WEEKLY LESSON PLAN

WEEK 5

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| **SUBJECT: OWOP** | | **Day:** MONDAY | | **Strand:** MY FAMILY | |
| **Duration:** 100mins | | | |
| **Sub Strand:** ORIGIN AND HISTORY OF MY FAMILY | |
| **Class:** KG 1 | | **Class Size:** | |
| **Content Standard:**  K1.2.2.1 Demonstrate knowledge of the origin and history of our families. | | | **Indicator:**  K1.2.2.1.1 Listen and tell stories about origin and history of their family members.  K1.2.2.1.3 Listen, interact actively in a read aloud session on a story about the origin and history of a child’s family. | | |
| **Performance Indicator:**   * Learners can listen and tell stories about origin and history of their family members. * Learners can listen, interact actively in a read aloud session on a story about the origin and history of a child’s family. | | | | **Core Competencies:**  Communication and collaboration, Critical thinking, Personal Development and Leadership | |
| **Keywords:** North, South, East and West | | | | | |
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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.  Mark North, South, East and West on the four walls of your class. Get your circle time group to pretend they are in a boat in the middle of the class.  Shout out a direction to get the group to move towards that direction and back to the middle. If the command is to sail ‘all around the world’, the group will have to touch all the four walls and get back to the middle. | | | | Flash cards with inscriptions ‘North’, ‘South’, ‘East’ and ‘West’. |
| GROUP ACTIVITY 1  (OUTDOOR) | In pairs ask learners to greet their friends in their home languages just to find out the diverse cultures in the classroom and whether the learners know the name of the languages they speak.  Introduce the theme by telling the learners a story of one of the major tribes in your region.  E.g. In Cape Coast, talk about the origin of the Fantes, in Volta-the Ewes, Kumasi -the Ashantis, Accra-the Gas, Tamale –the Dagombas or Gonjas etc.  Guide learners to talk about the front matter of the book.  Do a picture walk and have learners predict what the story will be about.  Introduce the vocabulary related to major languages in Ghana and where they are in Ghana.  Show them the Ghana map and help them identify where their parent are from using thread.  Use a pin to locate where the school is e.g. Accra, Cape Coast, etc. and string a thread to where they come from/hometown.  Let them share their history as their parents told them.  Have learners dance to a traditional music in their place they come from  (*Have a recorded collection of traditional music from different region in Ghana for this activity. You can use your mobile phone*)  RCA QUESTIONS  1. Call learners in turns for them to tell where they come from. | | | | Poster/ cut out picture depicting peoples from different parts of Ghana. Ghana map, 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 the heads of the members they are living with following the left to right and top to bottom direction.  In pairs, have learners count the number of *males* and *females* in their drawings (Heads of their family members)  Have learners represent the counting with model numbers  Give the learners a sentence orally. They must tell you the number of words in the sentence.  First, choose sentences with only one syllable,  E.g. the snake is in the grass.  Make it harder by using words with more than one syllable based on their progress.  E.g. the teacher rides her bicycle.  You can help the children to check the answer by writing the sentence on the board.  RCA QUESTIONS   1. What have words have we learnt today? 2. Spell some of the words to your partner. | | | | Poster/ cut out picture depicting peoples from different parts of Ghana. Ghana map, 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:** ORIGIN AND HISTORY OF MY FAMILY | |
| **Class:** KG 1 | | **Class Size:** | |
| **Content Standard:**  K1.2.2.1 Demonstrate knowledge of the origin and history of our families. | | | **Indicator:**  K1.2.2.1.2. Demonstrate that print matches with illustration in a book.  K1.2.2.1.5 Talk about the basic concepts of writing: write from left to right, and top to bottom. | | |
| **Performance Indicator:**   * Learners can demonstrate that print matches with illustration in a book. * Learners can talk about the basic concepts of writing: write from left to right, and top to bottom. | | | | **Core Competencies:**  Communication and collaboration, Critical thinking, Personal Development and Leadership | |
| **Keywords:** print | | | | | |
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| Phase/Duration | Learners Activities | | | | Resources |
| PHASE 1: **STARTER** |  | | | |  |
| PHASE 2: **NEW LEARNING**  CIRCLE TIME | Engage learners in a community circle time.  Make a pretend remote control and get your group to come up with actions for each button on the remote control. Fast forward, rewind, pause, etc.  Get them to perform the actions as you sit back and press the buttons | | | | Manila card |
