WEEKLY LESSON PLAN

WEEK 1

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| **SUBJECT: OWOP** | | **Day:** MONDAY | | **Strand:** All About Me | | |
| **Duration:** 50mins | | | |
| **Sub Strand:** I Am A Wonderful And Unique Creation | | |
| **Class:** KG 2 | | **Class Size:** | |
| **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. | | | **Indicator:**  K2.1.1.1.1 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 | | | **Lesson:**  1 of 5 |
| **Performance Indicator:**   * Learners can use simple sentences to appreciate themselves as unique | | | | **Core Competencies:**  Communication and collaboration, Critical thinking, Personal Development and Leadership | | |
| **References:** KG Curriculum Pg.100 | | | | | | |
| **Keywords:** Balanced, consequences, healthy | | | | | | |
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| Phase/Duration | Learners Activities | | | | Resources | |
| PHASE 1: **STARTER** | Engage learners to play a game or sing a song in relation to the lesson.  RCA QUESTIONS   1. Did you like the game/song? 2. Would you like to play or the sing the song again? 3. How many of you can sing the song alone? 4. What words did you hear in the song? | | | |  | |
| PHASE 2: **NEW LEARNING**  CIRCLE TIME | Welcome learners with a big smile, greet them and have them do the same to their friends.  With learners seated in a big semi-circle in the classroom, (with all tables packed at the back), and using “pass a ball” game, (in which learners pass a ball to their friends), engage learners in active interaction about the theme.  RCA QUESTIONS  1. Did you like the game?  2. Do you like to play it again?  3. Can mention some parts of the body you know | | | | Ball | |
| GROUP ACTIVITY 1  (OUTDOOR) | Put up a chart or a conversational poster on the theme for the week and have learners take turns to contribute their ideas to the discussion.  Let them use positive language to appreciate themselves and describe how wonderful God has created them.  The teacher must model the description first and scaffold the learners to do so.  Have them talk about themselves focusing on the uniqueness of their names, the homes they are from, their physical bodies, how tall or short, big or small and how different they are from animals.  Use the following questions to guide the learners who cannot talk fluently.  E.g. What is your name? age? Gender? height?  What are your likes and dislikes? etc.  Assessment   1. Did you have fun today? 2. What have you learnt today? 3. Who can tell us about her/himself? | | | | Poster/ cut out picture depicting body part, ball, word cards of descriptive words e.g. tall, dark, short etc. Cut out shapes, big books, counters, crayons | |
| 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) | In pairs, the learners check on the body parts that are similar and draw them in Sets, count them and represent them with numbers one to five (1-5).  Pose story problems about what total number you will get if you put different number of learners together.  What will be the total no of eyes? What will the total number of hands?  Give opportunity to learners to count parts of group members and their parts.    Let learners to fix puzzles on body parts.  Guide learners to match body parts with their names.  RCA QUESTIONS  1. What did you draw?  2. Did you enjoyed the drawing and coloring?  3. What are some of the words in the puzzle? | | | | Poster/ cut out picture depicting body part, ball, word cards of descriptive words e.g. tall, dark, short etc. Cut out shapes, big books, counters, 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. | | | | Word cards, letter cards. | |
| 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: **REFLECTOIN** | Learners share what they have learnt with their peers.  Give learners homework to do at home | | | |  | |

