WEEKLY LESSON PLAN

WEEK 4

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SUBJECT: OWOP** | | **Day:** MONDAY | **Strand:** MY FAMILY | | |
| **Duration:** 50mins | | |
| **Sub Strand:** TYPES AND MEMBERS OF MY FAMILY | | |
| **Class:** KG 2 | | **Class Size:** |
| **CONTENT** **STANDARD**:  K2.2.1. Demonstrate understanding of the rights, roles and responsibilities of family members | | **Indicator:**  K2.2.1.1.1 Say a poem about the family, talk about and discuss the rights and roles of the members.  K2.2.1.1.2 Talk about the important roles and responsibilities of every family member and practice proper way of opening books from right to left. | | | **Lesson:** |
| **Performance Indicator:**   * Learners can describe the rights and roles of family members. * Learners can talk about the important roles and responsibilities of every family member. | | | **Core Competencies:**  Communication and collaboration, Critical Thinking and Problem Solving, Personal Development and Leadership, Creativity and Innovation | | |
| **Keywords:** aunt, uncle, niece, nephew, cousin, ancestors, descendent, grandchild | | | | | |
|  | | | | | |
| 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 Spin The Bottle Game.”  Teacher gets an empty bottle and put it in the middle of the circle. Choose one child to come and spin it.  They spin the bottle and shout one child’s name.  That child has to jump up and pick up the bottle before it stops spinning.  It continues until all names have been mentioned.  RCA QUESTIONS   1. Did you have fun? 2. Which name did you hear in the game? 3. Learners discuss why it is good to call someone by his/her name | | | Empty bottle | |
| GROUP ACTIVITY 1  (OUTDOOR) | Display a conversational poster (Extended Family) and some concrete materials related to the theme.  A screenshot of a cartoon family  Description automatically generated  Engage learners in active discussion on the theme.  Discuss with learners how families are alike and how they are different  Brainstorm a list of family vocabulary (aunt, uncle, niece, nephew, cousin, ancestors, descendent, grandchild, etc.)  Model how to use cultured and polite language in answering questions for them to see and do likewise when needed.  Call on learners randomly to answer questions or contribute to the discussion.  Let them use think-pair-share with peers as they discuss the theme.  RCA QUESTIONS   1. What have we learnt today? 2. Mention three family vocabulary you know. 3. Your mother’s mother is your ….? | | | Poster/ cut out picture depicting family members, word cards on kinship terms, 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) | Learners name the members of their family and discuss the rights and also roles of each of the members.  E.g. learners have a right to education and a role to be obedient and help their mothers/parent with the household chores.  Show learners a set of books about family, scaffold them to slowly open the books from right to left.  Check on the K and W before you read the text and the L after reading.  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.  Read the text aloud to them pausing often for them to share what they are learning or have learnt from listening to the text (L).  Learners share what they have learnt about the theme in small groups and then with the whole group.  RCA QUESTIONS   1. Say any two roles you play at home. 2. What role does your mum play in the home? 3. Who pays your school fees and buys your books? | | | Poster/ cut out picture depicting family members, word cards on kinship terms, Cut out shapes, big books, counters, crayons | |
| LEARNING CENTER | Engage learners to play freely at the learning centers.  Join in and ask learners questions frequently to guide their play.  RCA QUESTIONS  1. Which of the items can be found at home?  2. Among which of the items was bought by Daddy?  3. Mention two things you saw at the learning center. | | | Learning Centers | |
| STORY SHARING | Tell learners a story  Pause regularly and questions to make sure learners are following.  RCA QUESTIONS  1. Was the story interesting?  2. What part of the story did you like?  2. Retell the story to your partner.  4. 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 | | |  | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **SUBJECT: LANG & LIT** | | | **Day:** TUESDAY | **Strand:** MY FAMILY | | |
| **Duration:** 50mins | | | |
| **Sub Strand:** TYPES AND MEMBERS OF MY FAMILY | | |
| **Class:** KG 2 | | | **Class Size:** |
| **CONTENT** **STANDARD**:  K2.2.1. Demonstrate understanding of the rights, roles and responsibilities of family members | | **Indicator:**  K2.2.1.1.3 Identify the initial sounds in the name of every family member and clap the syllables in the names of the family members and other key words. | | | | **Lesson:** |
