WEEKLY LESSON PLAN

WEEK 4

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| **SUBJECT: OWOP** | | **Day:** MONDAY | | **Strand:** MY FAMILY | | |
| **Duration:** 100mins | | | |
| **Sub Strand:** TYPES AND MEMBERS OF MY FAMILY | | |
| **Class:** KG 1 | | **Class Size:** | |
| **CONTENT** **STANDARD**:  K1.2.1.1 Demonstrate understanding of the importance, roles and responsibilities of family members. | | | **Indicator:**  K1.2.1.1.1 Discuss different types of family they have at home, their roles and responsibilities    K1.2.1.1.3. Listen, interact actively in a read aloud session on a story about families, and use the new vocabulary learnt to describe the roles and responsibilities of their family members | | | **Lesson:** |
| **Performance Indicator:**   * Learners can discuss different types of family they have at home, their roles and responsibilities * Learners can listen, interact actively in a read aloud session on a story about families, and use the new vocabulary learnt to describe the roles and responsibilities of their family members | | | | **Core Competencies:**  Communication and collaboration, Critical thinking, Personal Development and Leadership | | |
| **Keywords:** family, member, extended, role, responsibilities | | | | | | |
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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.  Teacher draws faces and characters on the fingers of learners.    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) | Learners mention the people in their families and what they see each person do.  Explain to them that we all have different people in our families but the important thing is the role of the members and what they do to help the family.  Show a conversational poster on Extended families.  A screenshot of a cartoon family  Description automatically generated  Have learners observe the picture and using a think-pair share strategy, have learners talk about what they see the members of families do.  Put learners into smaller groups and let them role play the roles and responsibilities of different families, the nuclear, the single where learners are staying with only one of the parents and the extended home.  Do a picture walk and have learners predict what the story will be about.  RCA QUESTIONS   1. What have we learnt today? 2. Mention three family vocabulary you know. 3. Your mother’s mother is your ….? | | | | Poster/ cut out picture depicting family members, word cards on kinship terms, 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 vocabulary related to appropriate titles of extended family members to the learners.  Teacher makes a list (aunt, uncle, niece, nephew, cousin, ancestors, descendent, grandchild, etc.)  Use the title to have them talk about the members in their family.  Using interactive reading, pause often and have learners talk about family members mentioned and what they do to help the family and the learners.  E.g. Father, mother, uncle, sister, brother.  Have learners count and represent with model numbers, all the members of the family read about.  Assist them to subtract (take away) the learners from the number and tell how many members will be left?  Repeat the activity using other criteria e.g. males, females, young, old, etc.  RCA QUESTIONS   1. Say any two roles you play at home. 2. What role does your mum play in the home? 3. Who pays your school fees and buys your books? | | | | Poster/ cut out picture depicting family members, word cards on kinship terms, 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 center | |
| 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:** TYPES AND MEMBERS OF MY FAMILY | | |
| **Class:** KG 1 | | **Class Size:** | |
| **CONTENT** **STANDARD**:  K1.2.1.1 Demonstrate understanding of the importance, roles and responsibilities of family members. | | | **Indicator:**  K1.2.1.1.2. Learners can demonstrate that print matches with illustration in a book.    K1.2.1.1.4 Learners can identify the names and words with similar beginning sounds. | | | **Lesson:** |
| **Performance Indicator:**  Learners can demonstrate that print matches with illustration in a book.   * Learners can identify the names and words with similar beginning sounds. | | | | **Core Competencies:**  Communication and collaboration, Critical thinking, Personal Development and Leadership | | |
| **Keywords:** family, member, extended, role, responsibilities | | | | | | |
