**WEEK 2**

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| **Subject: NUMERACY**  **Date:** | | **Day:** MONDAY | | | **Strand:** All Around Us | | |
| **Sub Strand:** Water | | |
| **Class:** KG 1 | | | **Class Size:** | |
| **Content Standard:**  K1.6.3.1 Demonstrate understanding of sources of water and its uses. | | | | **Indicator:**  K1.6.3.1.6 Describe the position of objects. | | | |
| **Performance Indicator:**  Learners can   * Sort drawings related to water based on colour, shape, and size. * Arrange and talk about the position of selected items. * Use positional words (e.g. first, last, in front, behind, beside). * Identify and describe the position of numbers on a number grid. | | | | | | **Core Competencies:**  Communication and collaboration, Critical thinking, Personal Development and Leadership | |
| **Keywords:** Water, Shape, Size, Colour, Position | | | | | | | |
| **Reference** : KG Curriculum P.g. 70-73 | | | | | | | |
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| Phase/Duration | Learners Activities | | | | | | Resources |
| PHASE 1: **STARTER** | Show or name things related to water (rain, tap, fish, etc.)  Ask: “Where do we see water?” “What shape or color is water in a bottle?”  Let learners guess and share their ideas. | | | | | |  |
| CIRCLE TIME | Have larners draw different water-related items (e.g., fish, glass, bucket).  Guide them to sort their drawings by:   * Colour (blue, red, etc.) * Shape (circle, square, oval) * Size (big/small)   Ask:   * “Which one is the biggest?” * “Which one is round?” * “Can you place the smallest drawing first?” | | | | | | Picture cards related to water (e.g., fish, bucket, raindrop, tap)  Number grid chart (1–20) |
| GROUP ACTIVITY 1  (OUTDOOR) | Take learners on a short walk around the school compound.  Look for objects related to water (e.g., taps, buckets, puddles).  Play “Find and Describe”:   * “Find something shaped like a circle.” * “Is the blue bucket big or small?” * “Stand behind the tap. Who is beside you?” | | | | | | Cutouts in various colors, shapes, and sizes  Flashcards with position words |
| PHASE 2: **MAIN LEARNING**  GROUP ACTIVITY 2  (INDOOR) | Use drawings or toy items (fish, buckets, raindrops):  Arrange items in a row.    Ask learners to tell the position using words like:   * First, second, third, last * In front of, behind, beside   Guide them to rearrange the items and describe positions again. | | | | | | Plastic animals, toy cars, blocks |
| LEARNING CENTER | Centre 1: Colour & Shape Sorting Station   * Learners sort cutouts of water objects by colour and shape into labeled baskets.   Centre 2: Size Comparison Table   * Match pictures of water containers by size (big/small/medium).   Centre 3: Number Grid Mat  Use a floor mat with numbers 1–20. Call out a number:   * “Find number 8. What number is beside it?” * “What number is below 10?”   Centre 4: Drawing & Position Station  Learners draw 3 water-related things.  Arrange them and describe positions: “The fish is first, the tap is in the middle…” | | | | | |  |
| STORY SHARING | Read a storybook about water (e.g., \*"Water’s Journey" or "Where Does Water Go?")  Pause to ask:  “Where is the water? In front or behind the rock?”  “Where is the fish? First or last?”  Use positional words to describe pictures in the book. | | | | | |  |
| PHASE 3: **REFLECTION** | Learners share what they have learnt with their peers and class.  Give learners homework to do at home. | | | | | |  |

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| **Subject: CREATIVE ARTS**  **Date:** | | **Day:** TUESDAY | | | **Strand:** All Around Us | | |
| **Sub Strand:** Water | | |
| **Class:** KG 1 | | | **Class Size:** | |
| **Content Standard:**  K1.6.3.1 Demonstrate understanding of sources of water and its uses. | | | | **Indicator:**  K1.6.3.1.5 design, make, exhibit, and respond to own or others art works | | | |
| **Performance Indicator:**  Learners can   * Identify at least two sources of water (e.g. rain, tap, river, well). * Talk briefly about where water comes from. * Draw simple pictures of different water sources. * Use simple vocabulary related to water. | | | | | | **Core Competencies:**  Communication and collaboration, Critical thinking, Personal Development and Leadership | |
| **Keywords:** Water, Shape, Size, Colour, Position, Water, Rain, Tap, River, Well | | | | | | | |
| **Reference** : KG Curriculum P.g. 70-73 | | | | | | | |
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| Phase/Duration | Learners Activities | | | | | | Resources |
| PHASE 1: **STARTER** | Show pictures of different places water comes from: rain, tap, river, well, etc.  Ask:  “What is this?”  “Where do we get water from?”  Let learners name what they see. | | | | | |  |
| CIRCLE TIME | Show real objects or pictures: a tap, rain, bottle, bucket, river.  Ask learners where they get water to drink, bathe, or cook.  Teach simple chant:  "Rain, river, tap and well — Water comes from all so well!"  Discuss how we use water and where it comes from. | | | | | | Picture flashcards of living and non-living things |
| GROUP ACTIVITY 1  (OUTDOOR) | Take learners on a walk around the school to look for real water sources like taps or tanks.  Ask:  “What is this called?”  “What comes out of it?”  Let learners describe what they saw when they return. | | | | | | Picture flashcards (living & non-living) |
