WEEKLY LESSON PLAN

WEEK 1

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| **SUBJECT: NUMERACY** | | **Day:** MONDAY | | **Strand:** All About Me | | |
| **Duration:** 50mins | | | |
| **Sub Strand:** I Am A Wonderful And Unique Creation | | |
| **Class:** KG 1 | | **Class Size:** | |
| **Content Standard:**  K1.1.1.1 Demonstrate the understanding that all learners are wonderful and have unique body features that make them different from other people and other God’s creation in the environment. | | | **Indicator:**  K1.1.1.1.7. Create sets of human parts that are similar and represent them with numbers up to 5 | | | **Lesson:** |
| **Performance Indicator:**   * Learners can use numbers to represent body parts they count | | | | **Core Competencies:**  Communication and collaboration, Critical thinking, Personal Development and Leadership | | |
| **References:** KG Curriculum Pg.2 | | | | | | |
| **Keywords:** Balanced, consequences, healthy | | | | | | |
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| Phase/Duration | Learners Activities | | | | Resources | |
| PHASE 1: **STARTER** | Sing a song;  Example: “I have one big head”  1. Did you enjoy the song?  2. What part of the body did you hear in the song?  3. Can you mention any other part of the body? | | | |  | |
| PHASE 2: **NEW LEARNING**  CIRCLE TIME | Have learners sit in a semi-circle, using pictures and toys, let pupils identify the different parts of their body.  1. Did you like the game?  2. Do you like to play it again?  3. Can mention some parts of the body you know | | | | Ball | |
| GROUP ACTIVITY 1  (OUTDOOR) | Call out parts of the body and have learners touch that part to show comprehension.  E.g. this is my head, this is my hand, etc.    Guide learners to count the parts of the body (e.g. head, stomach, leg, hand etc.) seen in the video clip and/or those listed on the board.  Let learners classify the body parts according to their functions.  Learners perform the sack race and filling of bottles.  1. Did you have fun today?  2. What have you learnt today?  3. Who can tell us about her/himself? | | | | Poster/ cut out picture depicting body part, ball, word cards of descriptive words e.g. tall, dark, short etc. 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) | In pairs, the learners check on the body parts that are similar and draw them in Sets, count them and represent them with numbers one to five (1-5).  Pose story problems about what total number you will get if you put different number of learners together.  What will be the total no of eyes? What will the total number of hands?  Give opportunity to learners to count parts of group members and their parts.    Let learners to fix puzzles on body parts.  Guide learners to match body parts with their names.  1. What did you draw?  2. Did you enjoyed the drawing and coloring?  3. What are some of the words in the puzzle? | | | | Poster/ cut out picture depicting body part, ball, word cards of descriptive words e.g. tall, dark, short etc. 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: CREATIVE ARTS** | | **Day:** TUESDAY | | **Strand:** All About Me | | |
| **Duration:** 50mins | | | |
| **Sub Strand:** I Am A Wonderful And Unique Creation | | |
| **Class:** KG 1 | | **Class Size:** | |
| **Content Standard:**  K1.1.1.1 Demonstrate the understanding that all learners are wonderful and have unique body features that make them different from other people and other God’s creation in the environment. | | | **Indicator:**  K1.1.1.1.6. Draw a beautiful picture of themselves and scribble freely underneath the picture paper | | | **Lesson:** |
| **Performance Indicator:**   * Learners can draw parts of their body | | | | **Core Competencies:**  Communication and collaboration, Critical thinking, Personal Development and Leadership | | |
| **References:** KG Curriculum Pg.2 | | | | | | |
| **Keywords:** Balanced, consequences, healthy | | | | | | |
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| Phase/Duration | Learners Activities | | | | Resources | |
| PHASE 1: **STARTER** | Sing a song;  Example: “one little finger”  RCA QUESTIONS  1. Did you enjoy the song?  2. What part of the body did you hear in the song?  3. Can you mention any other part of the body? | | | |  | |
| PHASE 2: **NEW LEARNING**  CIRCLE TIME | Have learners sit in a semi-circle, using pictures and toys, let pupils identify the different parts of their body.  RCA QUESTIONS  1. Did you like the game?  2. Do you like to play it again?  3. Can mention some parts of the body you know | | | | Ball | |
