WEEKLY LESSON PLAN

WEEK 3

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| **SUBJECT: OWOP** | | | **Day:** MONDAY | **Strand:** ALL ABOUT ME | | |
| **Duration:** 50mins | | | |
| **Sub Strand:** MY ENVIRONMENT AND MY HEALTH THAT HELP ME | | |
| **Class:** KG 2 | | | **Class Size:** |
| **Content Standard:**  K2.1.5. Demonstrate understanding of the environment and how to keep it safe | | **Indicator:**  K2.1.5.1.1 Take a walk in the environment, discuss and point to things that are safe and unsafe to play with.    K2.1.5.1.2 Ask questions and find answers to them as they listen attentively to the text read aloud to them | | | | **Lesson:** |
| **Performance Indicator:**   * Learners can differentiate between safe and unsafe things in the environment | | | | **Core Competencies:**  Communication and collaboration, Critical thinking, Personal Development and Leadership | | |
| **References:** KG Curriculum Pg.2 | | | | | | |
| **Keywords:** | | | | | | |
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| Phase/Duration | Learners Activities | | | | Resources | |
| PHASE 1: **STARTER** | Engage learners to sing a song in relation to the lesson.  Example: ‘Hey Diddle Diddle’  RCA QUESTIONS  1. Did you enjoy the song?  2. Would like to sing the song again?  3. What are some of the names you heard in the song? | | | |  | |
| PHASE 2: **NEW LEARNING**  CIRCLE TIME | Engage lea in a community Circle time (CCT) and theme discussion.  Teacher starts with a movement. (Wave your hand in the air)  Now the person siting to your right hand must wave their hand and add another movement (shake the head)  The next person does those movements and add one of their own.  RCA QUESTIONS  1. Did you have fun?  2. Would you like to play again?  3. Which of the movements did you like best? | | | |  | |
| GROUP ACTIVITY 1  (OUTDOOR) | Display a Conversational poster (# 17 on Pollution) and discuss how situations of the environment can affect our health.  A cartoon of a plastic bottle pouring out of a plastic bottle into a body of water  Description automatically generated  Call on learners to randomly talk about objects that are safe or unsafe to play with and state why.  After that take learners out to observe and identify the state of the environment around the school.  Have them talk about things that can be dangerous and harmful to their health.  Discuss with learners the importance of keeping the environment clean and how it can influence the health of humans.  Ask question that will make learners act out how to keep the environment (both at home and school) clean, safe from accidents and diseases.  Have learners to perform the hide and seek game to the types of pollution and their causes.  RCA QUESTIONS  1. What have we learnt today?  2. Who likes to be in danger?  3. What are some of the dangerous things in the environment?  4. How can we keep our environment clean? | | | | Poster/ cut out picture depicting clean environment, Real / pictures of cleaning equipment. 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) | Show a book on the environment, let learners identify the cover page, the back page, the illustrator and the author.  Ask them to share what they have learnt about keeping the environment clean with their peers and then with the whole group.  Sing songs and rhymes about keeping the environment clean.  Leaners sing songs and rhymes and dance with actions  Read the big book aloud (Adzoa has malaria) and ask questions about the character and the reason why she got sick of malaria.  Discuss actions we can take not to get sick or hurt.  Draw and color someone sick and healthy.  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 clean environment, Real / pictures of cleaning equipment. 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: LANG & LIT** | | **Day:** TUESDAY | | **Strand:** ALL ABOUT ME | | |
| **Duration:** 50mins | | | |
| **Sub Strand:** MY ENVIRONMENT AND MY HEALTH THAT HELP ME | | |
| **Class:** KG 2 | | **Class Size:** | |
| **Content Standard:**  K2.1.5. Demonstrate understanding of the environment and how to keep it safe | | | **Indicator:**  K2.1.5.1.3 Identify the initial and ending sounds of names of objects in the environment; clap the syllables on selected words related to harmful objects around us. | | | **Lesson:** |
| **Performance Indicator:**   * Leaners can identify the initial and ending sounds of names of objects | | | | **Core Competencies:**  Communication and collaboration, Critical thinking, Personal Development and Leadership | | |
| **References:** KG Curriculum Pg. | | | | | | |
| **Keywords:** | | | | | | |
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| Phase/Duration | Learners Activities | | | | Resources | |
| PHASE 1: **STARTER** | Engage learners to sing a song in relation to the lesson.  RCA QUESTIONS  1. Did you enjoy the song?  2. Would like to sing the song again?  3. What are some of the names you heard in the song? | | | |  | |
| PHASE 2: **NEW LEARNING**  CIRCLE TIME | Engage learners to play a game.  “In the environment”  Teacher gets a story bag with objects in.  Say “in the environment, I saw a ……. (Pick one object out) a car!.  Pass it on to the next person. In the environment, I saw a car and a house, etc.  RCA QUESTIONS  1. Did you have fun?  2. Would you like to play again?  3. What words did you hear in the game? | | | | Model shapes, Cut out shapes | |