| **Performance Indicator:**   * Learners can make the initial sounds of words relating to the lesson | | | | **Core Competencies:**  Communication and collaboration, Critical Thinking and Problem Solving, Personal Development and Leadership, Creativity and Innovation | | |
| **Keywords:** aunt, uncle, niece, nephew, cousin, ancestors, descendent, grandchild | | | | | | |
|  | | | | | | |
| 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 learners to form a big circle and engage them to play the alphabet soup game.  Bring a pot and ladle to the center of the circle. Place all the cut out alphabets into the pot. Let learners put on their pretend chef-hats.  Call learners in turns, to the pot, give it a good stir and scoop out an alphabet. When a child finds an alphabet, get them to show it to the class to identify its sound.  RCA QUESTIONS   1. Did you have fun? 2. What soup did we prepare today? 3. What alphabets did were you able to scoop in the soup? | | | |  | |
| GROUP ACTIVITY 1  (OUTDOOR) | Have learners mention the names of their family members to their partners.  Teacher makes a list (aunt, uncle, niece, nephew, cousin, ancestors, descendent, grandchild, etc.)  Learners listen to the names again and say and identify the sounds that begins the names of their family members.  The teacher helps them identify the letters that represent the sounds.  Learners clap on the number of syllables in each name. Guide learners to identify the letter sounds of the family members. E.g. father –initial sound /f/, pays fees /p/ and /f/.  Learners talk about the roles of each member of the family.  Learners in their color groups play the shadow tag game.  Have learners tag each other’s shadow with their feet instead of tagging their body.  RCA QUESTIONS   1. Mention the name of your family members to your partners. 2. What letter sound begins the word ‘uncle’? | | | | Poster/ cut out picture depicting family members, word cards on kinship terms, 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 make a picture album of their family members.  Encourage learners to make a wall gallery with their drawings.  Teacher paste a conversational poster on theme on the board and have learners to identify the roles and responsibilities of each family member.  RCA QUESTIONS   1. Mention two members of the extended family 2. What is the role of children in the home? | | | | Poster/ cut out picture depicting family members, word cards on kinship terms, Cut out shapes, big books, counters, crayons | |
| LEARNING CENTER | Engage learners to play freely at the various learning centers.  Join in and ask learners questions frequently to guide their play. | | | | Learning Centers | |
| STORY SHARING | Tell learners a story  Pause regularly and questions to make sure learners are following.  RCA QUESTIONS  1. Was the story interesting?  2. What part of the story did you like?  2. Retell the story to your partner.  4. 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 | | | |  | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **SUBJECT: LANG & LIT** | | | **Day:** WEDNESDAY | **Strand:** MY FAMILY | | |
| **Duration:** 50mins | | | |
| **Sub Strand:** TYPES AND MEMBERS OF MY FAMILY | | |
| **Class:** KG 2 | | | **Class Size:** |
| **CONTENT** **STANDARD**:  K2.2.1. Demonstrate understanding of the rights, roles and responsibilities of family members | **Indicator:**  K2.2.1.1.4 Identify the letter-sound learnt for the week in words related to the theme and write the letter and key word boldly and legibly in their books.  K2.2.1.1.6 Solve word problems related to family using the concept of addition to find sums up to 10. | | | | | **Lesson:** |
| **Performance Indicator:**   * Learners can write the letter and key word boldly and legibly in their books * Learners can solve word problems related to family using the concept of addition to find sums up to 10. | | | | **Core Competencies:**  Communication and collaboration, Critical Thinking and Problem Solving, Personal Development and Leadership, Creativity and Innovation | | |
| **Keywords:** aunt, uncle, niece, nephew, cousin, ancestors, descendent, grandchild | | | | | | |
|  | | | | | | |
| 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 learners to form a big circle  Teacher gives the class a word or name and they have to make a move touching a body part for each syllable e.g. for the word elephant (3 syllables) the children could touch their head, then shoulders, then hips.  Again, give the class a word or name and they have to clap for each syllable.  RCA QUESTION   1. What words have you learnt today? 2. Make a sentences with two of the words you have learnt. | | |  | |
