WEEKLY LESSON PLAN

WEEK 3

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| **SUBJECT: OWOP** | | **Day:** MONDAY | | **Strand:** ALL ABOUT ME | | |
| **Duration:** 50mins | | | |
| **Sub Strand:** MY ENVIRONMENT AND MY HEALTH | | |
| **Class:** KG 1 | | **Class Size:** | |
| **Content Standard:**  K1.1.5.1 Demonstrate understanding of how keeping our home and school environment clean can keep us healthy and strong. | | | **Indicator:**  K1.1.5.1.1 Talk about how we can keep our environment clean in order to avoid getting sick.  K1.1.5.1.2 Recognize that written symbols in books carry important information about the pictures**.** | | **Lesson:** | |
| **Performance Indicator:**   * Learners can talk about how we can keep our environment clean * Learners can recognize that written symbols in books carry important information about the pictures | | | | **Core Competencies:**  Communication and collaboration, Critical thinking, Personal Development and Leadership | | |
| **References:** KG Curriculum Pg.10 | | | | | | |
| **Keywords:** | | | | | | |
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| Phase/Duration | Learners Activities | | | | | Resources |
| PHASE 1: **STARTER** | Let learners sing a song  Example: “The Earth is my home”  Assessment  1. Did you enjoy the song?  2. Would you like to sing the song again?  3. What are some of the things you heard in the song? | | | | |  |
| PHASE 2: **NEW LEARNING**  CIRCLE TIME | Engage learners in a community circle.  Teacher gets a bag containing objects.  Say “In the environment, I saw a ………… (Pick one object out) a house!”  Pass the bag on to the next person, to continue picking.  “In the environment, I saw a house and stones”  RCA QUESTION  1. Did you have fun?  2. What are some of the items in the bag?  3. Who can mention things he sees in his environment | | | | |  |
| GROUP ACTIVITY 1  (OUTDOOR) | Show them a conversational poster with people defecating around their homes and at school.    Teacher and pupils discuss the causes of sickness.    Teacher asks the learners how our environment can cause us to be sick.  Using think-pair-share, have learners contribute to how we make the environment dirty.  E.g. Some ideas can be:   * when we throw papers/rubbish about, * Bushy and gutters are choked. * Animals walking through rivers, * learners walking in the garbage area, * People washing in the rivers. Etc.   Create more situations of a dirty village and ask learners to think about how to change the situation and avoid sickness.  E.g. Whatdo we do make our classroom/school compound clean from litter?  What do we do to stop people from going to toilet all around our home and the school compound?  What do we do to avoid getting sick?  E.g. Washing hand with soap and water, put rubbish or unwanted papers and rubbish in bins, etc.  In their color groups, let learners clean up the compound.  Encourage them to wash their hands under running water after the cleanup exercise.  RCA QUESTION  1. What have we learnt today?  2. Does a dirty environment make us sick?  3. Why do you think it is good to keep our environment clean? | | | | | Poster/ cut out picture depicting clean environment, Real / pictures of cleaning equipment. 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) | Teacher and learners do a picture walk through the Big book page by page on the theme (Keeping a healthy environment).  Ask learners to relate to the pictures in the book.  Have learners talk about how they keep the environment clean and not fall sick.  Guide learners to draw and color a dirty environment.  Engage learners to fix puzzles on clean environment.  Have learners match pictures to clean and dirty environment.  RCA QUESTION  1. What have we learnt today?  2. Who has the nicest painting?  3. Would like to do more drawings?  4. Who can tell how we can keep our environment clean? | | | | | Poster/ cut out picture depicting clean environment, Real / pictures of cleaning equipment. 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. | | | | | 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: **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:** ALL ABOUT ME | | |
| **Duration:** 50mins | | | |
| **Sub Strand:** MY ENVIRONMENT AND MY HEALTH | | |
| **Class:** KG 1 | | **Class Size:** | |
| **Content Standard:**  K1.1.5.1 Demonstrate understanding of how keeping our home and school environment clean can keep us healthy and strong. | | | **Indicator:**  K1.1.5.1.3 Learners can listen attentively to the read aloud text and share what they have learnt about diseases we can get from dirty environments  K1.1.5.1.4 Learners can compose their stories about pictures in the book to be read to enable them to understand that important messages are hidden in books. | | **Lesson:** | |
