WEEKLY LESSON PLAN

WEEK 2

|  |  |  |
| --- | --- | --- |
| **SUBJECT: OWOP** | **Day:** MONDAY | **Strand:** All About Me |
| **Duration:** 50mins |
| **Sub Strand:** Personal Hygiene/Caring For The Parts Of The Body |
| **Class:** KG 2 | **Class Size:**  |
| **Content Standard:** K2.1.3.1 Demonstrate understanding of personal hygiene and care of the human body. | **Indicator:** K2.1.3.1.1 Use simple language to describe and engage in conversation about how to care for different part of their bodies.K2.1.3.1.3 Identify the rhyming sounds at the end of words and create more rhyming end of words  | **Lesson:**1 of 5 |
| **Performance Indicator:** * Learners use simple language to describe how to care for different part of their bodies
* Learners can create more rhyming end of words
 | **Core Competencies:**Communication and collaboration, Critical thinking, Personal Development and Leadership, Communication, Creativity  |
| **References:** KG Curriculum Pg.2 |
| **Keywords:** fingernails, teeth, hand, legs, head |
|  |
| Phase/Duration | Learners Activities | Resources |
| PHASE 1: **STARTER** | Sing a song;This is the way l brush my teeth, brush my teeth, 2×) Assessment1. Did you enjoy the song?2. What part of the body did you hear in the song?3. What do we use our teeth for? |  |
| PHASE 2: **NEW LEARNING**CIRCLE TIME | Have learners sit in a semi-circle (community circle time).Engage learners to play the “I-spy” gameTeacher, begins by saying "I spy with my little eye a part of the body beginning with....."e”. Learners guess until someone guesses correctly. The game continous until all the parts of the body have been identified.Assessment1. Did you like the game?2. Would like to play it again?3. Can mention some parts of the body you know | Cut out of body parts, body parts with names written under them. |
| GROUP ACTIVITY 1(OUTDOOR) | Call out parts of the body that should be cared for and have learners touch that part to show comprehension. E.g. l brush my teeth twice a day, l cut my fingernails short, etc.  Show a video clip or pictures and let the learners watch the correct ways to care for each part of the body using the vocabulary learnt from the book. Guide learners to count the materials used to clean the body (e.g. soap, toothbrush, toothpaste, sponge, etc.) seen in the video clip and/or those listed on the board. Let learners classify the cleaning materials according to their colorsEngage learners to use model cleaning tools to demonstrate how to care for the various parts.Learners sing action songs, and rhymes related to the care of the parts of the body and repeat the sounds they hear at the end of the sentences E.g. l have two ears to hear  Point to the ears  I have two eyes to see  Point to the eyes  One nose, one mouth.  Point to the nose and mouthAssessment1. Did you have fun with the demonstrations?2. Would you like to do it again?3. Mention some of the cleaning tools we used today | Cut out of body parts, body parts with names written under them. |
| 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 cleaning tools and color them.(e.g. soap, toothbrush, toothpaste, sponge, etc.)Engage learners to match body parts to the tool used for cleaningLet learners to fix puzzles of the cleaning tools.Guide learners to match body parts with their names.Assessment1. who has the nicest drawing?2. did you enjoyed the drawing and coloring?3. what are some of the words in the puzzle? | Pictures of cleaning tools, Cut out of body parts, body parts with names written under them. |
| 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 |  |