| GROUP ACTIVITY 1  (OUTDOOR) | Discuss the front matter of the book to be read with the learners.  Have learners use the front-page illustration to predict the story.  During the reading, have learners track the text as you read.  Pause often and let them count the words in the last sentences.  Write the number of words in the last sentence of each page on the board.  Compare and identify which of the sentences has more words than the other(s).  Learners have a warm up exercise.  Have learners tap their fingers one at a time on their thumb.  Do one hand at a time and another as they learn movement.  Introduce the learners to writing curves on a straight line.  c c c c c  Model how you do it and let them follow the direction of writing them on a line from left to right.  Encourage more practice with learners writing in the sand and on their tablets.  RCA QUESTIONS   1. What have we learnt today? 2. Read out sentences and let them count the words in the last sentences. | | | | Poster/ cut out picture depicting peoples from different parts of Ghana. Ghana map, 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 the heads of the members they are living with following the left to right and top to bottom direction.  In pairs, have learners count the number of *males* and *females* in their drawings (Heads of their family members)  Have learners represent the counting with model numbers  Give the learners a sentence orally. They must tell you the number of words in the sentence.  First, choose sentences with only one syllable,  E.g. the snake is in the grass.  Make it harder by using words with more than one syllable based on their progress.  E.g. the teacher rides her bicycle.  You can help the children to check the answer by writing the sentence on the board.  RCA QUESTIONS   1. Let learners draw pictures of their family. | | | | Poster/ cut out picture depicting peoples from different parts of Ghana. Ghana map, 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:** ORIGIN AND HISTORY OF MY FAMILY | |
| **Class:** KG 1 | | **Class Size:** | |
| **Content Standard:**  K1.2.2.1 Demonstrate knowledge of the origin and history of our families. | | | **Indicator:**  K1.2.2.1.4 Identify the names and words with similar beginning sounds. | | |
| **Performance Indicator:**   * Learners can identify the names and words with similar beginning sounds | | | | **Core Competencies:**  Communication and collaboration, Critical thinking, Personal Development and Leadership | |
| **Keywords:** Kumasi, Konongo, Mankessim, Mamfe | | | | | |
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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 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) | Sing a *song “****All those from Kumasi, stand up, and dance...****”* and perform actions on it.  Ask learners to mention the names of the hometowns of their family members.  List them on the Chalkboard (Whiteboard).  Pronounce them and have them listen and identify the towns with similar initial sounds.  E.g. **K**umasi, **K**onongo, **M**ankessim, **M**amfe.  Call learners to form a group according to the letter beginning the names of their towns.  Have learners group and count towns with similar initial sounds.  Ask learners to represent the count with model numbers  Compare the group with the highest number.  Engage Learners to use any of the play toys available.  Teach, sing songs and recite rhymes in relation to the lesson.  Learners to sing the songs, recite rhymes and dance with actions.  Engage learners to play the “Step forward” game.  Learners stand at the start line.  Teacher calls out 'if you have a /t/ in your name step forward' or 'if your name begins with /f/ step forward'.  The person to get to the finish line wins.  RCA QUESTIONS   1. Did you have fun today? 2. What have we learnt today? | | | | Poster/ cut out picture depicting peoples from different parts of Ghana. Ghana map, 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) | Scaffold learners to measure different length and spaces in the classroom and outside the classroom.  In groups, learners use non standardized tools such as their feet, rope or thread to measure the length of their tables, pencils, crayons and their classroom.  Give them rulers to measure some spaces and compare the length using phrases like longer than, shorter than.  Engage learners actively in the measurement exercise adding and estimating.  Have learners count and represent the measurement with model numbers.  Using the numbers identified, have learners to compare to see which is more than or less than.  RCA QUESTIONS   1. Write these numbers in the air 1,2,3,4,5 2. Which of these is the longest; pencil and ruler? | | | | Poster/ cut out picture depicting peoples from different parts of Ghana. Ghana map, 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:** THURSDAY | | **Strand:** MY FAMILY | |
