WEEKLY LESSON PLAN

WEEK 6

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| **SUBJECT: OWOP** | | **Day:** MONDAY | | **Strand:** MY FAMILY | |
| **Class:** KG 2 | | **Class Size:** | | **Sub** **Strand**: FAMILY CELEBRATION AND FESTIVALS | |
| **Content Standard:**  K2.2.3.1 Demonstrate understanding of importance of the activities that we engage in during festivals and family celebrations | | | **Indicator:**  K2.2.3.1.1 Discuss importance of activities we engage in during festivals and family celebrations and sing folk tunes.  K2.2.3.1.3 Read level appropriate sight words relating to celebration and festival of a family automatically**.** | | |
| **Performance Indicator:**   * Learners can discuss importance of activities we engage in during festivals and family celebrations and sing folk tunes. * Learners can read level appropriate sight words relating to celebration and festival of a family automatically | | | | **Core Competencies:**  Communication and collaboration, Critical thinking, Personal Development and Leadership | |
| **Keywords:** brother, sister, father, mother, Eid -al fitr, Eid-ul- Adar | | | | | |
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| Phase/Duration | Learners Activities | | | | Resources |
| PHASE 1: **STARTER** | Let learners sing a song  Example:  WE WISH YOU A MERRY CHRISTMAS  We wish you a merry Christmas  We wish you a merry Christmas  We wish you a merry Christmas  And a happy new year.  Good tidings we bring  To you and your kin;  Good tidings for Christmas.  And a happy New Year!  RCA QUESTION  1. Did you enjoy the song?  2. What words did you hear in the song?  3. What are some of the things you did on Christmas day? | | | |  |
| PHASE 2: **NEW LEARNING**  CIRCLE TIME | Engage learners in the community circle time.  Decorate a cane to become a ‘Talking Stick”. Now, explain to the group that this a talking stick. Only the person who holds it may speak. Learners take turns to tell the group the food they ate the previous evening.  This game is to encourage patience and turn taking. | | | | Stick or cane |
| GROUP ACTIVITY 1  (OUTDOOR) | Introduce the theme for the week and discuss importance of the activities that go on during family celebration.  Welcome learners with a big smile, greet them and have them do the same to their friends.  Display a conversational poster on Celebration and let learners discuss the activities that go on during their family celebrations.  A screenshot of a cartoon family  Description automatically generated  Have learners take turns to contribute their ideas to the discussion.  Let them display concrete materials and costumes they wear and why.  Engage them to also talk about the activities they do with their families during the religious celebrations and traditional festivals.  Engage learners in active discussion about the religious festivals of their families e.g. Christmas, Eid -al fitr, Eid-ul- Adar, Easter etc.  Mount different centers for different groups to role family celebrations at home.  Learners in their groups sing songs relating to a named celebration.  RCA QUESTIONS.   1. What do we do on Christmas day? 2. Why do Christians celebrate Christmas? 3. Why do Muslims fast during Ramadan? | | | | Poster/ cut out picture depicting family celebrations e.g. birthday, 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 follow steps in learning sight words as in the previous lesson K2.2.2.1.3.  Focus on another five sight words for the week, practice until they become automatic by the end of the week and then they can have a spelling check on Friday.    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.  RCA QUESTIONS   1. What words have we learnt today? 2. Say the words aloud to your partner. | | | | Poster/ cut out picture depicting family celebrations e.g. birthday, 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:** MY FAMILY | |
| **Class:** KG 2 | | **Class Size:** | | **Sub** **Strand**: FAMILY CELEBRATION AND FESTIVALS | |
| **Content Standard:**  K2.2.3.1 Demonstrate understanding of importance of the activities that we engage in during festivals and family celebrations | | | **Indicator:**  K2.2.3.1.2 Use the cover page and title to predict what happens in a story, listen and answer simple “wh” questions on the read aloud text about the theme (The story of Easter and Eid-al Fitr) | | |
| **Performance Indicator:**   * Learners can use the cover page and title to predict what happens in a story, listen and answer simple questions. | | | | **Core Competencies:**  Communication and collaboration, Critical thinking, Personal Development and Leadership | |
| **Keywords:** brother, sister, father, mother | | | | | |
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| Phase/Duration | Learners Activities | | | | Resources |
| PHASE 1: **STARTER** | Let learners sing a song  Example:  Happy birthday to you!  Happy birthday to you!  Happy birthday dear (*insert name*)  Happy birthday to you!  May God bless you now  May God bless you now  May God bless dear (*insert name*)  May God bless you now!  RCA QUESTION  1. Did you enjoy the song?  2. What words did you hear in the song?  3. What are some of the things you on your birthday? | | | |  |