|  |  |  |
| --- | --- | --- |
| **SUBJECT: LANG & LIT** | **Day:** TUESDAY | **Strand:** All about me |
| **Duration:** 50mins |
| **Sub Strand:** Caring for the parts of my body |
| **Class:** KG 2 | **Class Size:**  |
| **Content Standard:** K2.1.3.1 Demonstrate understanding of personal hygiene and care of the human body. | **Indicator:** K2.1.3.1.2. Talk about the visual information on the cover page and respond to a read aloud text about caring of the human body.K2.1.3.1.4. Begin to learn the letter of the alphabet, randomly recognize the individual letters in their names and match it with another pair. | **Lesson:**2 of 5 |
| **Performance Indicator:** * Learners can describe how to take care their body
 | **Core Competencies:**Communication and collaboration, Critical thinking, Personal Development and Leadership, Communication, Creativity  |
| **References:** KG Curriculum Pg.2 |
| **Keywords:** soap, toothbrush, toothpaste, sponge, |
|  |
| 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 songLet learners sing with actions and dance to the song Assessment1. Did you enjoy the song?2. What part of the body did you hear in the song?3. Point to one learner to mention at least two parts of the body? |  |
| 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 the body and tool for cleaning.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 winnerAssessment1. 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) | Show and explain why learners’ books have the visual information at the front part of a book and how it helps a reader before reading. Use the KWL strategy as you read the informational text to learners.Check on the K and W before you read the text. K-Ask the learners to say what they already know about the theme. W-Ask them to tell you what they want to know about the weeks’ theme. L: Ask them to share what they have learnt: from listening to the text. Learners share what they have learnt about the theme with their peers and then with the whole group. Have learners act out the key words from the text (washing, brushing, cutting nails, etc.Assessment1. Do you like book I just read?2. Would you like to listen the passage again?3. Who can tell me what he/she heard? | Cut out of body parts, body parts with names written under them. |
| 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) | Engage learners in the game ‘**back to the board’**Display word cards on the teachers table in front of the class. Group class into three or four.Invite each leader from the group in turns to face the class with his/her back to the board. Write a word that describes how to care for the body on the board for the others to act the word. The leader then search through the word cards to identify the word.Engage learners to match body parts to the tool used for cleaningLet learners fix puzzles of the cleaning tools.Guide learners to match body parts with their names.Assessment1. Did you like today’s game?2. What are some of the words we acted?3. What are some of the words in the puzzle? | Pictures of cleaning tools, Cut out of body parts, body parts with names written under them. |
| 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 |  |

|  |  |  |
| --- | --- | --- |
| **SUBJECT: LANG & LIT** | **Day:** WEDNESDAY | **Strand:** All about me |
| **Duration:** 50mins |
| **Sub Strand:** Caring for the parts of my body |
| **Class:** KG 2 | **Class Size:**  |
| **Content Standard:** K2.1.3.1 Demonstrate understanding of personal hygiene and care of the human body. | **Indicator:** 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. | **Lesson:**3 of 5 |
| **Performance Indicator:** * Learners can make sounds of letters
 | **Core Competencies:**Communication and collaboration, Critical thinking,  |
| **References:** KG Curriculum Pg.2 |
| **Keywords:** soap, toothbrush, toothpaste, sponge, |
|  |
| Phase/Duration | Learners Activities | Resources |
| PHASE 1: **STARTER** | Sing the song; “This is the way I wash my face”Let learners sing with actions and dance to the song Assessment1. Did you enjoy the song?2. What part of the body did you hear in the song?3. How can we care for our legs? |  |
| 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 the body and tool for cleaning.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 winnerAssessment1. 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) | Teacher creates two name cards for each pupil with their first names. Give each child their name card and keep one on a line close to you. Play a game where learners will pick up their name tags and peg it unto the one on the line every day of the week. Have the learners continue matching their name tags the whole week until they are able to recognize the letters in their names and can write their own names.Assessment1. Did you have fun?2. Would you like to play the game again?3. Give chalks to learners and ask them to write their names on their desk. | Cut out of body parts, body parts with names written under them. |
| 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) | Engage learners to use the sand tray to write selected letters.Let learners to fix puzzles of the English alphabets.Flash letter card for learners to make its sound.Assessment1. which of the letter do you enjoy writing?2. Did you enjoy fixing the puzzle?3. What are some of the letters you wrote today? | Pictures of cleaning tools, Cut out of body parts, body parts with names written under them. |
| 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 |  |

