Activities for Kindergarten 2

Activity 102. K2 6.2.1.1

Learners turn to page 102 of the Workbook, Activity K2.6.1.1.5, look at the animals in the picture, identify those that are found in our homes or communities and then draw a ring around them.

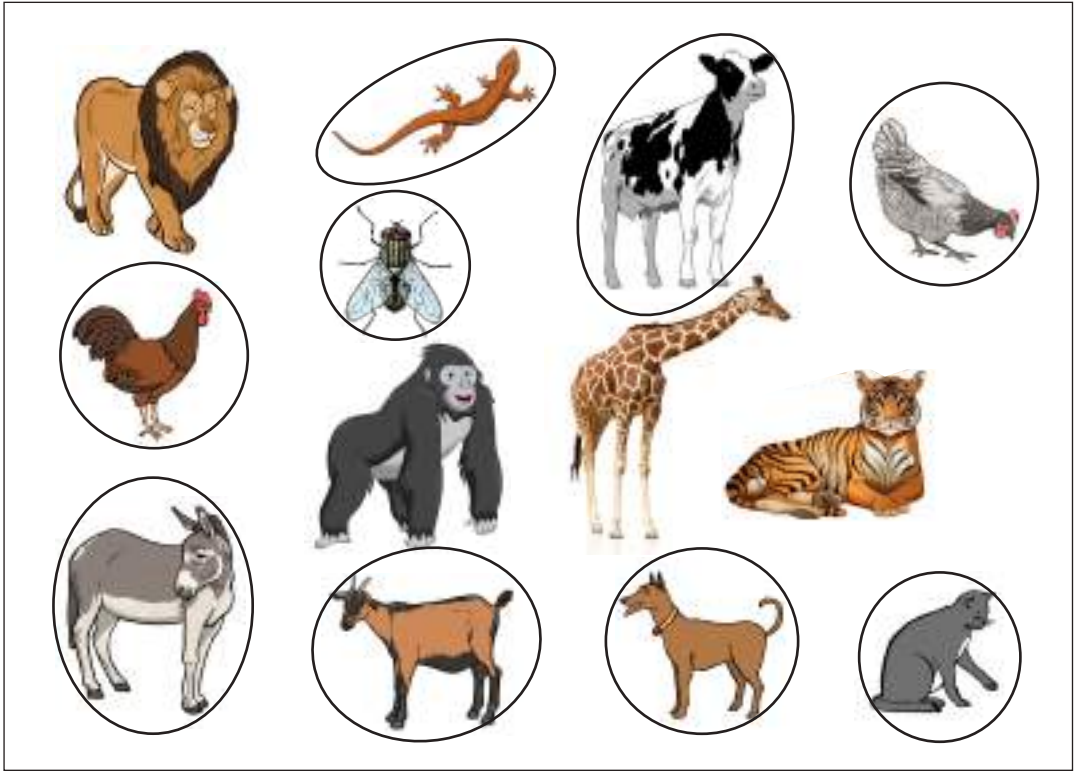
Name the animals in the home: hen, cock, dog, cat, goat, housefly, lizard,

How is each of these animals cared for?

By being fed. The housefly and lizard feed themselves.

Where do we find the other animals? In the bush/forest .

These animals care for themselves.



Term 3: Strand 6: All Around Us

Sub Strand: Living Things - Domestic and Wild Animals

Activity 103 – K2.6.2.1.2

Animals that live in the home and Animals that live in the Bush

Content Standard: K2.6.2.1. Demonstrate understanding of why some things are referred to as living and non-living things.

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

Introduction: Refer to Activity 102 K2.6.2.1.1

Apart from these points mentioned, their vocabulary is also enriched by this activity.

Indicator/ objectives: Talk about different types of animals that live at home and in the bush and how human beings care for domestic animals.

Key Words: domestic, wild, home, bush.

Resources/ Materials: Text (The Hen and The Hunter) -N Teacher-made story book.

Procedure/ Method

1. Learners stand in a semi-circle and sing/recite:
OLD MACDONALD HAD A FARM
Old Mac Donald had a farm, E I E I O
And on his farm, he had some cows E I E I O
With a moo-moo here, and a moo-moo there
Here a moo, there a moo, everywhere moo-moo

Old Mac Donald had a farm E I E I O
(Continue with the rest of the animals)
2. Revise the previous activity with learners (Activity 102, k2.6.2.1.1) learners mention some domestic animals that they know, including those used for food. [fowls (hen, cock, goat, dog, cat, sheep).
Those used as food include: fowls, (chicken) goat, and sheep.
3. Have learners read the key words and try using them in sentences:
Domestic animals can be found around us.

Wild animals live far away from us

We keep some of these domestic animals as pets in our homes.

Some wild animals live in the bush. Some of these animals are brought into zoos where we can go to see them.

4. Tell learners the story of the Hen and the Hunter.
5. Put up the teacher-made story book on the board. Read the text (story) aloud while you track the words to learners.

Assessment

1. Learners take turns to tell their friends about their pets at home, and how they take care of these animals. Encourage them to share all the information they can, about their pets:
What kind of animal is your pet? [a cat, dog, Parrot, dove, rabbit]
What kind of food does your pet like? [fish/meat plants/ worms/palm-fruits...]
2. What was the story. Name the document animal mentioned in the story? - Hen.

Learner's Workbook – Language and Literacy Activities for Kindergarten 2

Activity 103. K26.2.1.2

Invite learners to turn to activity 103 in their workbooks, and follow along as you read the text "The Hen and The Hunter". Learners repeat the sentences after the teacher. They track the word.

Learners answer the following questions:

- How did the hen show kindness to the hunter?
- It gave him a bowl of corn]
- How did the hunter reward her?
- [By inviting her to live with him in his home
- Say one thing you will do to show kindness to someone.
I will give some of my food to my friend who hasn't got any.
I will share what I have with others.

Term 3: Strand 6: All Around Us

Sub Strand: Living Things - Domestic and Wild Animals

Activity 104 – K2.6.2.1.3

Different kinds of animals

Content Standard: K2.6.2.1. Demonstrate understanding of why some things are referred to as living and non-living things.

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

Introduction: Refer to Activity 102. K2.6.2.1.1

Apart from these points mentioned, their vocabulary is also enriched by this activity.

Indicator/objectives: create an informational text on different types of animals using a variety of new vocabulary learnt from the conversational poster on domestic animals

Key Words: domestic, wild, home, bush

Resources/ Materials: a conversational poster showing domestic animals, Pictures of domestic animals(hen, goat, cat, cock, rabbit) from old calendars/magazines, glue or starch.

Procedure/ Method

1. Learners stand in a semi-circle and sing/recite:
OLD MACDONALD HAD A FARM
Old Mac Donald had a farm, E I E I O
And on his farm, he had some cows E I E I O
With a moo-moo here, and a moo-moo there
Here a moo, there a moo, everywhere moo-moo
Old Mac Donald had a farm E I E I O
(Continue with the rest of the animals)
2. Revise the previous activity with learners (Activity 102, k2.6.2.1.1) learners mention some domestic animals that they know, including those used for food. [fowls (hen, cock, goat, dog, cat, sheep).
Those used as food include: fowls, (chicken) goat, and sheep.
3. Talk about what some of these animals eat: some eat only grass. These include goats, cows, sheep,

There are those that only eat meat (the flesh of other animals) these include the lion, tiger, leopard

And there are those that eat both plants/grass, and meat. These include certain types of birds.

4. Share the pictures from the old magazines. Learners work with their team mates, sticking their pictures together on the broad sheet of paper.
5. Encourage each learner to say a sentence about their work, then you write down everything they say about their picture. It is ok if they lift their example from the revision of the previous activity. This becomes the story for that group.
6. Display each group's work
7. Where do we get fish from? - The river or sea.
What other animals live in water? - Crocodile, lobsters/shrimps
Fish have scale that covers its body.
8. Some animals lay eggs. Which of these animals do you know? - Hen, fish, birds, lizards.
All the other animals like goats, cows, lion, pig and all those with four legs do not lay eggs.
9. Which animals have feathers? - Birds, hens cocks, ducks.
Other animals like the dog, cow, cat, lion, tiger has fur on their body.
10. All animals make sounds.
What sound does the dog makes? - moo
What sound does the goat makes? - mber
What sound does the lion makes? hoarr
What sound does the pig makes? oin, oin
What sound does the cat makes? meaw

Assessment

What sound does the cow makes? - moo





Name one animal that lays egg. - bird.

Name one animal that does not lay eggs - dog.

Learner's Workbook – Language and Literacy Activities for Kindergarten 2

Activity 104. K26.2.1.3

Invite learners to turn to activity 104 in their workbooks, and draw each activity that has been captioned, example –

<p style="text-align: center;">fish</p>  <p style="text-align: center;">An animal that lives in water</p>	<p style="text-align: center;">bird</p>  <p style="text-align: center;">An animal that lays eggs</p>
<p style="text-align: center;">hen</p>  <p style="text-align: center;">An animal that has feathers</p>	<p style="text-align: center;">cat</p>  <p style="text-align: center;">An animal that does not lay eggs</p>

Cow → wow baa moo

Goat → laa laa moo mber

Lion → hoarr hahaha moo

Pig → oin, oin wow shhh

Term 3: Strand 6: All Around Us

Sub Strand: Living Things- Domestic and Wild Animals

Activity 105 – K2.6.2.1.5

Letter sound /oa/ as in goat

Content Standard: K2.6.2.1. Demonstrate understanding of why some things are referred to as living and non-living things.

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

Introduction: Refer to Activity88. K2.4.2.1.4

Indicator/ objectives: Identify the letter sound learnt for the week in words related to the theme and write the letter and keyword boldly and eligibly in their books.

Key Words: boat, goat, oats, road

Resources/ Materials: picture cards, word cards



Procedure/ Method

1. Learners stand in a semi-circle and sing/recite:
Oh, did you see a billy goat
/oa/ /oa/ /oa/ (2x)
Oh, did you see a billy goat
Under the old oak tree?
2. Revise all of the sounds learnt so far: sh ship short bush cushion. C ck k b p g s...
Have learners revise them by reciting the words or singing the Jolly Phonics tunes.
3. Learners blend the sounds to read words. Example sh/ o/ p/ shop, /sh/ /i/ /p/ ship, f/ /i/ /sh/ fish.
4. In turns learners read picture cards, then match them with appropriate word card.
5. Read through keywords with learners and have them repeat and come up with more words that fall within the same word family.
Moat, float, loaf, groan, moan,

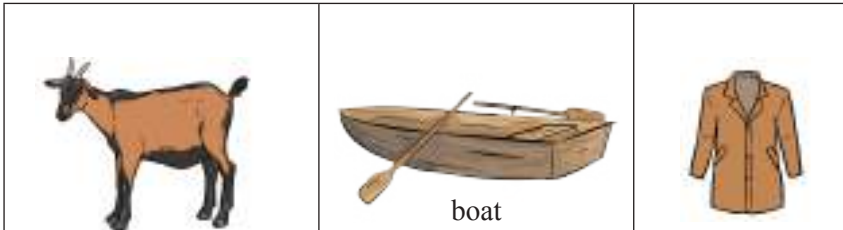
Assessment

Learners pair with their friends and take turns to pick word cards and blend the sounds to read.
 b o a t → boat; l o a f → loaf

Learner’s Workbook – Language and Literacy Activities for Kindergarten 2

Activity 105. K2. 6.2.1.5

Invite learners to turn to activity 105 in their workbooks, and read the pictures shown:



Then complete each word by filling in the blank spaces: boat, road, soap, toad, load. Copy and read the word.

b _ _ t	r _ _ d	s _ _ p	t _ _ d	l _ _ d
<u>boat</u>	<u>road</u>	<u>soap</u>	<u>toad</u>	<u>load</u>

Learners copy and read the sentences:

Put the goat in the boat

Buy a coat for a toad

The boat with the load

Term 3: Strand 6: All Around Us

Sub Strand: Water

Activity 106 – K2.6.3.1.1

Sources of water: Importance to living things; caring for water sources

Content Standard: K2.6.3.1. Demonstrate understanding that water is an important natural resource that helps all living things, human, plants, and animals.

