WEEKLY LESSON PLAN

WEEK 7

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| **WEEK ENDING:** | | **Day:** MONDAY | | | **Strand:** MY FAMILY | |
| **Sub Strand:** MY SCHOOL FAMILY- RULES AND REGULATIONS | |
| **Class:** KG 1 | | | **Class Size:** | |
| **Content Standard:**  K1.2.4.1 Demonstrate understanding of the rules and regulations that governs the members of the school | | | | **Indicator:**  K1.2.4.1.1 Talk about the members of the school, activities they do and create rules and regulations that should govern their classroom    K1.2.4.1.3 Use the vocabulary acquired in the read aloud session to prepare rules and regulations to govern your school | | |
| **Performance Indicator:**   * Learners can talk about the members of the school, activities they do and create rules and regulations. * Learners can use the vocabulary acquired in the read aloud session to prepare rules and regulations. | | | | | **Core Competencies:**  Communication and collaboration, Critical thinking, Personal Development and Leadership | |
| **Keywords:** | | | | | | |
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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 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 /ends 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 | | | | | Toy gun |
| GROUP ACTIVITY 1  (OUTDOOR) | Give learners the opportunity to talk freely with the teacher and peers about the theme.  Ask leading questions to guide the discussion on the theme,  ‘Who are the members of the school family?  What are some of the special activities that go on in school?’  What rules should we create to help the school family live in peace?  Write down some relevant points for the classroom rules.  Have your students line up (side by side) at one end of your space facing the teacher.  The teacher stands opposite of the children and faces the children.  When the teacher shouts “Green Light!” The children walk quickly or run (depending on your space) towards the teacher.  When the teacher shouts “Red Light!” The children stop where they are.  When the teacher shouts “Yellow light”. The children must make no movement.  The teacher continues to shout “red light, yellow light or green light” until the children get to her and then all the children go back to the starting line and the game starts again.  Engage learners to observe a picture and use the title to predict what would happen in the book.  Pick out five new words and help learners understand them using illustration and action.  Read the text pausing often and have learners understand other words in the text using the context clues.  Let them answer factual questions on the text e.g. Who are the members of the school family?  Let learners relate to rules governing their school and explain what happens to lawless learners who misbehave.  RCA QUESTIONS   1. Who makes rules for the family? 2. Who makes rules in the school? | | | | | Poster/ cut out picture depicting school/classroom gathering e.g worship, our day, 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.  RCA QUESTIONS  1. What sound have we learnt today?  2. What 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 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. | | | | | Poster/ cut out picture depicting school/classroom gathering e.g worship, our day, 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:** TUESDAY | | | **Strand:** MY FAMILY | |
| **Sub Strand:** MY SCHOOL FAMILY- RULES AND REGULATIONS | |
| **Class:** KG 1 | | | **Class Size:** | |
| **Content Standard:**  K1.2.4.1 Demonstrate understanding of the rules and regulations that governs the members of the school | | | | **Indicator:**  K1.2.4.1.2 Demonstrate that print matches with illustration in a book. | | |
| **Performance Indicator:**   * Learners can demonstrate that print matches with illustration in a book | | | | | **Core Competencies:**  Communication and collaboration, Critical thinking, Personal Development and Leadership | |
| **Keywords:** | | | | | | |
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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.  Players arrange themselves in a circle and toss a small, round object (a tennis ball, an orange, or even a real potato will suffice) to each other while music plays.  The player who is holding the “hot potato” when the music stops is out.  The game continues until one player is left — that player is the winner | | | | | Tennis ball, orange |