| **Performance Indicator:**   * Learners can mention diseases we get from dirty environment. * Learners can tell own stories about the environment | | | | **Core Competencies:**  Communication and collaboration, Critical thinking, Personal Development and Leadership | | |
| **References:** KG Curriculum Pg.10 | | | | | | |
| **Keywords:** | | | | | | |
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| Phase/Duration | Learners Activities | | | | | Resources |
| PHASE 1: **STARTER** | Let learners sing a song in relation the environment.  Assessment  1. Did you enjoy the song?  2. Would you like to sing the song again?  3. What are some of the diseases we are likely to get when our environment is dirty? | | | | |  |
| PHASE 2: **NEW LEARNING**  CIRCLE TIME | Engage learners in a community circle.  Have three emotion cards in the middle of the circle – happy, sad and angry, each on pieces of paper.  A screenshot of a card  Description automatically generated  Teacher picks one of the card and act.  Example: if it is sad, you bow your head, hunch your shoulders, and mooch around and do sad face.  Invite learners to middle of the circle to pick and act any of the cards.  Other learners guess which emotion they think it is.  RCA QUESTION  1. Did you have fun?  2. At what times do we become angry?  3. Is it good to be angry?  4. As kids, are we supposed to be happy always? | | | | |  |
| GROUP ACTIVITY 1  (OUTDOOR) | Using Teacher-read-aloud and listening Comprehension, introduce learners to KWL strategy as you read the informational book on the Diseases we get from the environment.  Explain the KWL strategy as **K**: What do you *know*, **W**: What do you *want* to know and **L**: What have you *learnt*  **K**- Before reading, have learners tell you all they know about how dirty environment can make people sick.  **W**- Ask learners what they want to know about how the environment affects our health  During the reading: Have learners listen attentively as you read aloud, pause often to allow them to share their understanding of the text. (BIG BOOK).  **L**- Have learners share what they have learnt about the theme    Learners should be given the opportunity to walk round the school campus and clean tins and empty cans with water that could breed mosquitoes which could make people sick of Malaria.  RCA QUESTION  1. What have we learnt today?  2. Which Animal causes malaria?  3. What other insects can cause us to be sick? | | | | | Poster/ cut out picture depicting clean environment, Real / pictures of cleaning equipment. 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) | Show a picture of a dirty environment to learners.  In groups, let learners discuss how they can make the place clean.  Guide them to discuss the tools they will need to make the place clean.  Engage learners to draw a clean and dirty environment and talk about how dirty environment can make people sick.  Engage them to fix puzzles on items in the environment.  RCA QUESTION  1. What have we learnt today?  2. How do we make the environment dirty?  3. Is cleanliness next to godliness? | | | | | Poster/ cut out picture depicting clean environment, Real / pictures of cleaning equipment. 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. | | | | | 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: **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:** ALL ABOUT ME | | |
| **Duration:** 50mins | | | |
| **Sub Strand:** MY ENVIRONMENT AND MY HEALTH | | |
| **Class:** KG 1 | | **Class Size:** | |
| **Content Standard:**  K1.1.5.1 Demonstrate understanding of how keeping our home and school environment clean can keep us healthy and strong. | | | **Indicator:**  K1.1.5.1.5 Sing alphabet songs that contain the letter of the week  K1.1.5.1.6 Begin to write letters of the alphabet | | **Lesson:** | |
| **Performance Indicator:**   * Learners can sing alphabet songs that contain the letter of the week * Learners can begin to write letters of the alphabet | | | | **Core Competencies:**  Communication and collaboration, Critical thinking, Personal Development and Leadership | | |
| **References:** KG Curriculum Pg.10 | | | | | | |
| **Keywords:** | | | | | | |
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| Phase/Duration | Learners Activities | | | | | Resources |
| PHASE 1: **STARTER** | Let learners sing a song in relation the environment.  Assessment  1. Did you enjoy the song?  2. Would you like to sing the song again?  3. What are some of the diseases we are likely to get when our environment is dirty? | | | | |  |
