WEEKLY LESSON PLAN

WEEK 2

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| **SUBJECT: NUMERACY** | | **Day:** MONDAY | | **Strand:** All about me | | |
| **Duration:** 50mins | | | |
| **Sub Strand:** Caring for the parts of my body | | |
| **Class:** KG 1 | | **Class Size:** | |
| **Content Standard:**  K1.1.3.1. Demonstrate understanding of the importance of personal hygiene and how to care for my body parts e. g. hand, feet finger nails- washing, face washing, nose | | | **Indicator:**  K1.1.3. 1.7 Use number names to count, find out how many and match body parts with other part with same number (1- 5)  K1.1.3.1.8 Use number names to count, find out how many and match body parts with other part with same number (1- 5) | | | **Lesson:** |
| **Performance Indicator:**   * Learners can count numbers to 5 | | | | **Core Competencies:**  Communication and collaboration, Critical thinking, Personal Development and Leadership | | |
| **References:** KG Curriculum Pg.2 | | | | | | |
| **Keywords:** soap, toothbrush, toothpaste, sponge, | | | | | | |
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| Phase/Duration | Learners Activities | | | | Resources | |
| PHASE 1: **STARTER** | Sing the song; “This is the way I wash my face”  Let learners sing with actions and dance to the song  Assessment  1. Did you enjoy the song?  2. What part of the body did you hear in the song?  3. How can we care for our legs? | | | |  | |
| PHASE 2: **NEW LEARNING**  CIRCLE TIME | Engage learners to sing songs and recite some 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 - Savior  • 8 - Eat more fruits  • 9 - Nana Yaw  • 10 - Thank your God.  Assessment  1. Did you like the song?  2. Do you like to sing it again?  3. Can mention some numbers you heard in the song. | | | |  | |
| GROUP ACTIVITY 1  (OUTDOOR) | Show picture of different parts put in a set e.g. two eyes, one mouth, two hands, five fingers matched with 5 toes.  Model how to match and have learners in small groups match body parts with the same number.  Repeat the activity with body parts and encourage learners to describe their answers.  Extend the activity using other non-body parts objects in the given sets.  Assessment  1. Did you have fun with the activity?  2. Do you like to learn more about numbers?  3. Who can write the number 3 in the sand tray? | | | | Cut out of body parts, body parts with names written under them. | |
| 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 trace numbers in their books or use free hand to write in the sand trays.  Mention numbers and have learners write in the air.  Let learners to logos to model numbers.  Guide learners to match body parts with numbers.  Assessment  1. Who can read the words on the board?  2. Did you enjoy playing with the logos?  3. What are some of the numbers you modeled with logos? | | | | Pictures of cleaning tools, Cut out of body parts, body parts with names written under them. | |
| 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. | | | | Learning centers | |
| 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: **REFLECTOIN** | Learners share what they have learnt with their peers.  Give learners homework to do at home | | | |  | |

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| **SUBJECT: OWOP** | | **Day:** MONDAY | **Strand:** All about me | | |
| **Duration:** 50mins | | |
| **Sub Strand:** Caring for the parts of my body | | |
| **Class:** KG 1 | | **Class Size:** |
| **Content Standard:**  K1.1.3.1. Demonstrate understanding of the importance of personal hygiene and how to care for my body parts e. g. hand, feet finger nails- washing, face washing, nose | | **Indicator:**  K1.1.3.1.1 Sing songs and recite rhymes about how we take care of each part of the body and demonstrate how to do it    K1.1.3.1.2 Watch a short video clip and talk about how to care for the various parts of the body. | | | **Lesson:** |
| **Performance Indicator:**   * Learners can describe how to take care their body | | | **Core Competencies:**  Communication and collaboration, Critical thinking, Personal Development and Leadership | | |
| **References:** KG Curriculum Pg.2 | | | | | |
| **Keywords:** soap, toothbrush, toothpaste, sponge, | | | | | |
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| Phase/Duration | Learners Activities | | | Resources | |
| PHASE 1: **STARTER** | Sing a song;  This is the way l brush my teeth,  brush my teeth, 2×)  Assessment  1. Did you enjoy the song?  2. What part of the body did you hear in the song?  3. How can we care for our hair? | | |  | |
| PHASE 2: **NEW LEARNING**  CIRCLE TIME | Have learners sit in a semi-circle (community circle time).  Engage learners to play the “I-spy” game  Teacher, begins by saying "I spy with my little eye a part of the body beginning with....."h”.  Learners guess until someone guesses correctly. The game continuous until all the parts of the body have been identified.  1. Did you like the game?  2. Do you like to play it again?  3. Can mention some parts of the body you know | | | Cut out of body parts, body parts with names written under them. | |
| GROUP ACTIVITY 1  (OUTDOOR) | Call out parts of the body that should be cared for and have learners touch that part to show comprehension.  E.g. l brush my teeth, l cut my fingernails short, etc.    Show a video clip or pictures and let the learners watch the correct ways to care for each part of the body using the vocabulary learnt from the book.  Guide learners to count the materials used to clean the body (e.g. soap, toothbrush, toothpaste, sponge, etc.) seen in the video clip and/or those listed on the board.  Let learners classify the cleaning materials according to their colors  Engage learners to use model cleaning tools to demonstrate how to care for the various parts.  Assessment  1. Did you have fun with the demonstrations?  2. Would you like to do it again?  3. Mention some of the cleaning tools we used today | | | Cut out of body parts, body parts with names written under them. | |
| 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 cleaning tools and color them.  (E.g. soap, toothbrush, toothpaste, sponge, etc.)  Engage learners to match body parts to the tool used for cleaning  Let learners to fix puzzles of the cleaning tools.  Guide learners to match body parts with their names.  Assessment  1. Who has the nicest drawing?  2. Did you enjoyed the drawing and coloring?  3. What are some of the words in the puzzle? | | | Pictures of cleaning tools, Cut out of body parts, body parts with names written under them. | |
| 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. | | | Learning centers | |
| 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: **REFLECTOIN** | Learners share what they have learnt with their peers.  Give learners homework to do at home | | |  | |