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

Introduction: water is everywhere, living things(humans, plants and animals all need water to survive, learners will be gaining information about this very important natural resource- Water. Learners will discuss its importance to humans and animals, they will then develop appreciation for nature.

Indicator/ Objectives: Discuss where we get water from, its importance to living things and how to care for water sources.

Key Words: river, well, tap, borehole, rain.

Resources/ Materials: conversational poster showing the sources of water, and uses of water, manila cards,(one for each group) glue or starch, pictures from old calendars/ old magazines about some sources of water - tap, rain, borehole, stream, river, sea.



Procedure/ Method

Teach learners poem on page 106 of workbook language and Literacy Activities

1. Learners stand at their respective places and recite:
Rain on the rooftop,
Rain on the trees,
Rain on the green grass,
But don't rain on me.

2. Display conversational poster, call learners to talk about the picture. Learners sing or recite:
Rain, rain, go away
Come again another day,
Little children want to play.
Rain, rain, go away.
3. Display the conventional poster, Have learners talk about the source of water - rain, river, tap, well. Tell learners that these are some of the other sources of water - stream, water falls, bore hole.
4. Tell learners that they are going to make their own story about where we get our water from, and that each learner will own a part of the story.
5. Share the pictures from the old magazines or calendars. Tell each child to think about what they will say about their picture. Tell them that whatever they say should be related to the picture, because it will be written down by it.
6. Go round to the groups, guide them to stick their pictures on their manila cards, and write out what they say about their pictures boldly beside the picture.
7. Display every group's work when they are done, read the statements together with learners.
8. Read the key words with learners: well, river, borehole, tap, rain.
9. Put up the pictures showing some uses of water. Have learners talk about the pictures, and then talk about other ways water is used by persons, animals and plants. water is used for bathing.
 - Animals drink water.
 - water is used in watering plants.

Assessment

Lead learners to read out the sentences written about their pictures:

- We fetch water from the tap
- Some people collect the water when the rain falls
- I sometimes fetch water from the bore hole
- There is a well in my school
- The women are washing their clothes by the river.

Learner's Workbook – Language and Literacy Activities for Kindergarten 2

Activity 106 - K2.6.3.1.1

Learners turn to page 106 of the Workbook, and recite the poem:

Rain on the rooftop

Rain on the trees

Rain on the green grass, but don't rain on me.

Invite learners to talk about the pictures under the captions: rain, river, well, tap.

Help learners to find answers to the questions:

- Where else do we get water from? [we can also get water from streams and bore holes.
- How do we use water? We drink water, we use it for bathing, cooking, washing, cleaning and brushing our teeth...]
- Animals also drink water.
- Plants need water to grow - water is used in watering plants.

Term 3: Strand 6: All Around Us

Sub Strand: Water

Activity 107 – K2.6.3.1.2

Sources of water: Importance to living things.

Content Standard: K2.6.3.1. Demonstrate understanding that water is an important natural resource that helps all living things, human, plants, and animals.

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

Introduction: water is everywhere, living things (humans, plants and animals all need water to survive, learners will be gaining information about this very important natural resource- Water. Learners will discuss its importance to humans and animals, they will then develop appreciation for nature.

Indicator/ objectives: participate actively in in the shared reading of the big book which relates to the theme, answer inferential questions, and demonstrate how sentences are written with spaces between the words.

Key Words: river, well, tap, borehole, rain.

Resources/ Materials: conversational poster showing the uses of water, text "Water" (work book, page 107). Language and Literacy and Activities for KG 2. Teacher-made (To make the Big Book - 4 Large plain sheets and one manila card, each measuring 15 inches by 20 inches. Fold all sheets and card into two, to measure 10 inches by 15 inches with the mainla card at the back. Write the story on the plain sheets. Big book of the story - 'The Thirsty Crow'.

Procedure/ Method

1. Learners stand at their respective places and recite:
Rain on the rooftop,
Rain on the trees,
Rain on the green grass,
But don't rain on me.
Read through the key words with learners.
2. Display conversational poster, call learners to talk about what they see in the picture.
Ask learners to mention some ways in which we use water:
We drink water, cook, wash, bathe, clean, brush our teeth, wash our hands with water.
3. Show the teacher-made story book to learners, Ask learners to look at the cover and guess what the story is going to be about.[a crow who got thirsty, a crow , a

bird, water...] tell them to listen attentively as you read and then tell you what they heard. The story: One day the crow was very thirsty.

It searched and searched everywhere for water. It was the dry season and there was no water in the whole town. The crow searched and searched for water. It was very very thirsty - Luckily the crow found a pitcher (big jug) with some water in it. The crow could not drink from the pitcher with its beak. It's beak could not drink from the pitcher with its beak. It's beak could not reach the water. The crow dropped stones into the pitcher (jug) until the water rose to the top. The crow was then able to drink the water.

4. As you read, pause and ask learners to tell you what problem the crow had.[the crow was very thirsty but could not find any water to drink because it was during the dry season (a drought)
5. Read on and ask them what the crow did. [it searched and searched and searched, finally it saw some water in a pitcher.] ask them if they think the crow would be able to drink from the pitcher (a jug) [no, because its beak will not make that possible.]
6. Read on till the end and then ask them what the crow did about the situation? [the crow dropped stones into the pitcher/jug till the water rose to the top so it was able to drink].
7. Read the key words with learners: crow, pitcher, drought use them in sentences
The crow is a black bird with a white collar around its neck
A pitcher is like a big jug
There is a shortage of water during a drought.

Assessment

1. Have learners take turns to read the key words they just learnt.
2. Have them track and read the sentences:
A crow is a big black bird with a white collar around its neck
A pitcher is a big jug
3. There is a shortage of water during a drought.

Learner's Workbook – Language and Literacy Activities for Kindergarten 2

Activity K2.6.3.1.2

Learners turn to page 107 of the Workbook, and listen as you read the text 'Water'

Lead learners to talk about some sources of water. Write out their sentences on a big sheet of paper, and display it in the classroom.

Learners copy those sentences into their work books and read them.

Example: We fetch water from the top.

We get water from rivers.

We get water from wells.

We can collect rain water.

water	drink	river	rain
water	drink	river	rain

Term 3: Strand 6: All Around Us

Sub Strand: Water

Activity 108 – K2.6.3.1.4

Sources of water: Blending Letter Sounds: One Syllabic Word

Content Standard: K2.6.3.1. Demonstrate understanding that water is an important natural resource that helps all living things, human, plants, and animals.

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

Introduction: A syllable is a single unbroken sound of a spoken or written word. A syllable usually contains a vowel and accompanying consonant. The number of times you hear..

Indicator/ objectives: Blend the letter sounds learnt so far into syllables, read and write the syllables boldly and legibly in their books.

Key Words: well, tap, stream, rain.

Resources/ Materials: word cards,

well	tap	stream	rain
------	-----	--------	------

 letter/sound cards, letter/sound bottle-tops.

m	h	b	g	d
---	---	---	---	---

a	s	t	p	o
---	---	---	---	---

i	n	e
---	---	---

l	r
---	---

Procedure/ Method

1. Learners stand at their respective places and sing/ recite:

The Jolly Phonics songs: (groups one two and three)

The snake is in the grass(2x)

/s/ /s/

The snake is in the grass

/a/ /a/ ants on my arm (3x)

They're causing me alarm

when I watch the tennis game

/t/ /t/ /t/, /t/ /t/ /t/

when I watch the tennis game

my head goes back and forth.

/n/

Hear the aeroplane /nnnnnnn/ (3x)

Making lots of noise

i	/ck/
Inky the mouse is my pet	we are clicking castanets /c /c/ /c/(2x)
She spilled the ink and got wet the ink, it spread all over.	we are clicking castanets
Desk, /i/ /i/ /i/ inky is wet	Clicking castanets
	We are clicking castanets /c/ /c/ /c/
/p/	/h/
Puff out the candles on the pink, pig cake	I like to hop hophop up and down
/p/ /p/ /p/ (2x)	I like to ho hop hop all around
Puff out the candles on the pink pig cake	I like to hop hophop up and down
Puff puffpuff	/h/ /h/ /h/ /h/ /h/
/e/	/d/
Eggs in the pan /e/ /e/ /e/ (3x)	see me play, on my drum
Crack the egg like this /e/	playing drums is lots of fun with a
/m/	/d/d/d/d/ /d/d/d/d/d
The mum and dad make many meals	see me play upon my drum.
/m/ /m/	
The mum and dad make many meals	
For their hungry children	

A vowel (a e i o u) in a word indicates the number of syllables the word has. In earlier lessons, learners have learnt about sounds, initial, middle and ending sounds. Blending the sounds helps early readers to encode words for easy reading. This process also helps learner to decode (break down) words for easy reading.

In the process, the learner sounds the individual letters from left to right, then makes a quick blend of the sounds (from left to right) to form a two letter word or sound.

2. Invite two learners to pick a sound card each (a consonant and a vowel). They stand (side by side) facing the class.

Each learner makes the sound on his/her card as they (both) move towards each other. By the third move they should be close to each other, sounding out the final sound / word simultaneously.



3. Repeat with the other sound cards and bottle tops. Write the sound or word that would be formed on the board.

p **a** **i** **s** **i** **t**

4. Have learners read through them together as a class, and individually.
5. Clap out the syllable of the words /sounds formed and have learners repeat after you. Call out other words and have learners clap out their syllables.

i **t** **a** **m** **o** **n**

Assessment

Have learners take turns to blend sounds and read:

H... a	ha
j...o	jo
p...e	pe
r.....a	ra
b...i	bi
g...u	gu
d...a	da

Learner's Workbook – Language and Literacy Activities for Kindergarten 2

Activity 108. K2.6.3.1.4

Learners turn to page 108 of the Workbook

Learners repeat the sounds separately, then together. Learners write the words/sounds in the circle, and then copy them again in the space provided.

Example	i ---- n → (in) in
i ---- s → (is) is	
o ---- f → (of) of	
i ---- t → (it) it	
i ---- f → (if) if	

s ---- a → (sa) sa
b ---- i → (bi) bi
n ---- a → (na) na
l ---- e → (le) le
p ---- o → (po) po

o ---- n → (on) on
a ---- m → (am) am
a ---- t → (at) at
a ---- n → (an) an
a ---- s → (as) as

v ---- a → (va) va
b ---- a → (ba) ba
m ---- a → (ma) ma
n ---- u → (nu) nu
b ---- o → (bo) bo

Term 3: Strand 6: All Around Us

Sub Strand: Air

Activity 109 – K2.6.4.1.1

Importance of air to us

Content Standard: K2.6.4.1. Demonstrate understanding that air is all around us and it is an important and beneficial natural resource for all living things.