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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) | Help learners identify the key elements of a book’s front matter (*Title*, *Author/Writer*, *and Illustrator*).  Using interactive reading, have learners track the text as you read.  Run a pointer under the words as you read.  Pause often and have learners tell you the number of words in a sentence.  Have learners identify the illustration(s) that matched well with the print (illustration that made them understand the print better).  Have learners to play the “My mother went to the market” game.  The teacher starts by saying 'My mother went to the market and she bought ........' Complete the sentence with an item, for example, tomatoes.  A leaner continues by adding an item of their own E.g. 'My mother went to the market and bought tomatoes and a tractor'. The words don't have to actually be something they can get in the market, as long as they begin with the same sound.  RCA QUESTIONS   1. Mention the name of your family members to your partners. 2. What letter sound begins the word ‘uncle’? | | | | Poster/ cut out picture depicting family members, word cards on kinship terms, 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 them draw (replicate) their favorite illustration.  Sing a *song “****All those born on Monday, stand up, and dance.****”* and perform actions on it.  Ask learners to mention their names and that of their family members.  List them on the board.  Pronounce them and have them listen to those beginning with similar sounds.  E.g. Kosi, Kofi, Kafui, Kakra.  Learners divide into groups according to letters beginning their names and count the number of pupils in each group.  Introduce the letter of the week.  Have learners do a “Letter hunt” game with the letter of the week  RCA QUESTIONS   1. Mention two members of the extended family 2. What is the role of children in the home? | | | | Poster/ cut out picture depicting family members, word cards on kinship terms, 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 center | |
| 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:** TYPES AND MEMBERS OF MY FAMILY | | |
| **Class:** KG 1 | | **Class Size:** | |
| **CONTENT** **STANDARD**:  K1.2.1.1 Demonstrate understanding of the importance, roles and responsibilities of family members. | | | **Indicator:**  K1.2.1.1.5. Learners can talk about the basic concepts of writing, from left to right, and top to bottom | | | **Lesson:** |
| **Performance Indicator:**   * Learners can talk about the basic concepts of writing, from left to right, and top to bottom | | | | **Core Competencies:**  Communication and collaboration, Critical thinking, Personal Development and Leadership | | |
| **Keywords:** family, member, extended, role, responsibilities | | | | | | |
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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) | Learners have a warm up exercise.  Have pupils tap their fingers one at a time on their thumb.  Do one hand at a time and another.  Introduce the learners to writing vertical straight-line strokes from top to down and show them the direction of writing them on a line from left to right in a model on the Chalkboard.    Have learners practice writing the vertical straight-line strokes in the sand tray.  Have learners practice writing the vertical straight-line strokes on their tables.  Have learners to identify objects in the playground that have the shape of a vertical line  Have learners to count and represent with model numbers the objects identified.  Learners in their color groups perform the tag of peace.  Assessment   1. Call out learners in turns to make vertical straight lines in the sand tray. | | | | Poster/ cut out picture depicting family members, word cards on kinship terms, 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 to count and represent with model numbers the objects identified.  Using pictures of different families, scaffold learners to add numbers up to 10 and finding how many people altogether live in a family.  e. g. if you add 3 learners and 2 parents it will give you 5 members altogether in one family.  Move gradually from use of word problems and number names to abstract addition of numerals (2+3=5).  Learners solve simple mathematics questions in their books.  RCA QUESTION   1. How many people are in your family? 2. What is 1+4? | | | | Poster/ cut out picture depicting family members, word cards on kinship terms, 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 center | |
| 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:** MY FAMILY | | |
| **Duration:** 100mins | | | |
| **Sub Strand:** TYPES AND MEMBERS OF MY FAMILY | | |
| **Class:** KG 1 | | **Class Size:** | |
| **CONTENT** **STANDARD**:  K1.2.1.1 Demonstrate understanding of the importance, roles and responsibilities of family members. | | | **Indicator:**  K1.2.1.1.6**.** Learners can use the concept “more than” to solve some word puzzles.  K1.2.1.1.7**.** Learners can role-play the responsibilities of family members | | | **Lesson:** |
| **Performance Indicator:**   * Learners can use the concept “more than” to solve some word puzzles. * Learners can role-play the responsibilities of family members | | | | **Core Competencies:**  Communication and collaboration, Critical thinking, Personal Development and Leadership | | |