| PHASE 2: **NEW LEARNING**  CIRCLE TIME | Engage lea in a community Circle time (CCT) and theme discussion.  Teacher starts with a movement. (Wave your hand in the air)  Now the person siting to your right hand must wave their hand and add another movement (shake the head)  The next person does those movements and add one of their own.  RCA QUESTIONS  1. Did you have fun?  2. Would you like to play again?  3. Which of the movements did you like best? | | | | |  |
| GROUP ACTIVITY 1  (OUTDOOR) | Engage learners to sing songs related to the lesson.  Recap with learners to review their understanding in the theme so far.  Show them a conversational poster with people throwing rubbish around their homes and at school.    Teacher and learners discuss the causes and effect of dirty environment.  Teacher asks the learners how our environment can cause us to be sick.  Learners discuss how we can prevent the sickness.  In their color groups, learners perform the filling of bottles.  RCA QUESTION  1. What have we learnt today?  2. What causes us to be sick?  3. Is living in a dirty environment good?  4. How do keep our compound clean? | | | | | Poster/ cut out picture depicting clean environment, Real / pictures of cleaning equipment. 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 letter for the week, e.g. the lower case of the vowel /a/    Write it boldly on the whiteboard or chalkboard.  Introduce a key word in which they can find the letter of the week.  The word should be related to a disease from the environment such as *malaria*, *cholera, etc.*  Read the word and let learners repeat it three times after you.  Hold letter cards of different names and words for learners to identify the letter ‘**a**’ in it.  Ask learners who have the two letters /b/ and /a/ in their names to stand and mention their names.  Learners exercise their wrist and fingers by clapping and shaking them as they sing a local song.  Model how to write the letter in the air and have the learners practice with you in the air, the sand and then onto a slate.  Have them practice writing the letter on the back of their friends.  Have them talk about their experience.  Let learners sing rhymes and dance in relation to the lesson.  Example: “Something pass through my body to my waist”  RCA QUESTION  1. What have we learnt today?  2. What new word did you learn today?  3. Who can mention a word with the letter /a/? | | | | | Poster/ cut out picture depicting clean environment, Real / pictures of cleaning equipment. 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. | | | | | 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: **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:** THURSDAY | | **Strand:** ALL ABOUT ME | | |
| **Duration:** 50mins | | | |
| **Sub Strand:** MY ENVIRONMENT AND MY HEALTH | | |
| **Class:** KG 1 | | **Class Size:** | |
| **Content Standard:**  K1.1.5.1 Demonstrate understanding of how keeping our home and school environment clean can keep us healthy and strong. | | | **Indicator:**  K1.1.5.1.7 Prepare posters with pictures cut from calendar and newspapers to post in the environment cautioning people not to make the place dirty**.** | | **Lesson:** | |
| **Performance Indicator:**   * Learners can prepare posters cautioning people not to make the place dirty**.** | | | | **Core Competencies:**  Communication and collaboration, Critical thinking, Personal Development and Leadership | | |
| **References:** KG Curriculum Pg.10 | | | | | | |
| **Keywords:** | | | | | | |
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| Phase/Duration | Learners Activities | | | | | Resources |
| PHASE 1: **STARTER** | Let learners sing a song in relation the environment.  Assessment  1. Did you enjoy the song?  2. Would you like to sing the song again?  3. What are some of the diseases we are likely to get when our environment is dirty? | | | | |  |
| PHASE 2: **NEW LEARNING**  CIRCLE TIME | Engage learners to play the “matching socks”  Display lots of different pairs of socks in class. Give out only one sock to each child.  Learners are tasked to look for a partner who has the same sock and match them.  RCA QUESTIONS  1. Did you have fun?  2. Would you like to play the game again.  3. Who can mention any two dangerous objects in the environment? | | | | |  |