| GROUP ACTIVITY 1  (OUTDOOR) | Using a book about rules and regulations with illustrated cover page, have learners predict the content of the book using the illustration on the cover.  Discuss the meaning of the keywords with learner.  During the reading, run a pointer under the words as you read to assist the learners track the text.  Pause often and encourage learners to use illustration to predict the content/print on the page.  Have leaners count and tell the number of words in a sentence and sum up words in some selected sentences.  Have learners draw a member of their school family and give a brief description of it.  Teach and sing rhymes as learners sing along.  Engage Learners to use any of the play toys available.  Assign each corner of the class with numbers or popular characters in a story.  Share numbers to learners and let everyone stand in their respective corner.  Stand in the middle of the class with a giant dice.  The teacher rolls the dice, and the number that shows up is the corner to be out.  If he rolled a five, all will sing and dance to a familiar rhyme.  If he rolled a six, everyone out will get back to their respective corners.  The last corner to remain standing in its corner wins!  Call learners in turns to flash out word cards and mention them with actions.  RCA QUESTIONS   1. What words have you learnt today? 2. Mention some of the words to your friends. | | | | | Poster/ cut out picture depicting school/classroom gathering e.g worship, our day, 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) | Talk about some of the different activities we do at school one of which is to learn and recite rhymes.  Let learners recite common rhymes and identify some common rhyming sounds at the end.  Have learners draw any object or animal mentioned in the rhyme.  Engage learners to identify and group animals and other objects in two sets, one containing the animal(s) and one containing the other objects.  Learners count the number of items in each set and add them.  Arrange or line up empty water bottles on the floor of the classroom.  Get learners to roll a ball as best as they can towards the bottles.  Have learners count the number of bottles they knocked down and write it in the air or board.  The person who knocks down the higher number wins, and the game continues.  RCA QUESTIONS   1. Did you have fun? 2. What did you learn today? 3. What other animal(s) would you like draw again? | | | | | Poster/ cut out picture depicting school/classroom gathering e.g worship, our day, 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 | |
| **Sub Strand:** MY SCHOOL FAMILY- RULES AND REGULATIONS | |
| **Class:** KG 1 | | | **Class Size:** | |
| **Content Standard:**  K1.2.4.1 Demonstrate understanding of the rules and regulations that governs the members of the school | | | | **Indicator:**  K1.2.4.1.4 Identify and look for more rhyming words in different rhymes related to school. | | |
| **Performance Indicator:**   * Learners can identify and look for more rhyming words in different rhymes | | | | | **Core Competencies:**  Communication and collaboration, Critical thinking, Personal Development and Leadership | |
| **Keywords:** | | | | | | |
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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.  Have learners stand in a circle and join hands to form “windows”.  Choose one child to stand in the middle of the circle.  Have the middle child pretend to be a bat and fly through the windows as the other children prevent it from flying.  The bat struggles its way out through the weak window and fly’s away.  The hands forming the weak window must chase It around the circle, trying to tap her before she gets all the way around the circle to stand back in the spot where the window originally was standing.    If they are unable to tag the It, the person who forms the weak window to the right gets in the circle, and the game continues. | | | | |  |
| GROUP ACTIVITY 1  (OUTDOOR) | Guide learners to create their own simple classroom rules, using simple pictures and different colors to design the rules and post it on the classroom wall.  Talk about some of the different activities we do at school one of which is to learn and recite rhymes.  Have learners recite common rhymes and identify some common rhyming sounds at the end.  Learners should fish out the rhyming words as new vocabulary e.g. Hey diddle, diddle,  The cat and fiddle,  The cow jumped over the moon;  The little dog laughed  To see such sport,  And the dish ran away with the spoon.  Have learners draw any object or animal mentioned in the rhyme.  Have learners identify and group animals and other objects in two sets, one containing the animal(s) and one containing the other objects.  Have learners count the number of items in each set and add them.  Teach, sing songs and recite rhymes in relation to the lesson.  Learners sing the songs, recite rhymes and dance with actions.  Have learners practice writing vertical straight-line strokes in the sand tray.  Select 10 words and write them two different times on word cards.  Place all the cards face down on the floor.  