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| **SUBJECT: LANG & LIT** | | **Day:** TUESDAY | | **Strand:** All About Me | | |
| **Duration: 5**0mins | | | |
| **Sub Strand:** I Am A Wonderful And Unique Creation | | |
| **Class:** KG 2 | | **Class Size:** | |
| **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. | | | **Indicator:**  K2.1.1.1.2 Recognize and describe the different parts of book | | | **Lesson:**  2 of 5 |
| **Performance Indicator:**   * Learners can talk about the different parts of book | | | | **Core Competencies:**  Communication and collaboration, Critical thinking, Personal Development and Leadership | | |
| **References:** KG Curriculum Pg.100 | | | | | | |
| **Keywords:** Balanced, consequences, healthy | | | | | | |
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| Phase/Duration | Learners Activities | | | | Resources | |
| PHASE 1: **STARTER** | Engage leaners to sing the song ‘something pass through my body to my waist’  Teacher shows letter cards and learners makes its sound while singing the song  RCA QUESTIONS  1. Did you like the game/song?  2. Would you like to play or the sing the song again.  3. How many of you can sing the song alone?  4. What words did you hear in the song? | | | |  | |
| PHASE 2: **NEW LEARNING**  CIRCLE TIME | Engage learners to play the “ball game”  Ask learners to form a big circle, with one of the student holding the ball.  The learner with the ball starts mentioning a part of his/her body.  He then throws the ball to another student to mention his.  Anyone who fails to mention his is out of the circle. The last person becomes the winner.  Encourage learners take turns to use positive language to describe and appreciate themselves.  RCA QUESTIONS  1. Did you like the game?  2. Do you like to play it again?  3. Can mention some parts of the body you know | | | | Ball | |
| GROUP ACTIVITY 1  (OUTDOOR) | As part of the process of the daily read aloud lesson, have learners talk about the front/cover and the back page of a book, and ask them to make connections to their own body.  Just as we human being have unique features, books also have. Books have a front cover and also a back cover. K2.1.1.1.3  Use positive words learnt from the Shared reading of the Big Book to talk about how wonderful and unique they are Exemplar: Shared reading of a Big Book and  Think pair -share on the theme  Do a picture walk through the text. Point to the pictures and let the learners predict what the pictures are saying about the character.  Teacher read the text aloud, pause often and show the pictures to the class page by page.  Learners interact with each other and share their personal comments freely on the theme.  Learners relate the characters in the story (Big Book) to their lives. Learners also use the positive words used in the text to describe themselves.  Read the text again and have learners pay attention to the descriptive words used in the text to describe parts of the body.  Learners dramatize the story using the vocabulary acquired from the text to create meaningful simple sentences about themselves.  Engage learners to perform the lime and spoon race.  RCA QUESTIONS   1. Did you have fun today? 2. What have you learnt today? 3. Who can tell us about her/himself? | | | | Poster/ cut out picture depicting body part, ball, word cards of descriptive words e.g. tall, dark, short etc. Cut out shapes, big books, counters, crayons | |
| 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) | Guide learners to draw the parts of the body and color them.  (e.g. head, hands, legs, etc.)  Engage learners to match body parts to their uses.  Example: the leg is used to walk and play football.  Let learners to fix puzzles on body parts.  Guide learners to match body parts with their names.  RCA QUESTIONS  1. who has the nicest drawing?  2. did you enjoyed the drawing and coloring?  3. what are some of the words in the puzzle? | | | |  | |
| 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. | | | | Word cards, letter cards. | |
| 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: **REFLECTOIN** | Learners share what they have learnt with their peers.  Give learners homework to do at home | | | |  | |

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| **SUBJECT: LANG & LIT** | | **Day:** WEDNESDAY | | **Strand:** All About Me | | |
| **Duration:** 50mins | | | |
| **Sub Strand:** I Am A Wonderful And Unique Creation | | |
| **Class:** KG 2 | | **Class Size:** | |
| **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. | | | **Indicator:**  K2.1.1.1.4 Begin to Identify and randomly recognize the letter sound in their names and match it with another pair. | | | **Lesson:**  3 of 5 |
| **Performance Indicator:**   * Learners can identify the sound of each letter in their names | | | | **Core Competencies:**  Communication and collaboration, Critical thinking, Personal Development and Leadership | | |
| **References:** KG Curriculum Pg.100 | | | | | | |
| **Keywords:** Balanced, consequences, healthy | | | | | | |
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| Phase/Duration | Learners Activities | | | | Resources | |
| PHASE 1: **STARTER** | Engage leaners to sing the song ‘something pass through my body to my waist’  Teacher shows letter cards and learners makes its sound while singing the song  RCA QUESTIONS  1. Did you like the game/song?  2. Would you like to play or the sing the song again.  3. How many of you can sing the song alone?  4. What words did you hear in the song? | | | |  | |
| PHASE 2: **NEW LEARNING**  CIRCLE TIME | Have learners sit in a semi-circle, using pictures and toys, let pupils identify the different parts of their body.  RCA QUESTIONS  1. Did you like the game?  2. Do you like to play it again?  3. Can mention some parts of the body you know | | | | Ball | |
| GROUP ACTIVITY 1  (OUTDOOR) | Learners sing an alphabet song while pointing to the letters on the wall in the classroom.  Teacher creates two name cards for each pupil. with their first names.  Give each child their name card and keep one.  Play a game where you show up a name tag and the child who has a similar tag runs to you.  Continue the matching until many learners are able to recognize letters in their names.  Engage learners to perform the lime and spoon race.  RCA QUESTIONS   1. Did you have fun today? 2. What have you learnt today? 3. Who can tell us about her/himself? | | | | Poster/ cut out picture depicting body part, ball, word cards of descriptive words e.g. tall, dark, short etc. Cut out shapes, big books, counters, crayons | |
| 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) | In pairs, have pupils count each other’s fingers, toes, write it down on the board, and individually have pupils count the other parts of their bodies and write it down on the board as they sing and clap their hands to the rhythm.  E.g. my head, my shoulders, my knees, my toe…  Have learners sing Alphabet song and follow the sequence of the letters as it is written on the wall.  Let learners to fix puzzles on body parts.  Guide learners to match body parts with their names.  RCA QUESTIONS  1. who has the nicest drawing?  2. did you enjoyed the drawing and coloring?  3. what are some of the words in the puzzle? | | | | Poster/ cut out picture depicting body part, ball, word cards of descriptive words e.g. tall, dark, short etc. Cut out shapes, big books, counters, 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. | | | | Word cards, letter cards. | |
| 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.  Give learners homework to do at home | | | |  | |

