WEEK 6

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| **SUBJECT: OWOP** | | **Day:** MONDAY | | | **Strand:** MY FAMILY | |
| **Class:** KG 1 | | **Class Size:** | | | **Sub-Strand:** FAMILY CELEBRATION AND FESTIVALS | |
| **Content Standard:**  K1.2.3.1 Demonstrate the knowledge of celebrations and festivals that the individual families celebrate. | | | **Indicator:**  K1.2.3.1.1 Talk about some special family days and activities e.g. birthdays, naming, festivals, etc.  K1.2.3.1.3 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. | | | |
| **Performance Indicator:**   * Learners can talk about some special family days and activities e.g. birthdays, naming, festivals, etc. * 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:** Christmas, Homowo | | | | | | |
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| Phase/Duration | Learners Activities | | | | | Resources |
| PHASE 1: **STARTER** | Let learners sing a song  Example:  WE WISH YOU A MERRY CHRISTMAS  We wish you a merry Christmas  We wish you a merry Christmas  We wish you a merry Christmas  And a happy new year.  Good tidings we bring  To you and your kin;  Good tidings for Christmas.  And a happy New Year!  RCA QUESTION  1. Did you enjoy the song?  2. What words did you hear in the song?  3. What are some of the things you did on Christmas day? | | | | |  |
| PHASE 2: **NEW LEARNING**  CIRCLE TIME | Engage learners in the community circle time.  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. | | | | |  |
| GROUP ACTIVITY 1  (OUTDOOR) | Show a conversational poster of people celebrating a festival.  A screenshot of a social media post  Description automatically generated  Have learners observe the picture and using a think-pair share strategy, talk about what they see the members of families do.  Put learners into smaller groups and let them talk about their family celebrations to each other and then share with the whole class.  Have them talk about how they celebrate their birthdays.  Have learners sing and dance to some of celebration songs e.g. *Happy birthday to you*….  *Bronya aba o, afe pa ato* *hɛn…. etc.*  Using a KWL strategy for your read aloud, have learners say what they *know* about some local festivals and what they *want* to know about it.  Explain the new vocabulary and have learners use some of them to form sentences.   |  |  | | --- | --- | | **Greetings** | **Responds** | | Happy Birthday | Thank you | | Merry Christmas | Many happy returns |   During the reading stage, use questions that will highlight the new concepts the learners want to know the new vocabulary as well.  After reading the book, have learners share what they have learnt.  Learners use the vocabulary learnt to talk about family celebrations. i.e. birthday, gifts, happy, etc.  Have learners to draw their favorite part of the book and tell why.  Have learners to use new words to role family celebrations like birthdays and Christmas.  RCA QUESTIONS.   1. What do we do on Christmas day? 2. Why do Moslems celebrate Christmas? 3. Why do Muslims fast during Ramadan? | | | | | Poster/ cut out picture depicting family celebrations e.g. birthday, 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) | Let learners discuss the members of the family and list them on the chalk/white board. E.g. brother, sister, father, mother.  Pronounce the words 3 times and have learners repeat.  Then have pupils say the word aloud and call learners to repeat the word two more times.  Have learners read the words in the big book again.  Show the word on a flash card and ask pupils to read the words.  Practice reading the words over and over until the learners become automatic in recognizing them.  Learners write the words in their word banks and on the classroom wall chart and play with it throughout the week.  RCA QUESTIONS   1. What words have we learnt today? 2. Say the words aloud to your partner. | | | | | Poster/ cut out picture depicting family celebrations e.g. birthday, 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 | |
| **Class:** KG 1 | | **Class Size:** | | | **Sub-Strand:** FAMILY CELEBRATION AND FESTIVALS | |
| **Content Standard:**  K1.2.3.1 Demonstrate the knowledge of celebrations and festivals that the individual families celebrate. | | | **Indicator:**  K1.2.3.1.2 Learners can demonstrate the proper way to handle a book | | | |
| **Performance Indicator:**   * Learners can demonstrate the proper way to handle a book | | | | **Core Competencies:**  Communication and collaboration, Critical thinking, Personal Development and Leadership | | |
| **Keywords:** brother, sister, father, mother | | | | | | |
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| Phase/Duration | Learners Activities | | | | | Resources |
| PHASE 1: **STARTER** | Let learners sing a song  Example:  Happy birthday to you!  Happy birthday to you!  Happy birthday dear (*insert name*)  Happy birthday to you!  May God bless you now  May God bless you now  May God bless dear (*insert name*)  May God bless you now!  RCA QUESTION  1. Did you enjoy the song?  2. What words did you hear in the song?  3. What are some of the things you on your birthday? | | | | |  |