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

Introduction: Air is invisible, but its effects are seen. Air is all around us and it is one of the most important things in our lives. In this activity, young children are going to learn about air in a fun and engaging way making the experience interesting and rewarding.

Indicator/ objectives: share ideas with teacher and peers about the presence and importance of air to human beings animals and plants as they listen to a read aloud using an informational text.

Key Words: balloon, bubbles, float.

Resources/ Materials: real objects – balloons, bubble mixture (a solution of liquid soap and water) bubble wand (broom stick with a looped end edge), paper fan, cloth, kite.

Procedure/ Method

1. Learners stand at their respective places and sing/ recite:
Birds are flying in the sky
Always flying very very high
They are singing coo cocoo
Cheepcheepcheepcheep
Doo doodoodoodoo
Cheepcheepcheepcheep
Doo doodoodoodoo
2. Distribute balloons, and bubbles to learners and observe as they have fun blowing air into their balloons, and make bubbles
3. After some time ask them to discuss what they have been doing. [playing with our balloons]
4. Ask them what they think filled the balloons and caused them to float. [air]

5. Point out to them that the bubbles appeared only when air was blown onto the bubble wand after dipping it into the mixture, or waved in the air.
6. Tell them that these activities show that air is all around us. Then ask them to mention other activities that show the presence of air[we are able to fly our kites when it is windy, living things.
7. Have a learner hold a cloth (2yards length) length wise and tie the two ends round his/her waist. The leader holds the two opposite ends over his/her shoulders and run round the field. Have the rest of the class observe and talk about what they see.
 - Air fill the cloth causing it to ballon out other learners can go through the experience.
8. Learners use paper fan to fan themselves. They feel the presences of air on their bodies (faces or arms)
 - We can say that all is all around us.

Assessment

Learners take turns to say some of the uses of air [humans and animals breathe air to keep alive, it makes us feel cool on a hot day, it inflates our balloons...]

Learner's Workbook – Language and Literacy Activities for Kindergarten 2

Activity 109. K2.6.4.1.1

Learners turn to page 109 of the Workbook

- Learners talk about each picture.
- Lead learners to read the caption under each picture.
- Ask: How else do we use air? - Dries our clothes.
- Learners trace sentence.

Air makes our kites fly

Term 3: Strand 6: All Around Us

Sub Strand: Plants

Activity 110 – K2.6.4.1.2

Importance of Air

Content Standard: K2.6.4.1. Demonstrate understanding that air is all around us and it is an important and beneficial natural resource for all living things.

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

Introduction: Air is invisible, but its effects are seen. Air is all around us and it is one of the most important things in our lives. In this activity, young children are going to learn about air in a fun and engaging way making the experience interesting and rewarding.

Indicator/ Objectives: Use a variety of new vocabulary learnt about importance of air to create an informational text for reading using LEA.

Key Words: air, breathe, , blow, fly .

Resources/ Materials: pictures from old calendars about activities that demonstrate the presence of air, glue /starch. (pictures – glowing fire; children blowing balloons windy day etc).

Procedure/ Method

1. Learners stand at their respective places and sing/ recite:
Birds are flying in the sky
Always flying very very high
They are singing coo cocoo
Cheepcheepcheepcheep
Doo doodoodoodoo
Cheepcheepcheepcheep
Doo doodoodoodoo
2. Revise activity 109. K2.6.4.1.1.
Learners talk about filling their balloons with air, blowing air to make bubbles, fanning themselves to keep cool after running around with the cloth around their waists.
3. Give learners the pictures from the old magazines/ calendars, and the manila cards

(one per group).

4. Have learners work in their groups to stick the pictures on to their manila cards.
5. Let learners make a statement about their work, while you write each person's statement under their pictures.
6. Please note that where pictures from old calendars/magazines are unavailable, learners could draw their experience and then colour them for use.
7. Display all their work. Read each group's work aloud and let learners repeat after you. Track the words as you do.

Assessment

Learners do a gallery walk (go around the classroom looking at their friends work , and read their statements written about their work, tracking the words as they do.

Workbook – Language and Literacy Activities for Kindergarten 2

Activity 110. K2.6.4.1.2

Learners turn to page 110 of the Workbook.

learners read the picture on the page - talk about what they see in that picture.

Learners follow along in their copies as the facilitators read the poem 'Air'. (Four times)

Learners recite the poem. They track the words.

Learners mention three benefits of air:

1. We breathe in air to keep alive
2. Air dries our things when we wash them.
3. Air keeps us cool on a hot day.
4. Air makes our kites fly
5. We blow air into our balloons

Learners read and copy the key words:

air	breathe	fly	blow	dry
air	breathe	fly	blow	dry

Term 3: Strand 6: All Around Us

Sub Strand: Plants

Activity III – K2.6.4.1.4

Sight Words

Content Standard: Demonstrate understanding that air is all around us and it is an important and beneficial natural resource for all living things.

Core Competencies: K2.6.4.1. Communication and Collaboration, Personal Development and leadership.

Introduction: Air is invisible, but its effects are seen. Air is all around us and it is one of the most important things in our lives. In this activity, young children are going to learn about air in a fun and engaging way making the experience interesting and rewarding.

Indicator/ objectives: Recognize and read 25% of sight words instantly and automatically.

Key Words: woman, Ghana, water,

Resources/ Materials: sight word wall. Word card – words on the word wall

goat	tribe	shirt	Air	Plant	girl
come	go	to	Ghana	boy	well

Procedure/ Method

1. Learners stand at their respective places and sing/ recite:
Row row/row your Boat
Row row/row your boat,
Gently down the stream
Merrily, merrily, merrily, merrily
Life is but a dream
2. Display word cards. Call learners at random to come forward and pick a card at a time. Show it to their friends and read with assistance of facilitator the word on the card. Friends repeat. Facilitator writes the word on the board. Treat five words at a time.
3. Another learner comes and goes through the same process. Continue until all the words on the cards have been copied on the board. Let the whole class spell each word using letter names.

4. Take the class outside and write the words on the floor, boldly and well-spaced out. Put children in groups. Explain the rules of the game: you will read out a sight word, then the group whose turn it is, will appoint a volunteer to hop on the word. If they get it right, they win a point. Otherwise, they lose their mark. Continue till all the words have been spelt and read correctly. Use five words at a time.
 - When all words have been treated, use all the words in the game. Have learners read the word wall chart.

Sight Word List

Plant	Woman	Girl	Tribe
Come	Goat	Go	Well
Good	Clock	To	A
Air	Shirt	He	River
Water	Boy	Ghana	An

Assessment

Learners take turns to spell and read selected sight words: Ghana, woman, water...

Learner’s Workbook – Language and Literacy Activities for Kindergarten 2

Activity 111. K2.6.4.1.4

Learners turn to page 111 of the Workbook, read the sight words. Cover the sight words and write six of them from memory.

Example:

Shirt	Ghana
Good	Girl
Tribe	Water

go	an
he	a
to	air

Term 3: Strand 6: All Around Us

Sub Strand: Air

Activity 112 – K2.6.4.1.5.

Letter Sound and Syllables

Content Standard: K2.6.4.1.Demonstrate understanding of the presence and importance of air

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

Introduction: Refer to Activity 108 – K2.4.3.1.4

Indicator/ objectives: Blend the letter sounds learnt so far into syllables, read and write the syllables boldly and legibly in their books.

Key Words: air, boy, he, well, shirt, girl

Resources/ Materials: letter flash cards,

g	o
---	---

a	n
---	---

m	e
---	---

i	t
---	---

a	t
---	---

d	o
---	---

t	o
---	---

moveable letter cards[individual letters written on smaller cards]

g

o

a

d

t

s

l

i

h

f

n

w

b

p

e

o

u

Procedure/ Method

1. Learners stand in a semi-circle formation and sing or recite the Jolly Phonics songs (groups one , two, and three)
2. Call learners in their turns to pick the flashcards, call out the letter written on it and make the sound. Continue this activity till all of the sounds have been revised.
3. Call this time, two learners to the front of the class, have one pick a consonant, and the other, a vowel. Let each one sound out his/her letter, one after the other, moving a step closer to each other each time they repeat their sound. By the third move, both learners should be together sounding out their letters simultaneously.
4. Call another pair to go through the procedure till nearly every child has had a go.
5. Write each of the sounds formed on the board, and have learners blend and read them as follow:
s..... i → si
l..... e → le
g.....u → gu
m....o → mo

Assessment

Learners take turns to blend and read given sounds: Add a third letter to make a word or another sound (syllable)

- c...a → ca
- r...u → ru
- p...e → pe
- n...e → ne
- g...o → go

Learner’s Workbook – Language and Literacy Activities for Kindergarten 2

Activity 112 – K2.6.4.1.5

Learners turn to page 112 of the Workbook,

Learners form words and sounds using the word web.

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Term 1: Strand 1: All About Me

Sub Strand: The Parts of the Human Body (both external and internal parts and their functions)

Activity 113 – K2. 6.5.1.1

Parts of a Plant and their Uses

Content Standard: K2.6.5.1. Demonstrate the knowledge that there are different parts of plants; and that plants are important sources of food and medicine for other living things.

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. Children will learn to take care of plants and by so doing, it teaches them responsibility

Indicator/ objectives: Talk freely about different parts of a plant and their uses.

Key Words: fruit, flower, leaves, stem

Resources/ Materials: the picture of a tree with its parts labelled,

Procedure/ Method

1. Learners stand at their respective places a semi-circle formation and sing/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. Take the class out to look at plants on the school compound. Let learners touch, and feel the leaves, stem, and if possible, the fruit. Bring a small plant back into the classroom with you. If possible, every group could have one plant to use for the activity.
3. Learners compare the plant they have with the one in the picture and talk about the ways in which they are the same or different: (Plant on page 113, Language and Literacy Activities for KG 2)

Our plant looks smaller than the one in the picture.

The plant in the picture has its fruits on it because it is a fully grown plant, ours has no fruit on it yet because it is a baby plant.

4. Learners talk about some ways in which plants help us:
 - We get food (fruits) from some plants,
 - Some plants such as kontomire, spinach, cocoyam yam, cassava give us food.
 - Sometimes we use plants as medicine.
 - We use certain plants to decorate our homes
 - Some people use plants as fence their houses
 - Some plants grow into very big trees, example cocoyam, mango, pawpaw, oranges,
 - Others creep on the ground, example watermelon, potatoes,
 - Some have edible roots, example yam, cassava, cocoyam, groundnuts...
5. Have all learners wash their hands after handling the plants.

Assessment

learners take turns to touch and name the different parts of a plant:

Leaves, stem, roots, fruits.

Have learners talk about the different uses of plants: food, medicine, decoration

Learner Workbook – Language and Literacy Activities for KG 2

Activity 113 – K2. 6.5.1.1

Learners turn to page 113 of the Workbook, point and name the parts of the plant, and answer the following questions:

1. Which parts of a plant give us food[leaves-kontomire, spinach, ayoyo, borkorborkor.
Roots- cassava, carrots, onions, yam, groundnuts...
Stem- sugar-cane.
2. Mention a plant and the food it gives
 - Mango plant gives us mangos
 - Orange plant gives us oranges.

