WEEKLY LESSON PLAN

WEEK 5

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| **SUBJECT: OWOP** | | | **Day:** MONDAY | **Strand:** MY FAMILY | | | |
| **Duration:** 100mins | | | |
| **Sub Strand:** ORIGIN AND FAMILY HISTORY | | | |
| **Class:** KG 2 | | | **Class Size:** |
| **CONTENT** **STANDARD**:  K2.2.2.1 Demonstrate understanding of the origin and history of our families and the languages spoken. | | **Indicator:**  K2.2.2.1.1 Learners can sing indigenous songs, talk about and discuss the origin and history of the learners’ family  K2.2.2.1.3 Learners can read level appropriate sight words relating to the origin and history of a family | | | | | **Lesson:** |
| **Performance Indicator:**   * Learners can sing indigenous songs, talk about and discuss the origin and history of the learners’ family * Learners can read level appropriate sight words relating to the origin and history of a family | | | | | **Core Competencies:**  Communication and collaboration, Critical thinking, Personal Development and Leadership | | |
| **Keywords:** uniqueness, family | | | | | | | |
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| Phase/Duration | Learners Activities | | | | | Resources | |
| PHASE 1: **STARTER** | Let learners sing a song  Example: “Baby Shark”  RCA QUESTION  1. Did you enjoy the song?  2. What words did you hear in the song?  3. Why do you love your family? | | | | |  | |
| PHASE 2: **NEW LEARNING**  CIRCLE TIME | Engage learners in a community circle. Welcome learners with a big smile, greet them and have them do the same to their friends.  Teacher draws faces and characters on the fingers of learners.  A screenshot of a phone  Description automatically generated  Choose a fun fingerplay song for the day’s activity and get started.  Have learners to represent each of their finger to a named family member. | | | | | Marker pens | |
| 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.  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.  Sing indigenous songs and let each learner talk about the language they speak at home and their family names.  Using the surnames of learners, discuss the family background laying emphasis on the origin, where they come from, short history, language spoken and food they eat.  Teach and sing rhymes with learners.  Take Learners out of the class to the field for a stretch up.  Engage Learners to use any of the play toys available.  Call out learners in turns for them to sing songs and mention the names of some family members.  RCA QUESTIONS   1. What have we learnt today? 2. Describe yourself to your partners. | | | | |  | |
| 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) | Read through the text again and have learners identify the high frequency words (vocabulary) in the text.  List them on the chalk/white board. Focus on five words per week. E.g. brother, sister, father, mother.  Pronounce the words 3 times and have learners repeat.  Then have pupils say the word aloud and call learners to repeat the word two more times.  Have learners read the words in the big book again.  Show the word on a flash card and ask pupils to read the words.  Practice reading the words over and over until the learners become automatic in recognizing them.  Learners write the words in their word banks and on the classroom wall chart and play with it throughout the week.  Let learners clap/beat the top of their tables or/and stamp their feet to the rhythm of the song.  Have learners to sing the song loudly and then softly, fast and then slowly.  RCA QUESTIONS   1. What words have we learnt today? 2. Use the words to form sentences to your partner. | | | | |  | |
| 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:** MY FAMILY | | | |
| **Duration:** 100mins | | | |
| **Sub Strand:** ORIGIN AND FAMILY HISTORY | | | |
| **Class:** KG 2 | | | **Class Size:** |
| **CONTENT** **STANDARD**:  K2.2.2.1 Demonstrate understanding of the origin and history of our families and the languages spoken. | | **Indicator:**  K2.2.2.1.2 Learners can identify who an author, illustrator and title is and answer “wh” questions during and after listening to the read aloud text on the history of a family to learners  K2.2.2.1.4 Learners can say and clap syllables of the various tribes and languages. | | | | | **Lesson:** |
| **Performance Indicator:**   * Learners can identify who an author, illustrator and title is and answer “wh” questions during and after listening to the read aloud text on the history of a family to learners * Learners can say and clap syllables of the various tribes and languages. | | | | | **Core Competencies:**  Communication and collaboration, Critical thinking, Personal Development and Leadership | | |
| **Keywords:** Herringbone, Family | | | | | | | |
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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 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? | | | | | Pot and ladle | |