| GROUP ACTIVITY 1  (OUTDOOR) | Choose 5-6 letters that the learners know and make 5-10 cards with each sound on.  Give each child a card and ask them to remember the sounds and hide it.    They walk around the classroom making that sound and find other children saying the same sound.  Guide learners to identify the initial, middle sounds of names of objects around us.  E.g. sand: initial sound -/s/, ending sound- /d/.  Have leaners to count and number words, clap the syllables of the identified words  Leaners sing songs, recite rhymes and make sounds of letters identified  Have leaners to sing the songs and recite the rhymes in turns and groups with dancing and actions.  RCA QUESTIONS  1. what have you learnt today?  2. what new words did you learn today?  3. who can use form a sentence with new words? | | | | Poster/ cut out picture depicting clean environment, Real / pictures of cleaning equipment. 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) | Ask children to choose any 4 letters and write them in their books/on the floor.  The teacher says a simple word and if children have the sound at the beginning of that word they cross it out.  The first child to cross out all 4 of their letters shouts BINGO!! and is the winner.  Have learners write the new words in their workbooks.  Engage learners to fix puzzle on the new words.  RCA QUESTIONS  1. Did you enjoy the game?  2. Would you like to play the game again?  3. What words did you hear in the game?  4. Mention any two words you know. | | | | Poster/ cut out picture depicting clean environment, Real / pictures of cleaning equipment. 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: LANG & LIT** | | **Day:** WEDNESDAY | | **Strand:** ALL ABOUT ME | | |
| **Duration:** 50mins | | | |
| **Sub Strand:** MY ENVIRONMENT AND MY HEALTH THAT HELP ME | | |
| **Class:** KG 2 | | **Class Size:** | |
| **Content Standard:**  K2.1.5. Demonstrate understanding of the environment and how to keep it safe | | | **Indicator:**  K2.1.5.1.4 Leaners can blend letter-sounds learnt to form simple words related to the topic and copy the word in their books. | | | **Lesson:** |
| **Performance Indicator:**   * Learners can form simple words with sounds learnt | | | | **Core Competencies:**  Communication and collaboration, Critical thinking, Personal Development and Leadership | | |
| **References:** KG Curriculum Pg. | | | | | | |
| **Keywords:** | | | | | | |
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| Phase/Duration | Learners Activities | | | | Resources | |
| PHASE 1: **STARTER** | Engage learners to sing a song in relation to the lesson.  RCA QUESTIONS  1. Did you enjoy the song?  2. Would like to sing the song again?  3. What are some of the names you heard in the song? | | | |  | |
| PHASE 2: **NEW LEARNING**  CIRCLE TIME | Have one child sit in the middle of the circle blindfolded.  Get a noisy instrument (tambourine or keys). The child then pass the instrument around, all giving it a shake.  Teacher then shout, “stop” whiles the person holding the instrument holds it silently.  The child in the middle then try to point to whoever they think is holding the instrument.  RCA QUESTIONS  1. Did you have fun?  2. Would you like to play the game again.  3. What letter sounds did we learn in the previous lesson? | | | | Tambourine, keys | |
| GROUP ACTIVITY 1  (OUTDOOR) | Learners are guided to blend letter sounds to form words related to the theme.  E.g. /c//u//t//l//a//s//s/ -cutlass.  Engage leaners in the blending game.  Choose leaners to come forward depending on the word you want to teach.  Give each a letter card that makes up a word. Ask them to stand and arrange themselves well.  They should be as far away from each other. Ask them to start walking slowly towards each other.  As they walk, each should be saying the sound of his letter out loud.  When pupils meet, ask them to sound out the letters on the word cards one after the other in order to form a word.  Flash cards for learners to read out the words loud.  In their color groups, let learners perform the tyre race.  RCA QUESTIONS  1. what have you learnt today?  2. what new words did you learn today?  3. who can use form a sentence with new words? | | | | Poster/ cut out picture depicting clean environment, Real / pictures of cleaning equipment. 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) | Write a two-letter word on the board (vowel– consonant word, e.g. ‘as’)  Cover the second letter and ask learners to make the sound of the letter which is not covered.  Now cover the first letter for learners to make the sound of the second letter.  Remove the cover and use your finger to point to the individual letters while learners make their sounds.  Say: Let us increase the speed and as you do so run your finger under the word for learners to blend the sounds to read the word.  Continue blending other two-letter words in similar way. Initially maintain the same vowel while the consonants keep changing, e.g. an, at, am, ap, e.  Change the vowel sound and repeat the procedure to blend. Other two-letter words. E.g. in, is, it, us, un, etc.  Have leaners to count, number and clap the syllables in each word leant  Leaners sing songs and recite rhymes and dance with actions    Learners copy the words in their exercise books.  Using the red and blue lines, guide learners to copy the letters on the lines correctly.  Cutlass  RCA QUESTIONS  1. Did you enjoy the game?  2. Would you like to play the game again?  3. What words did you hear in the game?  4. Mention any two words you know. | | | | Poster/ cut out picture depicting clean environment, Real / pictures of cleaning equipment. 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: ARTS** | | **Day:** THURSDAY | | **Strand:** ALL ABOUT ME | | |
| **Duration:** 50mins | | | |
| **Sub Strand:** MY ENVIRONMENT AND MY HEALTH THAT HELP ME | | |