| GROUP ACTIVITY 1  (OUTDOOR) | | Rapidly revise the letter sounds learnt so far.  Follow the procedure as in K2 .1.1.1.5 to continue teaching the letter-sound for the week.  Using pictures of different families, scaffold learners to add numbers up to 10 and finding how many people altogether live in a family.  e. g. if you add 3 learners and 2 parents it will give you 5 members altogether in one family.  Move gradually from use of word problems and number names to abstract addition of numerals (2+3=5)  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 letter on the board for the others to make its sound.  The leader then search through the word cards to identify the letter. Learners make the letter sound with actions.  Learners in their color groups perform the tag of peace.  RCA QUESTION   1. What have we learnt today? 2. Which group is the strongest? 3. What is 2 + 5? | | | Poster/ cut out picture depicting family members, word cards on kinship terms, 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) | | Using pictures of different families, scaffold learners to add numbers up to 10 and finding how many people altogether live in a family.  e. g. if you add 3 learners and 2 parents it will give you 5 members altogether in one family.  Move gradually from use of word problems and number names to abstract addition of numerals (2+3=5).  Learners solve simple mathematics questions in their books.  RCA QUESTION   1. How many people are in your family? 2. What is 1+4? 3. Which family is referred to as extended family? | | | Poster/ cut out picture depicting family members, word cards on kinship terms, Cut out shapes, big books, counters, crayons | |
| LEARNING CENTER | | Engage learners to play freely at the learning centers.  Join in and ask learners questions frequently to guide their play. | | | Learning Centers | |
| STORY SHARING | | Tell learners a story  Pause regularly and questions to make sure learners are following.  RCA QUESTIONS  1. Was the story interesting?  2. What part of the story did you like?  2. Retell the story to your partner.  4. 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 | | |  | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **SUBJECT: ARTS** | | | **Day:** THURSDAY | **Strand:** MY FAMILY | | |
| **Duration:** 50mins | | | |
| **Sub Strand:** TYPES AND MEMBERS OF MY FAMILY | | |
| **Class:** KG 2 | | | **Class Size:** |
| **CONTENT** **STANDARD**:  K2.2.1. Demonstrate understanding of the rights, roles and responsibilities of family members | | **Indicator:**  K2.2.1.1.5 Design a collage or family tree using pictures and follow basic concepts of writing, from left to right and top to bottom to write the names of family members. | | | | **Lesson:** |
| **Performance Indicator:**   * Learners can design a collage or family tree using pictures and follow basic concepts of writing | | | | **Core Competencies:**  Communication and collaboration, Critical Thinking and Problem Solving, Personal Development and Leadership, Creativity and Innovation | | |
| **Keywords:** aunt, uncle, niece, nephew, cousin, ancestors, descendent, grandchild | | | | | | |
|  | | | | | | |
| 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 in a community circle.to play the “Wonkey Donkey Game”  A child is made to wear and old shirt and blindfolded.  Another child comes up to hold on to back of the shirt (the donkey’s tail) and shouts “Wonkey Donkey!”  The blindfolded child must guess who shook their tail.  RCA QUESTIONS  1. Did you have fun?  2. Would you like to play the game?  3. Demonstrate how to cross the road? | | | |  | |
| GROUP ACTIVITY 1  (OUTDOOR) | Learners design a family tree with cutting and pasting of pictures of family members on a drawing paper and write the initial letter and names of family members.  Writing of letter: Learners have a warm up exercise.  Have pupils tap their fingers one at a time with their thumb.  Do one hand at a time as they learn movement.  Let them shake their hands.  Writing: First, teacher writes the letter, the capital and the lower-case letters boldly on the chalk/whiteboard.  Aa Bb Cc Dd  Teacher models how to write the letter in the air describing the process as he/she writes.  Have learners take turns with you writing in the air and then playfully on the back of their friends, on their arms and finally write the letter and its key word in their exercise book.  Learners in their color perform the freeze dance game.  Get a music box. When the music starts, everyone else dances, the crazier the better.  When the music stops, the dancers must freeze in their positions. Anyone caught moving after that is out.  