Term 3: Strand 6: All Around Us

Sub Strand: Plants

Activity 114 – K2.6.5.1.2

Parts of a plant and their uses

Content Standard: K2.6.5.1. Demonstrate the knowledge that there are different parts of plants; and that they are important sources of food and medicine for other living things.

Core Competencies: Communication and Collaboration

Introduction: Refer to Activity 113. K2.6.5.1.1

Indicator/ objectives: Use a variety of new vocabulary learnt about plants to create informational text for reading using LEA (Language Experience Approach)

Key Words: plants, food, medicine.

Some Plants give us food

Some

Plants

give

us

food

Some Plants creep on the ground

Some

Plants creep on the

food

Resources/ Materials: sentence cards, (whole and broken down into individual words) manila cards (one for each group), the picture of a plant (one for each group) glue/starch, (The pictures of plants are either drawn or cut out from magazine, old newspapers or calendars)

Procedure/ Method

1. Learners stand in a semi-circle formation and sing/recite:
Fruits, fruits, fruits.
Mango, pears, and oranges.
All are fruits.
Eat a lot of fruits and enjoy good health.
2. Lead learners in a discussion on the previous activity (k2. 6.5.1.1)
Plants give us food,
some plants give us medicine
some plants creep on the ground

some plants stand very tall

some plants have edible leaves example: cassava, kontomire, ayoyo, borkorborkor, spinach.

Some plants have edible roots, example: cassava, carrots, yam, groundnuts, potatoes.

3. Write out all of the points on the board as learners bring them up. Read through them with learners, tracking the words as you do.
4. Put up the sentence cards (one after the other). Read the sentences with learners.
5. Have learners find the word cards that form the sentence.
Have them matched with the sentence card.
6. Read the sentence with learners.

Some Plants give us food

Some Plants give us food

7. Distribute the pictures to learners, and show them how to stick them on the page.
Write out some of the sentences that describe the type of plant that each group has.
8. Display the finished work on the walls of the classroom.



Some plants are big

Assessment

Learners do a gallery walk (walk around the classroom, looking at their friend's work and reading their sentences). Facilitator assist learners in reading the sentences where necessary.

Learner's Workbook – Language and Literacy Activities for Kindergarten 2

Learners turn to page 114 of the Workbook, read out some of the sentences on the walls of the classroom.



Copy two of those sentences, and read them.

Learners draw two fruits and write the name below the drawings.

Some plants give food.

Some plants give food.

Some plants give food.

	
Mango	Pineapple

Term 3: Strand 6: All Around Us

Sub Strand: Plants

Activity 115 – K2.6.5.1.5

Blending Letter Sounds And Syllables

Content Standard: K2.6.5.1. Demonstrate the knowledge that the different parts of a plant are important sources of food and medicine for other living things.

Core Competencies: Personal Development and Leadership.

Introduction: Refer to Activity 108. K2. 6.3.1.4

Indicator/ objectives: Blend the letter sounds learnt so far into syllables, read and write the syllables boldly and eligibly in their books.

Key Words: baby, zipper, village, gallop

A B Z

Resources/ Materials: letter/sound (bottle tops, letter cards),

a b z

Word cards:

Bady

tulip

Aba

Gallop

village

Procedure/ Method

- Learners stand in a semi-circle formation and sing the Jolly Phonics songs (groups one to three)
- Display letter/sound bottle tops and word cards:

Aba

Bady

Tulip

have learners come forward and build the words with them: For example:
A + ba → Aba
Ba + by → baby
Tu + lip → tulip
Learners arrange the letter sounds under the words appropriately.
- Write some words on the board and together with learners, break the words down into their respective syllables as shown in step (2) above
- Clap out the number of syllables in each word, and invite learners to do same:
Gal → lop (2 syllables) — 2 claps
Vil → lage (2 syllables) — 2 clap
Ju → dy (2 syllables) — 2 clap
- Have learners clap out the syllables in their own names:
Ma → ry 2 syllables — 2 clap
Ko → jo 2 syllables — 2 clap

Assessment

Learners pair with their partners and call out each others' names and identify the number of syllables in their names. Example- Kofi → ko/fi – 2 syllables, A/ra/ba – 3 syllables.

Learner's Workbook – Language and Literacy Activities for Kindergarten 2

Activity 115. K2.6.1.5

Learners turn to page 115 of the Workbook, and blend and identify the syllables in words.

Aba; Mansa; Abena; baby;

Fa+mi+ ly = family; zipper; tulip; gongon; Tonia

Basin; table; gallop; Ama; village; Lena

Lexin; Zaza; marcel; Judy; Jewel

A + ba	<u>Aba</u>
Man + sa	<u>Mansa</u>
Abe + na	<u>Abena</u>
ba + by	<u>baby</u>

ba + sin	<u>basin</u>
ta + ble	<u>table</u>
gal + lop	<u>gallop</u>
A + ma	<u>Ama</u>
vil + lage	<u>village</u>
Le + na	<u>Lena</u>

fam + ily	<u>family</u>
zip + per	<u>zipper</u>
tu + lip	<u>tulip</u>
gon + gon	<u>gongon</u>
To + nia	<u>Tonia</u>

Lex + in	<u>Lexin</u>
Za + za	<u>Zaza</u>
Mar + cel	<u>Marcel</u>
Ju + dy	<u>Judy</u>
Jew + el	<u>Jewel</u>

Term 3: Strand 6: All Around Us

Sub Strand: Plants

Activity 116 – K2.6.6.1.1

What Plants Need To Grow Well

Content Standard: K2.6.6.1.Demonstrate the understanding that the different parts of plants are important sources of food and medicine for other living things.

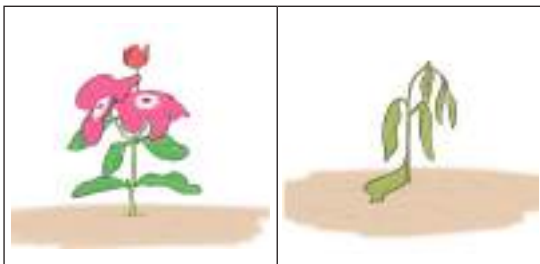
Core Competencies: Communication and Collaboration, Personal Development and Leadership.

Introduction: In this activity, children are going to learn about what plants need in order to grow well. They will learn that like other living things, plants also grow when they receive nourishment. Plants receive their nourishment from the soil, through their roots, and energy from the sunlight, they also need air and water.

Indicator/ Objectives: Share ideas about the nutrients that plants need to grow well.

Key Words: flowers, branches, leaves, loamy, sunlight

Resources/ Materials: The picture of a healthy plant and a withered plant (drawn or cut out from calendars, magazine or old newspapers).



Procedure/ Method

1. Learners sit in a semi-circle formation and sing/recite:
One, you dig
Two, you sow.
Three, you water,
Four, they grow,
Five you harvest, and
Six you eat

- Teach learners to say the poem about plants on page 116 of their workbook Language and Literacy Activities for KG 2.
 - Read two line at a time and have learners repeat after you.
 - Now say all four line with learners.
 - Have learners say all four lines.
2. Invite learners to look at the two plant in the picture and say what they think about them. [one plant is nice but the other is not nice]
[One plant's leaves are healthy, but the other one's leaves are falling]
[one plant looks strong but the other one looks weak]
 3. Commend them for noticing all these differences in the two plants, then ask them why they think they are so different.
[because the first one healthy one) receives water]
[because the second plant does not receive any water.
 4. Tell learners to sing the beginning song again and repeat what happens before the plants grow. [we water them]
 5. Tell learners that apart from water, plants need food and air to grow. [Plants get their food from the soil through their roots], [they get energy from the sun through their leaves],
 6. Tell them plants also need love and care to be able to grow. Then ask them to say how we show care to the plants. [we give the plants water and good soil] The type of soil that makes plants grow is known as loamy soil. [we also put the plants where they can get their energy from the sun.
 7. Take learners out of the class, on a Nature Walk to look at some of the plants around, and say what they observe about those plants.
 8. Read the key words out to learners and let them repeat.[flowers, branches, leaves, loamy, sunlight]

Assessment

1. Learners take turns to talk about what plants need in order to grow well. Water, good soil, air, sunlight.
2. Learners say what they noticed during the nature walk.
3. Learners repeat the following sentences:
 - The leaves of the plant grow on the branches,
 - Plants need loamy soil to grow,
 - Plants get sunlight through their leaves
 - The seeds of some plants grow into flowers.

Learner's Workbook – Language and Literacy Activities for Kindergarten 2

Activity 116. K2.6.6.1.1

Learners turn to page 116 of the Workbook and listen as facilitator reads the poem. Learners repeat after facilitator.

Learners talk about the two plants in the picture, and answer why the plant in picture A is fresh and beautiful. [because it gets water, air, and sunlight]

The plant in picture B looks dead because it does not get water, air, and sunlight.

learners sentences are written on the board.

Learners read the following sentences:

Plants need loamy soil, sunlight, air and water to grow.

Plants can be big or small.

Term 3: Strand 6: All Around Us

Sub Strand: Plants

Activity 117 – K2.6.6.1.3

What Plants Need To Grow

Content Standard: K2.6.6.1. Demonstrate understanding of how plants grow and how they prepare their food.

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

Introduction: Refer to activity 116. K2.6.6.1.1

Indicator/ objectives: Participate actively in a teacher -read- aloud of the big book which relates to the theme, and share lessons learnt from the reading.

Key Words: sunlight, loamy, grow, harvest

Resources/ Materials: Text: Pat And Tim Plant Tomatoes (page 117, Workbook, Language and Literacy Activities for KG 2) a picture showing a strong and healthy plant and a withered plant on page 116 of the workbook, a sample of loamy soil.

Procedure/ Method

1. Learners stand in a semi-circle formation and recite/sing: One You Dig (refer to activity 116. K2.6.6.1.1).
2. Display the two pictures and have learners talk about them. Have learners mention what they remember from the previous activity (page 116):
Plants need water, air and sunshine to grow well.
Plants survive in loamy soil
When plants don't get water, and sunshine regularly, they wither and dry off.
3. Learners look at the two pictures again and talk about what each one looks like, and why each of them looks that way: plant A is healthy because it gets water, sunshine, air; the second plant has dried off because it does not get water, air, sunlight, or good soil.
4. Pass the soil round and let learners touch and feel it and share their experience.
The soil is black. It has tiny roots in it.

Assessment

Learners take turns to mention what they learned from the activity:

Plants grow well in loamy soil,

Plants grow well when they are well watered

Plants grow well when they get sunlight and air.

Learner's Workbook – Language and Literacy Activities for Kindergarten 2

Activity 117. K2.6.6.1.3

Learners turn to page 117 of the Workbook, Activity 117 K2.6.6.1.3. and follow along as facilitator reads the text “Pat and Tim Plant Tomatoes” and answer the following questions:

- Who harvested tomatoes? [Pat]
- What did Pat do for her plants to grow well? [she watered them]
- Why did Tim's plants die? [because he planted them in a box of sand and kept it in the garage]

The plants had no sunshine, the soil was not rich.