Learners will then flip over two at a time and say each word, if the words match the learner gets to keep the cards.  RCA QUESTION   1. Did you have fun? 2. What have we learnt today? 3. Mention the name of any animal at home. | | | | | Poster/ cut out picture depicting school/classroom gathering e.g worship, our day, 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) | Get about ten to twenty colored balloons. Put learners into two color groups, say Red and Yellow.  Now put up a big empty box at one part of the classroom as learners stand far apart facing the box.  Choose one child from the color group to participate in the race.  At the word ‘Go!!’, they must throw the balloons (ten each) into the box facing them.  The first person to finish wins. The game continues as long as the children are having fun.  Put the puppet on your non dominant hand.  Have the puppet say, I am hungry, I want to eat….sound. Give me ….sound please.  Let learners feed the puppet the requested sound.  RCA QUESTION   1. Did you have fun? 2. What sounds did you feed the puppet with. 3. Write the letters B,D,Y,R in your workbooks. | | | | | Poster/ cut out picture depicting school/classroom gathering e.g worship, our day, 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:** | | **Day:** THURSDAY | | | **Strand:** MY FAMILY | |
| **Sub Strand:** MY SCHOOL FAMILY- RULES AND REGULATIONS | |
| **Class:** KG 1 | | | **Class Size:** | |
| **Content Standard:**  K1.2.4.1 Demonstrate understanding of the rules and regulations that governs the members of the school | | | | **Indicator:**  K1.2.4.1.5 recognize and identify the target letter name for the week in given words related to the school | | |
| **Performance Indicator:**   * Learners can recognize and identify the target letter name for the week in given words related to the school | | | | | **Core Competencies:**  Communication and collaboration, Critical thinking, Personal Development and Leadership | |
| **Keywords:** | | | | | | |
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| Phase/Duration | Learners Activities | | | | | Resources |
| PHASE 1: **STARTER** | Have learners to sing songs and recite rhymes that relate to the lesson.  LETS ALL DO (*tune of we wish you a merry Christmas*)  Let’s all do a little clapping,  Let’s all do a little clapping,  Let’s all do a little clapping,  And spread Easter cheer.  (*Continue with actions like jumping, twirling, stretching etc*.) | | | | |  |
| PHASE 2: **NEW LEARNING**  CIRCLE TIME | Engage learners in the community circle time.  Place chairs in a line or in a circle facing out.  Lead children (more than the number of chairs available) around the chairs while singing a song.  At the end of the song, each child must sit down in the chair by which he or she is standing.  The child who remains standing is out of the game.  The last person to remain siting is the winner.  Repeat the game as long as the children are having fun. | | | | | Chairs |
| GROUP ACTIVITY 1  (OUTDOOR) | One child is chosen to be Mr. (or Mrs.) Wolf.  He stands a good distance (3+ meters) away from the other players with his back to them.  The other players stand side by side in a line, facing Mr. Wolf’s back. All together they call, “What’s the time, Mr. Wolf?”  Mr. Wolf responds by selecting and calling out an o’clock time (between 1 and 12).  The other players take the required number of steps towards Mr. Wolf. For example, “3 o’clock,” would mean the players take three steps towards Mr. Wolf.  These two actions are repeated resulting in the other players moving closer and closer to Mr. Wolf.  When Mr. Wolf is ready (usually when the other players are getting close), he changes his response to the question, “What’s the time, Mr. Wolf?” to “Dinnertime!”  At this cue, all of the players must turn around and race back to the starting position with Mr. Wolf chasing after them to try and catch his dinner.    The player who is caught becomes the next Mr. Wolf and the game continues.  Draw circles on the floor and write letters in them. Call learners in turns to hop through the letters by making its sound.  Example:  start      Using flash cards, learners identify and make sounds of the english alphabets in groups and in turns.  RCA QUESTION   1. What have we learnt today? 2. Mention some of the words you hopped on. | | | | | Poster/ cut out picture depicting school/classroom gathering e.g worship, our day, 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) | Write the letter for the week boldly on the chalkboard/whiteboard.  Teach the pronunciation and show where it is in the keywords. E.g. /s/ for school, sobolo, suku etc.  Put up a chart and have learners show you where the sound is located in the words, either at the initial, middle or ending.  Demonstrate how to write the letter in the air.  