| GROUP ACTIVITY 1  (OUTDOOR) | Provide newspaper cutting or pictures from calendars showing what people do to mess the environment  Have pupils (in small groups) prepare posters and write big “NO” on each poster with each group choosing just one colour from the three selected colours.  Have learners sort their final works into same colours and count the quantity of each.  Let learners represent their count with model numbers and write them in their books or floor  Take learners for a walk outside and have them post “NO” poster all over the school compound to encourage cleanliness practice.  Sing songs and recite rhymes about how to keep the environment clean and healthy  Have learners to sing the songs and dance with actions.  Let learners perform the sack race.  RCA QUESTION  1. What have we learnt today?  2. Did you have fun with today’s activities?  3. Can someone tell me how they can encourage people to be clean. | | | | | Poster/ cut out picture depicting clean environment, Real / pictures of cleaning equipment. 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 come up with rules about how to take good care of books because books contain important information.  Have learners draw clean classroom and talk about their drawing.  Help learners sound out cleanliness words on word card and have them fill in the missing letters of selected ones written on the board.  They can also have vocabulary games with cut out words and letters on cleanliness words.  Have learners count and classify words by colour and length  RCA QUESTION  1. Can I see your drawings? Say ‘wow’ to appreciate their drawings.  2. Would you like to draw more.  3. What new words did we learn today? | | | | | Poster/ cut out picture depicting clean environment, Real / pictures of cleaning equipment. 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. | | | | | 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: **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:** ALL ABOUT ME | | |
| **Duration:** 50mins | | | |
| **Sub Strand:** MY ENVIRONMENT AND MY HEALTH | | |
| **Class:** KG 1 | | **Class Size:** | |
| **Content Standard:**  K1.1.5.1 Demonstrate understanding of how keeping our home and school environment clean can keep us healthy and strong. | | | **Indicator:**  K1.1.5.1.8 Learners can describe the attributes of 3-D objects and draw them. | | **Lesson:** | |
| **Performance Indicator:**   * Learners can prepare posters cautioning people not to make the place dirty**.** | | | | **Core Competencies:**  Communication and collaboration, Critical thinking, Personal Development and Leadership | | |
| **References:** KG Curriculum Pg.10 | | | | | | |
| **Keywords:** | | | | | | |
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| Phase/Duration | Learners Activities | | | | | Resources |
| PHASE 1: **STARTER** | Let learners sing a song in relation the environment.  Assessment  1. Did you enjoy the song?  2. Would you like to sing the song again?  3. What are some of the diseases we are likely to get when our environment is dirty? | | | | |  |
| PHASE 2: **NEW LEARNING**  CIRCLE TIME | Engage learners to play the “matching socks”  Display lots of different pairs of socks in class. Give out only one sock to each child.  Learners are tasked to look for a partner who has the same sock and match them.  RCA QUESTIONS  1. Did you have fun?  2. Would you like to play the game again?  3. Who can mention any two dangerous objects in the environment? | | | | |  |
| GROUP ACTIVITY 1  (OUTDOOR) | Call out learners to in turns to describe the attributes and show examples of 3-D objects to learners.  Learners go for a nature walk around the school compound and bring other examples (e.g. stone, leaf, empty cans, etc.).  Have each child describe the 3-D materials he/she has brought using words like *big*, *little*, *round* like a box or a can.  Learners assess each other whether all the objects brought are truly 3-D materials.  Have the learners to create their own booklet by finding objects in the classroom that are the same 3D shape  Teach learners to recite 3D rhymes.  3D SHAPES  3D Shapes are fat and flat  A cone is like a party hat  A sphere is like a bouncy ball  A prism is like a building tall  A cylinder is like a can of pop  A CUBE IS LIKE THE dice you drop  3D Shapes are here and there  3D Shapes are everywhere  RCA QUESTION  1. What have we learnt today?  2. I am a shape, I have four equal sides, what am i.  3. Point to the 3D shapes on the board and ask “What is this” | | | | | Poster/ cut out picture depicting clean environment, Real / pictures of cleaning equipment. 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) | Have learners draw and color 3D shapes.  Let them paste their drawings on the classroom wall to create a gallery.  Learners fix puzzles on cleanliness.  Engage learners to sing songs in relation to the lesson.  RCA QUESTION  1. Did you enjoy the lesson?  2. Would you like to sing more songs?  3. What have we learnt today?  4. What words did you see in the puzzle? | | | | | Poster/ cut out picture depicting clean environment, Real / pictures of cleaning equipment. 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. | | | | | 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: **REFLECTION** | Learners share what they have learnt with their peers.  Give learners homework to do at home | | | | |  |