|  |  |  |
| --- | --- | --- |
| **SUBJECT: NUMERACY** | **Day:** THURSDAY | **Strand:** All about me |
| **Duration:** 50mins |
| **Sub Strand:** Caring for the parts of my body |
| **Class:** KG 2 | **Class Size:**  |
| **Content Standard:** K2.1.3.1 Demonstrate understanding of personal hygiene and care of the human body. | **Indicator:** K2.1.3.1.7 Compare objects and numerals between 1 to 20  | **Lesson:**4 of 5 |
| **Performance Indicator:** * Learners can make sounds of letters
 | **Core Competencies:**Communication and collaboration, Critical thinking,  |
| **References:** KG Curriculum Pg.  |
| **Keywords:** soap, toothbrush, toothpaste, sponge, |
|  |
| Phase/Duration | Learners Activities | Resources |
| PHASE 1: **STARTER** | Sing the song; “This is the way I wash my face”Let learners sing with actions and dance to the song Assessment1. Did you enjoy the song?2. What part of the body did you hear in the song?3. How can we care for our legs? |  |
| 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 the body and tool for cleaning.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 winnerAssessment1. 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) | Display an outline of drawing on a paper for pupils to match the tools with the body part and use same color for each body part and its tool. E.g. soap matched with the hand and brush with the teeth. Talk about the coloring with their friends. Tell what the illustration is about to friends with accuracy. E.g. An outline of soap, toothbrush, toothpaste, etc.. Assessment1. Did you have fun with the activity?2. Would you like to do it again?3. Mention some of the cleaning tools we used today | Cut out of body parts, body parts with names written under them. |
| 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) | Engage learners to match body parts to the tool used for cleaningLet learners to fix puzzles of the cleaning tools.Guide learners to match body parts with their names.Move on to teach the learners, the symbols such as “<”, “=”, “>” to compare and order whole numbers up to 20.Assessment1. Who can mention the words on the board?2. Did you enjoy fixing the puzzle?3. What are some of the words in the puzzle? | Pictures of cleaning tools, Cut out of body parts, body parts with names written under them. |
| 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 |  |

|  |  |  |
| --- | --- | --- |
| **SUBJECT: ARTS** | **Day:** FRIDAY | **Strand:** All about me |
| **Duration:** 50mins |
| **Sub Strand:** Caring for the parts of my body |
| **Class:** KG 2 | **Class Size:**  |
| **Content Standard:** K2.1.3.1 Demonstrate understanding of personal hygiene and care of the human body. | **Indicator:** K2.1.3.1.6 Draw and color items we use in caring for parts of the body and copy their functions boldly and legibly underneath the drawing | **Lesson:**5 of 5 |
| **Performance Indicator:** * Learners can draw and color items used for caring for parts of the body
* Learners can compare numbers
 | **Core Competencies:**Communication and collaboration, Critical thinking, Personal Development and Leadership, Communication, Creativity  |
| **References:** KG Curriculum Pg.2 |
| **Keywords:** soap, toothbrush, toothpaste, sponge, |
|  |
| Phase/Duration | Learners Activities | Resources |
| PHASE 1: **STARTER** | Sing the song; “This is the way I wash my face”Let learners sing with actions and dance to the song Assessment1. Did you enjoy the song?2. What part of the body did you hear in the song?3. How can we care for our legs? |  |
| PHASE 2: **NEW LEARNING**CIRCLE TIME | Engage learners to sing songs and recite some familiar rhymes.HEAD SHOULDERS KNEES AND TOESHead shoulders knees and toes,Knees and toesHead shoulders knees and toesKnees and toesAnd eyes and ears and mouth and nose.Head shoulders knees and toes,Knees and toes.In pairs, let learners sing with actions at different tempos.Assessment1. Did you like the song?2. Do you like to sing it again?3. Can mention some parts of the body you heard in the song. |  |
| GROUP ACTIVITY 1(OUTDOOR) | Collect a set of items we use to care for our bodies and weigh them.A screenshot of a phone  Description automatically generatedCompare the items by using words such as: “heavier than”, “smaller than, less than”, “5 more than”, “10 less than”. Assessment1. Did you have fun with the activity?2. Do you like to learn more about numbers?3. What are some of the items we weighed on the balance? | Cut out of body parts, body parts with names written under them. |
| 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) | Learners prepare their own dictionary by drawing and coloring items we use to care of our body and copy their names from the chalk/whiteboard into their dictionary. Engage learners to match body parts to the tool used for cleaningLet learners to fix puzzles of the cleaning tools.Guide learners to match body parts with their names.Guide learners to match body parts with numbers.Assessment1. Who can read the words on the board?2. Did you enjoy playing with the logos?3. What are some of the numbers you modeled with logos? | Pictures of cleaning tools, Cut out of body parts, body parts with names written under them. |
| 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 |  |