| PHASE 2: **MAIN LEARNING**  GROUP ACTIVITY 2  (INDOOR) | Learners draw two sources of water they remember (e.g. rain and tap).  Let them color their pictures.  Afterward, they talk about what they drew:  “This is a river.”  “Rain falls from the sky.” | | | | | | Plastic animals, toy cars, blocks |
| LEARNING CENTER | Centre 1: Picture Sorting Station   * Learners match pictures of water sources to their names.   Centre 2: Drawing & Labeling Table   * Learners draw and label (with help) "tap", "rain", or "river".   Centre 3: Water Play Station   * Use cups and buckets at a supervised water table. * Discuss how water flows from a source (e.g., small tap model). | | | | | |  |
| STORY SHARING | Read the story aloud.  Pause to ask questions like:   * “Where is the girl getting water?” * “Is this water from a tap or a river?”   Emphasize the sources of water mentioned in the story. | | | | | |  |
| PHASE 3: **REFLECTION** | Learners share what they have learnt with their peers and class.  Each learner shows one drawing and says:   * “This is rain.” * “Water comes from the tap.”   End with a simple song:  🎵 “Water, water, everywhere!  From the rain and from the air.  Tap and river, well so deep,  Gives us water that we keep!” 🎵 | | | | | |  |

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| **Subject: OUR WORLD AND OUR PEOPLE**  **Date:** | | | **Day:** WEDNESDAY | **Strand:** All Around Us | | |
| **Sub Strand:** Water | | |
| **Class:** KG 1 | | **Class Size:** | |
| **Content Standard:**  K1.6.3.1 Demonstrate understanding of sources of water and its uses. | | | **Indicator:**  K1.6.3.1.1 talk about where we get water from and its uses. | | | |
| **Performance Indicator:**  Learners can   * Identify and name common sources of water (e.g. rain, river, well). * Talk about where they get water in their community. * Discuss various uses of water. * Form simple sentences using sources and uses of water. * Draw a source of water with the help of a poster.. | | | | | **Core Competencies:**  Communication and collaboration, Critical thinking, Personal Development and Leadership | |
| **Keywords:** Water, Shape, Size, Colour, Position, Water, Rain, Tap, River, Well | | | | | | |
| **Reference** : KG Curriculum P.g. 70-73 | | | | | | |
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| Phase/Duration | Learners Activities | | | | | Resources |
| PHASE 1: **STARTER** | Begin by asking: “Where do we get water from?”  Show flashcards or pictures of rain, river, well, stream, pond, lake, sea, and lagoon.  Learners repeat the words after the teacher.  Ask: “Which of these do we see in our community?” | | | | |  |
| CIRCLE TIME | Learners talk about water in their community. Ask:   * “Do you fetch water from a well?” * “Do you see rain or rivers?” * “Who has seen a lagoon?”   Use realia or toy models (e.g., a small bucket or bottle) to make it practical.  Use a chant:  “Rain from the sky, river flows by, well is deep, and sea is wide!” | | | | | Picture flashcards of living and non-living things |
| GROUP ACTIVITY 1  (OUTDOOR) | Learners pretend to fetch water from a well, carry water in buckets, or water plants.  Sing a rhyme:  🎵 "Water, water everywhere,  From the sky and from the ground,  We use it every day,  To keep us clean and sound!" 🎵 | | | | | Picture flashcards (living & non-living) |
| PHASE 2: **MAIN LEARNING**  GROUP ACTIVITY 2  (INDOOR) | Show a picture poster of people using water (e.g., drinking, cooking, washing).  Ask: “What is the boy doing?”  Let learners list uses:   * “We drink water.” * “We wash with water.” * “We cook with water.”   Then help learners form sentences:   * “We get water from the river.” * “We use water for bathing.” * Write a few on the board/chart for reference. | | | | | Plastic animals, toy cars, blocks |
| LEARNING CENTER | Centre 1: Water Sorting Station  Sort pictures or toys of water sources vs. uses.  Centre 2: Drawing Table  Learners draw one water source using crayons, using a conversational poster for support.  Centre 3: Sentence Matching  Match picture of water source to a sentence strip (e.g., "This is a well.") | | | | |  |
| STORY SHARING | Story: "Ama and the Water Journey"  A simple story of a girl fetching water from different sources.  Ask learners to identify the sources of water in the story.  Let them retell parts of the story. | | | | |  |
| PHASE 3: **REFLECTION** | Learners share what they have learnt with their peers and class.  Each learner shows one drawing and says:   * “This is rain.” * “Water comes from the tap.”   End with a simple song:  🎵 “Water, water, everywhere!  From the rain and from the air.  Tap and river, well so deep,  Gives us water that we keep!” 🎵 | | | | |  |

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| **SUBJECT: LANGUAGE & LITERACY**  **Date:** | | | | **Day:** THURSDAY | **Strand:** All Around Us | |
| **Sub Strand:** Water | |
| **Class:** KG 1 | | **Class Size:** | | |
| **Content Standard:**  K1.6.3.1 Demonstrate understanding of sources of water and its uses. | | | **Indicator:**  K1.6.3.1.2 Listen and interact with teacher and peers as they listen to a read aloud text on the uses  K1.6.3.1.3 recognize letter sounds and names which begin words that describe how human beings and animals use water.  K1.6.3.1.4 use a variety of new vocabulary learnt about the sources of water to make simple sentences orally. | | | |