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| **SUBJECT: LANG & LIT** | | **Day:** TUESDAY | | **Strand:** All about me | | |
| **Duration:** 50mins | | | |
| **Sub Strand:** Caring for the parts of my body | | |
| **Class:** KG 1 | | **Class Size:** | |
| **Content Standard:**  K1.1.3.1. Demonstrate understanding of the importance of personal hygiene and how to care for my body parts e. g. hand, feet finger nails- washing, face washing, nose | | | **Indicator:**  K1.1.3. 1.3 Talk about what we use in caring for the human body in our everyday life as they listen to a read aloud text.  K1.1.3.1.4 Show and explain why learners’ books are open from right to left.  K1.1.3.1.5 Stress the words that show caring for the body as learners sing songs about personal care of the body parts and clap hands on the rhythm of the songs E.g. wash, brush, cut nails. | | | **Lesson:** |
| **Performance Indicator:**   * Learners can describe how to take care their body * Learners can explain why books are open from right to left. | | | | **Core Competencies:**  Communication and collaboration, Critical thinking, Personal Development and Leadership | | |
| **References:** KG Curriculum Pg.2 | | | | | | |
| **Keywords:** soap, toothbrush, toothpaste, sponge, | | | | | | |
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| Phase/Duration | Learners Activities | | | | Resources | |
| PHASE 1: **STARTER** | Sing the song; “My little nose”  Let learners sing with actions and dance to the song  Assessment  1. Did you enjoy the song?  2. What part of the body did you hear in the song?  3. How can we care for our mouth? | | | |  | |
| 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 the body and tool for cleaning.  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  Assessment  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 listen to the (BIG BOOK) as you read aloud again and demonstrate how to care for the different parts of the body.  E.g. wash your face and hands, brush your teeth, cut your finger nails etc.).  Show the pictures in the Big Book and guide the learners to demonstrate the proper way of washing the face, hands and other body parts.  Take learners through different activities to demonstrate how to take care of their body.  Let learners talk about the front/cover page of the big book to be read.  Assessment  1. Did you have fun with the demonstrations?  2. Would you like to do it again?  3. Mention some of the cleaning tools we used today | | | | Cut out of body parts, body parts with names written under them. | |
| 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) | Do a picture walk through the book going page by page with the learners?  Have the learners tell you the direction you are going as you open the pages.  Run a pointer under the pictures as you do the picture walk to buttress the left-right and top-bottom directionality.  Using “Pair share repeat” have learners classify the pictures according to size in their rows  Engage learners to match body parts to the tool used for cleaning  Let learners to fix puzzles of the cleaning tools.  Guide learners to match body parts with their names.  1. Who can demonstrate the best way of opening a book?  2. Did you enjoyed the drawing and coloring?  3. What are some of the words in the puzzle? | | | | Pictures of cleaning tools, Cut out of body parts, body parts with names written under them. | |
| 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. | | | | Learning centers | |
| 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: **REFLECTOIN** | Learners share what they have learnt with their peers.  Give learners homework to do at home | | | |  | |

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| **SUBJECT: CREATIVE ARTS** | | **Day:** THURSDAY | | **Strand:** All about me | | |
| **Duration:** 50mins | | | |
| **Sub Strand:** Caring for the parts of my body | | |
| **Class:** KG 1 | | **Class Size:** | |
| **Content Standard:**  K1.1.3.1. Demonstrate understanding of the importance of personal hygiene and how to care for my body parts e. g. hand, feet finger nails- washing, face washing, nose | | | **Indicator:**  K1.1.3. 1.6 Match the parts of the body to the tools we use in caring for the body and color them | | | **Lesson:** |
| **Performance Indicator:**   * Learners can describe how to take care their body | | | | **Core Competencies:**  Communication and collaboration, Critical thinking, Personal Development and Leadership | | |
| **References:** KG Curriculum Pg.2 | | | | | | |
| **Keywords:** soap, toothbrush, toothpaste, sponge, | | | | | | |
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| Phase/Duration | Learners Activities | | | | Resources | |
| PHASE 1: **STARTER** | Sing the song; “This is the way I wash my face”  Let learners sing with actions and dance to the song  Assessment  1. Did you enjoy the song?  2. What part of the body did you hear in the song?  3. How can we care for our legs? | | | |  | |
| 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 the body and tool for cleaning.  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  Assessment  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) | Display an outline of drawing on a paper for pupils to match the tools with the body part and use same color for each body part and its tool.  E.g. soap matched with the hand and brush with the teeth.  Talk about the coloring with their friends. Tell what the illustration is about to friends with accuracy.  E.g. An outline of soap, toothbrush, toothpaste, etc..  Assessment  1. Did you have fun with the activity?  2. Would you like to do it again?  3. Mention some of the cleaning tools we used today | | | | Cut out of body parts, body parts with names written under them. | |
| 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 match body parts to the tool used for cleaning  Let learners to fix puzzles of the cleaning tools.  Guide learners to match body parts with their names.  Assessment  1. Who can mention the words on the board?  2. Did you enjoy fixing the puzzle?  3. What are some of the words in the puzzle? | | | | Pictures of cleaning tools, Cut out of body parts, body parts with names written under them. | |
| 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. | | | | Learning centers | |
| 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: **REFLECTOIN** | Learners share what they have learnt with their peers.  Give learners homework to do at home | | | |  | |