Learners read and copy the sentences in their workbooks.

Plants need loamy soil, sunlight and water to grow.

Plants need loamy soil, sunlight and water to grow

Plants need loamy soil, sunlight and water to grow

Loamy soil has nutrients in it.

Loamy soil has nutrients in it.

Term 3: Strand 6: All Around Us

Sub Strand: Plants

Activity 118 – K2.6.6.1.4.

Blending Letter Sounds - Syllables

Content standard: K2.6.6.1.4 Demonstrate understanding of how plants grow and how they prepare their food.

Core competencies: Personal Development And Leadership, Communication And Collaboration.

Introduction: Refer to Activity 92. K2.4.3.1.4

Indicator/ Objectives: Blend the letter sounds learnt so far into syllables, read and write the syllables boldly and legibly in their books.

Key Words: Farmer, gallop, forest, pony, orange

Resources/ Materials: the picture of a farmer, an orange or a picture of an orange, the picture of a pony, the picture of a forest. (Cut out from old calenders, newspapers and magazines)

Procedure/ Method

Practical Activities - A

1. Have learners form a circle and sing, or recite:
My name, my name, my name: Ba-bu-le-ge-shie (2x)
My name is Mary: Ba- bu- le- ge- shie
I come from Ghana: Ba- bu-le-ge-shie, ge- shie, ge-shie, ge-shie Ba-bu-le-ge-shie.
(continue with other learners' names)
2. Play the Name Syllable -counting game with learners:
Learners pick partners and then take turns calling out their names and clapping out the syllables that make up their names:
Child A: (calls out her own name e.g. Abigail, /A/- /bi/-/gail/ clapping as she breaks the name down into syllables).
Child B: (calls out her own name: Thelma, /Thel/-/ma/ also clapping as she breaks the name down into syllables)
3. Let all the learners have their turn, calling out their names and clapping out the syllables.

4. Call out random words and have learners clap out the syllables in those words. For example:
 Sunlight /sun/-/light/ (2 claps)
 Plants /plants/ (1 clap)
 Tomatoes /to/-/ma/-/toes/ (3 claps)

Practical Activity - B

1. Copy key words on the board: farmer, gallop, forest, pony, orange.
2. Create situations, or use real objects to explain each word. Read each word three times with learners
3. After explanation, have learners form sentences using the words. Example: Mr. Aidoo is a farmer.
 *Farmer: (show the picture of a farmer)
 *gallop: The horse started to gallop when it heard the children laughing. (demonstrate how horses gallop and let learners imitate).
 *forest: (There are big trees and small trees in the forest).
 * pony: (show the picture of a pony) John wants his father to buy him a pony.
 *orange:(show a real orange or a picture of one) I eat an orange every day.

Assessment

Learners take turns clapping out syllables in their names and in given words
 Araba A/ra/ba =3 claps

Learner’s Workbook – Language and Literacy Activities for Kindergarten 2

Activity 118 K2.6.6.1.4

Learners turn to page 118. of the Workbook, sound the listed words according to their syllables, then blend them to read then write them in their work books:

Far+mer	farmer	ma+ma	mama	pa+pa	papa
Ko+jo	Kojo	A+ba	Aba	gal+lop	gallop
Lex+in	Lexin	wa+ter	water	Bi+ble	Bible
Af+ter	after	da+da	dada	mus+lim	muslim
Ba+sin	bain	Awu+du	Awudu	pa+per	paper
Po+ny	pony	cot+ton	cotton	Ara+ba	Araba
For+ est	forest	or+ange	orange	hu+man	human
A+ku	Aku	fe+male	female	Man+sa	Mansa

Term 3: Strand 6: All Around Us

Sub Strand: Types of soil and gardening

Activities 119 – K2.6.7.1.1; 112 – K2.6.7.1.2

Soils Around Us: Soil best for Gardening

Content Standard: K2.6.7.1. Demonstrate understanding of types of soil we find around us, and which one helps plants to grow well.

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

Introduction: Children are naturally curious about soil and will happily welcome any opportunity to explore with it. When young children learn about soil, they come to understand that soil is a vital part of our environment and our lives in general. As they explore with the different types of soil and discover what each type of soil is suited for, they engage in conversations that support their language development, while building blocks for scientific experiences.

Indicators/ Objectives: (Activity 119 – K2.6.7.1.1) Talk about the different types of soil we find around us and which one is best for gardening.

(Activity 120 – K2.6.7.1.1) Participate actively in the teacher- read-aloud of the big book which relates to the theme, count words in a sentence and answer inferential questions on the text.

Key Words: sandy, loamy, clay, smooth, sticky, rough

Resources/ Materials: samples of clay, loamy soil, and sandy soil, whole sentence cards, cut up versions of each sentence card, teacher-made big book.(clay pot/vase,) a small plant growing in its pot, bottle tops, different shapes of cake molds. Real objects made from clay.

Sentence cards – sentences in the Read Aloud text on page 120 - workbook, Language and Literacy Activities for KG 2. *Example:*

There are different types of soils around us
--

of	soil	There	are	different	types	around	us
----	------	-------	-----	-----------	-------	--------	----

Teacher-made big book - refer Activity 107 – K2.6.3.1.2. for procedure. Copy text on page 120 of workbook into the big book.

Procedure / Method

Practical Activities A

1. Learners form a circle and sing / recite:
One, you dig, two, you sow,
Three you water, four they grow,
And, five, you harvest.
2. Put learners into groups (6 persons in a group). Give each group samples of the soil to explore with
3. Learners touch the different types of soil, talk about their texture: the sand is rough, the clay is smooth and sticky.
4. Teacher leads learners to discuss what the different types of soil can be used for, example: sandy soil can be mixed with cement and used for blocks; clayey soil is used for making pots, vases, flower pots; loamy soil is used for planting crops.

Practical Activities B: Activity 120 – K2. 6.7.1.2.

1. Learners stand in a circle and sing and dance:
Shoo, fly don't bother me
Shoo, fly don't bother me,
Shoo, fly don't bother me,
I belong to somebody.
I feel, I feel,
I feel like a morning star,
Oh, shoo fly don't bother me
I belong to somebody.
2. Ask learners to tell their friends all that they remember from the previous activity:
*the different types of soil we have around us are: sandy soil, clayey soil, and loamy soil
*clayey soil can be used for making pots, and other things.
*sandy soil can be used in making blocks for building,
*loamy soil is good for planting.
3. Open the teacher-made big book and read aloud the text "TYPES OF SOIL" page 120 - Workbook, Language and Literacy Activities for KG 2. Have learners listen as you read. Track the words as you read, and let learners repeat after you.
4. Call learners to come forward and read the text, also tracking the words.
5. Teacher copies the sentences boldly on the board, break down the sentences into individual words.
6. Guide learners to count the number of individual words that make up each sentence.
7. Learners pick the whole sentence cards and their cut-up versions, and re-arrange the individual words to re-make the whole sentences.

Practical Activities C

1. Learners stand in a semi-circle formation and sing the 'shoo fly' song.
2. Copy the key words on the board and read them with learners. Sandy, loamy clay, smooth, rough, sticky. Explain unfamiliar words to learners- create situations to explain new words to learners.
3. Sandy (show learners a sample of sandy soil). Clay (show a sample of clay to learners. Add a little water to make it sticky). Loamy (show a sample to children)
4. Rough have learners feel the sandy soil and talk about how it feels. Do the same for the clay. Put in some water to make it sticky.
5. Read each word three times with learners, explain each word by means of pictures, real objects or by situations created for this purpose.
6. After explaining the words guide each learner to form sentences with the words:
7. *I will make a flower pot with my piece of clay
8. *the playground is very sandy
9. *the plants grew well in the loamy soil
10. *my clay feels smooth and sticky
11. The sand feels rough in my hands.
12. Write each sentence on the board and have learners read them.

Assessment

Activity 119

- A. Learners take turns to talk about the different types of soil and their uses [sandy soil, for making blocks for building; clayey soil for making cooking pots, flower pots, vases; loamy soil for gardening]

Activity 120

- B. Learners take turns to count the number of words making up given sentences:
 - There are different types of soil around us [8 individual words]
 - Loamy soil makes plants grow well [6 individual words]
 - We can model toys and pots from clay [8 individual words]
 - Sandy soil is rough [4 individual words]
 - Clayey soil is smooth and sticky [6 individual words]
 - We have sandy soil on our school compound [8 individual words]

Learner's Workbook – Language and Literacy Activities for Kindergarten 2

Activities 119, – K2.6.7.1.1, 120 – K2.6.7.1.2

Activity 120: Learners talk about what they see on page 119. [A house built of blocks, a pot and a flower vase made from clay, trees planted on good loamy soil.]

Learners mention other uses for the different types of soil:



Sandy soil can be used on the playground

It can also be used to make our surroundings beautiful.

Clay is used for making tiles and pots

Loamy soil is useful for planting different types of crops.

Learners draw two things made of sand and one thing made of clay.

Things made at sand	One thing made of clay
	

Activity 120 – K2.6.7.1.2

Learners listen as facilitator reads the text and answer the questions:

1. Name the types of soil [sandy, clayey, and loamy soil]
2. Learners copy the names of the types of soil

 sandy soil

 clayey soil

 loamy soil

3. Facilitator reads the statements, and copies them on the board: learners repeat the statements.
4. Facilitator asks learners to read the sentences from the board:

Loamy soil has nutrients

- Which soil is good for gardening? (loamy soil)
- Which soil is good for modeling pots and vases? (clayey soil)
- Which of the soils do we play freely in? (sandy soil)
- What else do we use sandy soil for? (making our surroundings beautiful).
- What else do we use clay for? (making toys, making flower pots/vases).

Term 3: Strand 6: All Around Us

Sub Strand: Types of soil and gardening

Activity 121 – K2.6.7.1.4

Identifying beginning sounds: Phonemic substitution

Content Standard: K2. 6.7.1. Demonstrate understanding of types of soil we find around us and which one helps plants to grow well.

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

Introduction: refer to Activity: K2.5.1. 1. 4

Indicator / Objectives: Identify the beginning sounds in words and practice creating new words through phoneme substitution.

Key Words: fat, fun, fig, fit, fan

Resources/ Materials: word cards with the same beginning sounds:

pet

pit

pat

pig

pan

paw

bun

Procedure/ Method:

1. Learners stand in a circle formation and sing/ recite: (May be newly taught)
PETER PIPER
*Peter Piper picked a peck of pickled pepper,
A peck of pickled pepper Peter Piper picked
If Peter Piper picked a peck of pickled pepper,
Where is the peck of pickled pepper Peter Piper picked?*
2. Display the word cards and call learners to come pick them in turns
3. Let each child who picks a card, read out the word on it, and show it to the class. The whole class repeats the word,
4. Task learners to identify the beginning sound of the word they have just read,
5. Write the word on the board and invite learners to replace the initial (beginning) sound with another one and read out the new word. For example:
Child A: Picks the word card 'pit', she reads out the word and shows it to the class. They repeat. The child now replaces the beginning sound /p/ with /w/, and reads the new word: wit,

- Child B: also replaces the beginning sound /w/ with /s/, and reads the word as ‘sit’
6. She calls another child to also replace the /s/ with a different sound to change the word. Learners keep substituting the beginning sound until all possible variation have been read. Example tit, kit, hit, bit, fit, lit, nit,
 7. Call another learner to come with her/his friend to lead the next set of words. Write all of these words on one side of the board to serve as a word wall for learners to keep interacting with.
 8. Read the key words with learners and have the replace their beginning sounds.
Fat [bat rat sat hat cat mat pat vat]
Fun [bun gun pun run sun]
Fan [ban can dan man pan ran tan wan]
Fig [big dig jig pig rig wig]

Assessment

learners take turns substituting the beginning sounds in given words:

*had [bad gad lad mad pad rad sad tad wad]

*bog[cog dog fog hog rog tog log jog]

Learner’s Workbook – Language and Literacy Activities for Kindergarten 2

Activity 121 – K2.6.7.1.4

Learners turn to page 121 of the Workbook,

Learners listen and follow along as facilitator reads the words in the box.