| GROUP ACTIVITY 1  (OUTDOOR) | Have learners talk about themselves focusing on the uniqueness of their names, the homes they are from, their physical bodies, how tall or short, big or small.  Use the following questions to guide the learners who cannot talk fluently.  E.g. What is your name? Age? Gender? Height?  What are your likes and dislikes? Etc.  The teacher must model the description and scaffold the learners to do so.  As part of the process of the daily read aloud lesson, have learners talk about the front/cover and the back page of a book, and ask them to make connections to their own body.  Using the color tires, let learners jump in turns describing themselves.  Engage learners to do the lime and spoon race.   1. Did you have fun today? 2. What have you learnt today? 3. Who can tell us about her/himself? | | | | Poster/ cut out picture depicting body part, ball, word cards of descriptive words e.g. tall, dark, short etc. 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 are asked to draw themselves, color it nicely, after which they scribble freely underneath.  Let them talk about what they have written with friends sitting next to them in the classroom.  Ask learners what they have drawn and write them on the board.    Let learners to fix puzzles on body parts.  Guide learners to match body parts with their names.  1. What did you draw?  2. Did you enjoyed the drawing and coloring?  3. What are some of the words in the puzzle? | | | | Poster/ cut out picture depicting body part, ball, word cards of descriptive words e.g. tall, dark, short etc. 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: OWOP** | | **Day:** WEDNESDAY | | **Strand:** All About Me | | |
| **Duration:** 100mins | | | |
| **Sub Strand:** I Am A Wonderful And Unique Creation | | |
| **Class:** KG 1 | | **Class Size:** | |
| **Content Standard:**  K1.1.1.1 Demonstrate the understanding that all learners are wonderful and have unique body features that make them different from other people and other God’s creation in the environment. | | | **Indicator:**  K1.1.1.1.1Identify and talk in simple sentences, about the features of our body. | | | **Lesson:**  1 of 5 |
| **Performance Indicator:**   * Learners can identify the parts of the body * Learners can about the different parts of book | | | | **Core Competencies:**  Communication and collaboration, Critical thinking, Personal Development and Leadership | | |
| **References:** KG Curriculum Pg.2 | | | | | | |
| **Keywords:** Balanced, consequences, healthy | | | | | | |
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| Phase/Duration | Learners Activities | | | | Resources | |
| PHASE 1: **STARTER** | Engage learners to play a game or sing a song in relation to the lesson.   1. Did you like the game/song? 2. Would you like to play or the sing the song again? 3. How many of you can sing the song alone? 4. What words did you hear in the song? | | | |  | |
| PHASE 2: **NEW LEARNING**  CIRCLE TIME | Engage learners to play the “ball game”  Ask learners to form a big circle, with one of the student holding the ball.  The learner with the ball starts mentioning a part of his/her body.  He then throws the ball to another student to mention his.  Anyone who fails to mention his is out of the circle. The last person becomes the winner.  Encourage learners take turns to use positive language to describe and appreciate themselves.  1. Did you like the game?  2. Do you like to play it again?  3. Can mention some parts of the body you know | | | | Ball | |
| GROUP ACTIVITY 1  (OUTDOOR) | Have learners talk about themselves focusing on the uniqueness of their names, the homes they are from, their physical bodies, how tall or short, big or small.  Use the following questions to guide the learners who cannot talk fluently.  E.g. What is your name? Age? Gender? Height?  What are your likes and dislikes? Etc.  The teacher must model the description and scaffold the learners to do so.  As part of the process of the daily read aloud lesson, have learners talk about the front/cover and the back page of a book, and ask them to make connections to their own body.  Using the color tires, let learners jump in turns describing themselves.  Engage learners to do the lime and spoon race.   1. Did you have fun today? 2. What have you learnt today? 3. Who can tell us about her/himself? | | | | Poster/ cut out picture depicting body part, ball, word cards of descriptive words e.g. tall, dark, short etc. 