| PHASE 2: **NEW LEARNING**  CIRCLE TIME | Engage learners in the community circle time.  Using the first letter of each child’s name, pretend to go shopping for an item that begins with that letter.  For example, “Henry will buy a hamburger”, “Peter will buy Pizza”, etc.  Go around the circle until everyone has had a turn. This helps with letter recognition. | | | | Word cards |
| GROUP ACTIVITY 1  (OUTDOOR) | Show the big book to learners.  Using a narrative story related to the theme, guide learners to predict what will happen in the text.  Learners listen attentively to the Teacher-read-aloud text and answer ‘wh’ questions as in the Herringbone strategy, During and after the reading, the teacher should pause often and ask the learners the following questions: who did what in the story, what happened, what was the problem in the story? where did the story happen?, how and why.  Encourage learners to use their own words to retell the story and answer the questions.  Learners in their color groups perform the tag of peace and sack race.  RCA QUESTIONS   1. I want you to share with me, what you heard in the story. 2. Let learners role play parts of the story | | | | Poster/ cut out picture depicting family celebrations e.g. birthday, 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 follow steps in learning sight words.  Focus on another five sight words for the week, practice until they become automatic by the end of the week and then they can have a spelling check on Friday.    List them on the chalk/white board. Focus on five words per week. E.g. brother, sister, father, mother.  Pronounce the words 2 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.  RCA QUESTIONS   1. What words have we learnt today? 2. Say the words aloud to your partner. | | | | Poster/ cut out picture depicting family celebrations e.g. birthday, 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:** MY FAMILY | |
| **Class:** KG 2 | | **Class Size:** | | **Sub** **Strand**: FAMILY CELEBRATION AND FESTIVALS | |
| **Content Standard:**  K2.2.3.1 Demonstrate understanding of importance of the activities that we engage in during festivals and family celebrations | | | **Indicator:**  K2.2.3.1.4 Identify the initial sounds, clap and count the number of syllables in different words related to festivals and celebrations  K2.2.3.1.5 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. | | |
| **Performance Indicator:**   * Learners can identify the initial sounds, clap and count the number of syllables * Learners can write letters and key word boldly and legibly in their books | | | | **Core Competencies:**  Communication and collaboration, Critical thinking, Personal Development and Leadership | |
| **Keywords:** | | | | | |
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| Phase/Duration | Learners Activities | | | | Resources |
| PHASE 1: **STARTER** | Let learners sing a song in relation to the song.  RCA QUESTION  1. Did you enjoy the song?  2. What words did you hear in the song? | | | |  |
| PHASE 2: **NEW LEARNING**  CIRCLE TIME | Engage learners in the community circle time.  Sing “Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.  Emphasize the current day of the week. Sing the song and then check the calendar.  Ask; Who can find today on the calendar? (as you point to someone to answer the question) | | | | Word cards |
| GROUP ACTIVITY 1  (OUTDOOR) | List the names of various celebrations and festivals, guide learners to identify the number of syllables in the word by clapping.  Have the learners identify and write the beginning letter sounds and also clap the syllables again and again.  E.g. Christmas begins with the letter sound /c/ and it can be clapped into 2 syllables etc.  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.  Children are split into teams. One from each team is chosen with a toy gun.  Teacher calls out a sound, a player must shoot their opponent by saying a word that begins with that sound.  The person who shoots first wins and stays on. The loser sits down and another person from that team comes up.  Whichever team has its player standing at the end wins.  RCA QUESTIONS   1. Christmas begins with what letter sound? 2. Which group of people celebrate the Homowo festival? | | | | Poster/ cut out picture depicting family celebrations e.g. birthday, 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) | 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.  Write the letter names beginning family celebrations after learners have a warm up exercise.  Guide learners to write the letters on the blue and red lines in their exercise books.  Ask children to choose any 4 letters and write them 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.  RCA QUESTIONS   1. What words have we learnt today? 2. Mention any three words you remember to your partner. | | | | Poster/ cut out picture depicting family celebrations e.g. birthday, 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:** MY FAMILY | |