| GROUP ACTIVITY 1  (OUTDOOR) | Using a narrative story related to the theme, (Family Picture), guide learners to identify the author and the illustrator’s name.  Read the title and show cover picture and let learners predict what the story will be.  Read aloud the text to learners and use the Herringbone strategy, during and after the reading, asking the learners “wh” questions. i.e. [who, what, where, how and why questions] (see Appendix 1)  Encourage learners to use their own words to retell and answer the questions.  Guide learners to say and clap the syllables in some selected names related to the theme.  E.g. I am Yayra. I am an Ewe – e-we.  Let learners use the letter sounds to decode words about the topic.  E.g. /a//k//a//n/, /f//a//n//t//e  Engage learners to play the “Body syllables” game.  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.  Engage learners in a stretch up to warm up themselves.  Engage Learners to use any of the play toys available.  Have learners to say and clap syllables of the various tribes and languages.  RCA QUESTIONS   1. Mention your local names to your partner 2. What letter begins the word ‘mother’? | | | | |  | |
| 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) | Read aloud the text to learners and use the Herringbone strategy, during and after the reading, asking the learners “wh” questions. i.e. [who, what, where, how and why questions] (see Appendix 1)  Encourage learners to use their own words to retell and answer the questions.  Guide learners to say and clap the syllables in some selected names related to the theme.  E.g. I am Yayra. I am an Ewe – e-we.  Let learners use the letter sounds to decode words about the topic.  E.g. /a//k//a//n/, /f//a//n//t//e  Engage learners to play the “Body syllables” game.  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.  RCA QUESTIONS   1. Mention two members of the extended family 2. What is the role of children in the home? | | | | |  | |
| 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:** MY FAMILY | | |
| **Duration:** 100mins | | | |
| **Sub Strand:** ORIGIN AND FAMILY HISTORY | | |
| **Class:** KG 2 | | **Class Size:** | |
| **CONTENT** **STANDARD**:  K2.2.2.1 Demonstrate understanding of the origin and history of our families and the languages spoken. | | | **Indicator:**  K2.2.2.1.5 Learners can 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 | | | **Lesson:** |
| **Performance Indicator:**   * Learners can 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 | | | | **Core Competencies:**  Communication and collaboration, Critical thinking, Personal Development and Leadership | | |
| **Keywords:** Upper case, lower case | | | | | | |
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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 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.  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.  Writing: 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.  Engage Learners to use any of the play toys available.  Write keywords on flashcards. Put learners into groups of three.  Have learners to segment and blend the words on the word cards.  RCA QUESTIONS   1. Call learners in turns to write the initial letters of words | | | |  | |
| 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) | 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.  Writing: 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.  Engage Learners to use any of the play toys available.  Write keywords on flashcards. Put learners into groups of three.  Have learners to segment and blend the words on the word cards.  RCA QUESTIONS   1. Call learners in turns to write the ending letters of words | | | |  | |
| 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:** MY FAMILY | | |
| **Duration:** 100mins | | | |
| **Sub Strand:** ORIGIN AND FAMILY HISTORY | | |
| **Class:** KG 2 | | **Class Size:** | |
| **CONTENT** **STANDARD**:  K2.2.2.1 Demonstrate understanding of the origin and history of our families and the languages spoken. | | | **Indicator:**  K2.2.2.1.6 Learners can tell a story and dramatize the history of different families  K2.2.2.1.7 Learners can compare length and distance from their school to their homes and hometowns using non-standard and standardized measures | | | **Lesson:** |
| **Performance Indicator:**   * Learners can tell a story and dramatize the history of different families * Learners can compare length and distance from their school to their homes and hometowns using non-standard and standardized measures | | | | **Core Competencies:**  Communication and collaboration, Critical thinking, Personal Development and Leadership | | |
| **Keywords:** feet, rope, thread, measure, map | | | | | | |
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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 in the Community circle time.  Teacher whispers an alphabet to a child in the group. The child draws the alphabet with his finger on the next child’s hand, while the group keeps their eyes closed.  Each child continue passing the shape to their neighbor and see how close the last person gets to guessing the alphabet. | | | |  | |