Learners take turns to practice writing in the air with you.  Have them repeat this activity on other appropriate surfaces.  Learners should practice writing the letter 5 times on their table and/or in their book.  Learners who have this letter in their names should call out their names.  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*.  Assign each corner of the class with numbers or popular characters in a story.  Share numbers to learners and let everyone stand in their respective corner.  Stand in the middle of the class with a giant dice.  The teacher rolls the dice, and the number that shows up is the corner to be out.  If he rolled a five, all will sing and dance to a familiar rhyme.  If he rolled a six, everyone out will get back to their respective corners.  The last corner to remain standing in its corner wins!  RCA QUESTION   1. What have we learnt today? 2. Write the letters S, v, H, l, A in your workbooks. | | | | | Poster/ cut out picture depicting school/classroom gathering e.g worship, our day, 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 | |
| **Sub Strand:** MY SCHOOL FAMILY- RULES AND REGULATIONS | |
| **Class:** KG 1 | | | **Class Size:** | |
| **Content Standard:**  K1.2.4.1 Demonstrate understanding of the rules and regulations that governs the members of the school | | | | **Indicator:**  K1.2.4.1.6 Solve story problems using comparative language “more than”, ”less than”, or “same as” to show relation between quantities/numbers | | |
| **Performance Indicator:**   * Learners can solve story problems using comparative language “more than”, ”less than”, or “same as” | | | | | **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** | Have learners sing songs and recite rhymes that relate to the lesson.  RING, RING, RING THE BELLS (*tune of row, row, row your boat*)  Ring, ring, ring the bells  Ring them loud and clear  To say to people everywhere  That Easter time is here!! | | | | |  |
| PHASE 2: **NEW LEARNING**  CIRCLE TIME | Sit the children in a circle, facing inwards.  One child is chosen to be “It”.  It walks around the circle, gently tapping each other player in turn on the head or shoulder, naming each player as a ‘Duck’.  When ready, it chooses one player to be the ‘Goose’, tapping that player on the head and shout ‘Goose’.  The player selected as Goose stands up and chase It around the circle, trying to tap her before she gets all the way around the circle to sit back in the spot where the Goose was originally sitting.  If the Goose is not able to tag the It, then Goose becomes It and the game continues. | | | | |  |
| GROUP ACTIVITY 1  (OUTDOOR) | Have learners sing the “week-day birthday” song and collect quick data on the number of people born on different days in the week.  Guide learners to solve problems on “Which group has less members than the other?  Practice with different numbers and sets of people, money and other objects.  Show the sign to learners and have them write it down at the appropriate place in an equation/inequality on Chalkboard.  Have learners create a family album and hand it on the wall of the class. | | | | | Poster/ cut out picture depicting school/classroom gathering e.g worship, our day, 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) | Place chairs in a line or in a circle facing out.  Lead children (more than the number of chairs available) around the chairs while singing a song.  At the end of the song, each child must sit down in the chair by which he or she is standing.  The child who remains standing is out of the game.  The last person to remain siting is the winner.  Repeat the game as long as the children are having fun.  Guide learners to solve story problems using comparative language “more than”, ”less than”, or “same as” to show relation between quantities/numbers.  Example: circle the group that has more than    Have learners stand in a circle and join hands to form “windows”.  Choose one child to stand in the middle of the circle.  Have the middle child pretend to be a bat and fly through the windows as the other children prevent it from flying.  The bat struggles its way out through the weak window and fly’s away.  The hands forming the weak window must chase It around the circle, trying to tap her before she gets all the way around the circle to stand back in the spot where the window originally was standing.  If they are unable to tag the IT, the person who forms the weak window to the right gets in the circle, and the game continues.  RCA QUESTION   1. Did you have fun? 2. Compare the numbers or sets using the words more than or less than. 3. 4 \_\_\_\_\_ 5 4. 8 \_\_\_\_\_ 3 | | | | | Poster/ cut out picture depicting school/classroom gathering e.g worship, our day, 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 | | | | |  |