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| **UBJECT: CREATIVE ARTS** | | **Day:** THURSDAY | | **Strand:** All About Me | | |
| **Duration:** 50mins | | | |
| **Sub Strand:** I Am A Wonderful And Unique Creation | | |
| **Class:** KG 2 | | **Class Size:** | |
| **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. | | | **Indicator:**  K2.1.1.1.6. Draw any two parts of the body that you like and write the names underneath. | | | **Lesson:** |
| **Performance Indicator:**   * Learners can identify the sound of each letter in English Alphabet | | | | **Core Competencies:**  Communication and collaboration, Critical thinking, Personal Development and Leadership | | |
| **References:** KG Curriculum Pg.100 | | | | | | |
| **Keywords:** Balanced, consequences, healthy | | | | | | |
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| Phase/Duration | Learners Activities | | | | Resources | |
| PHASE 1: **STARTER** | Sing a song;  Example: “one little finger”  RCA QUESTIONS  1. Did you enjoy the song?  2. What part of the body did you hear in the song?  3. can you mention any other part of the body? | | | |  | |
| PHASE 2: **NEW LEARNING**  CIRCLE TIME | Have learners sit in a semi-circle, using pictures and toys, let pupils identify the different parts of their body.  RCA QUESTIONS  1. Did you like the game?  2. Do you like to play it again?  3. Can mention some parts of the body you know | | | |  | |
| GROUP ACTIVITY 1  (OUTDOOR) | Rapidly revise the letter sounds learnt so far.  Introduce a tongue twister or a rhyme in which the sound for the week is.  Say it two times and let learners identify the target sound in the tongue twister or rhyme.  Introduce the letter by writing the capital (Upper case) and the Lowercase boldly on the Chalkboard/ white board.  Point to the letter, Capital first and then lower case and say the sound 3 times and have the learners also repeat  Introduce the key word in which we can find the letter-sound.  With the use of word cards, have learners show the position of the letter-sound learnt in words, beginning, initial and ending.  Engage learners to perform the sack race in their color groups.  RCA QUESTIONS   1. Did you have fun today? 2. What have you learnt today? 3. Who can tell us about her/himself? | | | | Poster/ cut out picture depicting body part, ball, word cards of descriptive words e.g. tall, dark, short etc. Cut out shapes, big books, counters, crayons | |
| 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) | Teacher models writing the letter in the air, have learners take turns with you writing in the air and then on their friends back, on their arms.  Learners finally write the letter sound and its key word in their exercise book.  Let learners to fix puzzles on body parts.  Guide learners to match body parts with their names.  RCA QUESTIONS  1. who has the nicest drawing?  2. did you enjoyed the drawing and coloring?  3. what are some of the words in the puzzle? | | | | Poster/ cut out picture depicting body part, ball, word cards of descriptive words e.g. tall, dark, short etc. Cut out shapes, big books, counters, 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. | | | | Word cards, letter cards. | |
| 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.  Give learners homework to do at home | | | |  | |

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| **SUBJECT: NUMERACY** | | **Day:** FRIDAY | | **Strand:** All About Me | | |
| **Duration:** 100mins | | | |
| **Sub Strand:** I Am A Wonderful And Unique Creation | | |
| **Class:** KG 2 | | **Class Size:** | |
| **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. | | | **Indicator:**  K2.1.1.1.7 Create sets of human parts that have same number and represent them with numbers up to 5 | | | **Lesson:**  5 of 5 |
| **Performance Indicator:**   * Learners can draw and label the body parts * Learners can use numbers to represent body parts they count | | | | **Core Competencies:**  Communication and collaboration, Critical thinking, Personal Development and Leadership | | |
| **References:** KG Curriculum Pg.100 | | | | | | |
| **Keywords:** Balanced, consequences, healthy | | | | | | |
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| Phase/Duration | Learners Activities | | | | Resources | |
| PHASE 1: **STARTER** | Engage learners to sing songs and recite some familiar rhymes.  SHE SELLS SEASHELLS  She sells seashells by the seashore,  The shells she sells are seashells, I’m sure  So if she sells seashells on the seashore,  Then I’m sure she sells seashore shells.  RCA QUESTIONS  1. Did you enjoy the song?  2. What part of the body did you hear in the song?  3. can you mention any other part of the body? | | | | Poster/ cut out picture depicting body part, ball, word cards of descriptive words e.g. tall, dark, short etc. Cut out shapes, big books, counters, crayons | |
| PHASE 2: **NEW LEARNING** | Learners draw their favorite part and color it nicely, after which they turn and talk to another child sitting next to them why they like that part.    In pairs, the learners check on the body parts that have similar numbers and draw them in sets, count them and represent them with numbers. 1-10.  E.g. two eyes match with 2 feet.  Pose story problems about what total number you will get if you put different number of parts together. What will be the total no of eyes?  What will the total number of hands of 5 people?  Give opportunity to learners to count parts of group members and their parts.  Make a choice to use any of the learning centers created  Listen to a story  RCA QUESTIONS   1. Did you have fun today? 2. What have you learnt today? 3. Who can tell us about her/himself? | | | |  | |
| PHASE 3: **REFLECTION** | Review lesson with leaners by singing songs in relation to it  Take feedback from learners and summarize the lesson. | | | |  | |