| GROUP ACTIVITY 1  (OUTDOOR) | Invite a resource person to visit the class and tell a story of the origin of different ethnic groups.  Learners retell the story about their origin to the whole class.  With full traditional costume, learners dramatize the origin story of different tribes.  Let learners sing lots of traditional songs during the dramatization.    Scaffold learners to measure different length and spaces in the classroom and outside the classroom.  In small groups, have learners use non standardized tools such as their feet, rope or thread to measure the length of their tables, their classroom, distance of their classroom to the head teacher’s office, the football park, distance from school to their homes and finally measuring the distance from present place to their hometown on a big map of Ghana,  Give them rulers to measure some spaces and compare the length using phrases like longer than, shorter than.  Engage learners actively in the measurement exercise adding and estimating.  Have ground rules as to how to do the task.  Have learners count and represent the measurement with model numbers.  Engage leaners to use any of the play toys available.  Using the numbers identified, have learners to compare to see which is more than or less than.  RCA QUESTIONS   1. Tell the name of your hometown to your partners. 2. What can we use to measure the length of our 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) | Scaffold learners to measure different length and spaces in the classroom and outside the classroom.  In groups, learners use non standardized tools such as their feet, rope or thread to measure the length of their tables, pencils, crayons and their classroom.  Give them rulers to measure some spaces and compare the length using phrases like longer than, shorter than.  Engage learners actively in the measurement exercise adding and estimating.  Have learners count and represent the measurement with model numbers.  Using the numbers identified, have learners to compare to see which is more than or less than.  RCA QUESTIONS   1. Write these numbers in the air 1,2,3,4,5 2. Which of these is the longest; pencil and ruler? | | | |  | |
| 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 | | | |  | |

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| **SUBJECT: NUMERACY** | | | **Day:** THURSDAY | **Strand:** MY FAMILY | | |
| **Duration:** 100mins | | | |
| **Sub Strand:** ORIGIN AND FAMILY HISTORY | | |
| **Class:** KG 2 | | | **Class Size:** |
| **CONTENT** **STANDARD**:  K2.2.2.1 Demonstrate understanding of the origin and history of our families and the languages spoken. | | **Indicator:**  K2.2.2.1.7 Learners can compare length and distance from their school to their homes and hometowns using non-standard and standardized measures | | | | **Lesson:** |
| **Performance Indicator:**   * Learners can compare length and distance from their school to their homes and hometowns using non-standard and standardized measures | | | | **Core Competencies:**  Communication and collaboration, Critical thinking, Personal Development and Leadership | | |
| **Keywords:** feet, rope, thread, measure, map | | | | | | |
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| 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 the community circle time.  Teacher makes a brown paper bags for each month of the year.  Fill it with the names of learners who have their birthdays that month or label names on to cut-out shapes glued on the craft-sticks.  Get the bags out at the beginning of the month and get them involved in marking the dates on the calendar | | | | Paper bags | |
| GROUP ACTIVITY 1  (OUTDOOR) | Invite a resource person to visit the class and tell a story of the origin of different ethnic groups.  Learners retell the story about their origin to the whole class.  With full traditional costume, learners dramatize the origin story of different tribes.  Let learners sing lots of traditional songs during the dramatization.    Scaffold learners to measure different length and spaces in the classroom and outside the classroom.  In small groups, have learners use non standardized tools such as their feet, rope or thread to measure the length of their tables, their classroom, distance of their classroom to the head teacher’s office, the football park, distance from school to their homes and finally measuring the distance from present place to their hometown on a big map of Ghana,  Give them rulers to measure some spaces and compare the length using phrases like longer than, shorter than.  Engage learners actively in the measurement exercise adding and estimating.  Have ground rules as to how to do the task.  Have learners count and represent the measurement with model numbers.  Engage leaners to use any of the play toys available.  Using the numbers identified, have learners to compare to see which is more than or less than.  RCA QUESTIONS   1. Tell the name of your hometown to your partners. 2. What can we use to measure the length of our 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) | Scaffold learners to measure different length and spaces in the classroom and outside the classroom.  In groups, learners use non standardized tools such as their feet, rope or thread to measure the length of their tables, pencils, crayons and their classroom.  Give them rulers to measure some spaces and compare the length using phrases like longer than, shorter than.  Engage learners actively in the measurement exercise adding and estimating.  Have learners count and represent the measurement with model numbers.  Using the numbers identified, have learners to compare to see which is more than or less than.  RCA QUESTIONS   1. Write these numbers in the air 1,2,3,4,5 2. Which of these is the longest; pencil and ruler? | | | |  | |
| 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. | |