Learners listen out for the beginning sound in those words and circle them:

f^oat f^un fⁱt f^an fⁱg.

Learners replace the /f/ with /b/ /s/ /n/ /m/ and /r/:

Fat replacing /f/ with /b/ :[bat bun bit ban big]

Replacing /f/ with /s/ : [sat sun sit san sig]

Replacing /f/ with /n/ [nat nun nit nan nig]

Replacing /f/ with /m/[mat mug mit man

Replacing /f/ with /r/ :[rat run rit ran rig]

Learners copy the new words or sounds in the grid.

[fan man ran van pan tan] have learners copy the words into their workbooks

Foil [toil, boil, coil, oil]

b	s	n	m	r
bat	sat	nat	mat	rat
bun	sit	nun	mug	run
bit	sun	nit	mit	rit
ban	san	nan	men	ran
big	sig	rig	man	rig

Replace 'c' in **can** with f, m, r, v, p, t.

fan	man	ran	van	pan	tan
-----	-----	-----	-----	-----	-----

Substitute the /s/ in soil with f, t, b, c, g.

foil	toil	boil	coil	goil
------	------	------	------	------

Term 3: Strand 6: All Around Us

Sub Strand: Natural and man-made sources of light

Activities 122 – K2.6.8.1.1; 123 – K2.6.8.1.2

Classification of light and its uses

Content Standard: K2. 6.8.1 Demonstrate the knowledge that the different types of light we use during the day and in the night can be classified as man -made (artificial) or natural.

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

Introduction: light is a kind of energy that makes it possible for us to see the world around us. We need light so we can see. Light comes from different sources but the main natural source is the sun. children will greatly benefit from hands-on activities that teach the different sources, of light and be reminded about some of the uses of light. Young learners will incidentally pick up some vocabulary that is related to light. Do not bother them so much with memorizing such vocabulary rather use a situational approach to get them understand the meanings of unfamiliar words, make your activities very interactive and fun by collecting as many resources as you can, in adequate quantities. More importantly, allow young learners to explore with the materials you have, encourage them to investigate and arrive at answers, of course with support and guidance from you.

Indicator / Objectives: Talk about the natural and artificial sources of light and what each is best used for.

Key Words: moon, stars shine, bright, torch, bulb, lantern, lamp, candle, sun.

Resources / Materials: a torch, pictures of the sun, moon, and stars, a candle, a lamp or a picture of one, light bulb, a conversational poster showing the different sources of light. – as on workbook, Language and Literacy Activities for KG 2, page 122.

Procedure / Method

Practical Activities A

1. Have learners stand in a circle and sing or recite:

MY SUNSHINE

*You are my sunshine, my only sunshine,
You make me happy, when skies are grey
You'll never know dear, how much I love you.
Please don't take my sunshine away.*

2. Brainstorm with learners to see how many sources of light they can think of:
 - Learners today we are going to talk about where we get light from. Tell me, where do you think we get light from? Listen to their responses, write them down on a corner of the blackboard as they mention them. [the sun, moon, stars, torch, lantern, candle,
3. Discuss with them the different types of light used during the day [the sun]. then discuss the kind of light we use at night [moon, stars, light bulbs, torches, candles, lamps, lanterns].
4. Have learners identify these light sources on the conversational poster. Display the other resources and let learners light/switch them on, and share their experiences.
5. Discuss with learners which of these are from a natural source [the sun, the moon, the stars,]; and which ones are from man-made sources [torch, lamp, lantern, light bulbs, candles]
6. Refer to page 122 – workbook, Language and Literacy Activities for KG 2. Recite the poem “Who made the big bright sun”.

Practical Activities B

1. Learners sit in a circle and sing/recite:
I SEE THE MOON
*I see the moon; the moon sees me.
God, bless the moon,
And God, bless me.*
2. Lead learners to talk about what they remember from the previous activity :
*There are many different sources of light. [the sun, moon, stars, light bulb, torch, candle, lamp, lantern...]. The sun moon and stars are natural sources of light., the lamp, torch, lantern, candle, light-bulbs are artificial or man-made sources of light.
3. Read through key words with learners: shine, bright, sun, moon, stars, lamp, torch, candle, bulb, lantern.
4. Show learners pictures of the listed items as you mention them, have learners repeat the words after you. Use them in sentences. write these sentences on the board.
Shine [The sun shines to give us light during the day.
Bright [The bright light from the sun gives us daylight.
Sun [The sun is a natural source of light]
Moon [The moon has a round face]
Stars [the stars show up in the sky at night]
Lantern [grandma lights her lantern at night]
Candle [The candle shone brightly]
Torch[I forgot to bring my torch along with me]
Bulb [The light bulb went off]
Lamp [My mother gave me a very beautiful lamp]

7. Learners read through the sentences, tracking the words as they do. Let them point out the keywords in the sentences.

Assessment

Activity A

* Learners take turns to mention all of the different sources of light that they have learned about- sun, moon, electricity, touch light, stars, lantern

*learners classify the different sources of light into man-made and natural-

Natural – sun, stars, moon

Man-made – touch light, candle, lantern, electricity,

Activity B

Learners discuss some of the uses of light,

Learners take turns reading the keywords and using them in sentences.

Learner’s Workbook – Language and Literacy Activities for Kindergarten 2

Activities 122 – K2.6.8.1.1, 123 – K2.6.8.1.2

Learners turn to pages 122. – K2.6.8.1.1.

Activity 122 K2.6.8.1.1: Do the activity after practical activity A and assessment A

*Have learners recite the poem, then talk about the pictures displayed on the page:

Sun, moon, lantern, bulb, candle, torch. Learners find answers to the following questions:

- Which types of light do you use during the day? [natural lights]
- Which types of light do we use at night? [man-made light]

Learners write N. on the natural sources of light; and A on artificial light

Activity 123 – K2.6.8.1.2.

Do this activity after practical activity B, and Assessment B

Learners listen and follow along in their copies as facilitator reads the text aloud ‘Light’ and Find answers to the following questions: what gives light during the day? [moon stars sun] (tick).

Why did Kobby stop playing outside? [because it got dark outside]

Learners read and copy the sentences in their workbooks.



God made the sun and moon

Lantern and candle are man made

Term 3: Strand 6: All Around Us

Sub Strand: Natural and man-made sources of light

Activity 124 – K2.6.8.1.4

Letter Sounds

Content Standard: K2.6.8.1. Demonstrate the understanding that the different types of light we use during the day and during the night can be classified as natural and man-made.







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







Introduction: Refer to Activity 88 – K2. 4.2.1.4

Indicator / Objectives: Recognize instantly at least 75% of letter sounds in names of items in the environment by playing Letter Bingo games.

Key Words: table, tree, cloud, leaf,

Resources/ Materials: picture word cards:

					
tree	cloud	sun	leaf	lantern	torch

					
table	bird	butterfly	flower	rain	mango

alphabet flashcards (a — z), alphabet chart/frieze.

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

Procedure/ Method

Practical Activity A

1. Learners stand in a circle and sing the ABC Song.
Have learners point to the letters as they sing the alphabet song.
2. Call learners forward to identify and name the letters in the songs.
3. Put learners into groups (4 in a group). Give each group a card with words:

shine	torch	bright	candle	lantern	lamp
-------	-------	--------	--------	---------	------
4. When facilitator calls out a word at random, learners put their heads together and identify the beginning letter. The group to get the answer first is the winning group.

Practical Activity B

1. Read the keywords with learners, help them identify their beginning sounds.
2. Flash the cards bearing the alphabet, very quickly, and have learner identify them, and say a word that has it as an initial sound. Example: t: tree, table, c: cloud, l: leaf, m: mango.
3. Learners identify the beginning sounds in random words including their own names.







Assessment







Learners take turns identifying the beginning letter sounds in words. *Example: /t/ – tree, /m/ – mango, /s/ – sylvia.*

Learner’s Workbook – Language and Literacy Activities for Kindergarten 2

Activity124 – K2.6.8.1.4

Learners turn to 124 of the Workbook, read the picture word card. Read out the words and identify their beginning sounds.

					
t ree	c l oud	s un	l ea f	l an tern	t or ch

					
t ab le	b ir d	b ut terfly	f lo wer	r ai n	m an go

Term 3: Strand 6: All Around Us

Sub Strand: Natural and man-made sources of light

Activity 124 – K2.6.8.1.5

Mono-syllabic and sight words

Content Standard: K2.6.8.1 Demonstrate the understanding that the different types of light that we use during the day and at night can be classified as natural and man-made.

Core Competencies: Communication and Collaboration, Personal Development and Leadership

Introduction: Refer to Activity 49 – K2.2.2.1.3.

Indicator / Objectives: Use individual letter sounds to form simple mono-syllabic content and sight words.

Key Words: torch, sun, moon, clouds, stars,

Resources / Materials: letter cards, picture word cards

 dog	 ant	 hoe	 ink	 cat	 girl
 nail	 ring	 soap	 egg	 orange	 spoon

Alphabet bottle tops    → 

Flash cards:     

Procedure / Method

Practical Activity A

1. Learners stand in a circle and sing the jolly phonics tunes. Facilitator to mention sounds to be sang.
2. Put learners in groups, have a member pick a picture/word card and read out.
 - Have learners work together to form the word using the alphabet bottle tops.
 - Have learners pick and read the corresponding word card.
3. Write their words on the board and together with learners identify those words as mono-syllabic (one syllable). Tell learners to mention words that has only one beat)
4. Have learners form as many of such monosyllabic words as they can
Hat, kit, man ,bin, fan, nut ,bet, card ,far ,jog ,van, meet,

Practical Activity B

1. Teach the following sight words:
Light, bright, shine, made, night,
2. Have the sight words on flash cards. Show them to learners, read them and have learners repeat.

light

bright

shine

made

night

3. Teach learners to spell the sight words using their letter-names. For example:
Light l- i -g -h- t, light
Bright b-r-i-g-h-t-, bright
Shine s-h-i-n-e-, shine
Made m-a-d-e, made
Night n-i-g-h-t, night
4. Help learners identify these words too as monosyllabic
5. Assist learner to mention names that are also monosyllabic:
Joyce, Jane Jude, Yaa, Joe.