| **Duration:** 100mins | | | |
| **Sub Strand:** ORIGIN AND HISTORY OF MY FAMILY | |
| **Class:** KG 1 | | **Class Size:** | |
| **Content Standard:**  K1.2.2.1 Demonstrate knowledge of the origin and history of our families. | | | **Indicator:**  K1.2.2.1.6 Use comparative language/phrases “more than”, “less than”, or “same as” to describe relationship between quantities | | |
| **Performance Indicator:**   * Learners can use comparative language/phrases “more than”, “less than”, or “same as” to describe relationship between quantities. | | | | **Core Competencies:**  Communication and collaboration, Critical thinking, Personal Development and Leadership | |
| **Keywords:** “more than”, “less than”, or “same as” | | | | | |
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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.  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) | Through interactive read aloud, introduce the concept “more than”, “less than” or “same as” in comparing objects.  Collect a quick data on the different languages groups in the classroom.  Represent the numbers with milk tins.  Use comparative language “more than”, “less than”, or “same as” to describe the relationship between the milk tins collected for the languages.  Ask the question  “Which language group has more members? Or: “Which groups have same members?  Teach and sing rhymes as learners sing along  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.  Learners sing rhymes and dance with actions  RCA QUESTIONS  Engage leaners to Play show me a number game with learners (up to 5), with fingers.    Teacher mentions the number from (1 to 5).  Learners then show their fingers up to show the number | | | | Poster/ cut out picture depicting peoples from different parts of Ghana. Ghana map, 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) | Collect a quick data on the different languages groups in the classroom.  Represent the numbers with milk tins.  Use comparative language “more than”, “less than”, or “same as” to describe the relationship between the milk tins collected for the languages.  Ask the question  “Which language group has more members? Or: “Which groups have same members?  RCA QUESTIONS  Engage leaners to Play show me a number game with learners (up to 5), with fingers.    Teacher mentions the number from (1 to 5).  Learners then show their fingers up to show the number. | | | | Poster/ cut out picture depicting peoples from different parts of Ghana. Ghana map, 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: CREAT ARTS** | | **Day:** FRIDAY | | **Strand:** MY FAMILY | |
| **Duration:** 100mins | | | |
| **Sub Strand:** ORIGIN AND HISTORY OF MY FAMILY | |
| **Class:** KG 1 | | **Class Size:** | |
| **Content Standard:**  K1.2.2.1 Demonstrate knowledge of the origin and history of our families. | | | **Indicator:**  K1.2.2.1.7 Draw a family tree that includes Grandpa and Grandma | | |
| **Performance Indicator:**   * Learners can draw a family tree that includes Grandpa and Grandma | | | | **Core Competencies:**  Communication and collaboration, Critical thinking, Personal Development and Leadership | |
| **Keywords:** “more than”, “less than” or “same as”. | | | | | |
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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.  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) | Have a sample family tree on the board and guide learners to draw their own.  Using Pair share repeat, have learners talk about and compare their drawings.  Learners in small groups, count and compare the number of *girls* and *boys* in their family tree using comparative language such as “*more than*”, “*less than*” or “*same as*”.  Teach and sing rhymes as learners sing along.  LET’S GO SEE OUR GRANDPARENTS  Let’s go see our grandparents,  Take us there for a while  Mommy and Daddy both need a break  We’ll play games and we‘ll stay up real late!  Oh, we want to thank our grandparents  For all the things that they do,  So it’s time to say you are the best  And that we love you    RCA QUESTIONS  Have learners create a family album and hand it on the wall of the class. | | | | Poster/ cut out picture depicting peoples from different parts of Ghana. Ghana map, 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 a sample family tree on the board and guide learners to draw their own.  Using Pair share repeat, have learners talk about and compare their drawings.  Learners in small groups, count and compare the number of *girls* and *boys* in their family tree using comparative language such as “*more than*”, “*less than*” or “*same as*”.  RCA QUESTIONS  Have learners create a family album and hand it on the wall of the class. | | | | Poster/ cut out picture depicting peoples from different parts of Ghana. Ghana map, 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 | | | |  |