| PHASE 2: **NEW LEARNING**  CIRCLE TIME | Engage learners in the community circle time.  Teacher begins by saying "I spy with my little eye something beginning with.....". The item has to be something within sight of the learners.  Other learners guess until someone guesses correctly. It can also be played with names; "I spy with my little eye a name beginning with..... ". | | | | |  |
| GROUP ACTIVITY 1  (OUTDOOR) | Have learners observe and practice how to hold the book upright and open it cautiously as part of your pre-reading activities.  Using a Big book, have some of the learners demonstrate the proper way of handling a book.  During the interactive reading stage, call some of the learners to demonstrate how to open the pages.  Repeat this activity throughout the reading.  Have learners count the number of sheets or pages of the book read.  Learners to represent the number of pages with model numbers and write them on the floor or sand tray  Engage Learners to use any of the play toys available.  Learners in their color groups perform the tag of peace and sack race.  RCA QUESTION   1. Call learners in turns to demonstrate the proper way of handling a book. 2. Learners predict the number of sheets of the big book. | | | | | Poster/ cut out picture depicting family celebrations e.g. birthday, 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 follow steps in learning sight words.  Focus on another five sight words for the week, practice until they become automatic by the end of the week and then they can have a spelling check on Friday.    List them on the chalk/white board. Focus on five words per week. E.g. brother, sister, father, mother.  Pronounce the words 2 times and have learners repeat.  Then have pupils say the word aloud and call learners to repeat the word two more times.  Have learners read the words in the big book again.  Show the word on a flash card and ask pupils to read the words.  Practice reading the words over and over until the learners become automatic in recognizing them.  Learners write the words in their word banks and on the classroom wall chart and play with it throughout the week.  RCA QUESTIONS   1. What words have we learnt today? 2. Say the words aloud to your partner. | | | | | Poster/ cut out picture depicting family celebrations e.g. birthday, 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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| **WEEK ENDING:** | | **Day:** WEDNESDAY | | | **Strand:** MY FAMILY | |
| **Class:** KG 1 | | **Class Size:** | | | **Sub-Strand:** FAMILY CELEBRATION AND FESTIVALS | |
| **Content Standard:**  K1.2.3.1 Demonstrate the knowledge of celebrations and festivals that the individual families celebrate. | | | **Indicator:**  K1.2.3.1.4 Learners can talk about the basic concepts of writing: from left to right, and top to bottom | | | |
| **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:** brother, sister, father, mother | | | | | | |
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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.  Ask children to choose any 4 letters and write them in their books/on the floor.  The teacher says a simple word and if children have the sound at the beginning of that word they cross it out.  The first child to cross out all 4 of their letters shouts BINGO!! and is the winner. | | | | | Flashcards |
| GROUP ACTIVITY 1  (OUTDOOR) | Learners have a warm up exercise. Have pupils snap their fingers one at a time on their thumb.  Learners shake their hands in the air several times.  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.  Have learners practice writing the vertical straight-line strokes on their tablets  Teach, sing songs and recite rhymes in relation to the lesson.  Learners to sing the songs, recite rhymes and dance with actions.  Children are split into teams. One from each team is chosen with a toy gun.  Teacher calls out a sound, a player must shoot their opponent by saying a word that begins with that sound.  The person who shoots first wins and stays on. The loser sits down and another person from that team comes up.  Whichever team has its player standing at the end wins.  Have learners practice writing vertical straight-line strokes in the sand tray.  RCA QUESTIONS   1. Christmas begins with what letter sound? 2. Which group of people celebrate the Homowo festival? | | | | | Poster/ cut out picture depicting family celebrations e.g. birthday, 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 key word in which we can find the letter-sound.  With the use of word cards, have learners show the position of the letter-sound learnt in words, beginning, initial and ending.  Writing: Teacher models writing the letter in the air, have learners take turns with you writing in the air and then on their friends back, on their arms.  Learners finally write the letter sound and its key word in their exercise book.  Write the letter names beginning family celebrations after learners have a warm up exercise.  Guide learners to write the letters on the blue and red lines in their exercise books.  RCA QUESTIONS   1. What words have we learnt today? 2. Mention any three words you remember to your partner. | | | | | Poster/ cut out picture depicting family celebrations e.g. birthday, 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 | | |
| **Class:** KG 1 | | **Class Size:** | | **Sub-Strand:** FAMILY CELEBRATION AND FESTIVALS | | |
