WEEK 9

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| **Date:** | | **Day:** MONDAY | | | **Strand:** All Around Us | | |
| **Sub Strand:** ALPHABET WORK | | |
| **Class:** KG 1 | | | **Class Size:** | |
| **Content Standard:**  Read, write and master as many two-letter words as possible | | | | **Indicator:**  Read, write and master as many two-letter words as possible | | | |
| **Performance Indicator:**  Learners can   * Recognize and read common two-letter words. * Write selected two-letter words. * Use two-letter words in simple oral sentences. * Develop phonemic awareness of vowel-consonant and consonant-vowel combinations. | | | | | | **Core Competencies:**  Communication and collaboration, Critical thinking, Personal Development and Leadership | |
| **Keywords: it, is, in, on, an, at, up, us, to, me, be, no, go, so, by** | | | | | | | |
| **Reference** : KG Curriculum P.g. 76-79 | | | | | | | |
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| Phase/Duration | Learners Activities | | | | | | Resources |
| PHASE 1: **STARTER** | Display a wall or chart with colorful two-letter words.  Chant or sing each word with claps:   * “I-T says it!” * “G-O says go!”   Let pupils repeat and point to the words. | | | | | |  |
| PHASE 2: **NEW LEARNING**  CIRCLE TIME | Show flashcards one at a time.  Sound out and blend:   * “I-T… it” * “A-T… at”   Let pupils repeat as a group and individually.  Use words in short sentences:   * “It is hot.” * “Go to me.”   Use toys or props to dramatize the sentences. | | | | | | Flashcards of two-letter words  Word wall/chart  Writing books and pencils  Tracing worksheets |
| GROUP ACTIVITY 1  (OUTDOOR) | Write two-letter words on large papers or chalk on the floor.  Pupils jump on a word and say it aloud.  Teacher may call a word: “Where is ‘in’? Hop on it!” | | | | | |  |
| 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) | Give each child a worksheet with 5–6 two-letter words.  Let them trace and then copy the words into their writing books.  Use large lined paper for easier writing.  Teacher moves around to provide support and guidance. | | | | | | Pictures and Charts, the big book, pencils and crayons |
| 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 | Pupils use magnetic letters or letter tiles to form two-letter words.  Match letters to flashcards.  Teacher provides support to blend the sounds and check accuracy. | | | | | | Word cards, letter cards. |
| PHASE 3: **REFLECTION** | Each pupil picks one word from the board or cards.  Says it aloud, uses it in a sentence, and writes it in their book.  Praise and repeat words to reinforce memory. | | | | | |  |

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| **Date:** | | **Day:** TUESDAY | | | **Strand:** All Around Us | | |
| **Sub Strand:** ALPHABET WORK | | |
| **Class:** KG 1 | | | **Class Size:** | |
| **Content Standard:**  Read, write and master as many two-letter words as possible | | | | **Indicator:**  Read, write and master as many two-letter words as possible | | | |
| **Performance Indicator:**  Learners can   * Count aloud from 1 to 100 in the correct sequence. * Write numbers from 1 to 100 legibly. * Recognize and write number names from one to thirty. * Match numbers with their number names. | | | | | | **Core Competencies:**  Communication and collaboration, Critical thinking, Personal Development and Leadership | |
| **Keywords: one, two, three, four… thirty** | | | | | | | |
| **Reference** : KG Curriculum P.g. 76-79 | | | | | | | |
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| Phase/Duration | Learners Activities | | | | | | Resources |
| PHASE 1: **STARTER** | Sing a “Count from 1 to 100” song.  Pupils stand and clap or tap as they count along.  Use a large number chart to point to each number as they sing. | | | | | |  |
| PHASE 2: **NEW LEARNING**  CIRCLE TIME | Count aloud from 1 to 100 slowly, pointing to each number on the chart.  Use flashcards to call out random numbers and let children say the number.  Introduce number names one to ten (with flashcards):   * “This is 1 – it’s spelled o-n-e.” * Let children repeat after you. | | | | | | Number charts (1–100)  Number name flashcards (one–thirty) |
| GROUP ACTIVITY 1  (OUTDOOR) | Place number cards 1–30 around the playground.  Call out a number or number name: “Find number five!”  Pupils run to stand next to the correct card.  Let them shout the number and spell the name aloud. | | | | | | Large counting wall chart  Writing books and pencils |
| 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) | Give worksheets with numbers 1–30 to trace and write.  Another sheet should have number names from one to ten for tracing.  Pupils complete the sheets with guidance. | | | | | | Pictures and Charts, the big book, pencils and crayons |
| 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 | Pupils use magnetic letters or letter tiles to form two-letter words.  Match letters to flashcards.  Teacher provides support to blend the sounds and check accuracy. | | | | | | Word cards, letter cards. |
| PHASE 3: **REFLECTION** | Teacher sings songs and recite rhymes in relation to the lesson with learners  Take learners out to the field.  Guide them to swing the sea-saw, sit on the mary-go-round etc.  Sing rhymes and songs with learners as they play  Give learners homework to do at home. | | | | | |  |