Assessment

Learners take turns forming one syllable words, using their bottle top letters and letter cards.
Flask; cake, run

Learner's Workbook – Language and Literacy Activities for Kindergarten 2

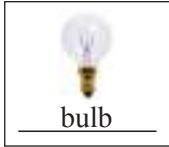
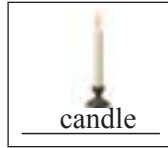
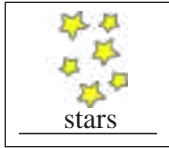
Activity125 – K2.6.8.1.4

Learners turn to page125 of the Workbook, learners practice the sounds listed on the page, d,a,h,I,c,n,r,s,s,o,u,g,l,b,t,m, oo (oo as in food)

Learners look at the picture cards and form the words on them: dog ant hoe ink cat...]

Learners look at the second set of picture cards(those without words/names) and select corresponding letter cards to form their names. Sun, stars, moon, candle, electric bulb, lantern, touch light

Have learners copy the words into their workbooks.



Term 3: Strand 6: All Around Us

Sub Strand: Natural and man-made sources of light

Activities 126 & 127 – K2.6.8.1.7

Position and Motion of Objects- Position: Sentences

Content Standard: K2.6.8.1

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

Introduction: In the child’s daily activities/day to day life, he/she is in one position or the other , such as sitting or standing in front of another child or an object. All arrangements in the environment are also in a particular position in relation to others ,for example the sun is up in the sky, the books are on the table, the cat is under the chair. The arrangements give rise to various expressions such as ; in front of, in, on, up, under, behind, on top of , etc. It is necessary to create real situations to teach the child the correct vocabulary for describing these positions the child will encounter in his/her daily life.

Indicator / Objectives: Tell the position and motion of objects in space. Using words such as below, to the right, behind etc.

Key Words: in front of, behind, on top of,



Resources / Materials: positional picture cards, word cards, real objects.

Procedure / Method

Practical Activity A: K2. 6.8.1.7

1. Learners stand in a circle and sing/recite:

*I'm in, right out,
Right up, right down, right,
And I'm feeling fine,
I'm in, right out, right up, right down, right
and I'm feeling fine,
I eat the food that's good,
And exercise as I should
That's why I'm in, right out,*

Right up, right down, right

And I'm feeling fine.

2. Create situations to enable you talk about the position of objects: for example:
Place a book on the table and ask learner:
Teacher: Ama, where is the book?
Ama: the book is on the table
Have the entire class repeat the sentence 'The book is on the table'
3. Place your bag behind the door, then ask a child: Kweku, where is the bag?
Kweku: The bag is behind the door.
4. Have the entire class repeat the expression 'the bag is behind the door.'

Practical Activity B

1. Have learners choose partners. Facilitator will create a situation and have learners take turns to talk about the positions;
Child A: where is the duster?
Child B: The duster is on top of the blackboard
Class: The duster is on top of the blackboard
2. Have another pair of learners have their turn, let the entire class repeat the final sentence.
3. Have learners look at the positional picture cards and read what they see. learners call their friends to read.
4. Learners put objects in different positions and describe them by their positions:
*the bag is in front of the class
*the two chairs are in front of the classroom.
*the parrot is on top of the palm tree
My shoes are on top of the wardrobe

Practical Activity C:

1. Have learners stand in a semi -circle formation and sing the alphabet song.
2. Write the words on the board and read them with learners,[in front of, behind, on top of,]
3. Use the expressions in sentences, write the sentences on the board, invite learners to use the words in sentences.
4. Have learners pick word cards and read the words aloud to their friends, the entire class repeats the expressions.
5. Learners make up their own sentences.
 - The doll is on the chair
 - Ama sits in front of Kojo.

Assessment

have each learner read out one sentence. – The bag is behind the door.

Learner’s Workbook – Language and Literacy Activities for Kindergarten 2


Activity 126. K2.6.8.1.1


Learners turn to page 126 of the work book. Have learners read the expressions 'in front of, behind, up, on'


Learners read the four pictures by pairing up with their partners, the first person asks the question, the second person answers it then they change over.


Aba is in front of the house; The book is on the table; Aba is behind the tree

The birds are up in the sky.

Where is Aba?

behind in front of up

Where is the book?

up in front of on






Where is Aba?

in front of behind up on

Where are the birds?

up in front of behind

Activity 127 - K2.6.8.1.1. Learners turn to page 127 and read the sentences under the pictures: The bell is on the table; The spoon is in the cup.

The fish is on the plate. The dog is standing under the tree.

Learners tell the positions of the objects in the picture:

				
sun	moon	candle	bulb	lantern

The moon is the second in the row

The sun is the first in the row

The candle is the third in the row.

Term 3: Strand 6: All Around Us

Sub Strand: Changing Weather Conditions

Activities 128 – K2.6.9.1.1 129 – K2.6.9.1.2

Different Weather Conditions

Content Standard: K2.6.9.1. Demonstrate understanding of the positive and negative effects of weather conditions.

Core Competencies: Communication And Collaboration, Personal Development And Leadership

Introduction: We are all affected by the weather in a lot of ways, from the clothes we wear, to what we eat. It affects the way crops grow, and then the availability, and also the kinds of food we will have. Children are going to learn about the different weather conditions we have. This activity will help young learners to understand that weather is part of the natural occurrences in nature, and to learn too that such events have a repeating pattern. This is also an opportunity to learn about science especially since young children can very easily relate to. Providing children with information about the weather also helps them become observant to any changes in weather and the necessary action to take.

Indicator / Objectives: Identify and describe the elements of the different weather conditions.

Participate actively in the shared reading of the big book which relates to the theme and answer simple questions on the text.

Key Words: sunny, cloudy, windy, rainy

Resources / Materials: a weather chart showing the different weather conditions we have, a conversational poster showing different activities carried out during the different weather conditions.

Teacher- made big book (Refer to Activity 107 – K2.6.3.1.2. for procedure of big book)

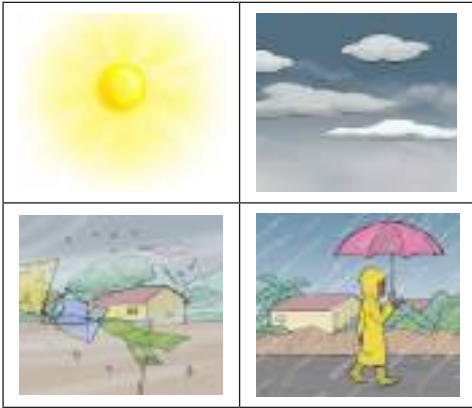
The Weather

The day becomes bright on a sunny day.

On a cloudy day, the weather becomes dull.

On a rainy day, the weather becomes cold and wet

On a windy day, there's a lot of dust in the air.



Procedure / Method:

Practical Activity A: K2.6.9.1.1

1. Learners stand in a circle and sing/recite:
BRIGHT DAY
*The day is bright, it's bright and fair,
Oh, happy day, the day of joy,
The day is bright, it's bright and fair.
Oh, what a happy day.*
2. Ask learners to guess what the lesson is going to be about.
Put up the poster (about different weather conditions) and have learners talk extensively about what they see.
3. Ask learners to say what their favourite weather condition is. Let them tell their friends why it is their favourite. *Example:* My favourite weather is the sunny weather, because I am able to play.
4. Have learners talk about what makes the weather bright and hot, (when the sun is hot)
What makes the weather dull? (when it is cloudy)
What makes the weather wet and cold? (when it rains).
What do we do when the weather is cold and wet? (We stay indoors; we wear sweaters)
What do we do when the weather is bright and sunny? (We play)
5. Ask learners to talk about other conditions they know of (windy)
Teach learners to say the poem on page 128 of their workbook (Language and Literacy Activities for KG 2).

Practical Activities B

1. Learners recite: The Weather.
*The weather, whether the weather be fine
Or whether be not,
Whether the weather be hot or
whether the weather be cold.
We'll Whether the weather, whatever the weather
Whether we like it or not.*
2. Ask learners what they know about the weather conditions.
Ask them what they want to know about the different weather conditions.
Go on and read the text. – The weather from the teacher-made big book.
3. Ask learners to tell you what they just heard from the text. (the day becomes bright on a sunny day; on a cloudy day the weather becomes dull, on a rainy day the weather becomes cold and wet; on a windy day there's a lot of dust in the air...]
4. Learners talk about the pictures on page 129. What condition does each picture tell about? Rainy, Cloudy, Sunny and Windy.
5. Have learners share what they have learned about the different weather conditions.

Practical Activities C

1. Read the key words with learners and have them repeat. Use the pictures to help learners understand what each one means. – Pictures on page 128 and 129 of workbook
2. Help learners to pick sentences from the text which contain those key words and repeat them (sentences)
3. Write the sentences on the board and read them with learners. Have learners come forward to the board and read the sentences, tracking the words.
Sunny days are bright.
Rainy days are cold and wet.
It is dark and dull on cloudy days.
We can fly our kites on windy days.

Assessment

- A. Learners take turns to name the different weather conditions they have learned about.
- B. Have learners talk about /describe what the different weather conditions look like.
- C. Learners repeat sentences with the keywords
It is windy today. Rainy days are cold
It is cloudy today. We play on sunny days.

Workbook – Language and Literacy Activities for Kindergarten 2

Activities 128 & 129 – K2.6.9.1.1, & K2. 6.9.1.1

Activity 128 – K2.6.9.1.1,

Learners turn to pages 128, of the Workbook.

Say the poem with learners.

Learners talk about the different pictures, and find answers to the following questions:

1. What do children love to do on sunny days? (they love to run and play)
2. Mention some activities they do. (they play ball, ampe, and other games)
3. Which weather condition is wet and cold? (the rainy day)
4. Which weather condition are you happy in? (sunny, rainy, windy)

Have learners read and copy the key words.

windy	sunny	rainy	cloudy
windy	sunny	rainy	cloudy

Activity 129 – K2.6.9.1.2

Learners talk extensively about the pictures. Ask them to say what they know about each one. Write their responses on a chart.

Rainy – People walking on the rain. Some of them are wearing raincoats, and others are holding umbrellas. They do not want to get wet.

Cloudy – The weather looks dark. It shows that it may rain. The people are going home. There are four people – mum, dad and their two children,

Sunny-- Sunny days are bright days. The people are working on their farm. There are three people. One of the women has a basket behind her. It is tied to her soulders. The sun is shining in the sky

Windy – The clothes are flying around the girl and the woman. It is windy the leaves have bent low. Two children are running round. The boy is flying his kite

1. lead learners to read and copy the sentences

Have learners read the sentences.

Read and copy.

It is warm and sunny

It is warm and sunny

The rain is falling

The rain is falling

It is wet.

It is wet.

It is dark and cloudy.

It is dark and cloudy.

It is windy today.

It is windy today.

2. Oral: Have learners form sentences with the following words: wet, dry, water, cold, dark. Example:

The cloth is wet. The leaves are dry. I drink water. Ice is very cold. The room is dark.

Copy children's sentences on the board and have them read. (The sentences could also be written out on manila cards and put up on the classroom wall.)

Learners read the words. -wet, dry, water, cold, dark.- Learners copy the words into their workbooks.

wet	dry	water	cold	dark
-----	-----	-------	------	------

Copy the words:

wet	dry	water	cold	dark
-----	-----	-------	------	------

Term 3: Strand 6: All Around Us

Sub Strand: Changing Weather Conditions

Activity 130 – K2.6.9.1.5

Letters and their sounds in names

Content Standard: K2.6.9.1 Demonstrate understanding of positive and negative effects of weather conditions.