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) | Explain to learners that, Just as we human beings have unique features, books also have.  Books have a front cover and also a back cover.  Point to and show learners the front cover and back cover of a book.  Guide learners do a picture walk through the text.  Show the pages to the class and read the text aloud.  Let learners draw some of the pictures they see in the book.  Help learners learn more positive words to describe themselves.  Read the text again and have learners pay attention to the correct names of the parts of the body.  Have learners to match body parts to their names.   1. Show the pictures you have drawn. 2. Would you like to draw more pictures? 3. Who can mention three parts of the body | | | | Poster/ cut out picture depicting body part, ball, word cards of descriptive words e.g. tall, dark, short etc. 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:** THURSDAY | **Strand:** All About Me | | |
| **Duration:** 50mins | | | |
| **Sub Strand:** I Am A Wonderful And Unique Creation | | |
| **Class:** KG 1 | | | **Class Size:** |
| **Content Standard:**  K1.1.1.1 Demonstrate the understanding that all learners are wonderful and have unique body features that make them different from other people and other God’s creation in the environment. | | **Indicator:**  K1.1.1.2. Sing an action song that helps learners name the parts of the body and point to them  K1.1.1.1.4 Use new and positive expressions/vocabulary related to the parts of the body.  K1.3.1.5 Sing songs about the body parts and the letters of the alphabet and clap hands on the rhythm of the songs. | | | | **Lesson:** |
| **Performance Indicator:**   * Learners can name the parts of the body | | | | **Core Competencies:**  Communication and collaboration, Critical thinking, Personal Development and Leadership | | |
| **References:** KG Curriculum Pg.2 | | | | | | |
| **Keywords:** Balanced, consequences, healthy | | | | | | |
|  | | | | | | |
| Phase/Duration | Learners Activities | | | | Resources | |
| PHASE 1: **STARTER** | Sing a song;  Example: “Head shoulders knees and toes”  1. Did you enjoy the song?  2. What part of the body did you hear in the song?  3. Can you mention any other part of the body? | | | |  | |
| PHASE 2: **NEW LEARNING**  CIRCLE TIME | Engage learners to play the “ball game”  Ask learners to form a big circle, with one of the student holding the ball.  The learner with the ball starts mentioning a part of his/her body.  He then throws the ball to another student to mention his.  Anyone who fails to mention his is out of the circle. The last person becomes the winner.  Encourage learners take turns to use positive language to describe and appreciate themselves.  1. Did you like the game?  2. Do you like to play it again?  3. Can mention some parts of the body you know | | | | Ball | |
| GROUP ACTIVITY 1  (OUTDOOR) | Have learners sing different songs in their local language and/or in the English language that identify parts of the body and perform actions on it. E.g.  Learners point to the parts of their bodies as they sing e.g. Head, shoulders knees and toes  Knees and toes 2x  And eyes and ears  And mouth and nose…  Other examples of action songs are  My head, my shoulder, my knees,  I have one head, two eyes.  I am black and beautiful,  Someone is fair.  Have learners follow the model of the teacher in clapping on the rhythm of the song, putting more stress on the names of the body parts.  Have learners watch a displayed conversational poster on the wall (parts of the human body) and use the positive descriptive words and expression they learnt to describe themselves.  Direct their discussions with questions like (how do you look? How tall are you?  E.g. l am fair  RCA QUESTIONS   1. Did you have fun today? 2. What have you learnt today? 3. Who can tell us about her/himself? | | | | Poster/ cut out picture depicting body part, ball, word cards of descriptive words e.g. tall, dark, short etc. 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 draw the parts of the body and color them.  (E.g. head, hands, legs, etc.)  Engage learners to match body parts to their uses.  Example: the leg is used to walk and play football.  Let learners to fix puzzles on body parts.  Guide learners to match body parts with their names.  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 body part, ball, word cards of descriptive words e.g. tall, dark, short etc. 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 | | | |  | |