| **Class:** KG 2 | | **Class Size:** | |
| **Content Standard:**  K2.1.5. Demonstrate understanding of the environment and how to keep it safe | | | **Indicator:**  K2.1.5.1.5 Draw and label some dangerous objects in the environment | | | **Lesson:** |
| **Performance Indicator:**   * Learners can identify and draw dangerous objects in the environment | | | | **Core Competencies:**  Communication and collaboration, Critical thinking, Personal Development and Leadership | | |
| **References:** KG Curriculum Pg. | | | | | | |
| **Keywords:** | | | | | | |
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| Phase/Duration | Learners Activities | | | | Resources | |
| PHASE 1: **STARTER** | Engage learners to sing a song in relation to the lesson.  RCA QUESTIONS  1. Did you enjoy the song?  2. Would like to sing the song again?  3. What are some of the names you heard in the song? | | | |  | |
| PHASE 2: **NEW LEARNING**  CIRCLE TIME | Engage learners to play the “matching socks”  Display lots of different pairs of socks in class. Give out only one sock to each child.  Learners are tasked to look for a partner who has the same sock and match them.  RCA QUESTIONS  1. Did you have fun?  2. Would you like to play the game again.  3. Who can mention any two dangerous objects in the environment? | | | | Socks | |
| GROUP ACTIVITY 1  (OUTDOOR) | Paste a chart of dangerous objects in the environment for learners to observe.  A screenshot of a cell phone  Description automatically generated  Let learners identify and relate to the objects in the picture.  Guide leaners to jump and run over painted car tyres. They sing, recite rhymes and make letter sounds as they jump.  Engage leaners in the “Ball” game.  Ask learners to form a big circle, with one of the student holding the ball.  The learner with the ball starts to mention a word (objects in the environment)  He then throws the ball to another student to mention his/her.  Sing songs and rhymes about things in the environment.  RCA QUESTIONS  1. what have you learnt today?  2. what new words did you learn today?  3. who can use form a sentence with new words? | | | | Poster/ cut out picture depicting clean environment, Real / pictures of cleaning equipment. 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 leaners to draw and color objects in their workbooks.  (e.g. cutlass, knife, scissors, book, pencil, telephone, etc.)  Engage learners to match dangerous objects to the injuries they cause.  Let learners to fix puzzles of the dangerous objects in the environment.  Guide learners to match dangerous objects 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 clean environment, Real / pictures of cleaning equipment. 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:** 50mins | | | |
| **Sub Strand:** MY ENVIRONMENT AND MY HEALTH THAT HELP ME | | |
| **Class:** KG 2 | | **Class Size:** | |
| **Content Standard:**  K2.1.5. Demonstrate understanding of the environment and how to keep it safe | | | **Indicator:**  K2.1.5.1.6 Classify objects according to their shape and color**.** | | | **Lesson:** |
| **Performance Indicator:**   * Learners can classify objects according to their shape and color | | | | **Core Competencies:**  Communication and collaboration, Critical thinking, Personal Development and Leadership | | |
| **References:** KG Curriculum Pg.2 | | | | | | |
| **Keywords:** | | | | | | |
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| Phase/Duration | Learners Activities | | | | Resources | |
| PHASE 1: **STARTER** | Engage learners to sing a song in relation to the lesson.  Example: “Green Green Grass”  RCA QUESTIONS  1. Did you enjoy the song?  2. Would like to sing the song again?  3. What are some of the names you heard in the song? | | | |  | |
| PHASE 2: **NEW LEARNING**  CIRCLE TIME | Engage learners to play the “matching socks”  Display lots of different pairs of socks in class. Give out only one sock to each child.  Learners are tasked to look for a partner who has the same sock and match them.  RCA QUESTIONS  1. Did you have fun?  2. Would you like to play the game again.  3. Who can mention any two dangerous objects in the environment? | | | | Socks | |
| GROUP ACTIVITY 1  (OUTDOOR) | Bring out color blocks for leaners to observe.  Have leaners to explore with the color blocks and match colors with objects in the classroom.  Have leaners to tell their favorite colors.  Leaners to jump and run over painted car tyres. They sing, recite rhymes and make letter sounds as they jump.  Let leaners draw and color objects in their workbooks.  Using the household learning center, guide learners to sort and group the objects according to their uses.  Grouping dangerous and non-dangerous ones.  RCA QUESTIONS  1. what have you learnt today?  2. what new words did you learn today?  3. who can use form a sentence with new words? | | | | Poster/ cut out picture depicting clean environment, Real / pictures of cleaning equipment. 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) | Display pictures of safe objects in the environment.  Learners to identify their names and relate to them.  Guide leaners to draw and color objects in their workbooks.  (e.g. table, bag, water, book, pencil, telephone, etc.)  Engage learners to match non-dangerous objects to the injuries they cause.  Let learners to fix puzzles of the safe objects in the environment.  Guide learners to match safe objects 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 clean environment, Real / pictures of cleaning equipment. 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 | | | |  | |