RCA QUESTION   1. What letters did we learn to write today? 2. Make a word with the letter ‘B’. | | | | Poster/ cut out picture depicting family members, word cards on kinship terms, 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) | Engage learners to play the “**What letter am I writing?” game.**  The teacher writes a sound in the air.  The children tell the teacher the sound that has been written.  Guide learners to write the letters on the blue and red lines in their exercise books.  RCA QUESTION   1. Write the letter ‘B’ in the air to your partners. 2. Mention two animals that begins with the letter ‘c’. | | | | Poster/ cut out picture depicting family members, word cards on kinship terms, Cut out shapes, big books, counters, crayons | |
| LEARNING CENTER | Engage learners to play freely at the learning centers.  Join in and ask learners questions frequently to guide their play. | | | | Learning Centers | |
| STORY SHARING | Tell learners a story  Pause regularly and questions to make sure learners are following.  RCA QUESTIONS  1. Was the story interesting?  2. What part of the story did you like?  2. Retell the story to your partner.  4. 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 | | | |  | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **SUBJECT: NUMERACY** | | | **Day:** FRIDAY | **Strand:** MY FAMILY | | |
| **Duration:** 50mins | | | |
| **Sub Strand:** TYPES AND MEMBERS OF MY FAMILY | | |
| **Class:** KG 2 | | | **Class Size:** |
| **CONTENT** **STANDARD**:  K2.2.1. Demonstrate understanding of the rights, roles and responsibilities of family members | | **Indicator:**  K2.2.1.1.6. Learners can solve word problems related to family using the concept of addition to find sums up to 10. | | | | **Lesson:** |
| **Performance Indicator:**   * Learners can solve word problems related to family using the concept of addition to find sums up to 10. | | | | **Core Competencies:**  Communication and collaboration, Critical Thinking and Problem Solving, Personal Development and Leadership, Creativity and Innovation | | |
| **Keywords:** aunt, uncle, niece, nephew, cousin, ancestors, descendent, grandchild | | | | | | |
|  | | | | | | |
| Phase/Duration | Learners Activities | | | | Resources | |
| PHASE 1: **STARTER** | Engage Learners to sing songs and recite familiar rhymes  I AM COUNTING ONE  • I’m counting one, what is one  • 1 - One is one alone, alone it shall be.  • 2 - Two pair, two pair come pair let us pair  • 3 - Turn around  • 4 - Follow me  • 5 - Fire  • 6 - Sister  • 7 - Saviour  • 8 - Eat more fruits  • 9 - Nana Yaw  • 10 - Thank your God. | | | |  | |
| PHASE 2: **NEW LEARNING**  CIRCLE TIME | Engage learners in a community circle.  Put some music on and pass object around the circle.  When the music stops, whoever is holding the object is out and has to stand up and sit outside the circle.  Continue until you have a champion.  RCA QUESTION  1. Did you have fun?  2. Would you like to play some more?  3. What objects in the home can harm us? | | | | Music box | |
| GROUP ACTIVITY 1  (OUTDOOR) | Rapidly revise the letter sounds learnt so far.  Follow the procedure as in K2 .1.1.1.5 to continue teaching the letter-sound for the week.  Using pictures of different families, scaffold learners to add numbers up to 10 and finding how many people altogether live in a family.  e. g. if you add 3 learners and 2 parents it will give you 5 members altogether in one family.  Move gradually from use of word problems and number names to abstract addition of numerals (2+3=5)  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 letter on the board for the others to make its sound.  The leader then search through the word cards to identify the letter. Learners make the letter sound with actions.  Learners in their color groups perform the tag of peace.  RCA QUESTIONS   1. What have we learnt today? 2. Which color group is the weakest? 3. What is 3 + 4? | | | | Poster/ cut out picture depicting family members, word cards on kinship terms, 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) | Using pictures of different families, scaffold learners to add numbers up to 10 and finding how many people altogether live in a family.  e. g. if you add 3 learners and 2 parents it will give you 5 members altogether in one family.  Move gradually from use of word problems and number names to abstract addition of numerals (2+3=5).  Learners solve simple mathematics questions in their books.  RCA QUESTIONS   1. How many people are in your family? 2. What is 1+4? 3. Which family is referred to as extended family? | | | | Poster/ cut out picture depicting family members, word cards on kinship terms, 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 | | | |  | |