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

Introduction: Refer to Activities 128, 129 (K2.6.9.1,1, & K2.6.9.1.2)

Indicator / Objectives: Recognize and identify most letter names and their sounds in different names of people from other cultures.

Key Words: Amina, Serwa, Mansa, Tonia, Dede, Tom, Ashie.

Resources / Materials: name cards, (use pupils in your class). *Example:* Kofi

Procedure / Method

Practical Activities - A:

1. Learners stand in a circle and sing/ recite:
My name, my name, my name, Ba-bu-le-ke-shie
My name, my name, my name, Ba-bu-le-ke-shie
My name is Ashie, Ba-bu-le-ke-shie
I come from Accra, Ba-bu-le-ke-shie,
Ke-shie, ke-shie, ke-shieba-bu-le-ke-shie (3x)
Spread out the name cards on the floor. Call out a few names, and have those whose names you mention come forward, look for their names and pick the card bearing their names. (Some may just use the first letters of their names to identify their name cards.
2. When they pick their names ask them to make the first and last sounds of their names: for example, Maamle /m/ and /e/
Addo /a/ and /o/
Mamuna /m/ and /a/
Otinkorang /o/ and /ng/
Let as many as possible have their turn.

Practical Activities - B:

1. Read the keywords with learners. First read and have learners repeat after you. Then have them listen as you call out those names again and have learners come forward and pick the name cards.
2. Have learners make the beginning and ending sounds of the name they have picked. Give opportunity for all to have a meaningful share in this activity
3. Repeat the same process with other random words. Call out those words and have learners search for the word and repeat its beginning and ending sounds.
Jack /J/ – /ck/, Marian /M/ – /n/, bag /b/ – /g/.

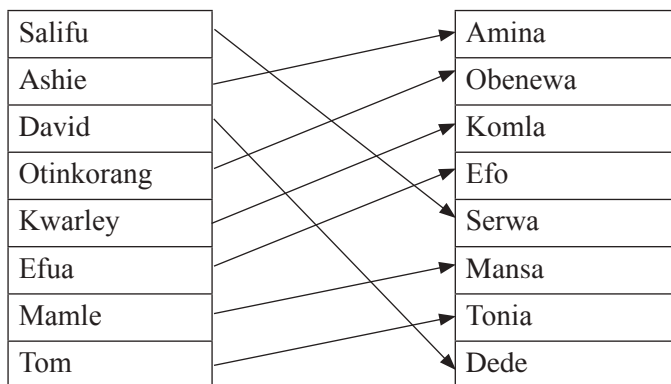
Assessment

Put learners into groups, (there should be a maximum of six persons in one group.) have a number of name /word cards spread out on the floor. Learners walk gently to a word that is mentioned, find it show it and mention the beginning and ending sounds. Example: -Abena - beginning sound is /a/; ending sound is / a/

Learner’s Workbook – Language and Literacy Activities for Kindergarten 2

Activity130 – K2.6.9.1.5

Learners turn to page130 of the Workbook, learners read the word cards, identify and match the two names that have the same beginning sound.



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.

Term 3: Strand 7: My Global Community

Sub Strand: Connecting and Communicating with the Global Community

Activities 131 – K2.7.1.1.1, & 132 – K2.7.1.1.2

Ways we connect with the global community

Content Standard: K2.7.1.1. Demonstrate understanding of the various ways we communicate with the global community.

Core Competencies: Communication and Collaboration, Personal Development and Leadership

Introduction: We live in a world that is very large and is made up of people from diverse cultures, backgrounds, and beliefs. In this activity young children are going to learn about the global community, and the ways in which we connect with it.

Everyone, no matter where they live form part of this global community, though the way of life differs from person to person, we share a lot of similarities than differences, children from everywhere in the world love to play. Today, it is very common to have young children communicate with people via telephone and the internet. The corona virus pandemic has made virtual learning by young children as well as adults common especailly in places where the internet can be accessed.

Indicators / Objectives: Sing or recite poems about the theme and discuss the various ways to connect with the outside world.

Participate actively in the shared reading of the big book which relates to the theme and answer simple questions on the text.

Key Words: air space, rail road, telephone, E-mail, globe, airplane, train, ship

Resources / Materials: A globe or world map (if available), Conversational posters showing different means of transport and communication, word cards showing keywords, pictures

airplane	ship	train	bus	car	globe	telephone
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 (Cut pictures for means of transport from old calendars, newspaper/magazine) teacher-made big book about the global community, (text on page 131 of workbook, Language and Literacy Activities for KG 2) and picture of means of transport.

The telephone is ringing, the telephone is ringing

Who is calling me? Who can it be?

It must be my mama, it must be my papa

She wants a word with me “hello”

He wants to chat with me, “hello”.

2. Have learners sit in a circle with you. Sit where all learners can see you. Show them the teacher-made big book you have, let them look at the pictures and talk about them.
3. Ask learners to say what they know about how to communicate with the global community. Listen as they share what they know with the entire class.
4. Ask learners what they want to know about how to communicate with the global community. Again, listen as they say what they want to know with the rest of the class.
5. Read the text to learners, engage them in a discussion on the text.
 - Do all people live in the same place? (No, some people live in other parts of the world).
 - Do Assessment B with learners – Where can we see countries? (On the globe/ map of the world).

Practical Activity C

1. Read the keywords with learners. Airplane, airspace, railroad telephone, E-mail, globe, train, ship
2. Use the pictures to explain the meaning of these words. Use them in sentences:
 - Our country has closed its airspace to private aircraft. (explain this with the corona virus pandemic situation)
 - Tonia went to Sweden by airplane
 - Paddy was picking up stones on the railroad
 - My telephone has not rung all day.
 - I have received an E-mail from my friend.
 - We saw our country on the globe
 - The train made a lot of noise as it went past our house.
 - The ship sails on the sea.
3. Write these sentences on the board and let learners read them, tracking the words as they do.
 - Do Assessment C with learners.

Assessment

Activity A

Learners take turns to mention the various ways of communicating with the global community. – by telephone; internet

Activity B

Learners share what they have learnt from this activity.- we can see countries on the globe

Activity C

Learners use the keywords in sentences.-

- Our country has closed its airspace to private aircraft.
- Akua went to Gambia by airplane
- Paddy was picking up stones on the railroad
- My telephone is ringing.
- I have received an E-mail my school
- We saw many countries on the globe
- Trains make a lot of noise when they are moving.
- There are ships on the sea.

Workbook – Language and Literacy Activities for Kindergarten 2

Activities 131. K2.7.1.1.1 & 132. K2. 7.1.1.2

Activity 131 -K2.7.1.1.1:

- learners say/sing the recital/song. – “The telephone is ringing”

Read the text with learners, and have them find answers to the questions:

*How do we speak with people who are not in Ghana? (by making a phone call)

* Name some countries you know (Gambia, France, Britain, America, Sweden, Nigeria, Togo, Sierra Leone...)

By what means do we travel to America? (by airplane).

Have learners copy and read: road, Air space, Rail road, Sea

Road	Air space	Rail road	Sea
Road	Air space	Rail road	Sea
Road	Air space	Rail road	Sea

Activity 132 -K2.7.1.1.2

- Learners sing “The telephone is ringing”
- Learners identify the four pictures and say all that they know about each picture. write down their sentences on the board or poster.


- Group all of the sentences under each means of transport.
- Read through the sentences with learners, invite them to also read them
- Learners copy one sentence under each picture in their work books.


Aeroplane: The aeroplane flies in the sky; It takes people from one country to the other; It also carries goods to other lands


Ship: The ship sails on the sea; It carries goods and people from one country to the other. There are very big ships and smaller ones.

Car: A car moves on roads. There are smaller and bigger cars. There are cars of different colours. Cars take people from one place to the other in towns and villages.

Train: The train moves on rail roads. It makes a lot of noise when it moves. The train carries people and goods from one town to the other.

	<p>The aeroplane in the sky</p> <p>The aeroplane in the sky</p>
--	---

	<p>The ship sail on the sea</p> <p>The ship sail on the sea</p>
---	---

	<p>A car moves on roads</p> <p>A car moves on roads</p>
---	---



Train moves on rail roads

Train moves on rail roads

Term 3: Strand 7: My Global Community

Sub Strand: Connecting and Communicating with the Global Community

Activity 133 – K2.K2.7.1.1.5

Letter Sound

Content Standard: K2.7.1.1. Demonstrate understanding of the various ways we connect with the global community.

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

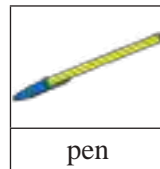
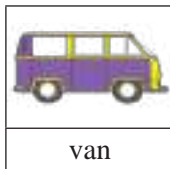
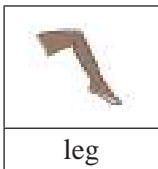
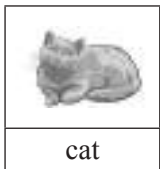
Introduction: Refer to activity124. K2.6.8.1.4

Indicator / Objectives: Identify letter sounds in key words about the theme and be able to write them in their books.

Key Words: train, car, globe, telephone, ship, aeroplane,

Resources / Materials: word cards,(keywords)

train globe car telephone aeroplane ship picture word cards, (cat leg van dog pen cot)



Procedure / Method

1. Learners stand in a single file,(straight line) joined by their outstretched arm(each child puts his/her left hand on the left shoulder of the one in front of him/her. Give a name to the train that they have thus formed. For example, EMIRIET TRAIN.
2. Learners sing/recite: THE TRAIN
This is the train (train)
This is the train (train)
The EMIRIET TRAIN (train)
Moving a-long ('long)
Moving a-long(-long)

Here it comes (comes)
Isn't it nice? (nice)
Won't you like to join? (join)
Join The EMIRIET TRAIN (train)
Our train is whistling (whistle)
I hear it puffing (puff)
Here comes the EMIRIET TRAIN,
Churchie Chuu-chuuchuu-chuu

3. Let learners come forward and pick the pictures and identify them. As they call out the name of the image in the picture let them identify the beginning sound.
Train, car, aeroplane, ship, globe, telephone, cat, leg, van, dog, pen, cot.
4. Write the names on the board (in groups of 4) and help them identify the beginning sound by making a circle. *Example: C*ar *S*hip
5. Read the keywords with learners, write them on the board: train, car, aeroplane, ship, globe, telephone. have learners repeat the words.

Assessment

Learners take turns mentioning words and identifying their beginning sounds

Example: dog /d/; globe /g/




Learner's Workbook – Language and Literacy Activities for Kindergarten 2

Activity 133. K2.7.1.1.5







Learners turn to page 133 of the Workbook.

Learners write the beginning letter-sounds of the pictures, to complete the words.



		
ship	globe	telephone

Learners say the name of the pictures in the second set of pictures, identify all of the sounds making up each one and write on the line.

		
<u>c</u> <u>a</u> <u>t</u>	<u>l</u> <u>e</u> <u>g</u>	<u>v</u> <u>a</u> <u>n</u>
		
<u>d</u> <u>o</u> <u>g</u>	<u>p</u> <u>e</u> <u>n</u>	<u>c</u> <u>o</u> <u>t</u>

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.