| **Performance Indicator:**  Learners can   * Listen and interact with teacher and peers as they listen to a read aloud text on the uses * recognize letter sounds and names which begin words that describe how human beings and animals use water * use a variety of new vocabulary learnt about the sources of water to make simple sentences orally | | | | | **Core Competencies:**  Communication and collaboration, Critical thinking, Personal Development and Leadership | |
| **Keywords:** Wash, drink, cook, garden, bath. | | | | | | |
| **Reference** : KG Curriculum P.g. 70-73 | | | | | | |
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| Phase/Duration | Learners Activities | | | | | Resources |
| PHASE 1: **STARTER** | Let learners sing a song in relation to the lesson  1. Did you enjoy the song?  2. What words did you hear in the song? | | | | |  |
| PHASE 2: **NEW LEARNING**  CIRCLE TIME | In a community circle, have learners tell their partners where they get water from in their communities.  Call some learners to tell the whole class where they get water from. e.g. pipe water, well, stream, river | | | | |  |
| GROUP ACTIVITY 1  (OUTDOOR) | Revise the meaning of the key words for ‘uses of water’. Write the words on the board. Wash, drink, cook, garden, bath.  Use illustration in the form of pictures demonstration to explain the meaning of the words  Guide learners to identify the initial sound of the listed words on the board. Let learners circle the initial sounds  (d)rinking, (b)athing, (w) ashing, (c)ooking, (g)ardening  Repeat this activity with the ending sounds of the listed words eg. washing the initial sound is /w/, ending sound /ng/, bathing the initial sound is /b/ and ending sound is /ng  Have learners role-play some uses of water. “Pick and act”.  A learner picks one of the words and act e.g. When he/she picks “bathing” then he/ she pretends bathing. “Charade” also could be used. (One learner act without talking for others to guess the meaning for the activity  Assessment  Have learners work in pairs. Each person comes out with two words which have ending sound /ng/.  Have learners recite rhyme about a) falling rain b) Sources of water.  Have learners do picture walk at the page. Write the new words on uses of water on the board.  1. Washing.  2. Bathing.  3. Drinking.  4. Cooking.  5. Gardening.  Guide learners to use the words to about uses of water in their everyday life. Let them pick pictures and words and form sentences orally. Write some of their sentences on the board.  E.g.   * wash: I wash my handkerchief every day. * bath: Mummy will bath me today. * cook: Cook rice for me | | | | | Pictures of sources of water |
| PHONICS | Engage learners to sing songs and recite some familiar rhymes that relates to the target sound.  Guide learners to pronounce and write the target sound in the sand tray or exercise books.  Have learners say three or four words that contain the target sound.  Using flash cards, learners read words that contain the target sound.  1. What sound have we learnt today?  2. Which other letter sound do you know?  3. Mention any object in the classroom or home that begins with the target letter sound. | | | | | Word cards, letter cards. |
| GROUP ACTIVITY 2  (INDOOR) | Have learners sit in a semi – circle position and take them through the pre-reading activities  Example; discussing the cover page/front matter, picture walk, prediction, explanation of keywords, etc.).  Have learners use some of the keywords to make simple sentences.  During the reading, show and point to the words while reading an information text on the uses of water to the learners.  Ask questions during the reading to assist learners monitor their understanding.  Take learners through the post-reading activities (retell, answering questions, summarizing, etc.).  Have learners write the names of 3 sources of water into their exercises books.  Guide learners to tell the sequence/position/order of the sources of water as they appeared in the text (e.g. 1st, 2nd, 3rd, 4th).  You can explain the above numeracy  Assessment  Group and share roles to learners to role-play the sources of water.  *Example*; I am a source of water. I come from the clouds. I am very useful and at times can be very destructive. My name is called Rain, etc. | | | | | Letter cards, word cards, crayons, pencils, pictures of people using water in different ways |
| LEARNING CENTER | Engage learners to play freely at the learning centers.  Observe, join in and ask learners questions frequently to guide their play and to support their understanding in what they are learning. | | | | | Learning center |
| STORY SHARING | Tell learners a story.  Pause regularly and ask questions to make sure learners are following.  Engage learners to act parts of the story.  1. Was the story interesting?  2. What part of the story did you like?  3. what have you learnt from the story? | | | | | Word cards, letter cards. |
| PHASE 3: **REFLECTION** | Learners share what they have learnt with their peers and class.  Give learners homework to do at home. | | | | |  |