| **Keywords:** family, member, extended, role, responsibilities | | | | | | |
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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) | Collect a quick data on the number of people with different week-day birthday names.  Represent the numbers with milk tins.  Use this information to solve problems on “Which group has more members than the other(s)?  Read the Big book again and allow learners to role play dad, mom and other members of the family at home.  Guide learners to highlight the responsibilities of the family members with special attention to that of learners.  Assist them to use the vocabulary learnt in their interaction  Take leaners out of the class to the field for a stretch up.  Engage leaners to use any of the play toys available.  Assessment:   1. Write the names of family members. 2. Learners to compare the number of names with their partners to find out which is more than the other. | | | | Poster/ cut out picture depicting family members, word cards on kinship terms, 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) | Engage learners to play the “What letter am I writing?” game.  The teacher writes a sound in the air.  The children tell the teacher the sound that has been written.  Guide learners to write the letters on the blue and red lines in their exercise books.  RCA QUESTION   1. Write the letter ‘B’ in the air to your partners. 2. Mention two animals that begins with the letter ‘c’. | | | | Poster/ cut out picture depicting family members, word cards on kinship terms, 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 center | |
| 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 | | |
| **Duration:** 100mins | | | |
| **Sub Strand:** TYPES AND MEMBERS OF MY FAMILY | | |
| **Class:** KG 1 | | **Class Size:** | |
| **CONTENT** **STANDARD**:  K1.2.1.1 Demonstrate understanding of the importance, roles and responsibilities of family members. | | | **Indicator:**  K1.2.1.1.6 Learners can use the concept “more than” to solve some word puzzles.    K1.2.1.1.7 Learners can role-play the responsibilities of family members | | | **Lesson:** |
| **Performance Indicator:**   * Learners can use the concept “more than” to solve some word puzzles * Learners can role-play the responsibilities of family members | | | | **Core Competencies:**  Communication and collaboration, Critical thinking, Personal Development and Leadership | | |
| **Keywords:** | | | | | | |
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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) | Collect a quick data on number of people with different week-day birthday names.  Represent the numbers with milk tins.  Use this information to solve problems on “Which group has more members than the other(s)?  Procedure for teaching letter sounds each week: (see K2 .1.1.1.51)  Rapidly revise the letter sounds learnt so far.    Read the Big book again and allow learners to role play dad, mom and other members of the family at home.  Guide learners to highlight the responsibilities of the family members with special attention to that of learners.  Assist them to use the vocabulary learnt in their interaction  Teach, sing songs and recite rhymes with learners.  IF YOU ARE HAPPY AND YOU KNOW IT  If you are happy and you know it, clap your hands.  If you are happy and you know it, clap your hands.  If you are happy and you know it, and you really want to show it  If you are happy and you know it, clap your hands.  (*continue with other actions; stamp your feet, turn around, shout hurray*)  Have learners to sing songs and dance with actions.  share and assign roles to leaners for them to role paly the responsibilities of dad, mum and other members of the family at home.  RCA QUESTIONS   1. What have we learnt today? 2. Which color group is the weakest? 3. What is 3 + 4? | | | | Poster/ cut out picture depicting family members, word cards on kinship terms, 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) | Using pictures of different families, scaffold learners to add numbers up to 10 and finding how many people altogether live in a family.  e. g. if you add 3 learners and 2 parents it will give you 5 members altogether in one family.  Move gradually from use of word problems and number names to abstract addition of numerals (2+3=5).  Learners solve simple mathematics questions in their books.  RCA QUESTIONS   1. How many people are in your family? 2. What is 1+4? 3. Which family is referred to as extended family? | | | | Poster/ cut out picture depicting family members, word cards on kinship terms, 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 center | |
| 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 | | | |  | |