| **Content Standard:**  K1.2.3.1 Demonstrate the knowledge of celebrations and festivals that the individual families celebrate. | | | **Indicator:**  K1.2.3.1.5 Learners can use comparative language “more than”,” less than”, or “same as” to show relation between quantities and numbers. | | | |
| **Performance Indicator:**   * Learners can use comparative language “more than”,” less than”, or “same as” to show relation between quantities and numbers. | | | | | **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.  Write 4-5 sounds on the board/flashcards. With the whole class, say the sounds (with the action).  Ask learners to close their eyes and teacher wipes out one sounds. Learners open their eyes and must say which word is gone. | | | | | Flash cards |
| GROUP ACTIVITY 1  (OUTDOOR) | Collect a quick data on the months that the learners are born.  Represent the numbers with empty cans/tins or any other object.  Use this information to compare learners born in different months.  Compare the grouping, those born on January, February etc. finding out which group has more members than the other using the comparative language: “more than”, ”less than”, or “same as”  Use questions like “Which group has more number of people? “Which groups have the same number of people? “Which group has more members? “ etc. to guide learners.  Learners sing rhymes and dance with actions  RCA QUESTIONS   1. Call out learners in turns to use the keywords to form sentences orally 2. Give learners set of objects to compare using “more than”, “less than” and “the same as” | | | | | Poster/ cut out picture depicting family celebrations e.g. birthday, 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 key word in which we can find the letter-sound.  With the use of word cards, have learners show the position of the letter-sound learnt in words, beginning, initial and ending.  Writing: Teacher models writing the letter in the air, have learners take turns with you writing in the air and then on their friends back, on their arms.  Learners finally write the letter sound and its key word in their exercise book.  Write the letter names beginning family celebrations after learners have a warm up exercise.  Guide learners to write the letters on the blue and red lines in their exercise books.  RCA QUESTIONS   1. What words have we learnt today? 2. Mention any three words you remember to your partner. | | | | | Poster/ cut out picture depicting family celebrations e.g. birthday, 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: ARTS** | | **Day:** FRIDAY | | | **Strand:** MY FAMILY | |
| **Class:** KG 1 | | **Class Size:** | | | **Sub-Strand:** FAMILY CELEBRATION AND FESTIVALS | |
| **Content Standard:**  K1.2.3.1 Demonstrate the knowledge of celebrations and festivals that the individual families celebrate. | | | **Indicator:**  K1.2.3.1.6 Learners can create special birthday cards for loved ones using different writing and drawing tools | | | |
| **Performance Indicator:**   * Learners can create special birthday cards for loved ones using different writing and drawing tools | | | | **Core Competencies:**  Communication and collaboration, Critical thinking, Personal Development and Leadership | | |
| **Keywords:** parents, siblings, grandparents | | | | | | |
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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.  Children sit in a circle. One child stands and faces another child.  The teacher asks a question eg. What sound is at the end of "sun" or give a word that rhymes with "cat".  Whichever child (of the two facing each other) answer most quickly goes and stands in front of the next child (the slower of the two sits down).  The game carries on progressing around the circle. | | | | | Flash cards |
| GROUP ACTIVITY 1  (OUTDOOR) | Provide special cards with different colors and allow learners to use any writing tool to design different birthday cards for their family members.  Have learners classify into sets the designed birthday cards according family members they designed for e.g. parents, siblings, grandparents, etc.  Learners count and represent numbers to how many in each category. E.g.  Parents = three cards = 3….etc.  Learners add up the numbers in all the categories together.  e.g. 3 + 2 + 1 = 6    RCA QUESTIONS   1. Have learners create a family album and hand it on the wall of the class. | | | | | Poster/ cut out picture depicting family celebrations e.g. birthday, 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 key word in which we can find the letter-sound.  With the use of word cards, have learners show the position of the letter-sound learnt in words, beginning, initial and ending.  Writing: Teacher models writing the letter in the air, have learners take turns with you writing in the air and then on their friends back, on their arms.  Learners finally write the letter sound and its key word in their exercise book.  Write the letter names beginning family celebrations after learners have a warm up exercise.  Guide learners to write the letters on the blue and red lines in their exercise books.  RCA QUESTIONS   1. What words have we learnt today? 2. Mention any three words you remember to your partner. | | | | | Poster/ cut out picture depicting family celebrations e.g. birthday, 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 | | | | |  |