| **Class:** KG 2 | | **Class Size:** | | **Sub** **Strand**: FAMILY CELEBRATION AND FESTIVALS | |
| **Content Standard:**  K2.2.3.1 Demonstrate understanding of importance of the activities that we engage in during festivals and family celebrations | | | **Indicator:**  K2.2.3.1.6 Recognize and create paper and rubber beads according to simple patterns in the environment. | | |
| **Performance Indicator:**   * Learners can recognize and create paper and rubber beads according to simple patterns in the environment | | | | **Core Competencies:**  Communication and collaboration, Critical thinking, Personal Development and Leadership | |
| **Keywords:** straws, beads, Homowo, Hogbetsotso, | | | | | |
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| Phase/Duration | Learners Activities | | | | Resources |
| PHASE 1: **STARTER** | Let learners sing a song in relation to the song.  RCA QUESTION  1. Did you enjoy the song?  2. What words did you hear in the song? | | | |  |
| PHASE 2: **NEW LEARNING**  CIRCLE TIME | Engage learners in the community circle time.  Write names of animals on cards and mix them up in a bowl. Call learners in turns to pick and act the animals they pick.  Example: Ask them; ‘how does the pig walk’, ‘what does the pig say’. | | | | Word cards |
| GROUP ACTIVITY 1  (OUTDOOR) | Provide learners with different materials such as straws and old calendars to cut and create beads.  Cut old calendars, brown papers, and roll them using glues.  Have learners prepare nice beads for the classroom celebration.  Role play activities that go on during the different family religious and traditional celebrations.  E.g. Homowo festival, Hogbetsotso festival etc.    RCA QUESTIONS   1. Call out learners in turns to use the keywords to form sentences orally | | | | Poster/ cut out picture depicting family celebrations e.g. birthday, 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) | 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.  Write the letter names beginning family celebrations after learners have a warm up exercise.  Guide learners to write the letters on the blue and red lines in their exercise books.  RCA QUESTIONS   1. What words have we learnt today? 2. Mention any three words you remember to your partner. | | | | Poster/ cut out picture depicting family celebrations e.g. birthday, 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:** MY FAMILY | |
| **Class:** KG 2 | | **Class Size:** | | **Sub** **Strand**: FAMILY CELEBRATION AND FESTIVALS | |
| **Content Standard:**  K2.2.3.1 Demonstrate understanding of importance of the activities that we engage in during festivals and family celebrations | | | **Indicator:**  K2.2.3.1.7 Prepare a shopping list, use money to shop for ingredients for the festival special meal. | | |
| **Performance Indicator:**   * Learners can prepare a shopping list, use money to shop for ingredients for the festival special meal | | | | **Core Competencies:**  Communication and collaboration, Critical thinking, Personal Development and Leadership | |
| **Keywords:** | | | | | |
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| Phase/Duration | Learners Activities | | | | Resources |
| PHASE 1: **STARTER** | Let learners sing a song in relation to the song.  RCA QUESTION  1. Did you enjoy the song?  2. What words did you hear in the song? | | | |  |
| PHASE 2: **NEW LEARNING**  CIRCLE TIME | Engage learners in the community circle time.  Play some songs or sing a song. Everyone dances to the tune. Suddenly, stop the song, and make sure everyone freeze in his/her position.  Anyone who moves is out of the game. The last person becomes the winner. | | | |  |
| GROUP ACTIVITY 1  (OUTDOOR) | Learners apply the concept of addition and subtraction as they use real money to go shopping for some essential ingredients in the classroom store.  Count the number of people in the family and buy enough food for them.  Solve addition and subtraction word problems during the week.  Teach rhymes and songs as learners sing along  DIDDLE, DIDDLE  *Hey diddle, diddle*  *The cat and the fiddle*  *The cow jumped over the moon*  *The little dog laughed to see such fun*  *And the dish run away with spoon*    Have learners dance with actions as they sing the songs  RCA QUESTIONS   1. call out learners in turns to tell stories about their own families to the class | | | | Poster/ cut out picture depicting family celebrations e.g. birthday, 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) | 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.  Write the letter names beginning family celebrations after learners have a warm up exercise.  Guide learners to write the letters on the blue and red lines in their exercise books.  RCA QUESTIONS   1. What words have we learnt today? 2. Mention any three words you remember to your partner. | | | | Poster/ cut out picture depicting family celebrations e.g. birthday, 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 | | | |  |